TRƯỜNG ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH
TẠP CHÍ KHOA HỌC
ISSN: 1859-3100 KHOA HỌC GIÁO DỤC Tập 16, Số 4 (2019): 5-17

HO CHI MINH CITY UNIVERSITY OF EDUCATION
JOURNAL OF SCIENCE
EDUCATION SCIENCE Vol. 16, No. 4 (2019): 5-17

Email: tapchikhoahoc@hcmue.edu.vn; Website: http://tckh.hcmue.edu.vn

BIOLOGICAL STUDENTS' PERCEPTION OF THE ADVANTAGES AND DISADVANTAGES OF LEARNING ENGLISH WITH NATIVE AND NON-NATIVE ENGLISH-SPEAKING TEACHERS

Pham Cu Thien*, Tran Thị Thanh Tuyen, Ly Nhut Thien
Ho Chi Minh City University of Education
Corresponding author: Pham Cu Thien – Email: thienpc@hcmue.edu.vn
Received: 20/12/2018; Revised: 20/4/2019, Accepted: 24/4/2019

ABSTRACT

A research on 126 students from Department of Biology, Ho Chi Minh City University of Education on the advantages and disadvantages of learning English with native and non-native English-speaking teachers was carried out in January, 2018. Data on their perceptions towards the reasons why they liked studying with teachers were gained from questionnaires. Thirty students in this research were also randomly selected for interview to get their suggestions for the better ways of teaching English. The result showed that biological students preferred learning pronunciation (88.1%), listening (64.2%), speaking (59.5%) and reading (57.9%) with native English-speaking teachers. However, most of them indicated preference to study grammar (63.5%) and writing (43.7%) with non-native English-speaking teachers. Students also suggested some effective ways of teaching English including choosing practical and interesting topics, applying good method of teaching, increasing time of teaching, transferring lesson by using games, stories, picnics, and so on. The findings will help Deans take into consideration the importance of teachers in teaching English.

Keywords: student's perception, biological student, teacher of English.

1. Introduction

English is an international language and it has been widely used as an important means of communication all over the world (Xue & Zuo, 2013; Tosuncuoglu, 2017). It becomes a basic skill in the work place (Foley, 2011) and demands on an employee's competence in English are increasing (Graddol, 2000). Therefore, a lot of people try to learn English as it is useful for their work. Students at Ho Chi Minh City University of Education also have to learn English because of different reasons, but the common one is that it is one of their subjects in the training program. When they study English, they understand that teachers have individual differences and their work is very important (Harmer, 2010). There are two main kinds of teachers in the class including the native and non-native English-speaking teachers. Luk & Lin (2007) defined that the term "non-native speaker" is in contrast to the "native speaker" in language. The native English-speaking teachers have played a key contribution to English teaching in the world (Albakrawi,

2014), but the number of non-native English-speaking teachers has been increasing and having higher numbers than native English-speaking teachers (Canagarajah, 1999; Ma, 2012; Ur, 2012; Richardson, 2016). Different teachers are succeeded in different ways and their strengths or weaknesses depend on how students view (Medgyes, 1994; Harmer, 2010, Tosuncuoglu, 2017). The question is that the students in Department of Biology in Ho Chi Minh City University of Education prefer studying English with native or non-native English-speaking teachers. No research has been done before to answer this question. Therefore, a study on students' perception of the advantages and disadvantages of learning English with native and non-native English-speaking teachers at Department of Biology was carried out.

2. Literature

A lot of good research on learners' perception of the advantages and disadvantages of learning English with native and non-native English teachers have been done in the world. The study on "Teacher and student preferences of native and non-native foreign English teachers" showed that students' preferences for native teachers increased with academic level (Madrid and Canado, 2004). The research by Alseweed (2012) in Qassim University with 169 Saudi male university students (non-English major) to get their perception when studying English in the classroom with native and non-native English-speaking teachers indicated that they liked studying with native English teacher, especially in the higher level. Çakir and Demir (2013) researched on Turkish students and found that native English-speaking instructors considered to teach speaking, listening, pronunciation and vocabulary better. Albakrawi (2014) said that native English-speaking teachers played a main role in improving the learners' communicative competence. Sevy-Biloon (2017) stated that native English-speaking teachers had better fluency and pronunciation than Ecuadorian non-native English-speaking teachers. However, learners also interested in studying with non-native English speakers because these teachers provided the serious learning environment and clear answer for students' asking. The disadvantages of this group were the advantages of the other groups in terms of the English proficiency, the communication and the solution for students' problems in the research of 184 non-English major students on Taiwanese University students' perception toward native and non-native English-speaking teachers (Tsou, 2013). The differences about teaching approaches, teaching objectives and classroom atmosphere between two kinds of teachers were found in the research by Ma (2012) on the differences about "perceived teaching behavior of native and non-native English - peaking teachers in Hong Kong". The study on 76 university students, in which there were 38 students majoring in English, showed that they liked studying with English-speaking teachers of the combination of both groups (Lasagabaster and Sierra, 2002). The research result from Xiaoru (2008) with 75 university students majoring in English was that each kind of teachers had its own strengths and

weaknesses, so they should complement each other when teaching English. Clouet (2006) also stated that both native and non-native English-speaking teachers should be in the same class so that students could get the better knowledge because each teacher had different advantages.

In Vietnam, Thien and Hung (2018) found that most of 26 master students major in English preferred studying with teachers from the United States of America, and the most popular reason was that teachers could use English more accurately. Walkinshaw and Duong (2014) studied on 50 Japanese and 50 Vietnamese university students and the results were that non-native English-speaking teachers were better in explaining grammar and classroom interaction, while the other was good at pronunciation, language use and culture. Walkinshaw and Duong (2012) carried out a research on 50 junior English major students in two universities in Vietnam about their preference to the studying of English with native and non-native English-speaking teachers. The findings were that English competence was the one that students chose for native English-speaking teachers, the other qualities including teaching experience, qualifications, friendliness, enthusiasm, the ability to deliver interesting and informative classes were valued for both groups of teachers.

The literature reviewed some of the advantages and disadvantages of studying English with native and non-native English-speaking teachers in Vietnam and in the world. However, there was no research on biological students' perception in Ho Chi Minh City University of Education. This study will find their perceptions of learning English with native and non-native English-speaking teachers and also give some suggestions for better ways of teaching English so that the Dean can take into consideration the importance of teaching English.

3. Methodology

- ***Settings and participants***

All students who had experiences working with foreign English speakers in Department of Biology, Ho Chi Minh City University of Education participated in the study in January, 2018. The participants belong to four batches of 40, 41, 42 and 43 in this University at the time of research.

- ***Data collection***

Data collection was done by using the questionnaire and interview at one point of the time in January, 2018. All the students who had experiences working with foreign English speakers in Department of Biology in Ho Chi Minh City University of Education filled in the questionnaire at the classroom of the school. The implementation of the data collection referred to the Five steps in the Process of Data collection (Creswell, 2012). The questionnaire was written in Vietnamese to prevent from misunderstanding then it was translated into English later for the paper After the questionnaire was designed, it was showed to five experts on TESOL teaching for comments. After correcting following their

comments, the questionnaire was tested by ten testers to know whether they could understand or not, also to be sure that the questionnaire was good enough. The unclear questions were explained directly to the participants. Thirty students in this research were also randomly selected for interview to get their suggestions for the better ways of teaching English.

- ***Data analysis***

Microsoft Office Excel and SPSS software (Statistical Package for Social Sciences version 20; SPSS Inc., Chicago, Illinois) were used for data entry and statistical analyses. Double entry was done to prevent from errors. Descriptive analysis was mainly used for data analysis. Cronbach's Alpha was calculated to determine the reliability of data from questionnaire. The alphas in this research were from 0.705 to 0.837 > 0.700 and it means that the items are reliable (Fraenkel & Wallen, 2009). The mean scores in this research were calculated with the range from 1 (completely disagree), 2 (disagree), 3 (neutral), 4 (agree) to 5 (completely agree).

4. Results

4.1. General information

- ***Participants' information***

There were 203 students from Department of Biology, Ho Chi Minh City University of Education at the time of research, in which 126 students (62.1%) already had experiences working with English speakers joined the research including 17.5% freshmen, 32.5% sophomores, 29.4% junior students and 20.6% senior students.

- ***Percentage of students already worked with foreign English speakers* (N=126)**

All of 126 students had a chance working with foreign English speakers from 18 countries. Most of them were from the United States of America (50.8%), England (47.6%), Australia (31.0%) and the Philippines (11.9%). The others with lower percentage were from South Korea (5.6%), India (4.0%), Singapore (3.2%), China (3.2%), Canada (2.4%), France (1.6%), Japan (1.6%), New Zealand (0.8%), the Netherlands (0.8%), Spain (0.8%), Belgium (0.8%), Germany (0.8%), Russia (0.8%) and Brazil (0.8%).

- ***The subjects which students had already practiced with foreign English speakers* (N=126)**

Speaking skill is the most popular one that students from Department of Biology had a chance to practice with foreign English teachers (N=66), next is listening skill (N=60). There were 46 students who had conversation with foreign English speakers. Students also studied with foreign teachers in pronunciation (N=38), reading (N=19), grammar (N=14) and writing (N=13).

4.2. Students' perception of studying English with English teachers

4 2.1. Students' perception of studying pronunciation with English teachers

Most of biological students preferred studying pronunciation with native English-speaking teachers (88.1%) with two main reasons: the first one was that those teachers could pronounce more accurately (4.33/ 5.0 points) and the other was relating to the ease of practice pronunciation (4.05/ 5.00 points) (Table 1). Very few students wanted to study pronunciation with non-native English-speaking teacher (1.6%) and the students who liked studying with both kinds of teachers were low at 10.3% with the similar reason that the native ones gave the good way of practice pronouncing with the help from the Vietnamese teacher (4.23/ 5.00 points).

Table 1. *Biological students' perception of studying pronunciation with English teachers*

Students' perceptions	when studying pronunciation with			
	all English teachers (n=126)	native English-speaking teachers (n=111)	non-native English-speaking teachers (n=2)	both kinds of teachers (n=13)
Study well faster	3.46 ± 0.91	3.46 ± 0.90	3.50 ± 0.71	3.46 ± 1.05
Pronounce more accurately	4.21 ± 0.79	4.33 ± 0.64	3.50 ± 0.71	3.31 ± 1.25
Easy to understand	3.36 ± 1.01	3.35 ± 1.00	4.00 ± 0.00	3.31 ± 1.18
Easy to practice pronunciation	4.07 ± 0.86	4.05 ± 0.87	4 00 ± 0.00	4.23 ± 0.83
Good method of teaching	3.17 ± 1.09	3.19 ± 1.10	4.00 ± 0.00	2.85 ± 0.89

4.2.2. Students' perception of studying grammar with English teachers

It is interesting that 63.5% of biological students wanted to study grammar with non-native English-speaking teacher because they thought this kind of teacher made them understand grammar lessons (4.48/5.00 points) and practice grammar easily (4.18/ 5.00 points). Both kinds of native and non-native English-speaking teachers were chosen by 15.9% students with the same reasons (4.30/ 5.00 points), they also said that they could study grammar well faster if they studied with both of these teachers (4.15/ 5.00 points). The ones chose native English-speaking teachers were higher at 20.6% but all points were lower than 4.00 (Table 2).

Table 2. *Biological students' perceptions of studying grammar with English teachers*

Students' perceptions	when studying grammar with			
	all English teachers (n=126)	native English-speaking teachers (n=26)	non-native English-speaking teachers (n=80)	both kinds of teachers (n=20)
Study well faster	3.85 ± 0.76	3.42 ± 0 70	3.91 ± 0 73	4.15 ± 0.75
Easy to understand	4.26 ± 0.75	3.58 ± 0.70	4.48 ± 0.59	4.30 ± 0.86
Easy to practice grammar	4 13 ± 0.70	3.88 ± 0.65	4.18 ± 0.69	4.30 ± 0.73
Good method of teaching	3.65 ± 0.78	3.38 ± 0.64	3.69 ± 0 82	3.85 ± 0.75

4.2.3. Students' perception of studying listening skill with English teachers

The students who liked studying listening with native English-speaking teachers occupied the highest percentage at 64.2%; however, all the points for choosing were lower than 4.00. Only one reason "to understand lesson easily" in listening skill had the good points of 4.10/ 5.00 when studying with non-native English-speaking teachers (23.0%) (Table 3).

***Table 3.** Biological students' perception of studying listening with English teachers*

Students' perceptions	when studying listening with			
	all English teachers (n=126)	native English-speaking teachers (n=81)	non-native English-speaking teachers (n=29)	both kinds of teachers (n=16)
Study well faster	3.67 ± 0.75	3.67 ± 0.76	3.62 ± 0.73	3.75 ± 0.77
Easy to understand	3.47 ± 1.06	3.23 ± 1.11	4.10 ± 0.72	3.50 ± 0.89
Easy to practice listening	3.67 ± 1.17	3.65 ± 1.23	3.72 ± 1.10	3.69 ± 1.01
Good method of teaching	3.21 ± 1.09	3.20 ± 1.10	3.21 ± 1.11	3.31 ± 1.01

4.2.4. Students' perception of studying speaking skill with English teachers

Native English-speaking teachers were in priority to choose when studying speaking with 59.5%, the next one was non-native English-speaking teachers (27.0%) and both kinds of teachers (13.5%) (Table 4). They liked Vietnamese teachers because it was easy to practice speaking (4.44/ 5.00 points), easy to understand (4.06/ 5.00 points) and they had good method of teaching (4.06/ 5.00 points). Both kinds of teachers were chosen because they had good method of teaching (4.29/ 5.00 points) and made learners easy to practice speaking (4.12/ 5.00 points).

***Table 4.** Biological students' perception of studying speaking with English teachers*

Students' perceptions	when studying speaking with			
	all English teachers (n=126)	native English-speaking teachers (n=75)	non-native English-speaking teachers (n=34)	both kinds of teachers (n=17)
Study well faster	3.19 ± 1.01	3.23 ± 0.99	3.35 ± 1.04	3.82 ± 0.95
Easy to understand	3.18 ± 1.02	3.07 ± 0.81	4.06 ± 0.92	3.53 ± 0.94
Easy to practice speaking	3.96 ± 0.83	3.33 ± 1.11	4.44 ± 0.70	4.12 ± 0.93
Good method of teaching	3.06 ± 0.99	3 73 ± 1.13	4.06 ± 0.85	4.29 ± 0.69

4.2.5. Students' perception of studying reading skill with English teachers

Biological students also preferred studying reading with native English-speaking teachers (57.9%), the lower percentage with non-native English-speaking teachers (27.8%)

and both kinds of teachers (14.3%). Easy to understand lessons and easy to practice reading were evaluated with high scores when students showed their preferences of learning reading with Vietnamese teachers and both kinds of teachers (Table 5).

***Table 5.** Biological students' perception of studying reading with English teachers*

Students' perceptions	when studying reading with			
	all English teachers (n=126)	native English-speaking teachers (n=73)	non-native English-speaking teachers (n=35)	both kinds of teachers (n=18)
Study well faster	3.34 ± 1.01	3.26 ± 0.99	3.31 ± 1.05	3.72 ± 0.95
Easy to understand	3.74 ± 1.10	3.33± 1.09	4.46 ± 0.70	4.00 ± 0.93
Easy to practice reading	3.90 ± 1.03	3.74 ± 1.12	4.00 ± 0.91	4.33 ± 0.69
Good method of teaching	3.16 ± 0.98	3.01 ± 0.95	3.37 ± 1.03	3.33 ± 0.94

4.2.6. Students' perception of studying writing skill with English teachers

For learning writing skill, nearly half of students liked studying with non-native English-speaking teachers (43.7%), about one-third students preferred native English-speaking teachers (34.9%) and 21.4% students wanted to learn writing with both kinds of teachers (Table 6). Writing accurately is the main reason students liked studying writing with native English-speaking teachers whereas the reasons "easy to understand lesson and easy to practice writing" are the main ones which students preferred (4.38/ 5.00 points and 4.18/ 5.00 points, respectively).

***Table 6.** Biological students' perception of studying writing with English teachers*

Students' perceptions	when studying writing with			
	all English teachers (n=126)	native English-speaking teachers (n=44)	non-native English-speaking teachers (n=55)	both kinds of teachers (n=27)
Study well faster	3.40 ± 0.96	3.14 ± 0.95	3.56 ± 0.83	3.52 ± 1.16
More accurate	3.61 ± 1.07	4.11 ± 1.02	3.20 ± 0.91	3.63 ± 1.11
Easy to understand	3.94 ± 1.02	3.36 ± 1.06	4.38 ± 0.78	3.96 ± 0.94
Easy to practice writing	3.92 ± 1.06	3.57± 1.17	4.18 ± 0.86	3.96 ± 1.09
Good method of teaching	3.22 ± 1.00	3.07± 1.07	3.29 ± 0.98	3.33 ± 0.92

4.3. Students' suggestions for better ways of teaching English

There were eight suggestions for better ways of teaching English from the students at the Department of Biology. The highest one was topics for studying, students needed the practical and interesting topics in the class (43.3%). The next ones related to method of teaching, time of teaching, and ways of transfer lesson by using games, stories, and picnics

with the same percentage at 20.0%. Students also required teacher's instructions of giving them the best way to study well (13.3). The other suggestions were installing speaker system and doing homework online with lower percentage (Table 5).

Table 7. Suggestions for better ways of teaching English (N=30)

Better ways of teaching English	N	Percentage (%)
Choose the topics relating to real life for practice	7	23.3
Choose the interesting topics for practice	6	20.0
Good method of teaching	6	20.0
Increase teaching time at school	6	20.0
Study through telling stories, playing games, picnic	6	20.0
Show students the good method to study	4	13.3
Install good speaker system in the classroom	1	3.3
Do homework online to submit to teacher for corrections	1	3.3

5. Discussion

A majority of biological students preferred learning pronunciation with native English-speaking teachers because these teachers could pronounce more accurately (4.33/ 5.0 points) and it was easy to practice (4.05/ 5.00 points). It is obvious that pronunciation is one of the most important aspects of a language (Çakir & Baytar, 2014) and native English-speaking teachers can have better pronunciation than non-native English-speaking teachers because they master the language they teach (Madrid & Canado, 2004; Çakir and Demir, 2013; Walkinshaw & Duong, 2014; Sevy-Biloon, 2017; Yazawa, 2017). This result is also similar to what Thien and Hung (2018) found that students wanted to study pronunciation with native English-speaking teachers because of their using of accurate English. This is the main reason why 88.1% of students in this research chose native English-speaking teachers to study this aspect.

Most of biological students also liked studying listening, speaking and reading with native English-speaking teachers. Students chose them because the belief was that they were better (Merino, 1997; Tajeddin & Adeh, 2016), especially at speaking and listening (Çakir & Demir, 2013), they also had a greater self-confidence (Madrid & Canado, 2004), and used it as a natural means of communication in class (Árva & Medgyes, 2000; Madrid & Canado, 2004). However, all the average scores were less than 4.00 points for all reasons they selected. It can be explained that the acquisition of a native-like accent is not the main objective of most of the language learners and people' s need is that they can communicate successfully with other people who have different L1 language instead of treating a native norm as the goal of studying foreign language (Jenkins, 1998). Moreover, both groups of teachers had good qualities of teaching experience, qualifications, friendliness, enthusiasm, and ability to deliver interesting and informative classes (Walkinshaw & Duong, 2012). Therefore, scoring for each reason to choose native

English-speaking teachers is not important anymore, even some students gave high marks for choosing non-native English-speaking teachers such as easy to understand reading (4.46/ 5.00 points) and listening lessons (4.10/ 5.00 points), and easy to practice speaking (4.44/ 5.00 points).

For grammar and writing, most of the students liked studying with non-native English-speaking teachers as they were better in teaching grammar (Cheung, 2002; Liaw, 2012; Walkinshaw and Duong, 2014) and clear answer for students' asking (Alseweed, 2012). Walkinshaw and Duong (2014) also found that students liked studying English with these teachers because they were hard working, good communicator, experienced ESL learner and insightful teacher. It is clear that non-native English-speaking teachers already had experiences in studying foreign language so it is very easy for them to know what mistakes to minimize and try to use the best way to transfer knowledge to the learners. Furthermore, these two skills were highly required to the students because of the tradition way of studying to pass the test at school and the entrance examination to universities or colleges and students usually studied with non-native English-speaking teachers. If students have some difficulties in learning or doing exercises or even the content of the lesson, non-native English-speaking teachers can find suitable ways to show them to understand faster. They also had the ability to use the students' first language when necessary (Marino, 2011; Walkinshaw and Duong, 2014), especially at the beginning stages of teaching to assist student (Tosuncuoglu, 2017). These problems may not be solved easily by native teachers in details because of the language barrier. Moreover, native teachers were lack of knowledge of the students' mother tongue, this influenced the lack of sympathy between the teacher and students (Madrid and Canado, 2004).

In all English skills and aspects in the research, some students also wanted both kinds of teachers in the same class because they thought that each kind of teachers had its own strengths and weaknesses (Clouet, 2006; Xiaoru, 2008). Biological students would like to have both native and non-native English-speaking teachers in the same class because they thought that it was easy for them to practice pronunciation (4.23/ 5.00 points), grammar (4.30/ 5.00 points), speaking (4.12/ 5.00 points), and reading (4.33/ 5.00 points). It was also easy to understand grammar (4.30/ 5.00 points) and reading (4.00/ 5.00 points). They thought they could study grammar better (4.15/ 5.00 points) and the teachers had good method of teaching speaking skill (4.29/ 5.00 points). These choices proved that up to 80% of English teachers are non-native English-speaking teachers (Richardson, 2016) have played a key contribution to English language teaching, especially grammar and writing in Department of Biology, Ho Chi Minh City University of Education and also it may be across the globe. Tsou (2013) agreed that both kinds of teachers had their own strengths, the disadvantages of this group are the advantages of the other groups in terms of the English proficiency, the communication and the solution for students' problems; therefore,

they should complement each other when teaching English (Xiaoru, 2008; Tosuncuoglu, 2017), and it is definitely ideal if both kinds of teachers share the same class (Clouet, 2006).

Biological students suggested that teachers should use practical and interesting topics in the class, and they considered these were the most important one for better teaching. According to Ur (2012), teachers should design a good topic, which could relate using ideas from their own experience and knowledge, to make students happy to learn and stimulate discussion. Harmer (2010) also agreed that teachers should introduce good reading texts, listening lessons, writing and speaking tasks which can introduce interesting topics, excite imaginative responses and provide the springboard for fascinating lessons. Good method of teaching also considered one of the top suggestions when teaching English. Teachers can train students to be the excellent ones if they have the good methods for each skill or aspects. There are a lot of common and effective methods and teachers should use the suitable ones for teaching. The right methods should be applied for different skills in teaching English like teaching grammar, vocabulary, listening, reading, writing, speaking and pronunciation (Doff, 1988; Ur, 2012). Some students thought that the time for teaching English at school was not enough for them to gain enough knowledge. However, this macro issue needs to be discussed more as it relates to the national training strategy. For the time of being, students should develop their autonomy and try to absorb all the knowledge in the current English training program. The next suggestion with high votes to improve teaching effectiveness was that students would like to study English through telling stories, playing games, picnic. Ur (2012) stated that teachers should use game-like activity, tell stories, sing a song, watch films, theater and video when teaching English to make students more interest as they experienced a feeling of playing a game and motivated them to make effort to understand. Scrivener (2011) also agreed that teachers should use flashcards, picture stories, storytelling, films and videos so that students can improve their English effectively.

6. Conclusion

Biological students preferred learning pronunciation (88.1%), listening (64.2%), speaking (59.5%) and reading (57.9%) with native English-speaking teachers. Most of them liked studying grammar (63.5%) and writing (43.7%) with non-native English-speaking teachers. To get better ways of teaching English, students suggested that teachers should choose practical and interesting topics, apply good method of teaching, increase time of teaching and transfer lesson by using games, stories, picnics. The implication of the study is that the research results will help Deans take into consideration the importance of teachers and methods in teaching English for students. Further study on students' preference from the other fields should be done to find the whole pictures of students' perception of learning general English.

❖ ***Conflict of Interest:*** *Authors have no conflict of interest to declare.*

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NHẬN THỨC CỦA SINH VIÊN SINH HỌC VỀ THUẬN LỢI VÀ BẤT LỢI KHI HỌC TIẾNG ANH VỚI GIÁO VIÊN BẢN NGỮ VÀ GIÁO VIÊN KHÔNG PHẢI BẢN NGỮ

Phạm Cử Thiện**, *Trần Thị Thanh Tuyền, Lý Nhựt Thiện

Trường Đại học Sư phạm Thành phố Hồ Chí Minh

* *Tác giả liên hệ: Phạm Cử Thiện – Email. thienpc@hcmue.edu.vn*

Ngày nhận bài: 20-12-2018; ngày nhận bài sửa: 20-4-2019; ngày duyệt đăng: 24-4-2019

TÓM TẮT

Nghiên cứu trên 126 sinh viên Khoa Sinh học– Trường Đại học Sư phạm Thành phố Hồ Chí Minh về thuận lợi và bất lợi khi học tiếng Anh với giáo viên bản xứ và không phải bản xứ được thực hiện vào tháng 01/2018. Dữ liệu về nhận thức của sinh viên và lí do chọn giáo viên được thực hiện bằng cách sử dụng bảng câu hỏi soạn sẵn. Ba mươi sinh viên trong nghiên cứu đã được chọn ngẫu nhiên để tham gia phỏng vấn lấy ý kiến đề xuất cách dạy tiếng Anh hiệu quả hơn. Kết quả cho thấy sinh viên Sinh học thích học phát âm (88,1%), nghe (64,2%), nói (59,5%) và đọc (57,9%) với giáo viên bản xứ. Tuy nhiên, hầu hết sinh viên muốn học ngữ pháp (63,5%) và viết (43,7%) với giáo viên người Việt. Sinh viên cũng đề nghị nên chọn chủ đề thực tế và thú vị khi dạy, áp dụng phương pháp phù hợp, tăng thời gian dạy ở lớp, dạy học qua trò chơi, kể chuyện, dã ngoại. . Kết quả nghiên cứu giúp cho Ban Chủ nhiệm Khoa lưu ý đến tầm quan trọng của giáo viên khi dạy tiếng Anh cho sinh viên

Từ khóa: nhận thức của sinh viên, sinh viên Sinh học, giáo viên tiếng Anh.