



## The Perspective of Thammislam Foundation School Thailand Students on the Teaching of Non-Native Speaker Teachers

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### ABSTRACT

This study investigates students' perceptions of teachers teaching Non-Native Speakers at Thammislam Foundation School Thailand. This study uses descriptive research methods by collecting data through interviews and interviews given to class students at the school. The tables presented in this study cover various aspects of teaching Non-Native Speaker teachers, such as the using language, humor, multi-modal tools, group discussion groups, and assessment of student class participation. This study's results indicate the most positive perceptions of Non-Native Speaker teachers. th Most students agree that Non-Native Speaker teachers provide the subject matter in a fun way and can interact with students in class. In addition, most students agree that Non-Native Speaker teachers use body language, humor, and multi-modal tools to facilitate teaching. This shows that Non-Native Speaker teachers at Thammislam Foundation School Thailand successfully created an interesting, interactive and fun learning environment for students. Furthermore, most students agree that Non-Native Speaker teachers design discussion groups and solve problems in class. These activities are considered to increase student participation and develop critical and social thinking skills. In addition, the majority of students also agreed that Non-Native Speaker teachers assess student class participation. Class participation assessments effectively encourage student engagement in learning and build a collaborative classroom environment.

### Kata Kunci

*Perceptions of Students, Non-Native Speaker Teachers, Teaching English*

## INTRODUCTION

English has become the main research topic in Asian countries because most of the population there are speakers of English, not as their mother tongue. Liou's research (2004: 135) shows that about 80% of English speakers worldwide are non-native speakers. Therefore, there are many important findings regarding the use of English, which are useful for non-native speakers, and they can apply them in their daily life. Teaching English in Asian countries, including Thailand, has become a focus of attention because of the importance of English competence in facing global challenges. English is a crucial subject in the school curriculum, and this language skill is considered a competitive

advantage for students to participate in an increasingly competitive international job market (Braine, 2013).

In Thailand, awareness of the importance of English proficiency is increasing, and many schools, including the Thammislam Foundation School, have taken steps to strengthen their English learning programs. This country's government and educational institutions have realized that good English competence will open up wider career opportunities for students after formal education. To improve the English teaching standard, schools often recruit candidates from various countries who speak English as their second language or are not native speakers of English. These teachers are non-native speaker (NNS) teachers (Chotijah, 2016). The presence of NNS teachers offers several benefits, including the potential to create an inclusive learning environment and support the implementation of multiculturalism in the curriculum. However, the presence of NNS teachers also raised questions and criticism from several parties. Some argue that NNS teachers may have limitations in mastering grammar, pronunciation, and different accents, affecting students' ability to understand English accurately. This raises concerns about the effectiveness of teaching English by NNS teachers, especially when students face the requirements of standardized exams or college entrance exams.

This controversy has stimulated research on the effect of teaching NNS teachers on students' English skills at various levels of education. Several previous studies have shown mixed results, in that some students are comfortable with teaching NNS teachers, while others find it difficult to understand their accent or teaching style. Therefore, it is important to take the direct perspective of students to understand their views on teaching NNS teachers. Thammislam Foundation School in Thailand provides opportunities for students to learn English from NNS teachers. In this context, it is important to explore students' perspectives on the teaching quality of NNS teachers, assess whether their learning experiences under NNS teachers have been positive or challenging, and understand how NNS teachers can improve their teaching to support students' language needs better (Bayyurt, 2006).

Through this research, we hope to identify potential areas for improvement in the teaching of English by NNS teachers at Thammislam Foundation School. The results of this research can provide valuable information for schools and teachers to improve their teaching strategies, overcome obstacles faced by students, and create a positive and inclusive learning environment for all students. By exploring students' views on teaching NNS teachers, this research also contributes to a deeper knowledge of the effectiveness of NNS teachers in international education contexts. This can

cover the global discussion on second language teaching and nine education policies in countries where NNS teachers play an important role in English learning (Novianti, 2018).

## **RESEARCH METHODE**

This research is a descriptive study that focuses on the perspectives of Thammislam Foundation School Thailand students on the teaching of non-native speaker teachers. Data was collected using a questionnaire (questionnaire). The data collection process involves three main stages: (1) preparation, (2) data collection, and (3) data processing and analysis. The preparatory stage includes determining the methods and techniques for selecting research subjects and preparing and distributing questionnaires. The population of this study was all students of the Thammislam Foundation School Thailand class. This study used the Purposive Sampling method, which means that the sample was selected based on certain objectives and considerations from the researcher namely, 30 students were selected, and a Non-Native Speaker teacher taught the class. The location of this research is Thammislam Foundation School Thailand Jl. 41/3 หมู่ ๑๓ Tha It, Pak Kret District, Nonthaburi 11120.

The schedule for carrying out this research starts from February to July, which includes preparing proposals, preparing instruments, conducting research, analyzing data, preparing reports, and submitting reports. This study used a questionnaire to collect data from predetermined respondents. The questionnaire includes questions related to students' perceptions of Non-Native Speaker English Teachers. In compiling the questionnaire, the researcher paid attention to the principles of writing a questionnaire, such as the content and purpose of the questions, the language used, the types and forms of questions, the length of the questions, the order of the questions, the physical appearance of the questionnaires, and so on. After the data is collected from the results of distributing the questionnaires, all information will be grouped according to the questions and tabulated in a single table. Data analysis was done by changing the answer data into information that is easier to understand. The data processing in this study uses SPSS (Statistical Product and Service Solution) software to perform computations and find the mean (average) value for each possible answer to the questionnaire.

## **RESULT AND DISCUSSION**

Three aspects indicate students submitting assessments to Non-Native Speaker English teachers: pedagogical and linguistic aspects. There are socio-

cultural aspects for Non-Native Speaker English teachers (Aneja, 2016). Overall the responses given by students to the strengths possessed by Non-Native Speaker English teachers can be seen in the following table:

**Tabel 1.**  
**Question 1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Agree	8	26.7	26.7	26.7
Strongly Agree	22	73.3	73.3	100.0
Total	30	100.0	100.0	

Table 1 shows the results of the first question on the questionnaire, namely, "My teacher gives material in a fun way." The table presents the frequency, percentage, valid percentage, and cumulative percentage of answers given by respondents to these statements. 30 respondents participated in this study. From the table, it can be seen that most students (73.3%) stated "Strongly Agree" that their teacher provided subject matter in a fun way. Meanwhile, 26.7% of students stated "Agree" with the statement. No students stated "Disagree" or "Strongly Disagree" to the statement.

It is important to understand the results of this question because the way a teacher presents subject matter can influence student motivation and interest in learning. If the teacher can convey the material in an interesting and fun way, students tend to be more enthusiastic and enthusiastic in following the lesson. This can create a positive and supportive learning environment where students feel happy and motivated to learn. Using a fun approach to teaching can also increase student involvement in the learning process. Students who feel emotionally and cognitively involved with the subject matter are more likely to understand and remember information better. Over time, this can improve a student's overall academic performance.

In addition, a fun approach to teaching can create a positive atmosphere in the classroom. Students will feel more comfortable participating in discussions, asking questions, and interacting with teachers and classmates. This can improve the relationship between students and teachers and strengthen social bonds in the classroom. However, even though most students agreed that their teacher presented the subject matter in a fun way, it should not be overlooked

that some students may have different perceptions. Some students may have different preferences or learning styles, so a fun approach may not always be effective for all students. Therefore, it is important for teachers to remain flexible and responsive to students' individual needs (Moussu & Llurda, 2008).

**Table 2.**  
**Question 2**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	2	6.6	6.6	6.6
Disagree	5	16.7	16.7	23.3
Agree	12	40	40	63.3
Strongly Agree	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Table 2 presents the results of the second question in the questionnaire, namely, "My teacher interacts with students in class." The table displays the frequency, percentage, valid percentage, and cumulative percentage of the answers given by 30 respondents to the statement.

The table shows that most students (40%) stated "Agree" that their teacher interacted with students in class. In addition, as many as 36.7% of students stated "Strongly Agree" that the interaction between teachers and students was going well. Conversely, 6.6% of students stated "Disagree," and 16.7% of students stated "Strongly Disagree" with the statement. The results of this question indicate that most students feel that the interaction between the teacher and students in the class is going well. Active and positive interactions between teachers and students can positively impact the learning process and teaching quality.

The importance of classroom interaction between teachers and students cannot be ignored. When teachers actively interact with students, they create a supportive and inclusive environment in the classroom. This interaction allows students to feel valued, heard, and understood, increasing self-confidence and confidence in participating in learning activities.

Teachers who interact with students can also better understand students' needs, interests, and individual talents. This allows the teacher to develop strategies that suit students' learning styles and levels of understanding. As a result, students tend to be more involved in the learning process and achieve better learning outcomes. In addition, active interaction between teachers and

students can create a positive social climate in the classroom. Students feel more comfortable sharing ideas, asking questions, and discussing with teachers and classmates. This can strengthen the relationship between students and teachers and build strong social bonds in the classroom.

To increase interaction in the classroom, it is important for teachers to find creative and effective ways to communicate with students. Using a variety of teaching strategies that encourage active participation, such as group discussions, role plays, or collaborative projects, can help increase the level of interaction in the classroom. In addition, teachers also need to create a supportive environment for students to talk and share their thoughts. Opening space for student questions and opinions and providing positive and constructive feedback can help improve interaction and communication in the classroom.

**Table 3.**  
**Question 3**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	0	0	0	0
Disagree	7	23.3	23.3	23.3
Agree	15	50	50.3	73.3
Strongly Agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Table 3 displays the results of the third question in the questionnaire, namely, "My teacher uses body language to facilitate instructional content." The table shows the frequency, percentage, valid percentage, and cumulative percentage of the answers given by 30 respondents to the statement. The table shows that most students (50%) stated "Agree" that their teacher used body language to facilitate teaching content. In addition, 26.7% of students stated "Strongly Agree" that their teacher effectively uses body language in the teaching process. In contrast, 23.3% of students stated "disagree" with the statement.

A teacher's use of body language in teaching can significantly impact student understanding and engagement in learning. Body language includes facial expressions, hand movements, body postures, and eye contact, which teachers can use to convey additional information or enhance students' understanding of the subject matter. When a teacher uses body language

effectively, his verbal and nonverbal messages become consistent, strengthening student communication. Body language can highlight important points, illustrate complex concepts, or draw students' attention to key information.

Teachers can take several steps to increase the use of body language in teaching. First, teachers can reflect on and increase awareness of their own body language through self-observation or feedback from peers or mentors. Second, teachers can attend training or professional development related to effective communication in teaching, including using body language (Astriyanti., et al., 2015).

**Table 4.**  
**Question 4**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	2	6.7	6.7	6.7
Disagree	3	10	10	16.7
Agree	15	50	50	73.4
Strongly Agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Table 4 shows the results of the fourth question on the questionnaire, namely, "My teacher tells jokes to create a funny classroom atmosphere." The table provides an overview of the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to this statement. Based on the table, it can be seen that most students (50%) stated "Agree" that their teacher often gives jokes or jokes to create a fun class atmosphere. In addition, 33.3% of students stated "Strongly Agree" that their teacher uses humor to create a funny class atmosphere. Meanwhile, 6.7% of students stated "Disagree," and 10% of students stated "Strongly Disagree" to this statement.

The use of humor in the teaching process can have a positive impact on the learning environment in the classroom. When teachers use humor appropriately, it can be an effective tool for building a fun and relaxed classroom climate. Humor can relieve tension, increase student engagement, and create a sense of joy in teaching and learning. In a relaxed and pleasant atmosphere, students are more likely to feel comfortable talking, participating in discussions, and asking questions (Nurha, 2020). This creates an environment where students feel supported and valued, which can increase their confidence

and self-confidence in learning. Humor can also help strengthen the relationship between teachers and students. When teachers use humor, students feel closer and more connected to their teachers. This can create positive emotional bonds, which can help strengthen social bonds in the classroom and increase collaboration in learning.

**Table 5.**  
**Question 5**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	2	6.7	6.7	6.7
Disagree	3	10	10	16.7
Agree	17	56.6	56.6	73.3
Strongly Agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Table 5 describes the results of the fifth question on the questionnaire, namely, "My teacher wrote notes on the blackboard." The table provides information about the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the statement. Based on the table, it can be seen that most students (56.6%) stated "Agree" that their teacher often writes notes or subject matter on the blackboard. In addition, 26.7% of students stated "Strongly Agree" that their teacher used the blackboard in the teaching process. Conversely, 6.7% of students stated "Disagree," and 10% of students stated "Strongly Disagree" with the statement.

The use of the blackboard in teaching has long been an important part of the teaching tradition in many classrooms. The blackboard is used to present information, important notes, and examples that support the subject matter. By writing notes on the board, teachers can provide visual references that assist students in understanding and recording information. Teachers who actively use blackboards tend to be more structured and organized in delivering material. This helps students follow the teaching flow and understand lesson structure better. Notes on the blackboard can also help students to identify key information and important points in the material being taught.

The blackboard also serves as a two-way communication tool. In addition to the teacher writing notes, students can also follow and actively participate in the teaching process by commenting or asking about notes written. This creates a direct interaction between teachers and students, which can increase student



involvement in the learning process. However, the presence of some students who stated "Disagree" or "Strongly Disagree" with this statement indicates that not all teachers may use the blackboard in their teaching. Some teachers prefer digital presentations or other teaching media over traditional whiteboards. The choice of teaching method may vary depending on each teacher's preferences and teaching style. Some teachers may be more comfortable with modern technology and use projectors or computers more often in presenting subject matter.

**Table 6.**  
**Question 6**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	1	3.3	3.3	3.3
Disagree	4	13.4	13.4	16.7
Agree	15	50	50	66.7
Strongly Agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Table 6 describes the results of the sixth question in the questionnaire, namely, "My teacher adopts multi-modal tools (e.g., PPT, videos) to facilitate instructional content." The table presents the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the statement. Based on the table, it can be seen that the majority of students (50%) stated "Agree" that their teacher used various multi-modal tools, such as PowerPoint presentations (PPT) and videos, in facilitating content teaching. In addition, 33.3% of students stated "Strongly Agree" that their teachers actively adopt multi-modal tools in the teaching process. Conversely, 3.3% of students stated "Disagree," and 13.4% of students stated "Strongly Disagree" with the statement.

Using multi-modal tools in teaching has become an increasingly popular trend in modern education. These tools cover a variety of media and technologies, such as slide presentations, instructional videos, images, animations, and audio. By using multi-modal tools, teachers can convey subject matter more varied and interestingly. PowerPoint presentation (PPT) is one of the teachers' most commonly used multi-modal tools. PPT allows teachers to present information in a structured and visual format. Teachers can include pictures, graphs, and diagrams to help explain complex concepts more clearly.

In addition, teachers can also use animation or sound effects to make presentations more interesting and interactive (Doiz & Lasagabaster, 2018).

Video is also an effective multi-modal tool in teaching. Teachers can use videos to demonstrate real-world situations, experiments, or case studies relevant to the subject matter. Videos can also increase student engagement and visualize abstract concepts. With the adoption of multi-modal tools, teachers can better accommodate a variety of student learning styles. Some students learn best through visuals, while others learn through hearing or physical action. The use of multi-modal tools allows teachers to convey information in multiple ways, thereby reaching students with a variety of learning styles. However, the presence of some students who stated "Disagree" or "Strongly Disagree" with this statement indicates that not all teachers may use multi-modal tools in their teaching. Some teachers may feel less skilled with technology, or that multi-modal tools must suit their teaching style.

**Table 7.**  
**Question 7**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	4	13.3	13.3	13.3
Disagree	12	40	40	53.3
Agree	8	26.7	26.7	26.7
Strongly Agree	6	20	20	100.0
Total	30	100.0	100.0	

Table 7 describes the results of the two questions: "My teacher is energetic and humorous in class" and "My teacher is very strict in class." The table presents the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the two statements.

My teacher is energetic and humorous in class: From the table, it can be seen that most students (40%) stated "disagree" that their teacher lacks energy and humor in class. In addition, 26.7% of students stated "Agree" that their teacher has energy and humor in teaching. As many as 20% of students stated "Strongly Agree" that their teacher was energetic and humorous. Meanwhile, 13.3% of students stated "disagree" with this statement.

The results of this question indicated that most students felt that their teacher had energy and used humor in class. Energetic and humorous teachers can create a fun classroom atmosphere, which can increase student motivation.

The teacher's positive energy can also be transmitted to students, helping them be more enthusiastic and enthusiastic in lessons.

My teacher is very strict in class: From the table, it can be seen that most students (40%) stated "disagree" that their teacher was very strict in class. In addition, 20% of students stated "Strongly Agree" that their teacher was very strict in class. As many as 26.7% of students stated "Agree" to this statement, while 13.3% stated "Disagree."

The results of this question indicate that some students feel their teacher is quite strict in class. The strictness or strictness of a teacher can have two sides. On the one hand, a strict and consistent teacher can help maintain discipline in the classroom, create an orderly environment, and ensure that learning occurs efficiently. On the other hand, excessive or inappropriate assertiveness can make students feel afraid or anxious, hindering their participation and involvement in the learning process.

It is important for a teacher to find a balance in their assertive approach. Teachers need to enforce rules and consistency but also understand individual students' needs and personalities. A fair and supportive approach can help teachers create a safe and inclusive environment in the classroom. These two questions reflect aspects of a teacher's personality and teaching style. Energetic and humorous teachers can create a fun and interesting learning environment for students. Meanwhile, the right assertiveness approach can help maintain discipline and order in the classroom.

**Table 8.**  
**Question 8**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid Strongly Disagree	2	6.7	6.7	6.7
Disagree	16	53.3	53.3	60.0
Agree	8	26.7	26.7	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Table 8 shows the results of the eighth question in the questionnaire, namely, "My teacher maintains a very strict content schedule." This table provides information about the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the statement. The table shows that most students (53.3%) expressed a "disagree" that their teacher

maintains a very strict content schedule. In addition, 26.7% of students stated "Agree" that their teacher maintains a strict content schedule. As many as 13.3% of students stated "Strongly Agree" that their teacher was very strict in carrying out the content schedule. While 6.7% of students said "disagree" with the statement.

The results of this question indicated that most students felt that their teacher needed to maintain a strict content schedule. The teacher's strictness in carrying out the content schedule can affect the classroom's rhythm and speed of learning. Tight schedules can mean that teachers pressure students to complete course material within a certain time.

It is important for a teacher to have a balance between being strict in carrying out the schedule and giving students sufficient time to understand and absorb the subject matter. A teacher who is too strict with content schedules can increase the pressure on students and affect the quality of learning. Students may feel rushed or stressed, which can hinder understanding and retention of information (Hafidz Zaid, 2020)

On the other hand, maintaining an organized and consistent content schedule is also important to ensure that all relevant material is taught and understood by students. Teachers need to ensure sufficient opportunities for students to explore the material, discuss it, and ask questions when necessary. Flexibility is also a key factor in executing a content schedule. Sometimes, there are opportunities to repeat and reinforce material that is difficult for some students or to explore a particular topic in more depth if students have strong interest. Therefore, the teacher needs to be able to adjust the schedule according to the needs and progress of the class.

**Table 9.**  
**Question 9**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	0	0	0	0
Disagree	2	6.7	6.7	6.7
Agree	11	36.7	36.7	43.4
Strongly Agree	17	56.6	56.6	100.0
Total	30	100.0	100.0	

Table 9 shows the results of the ninth question on the questionnaire, namely, "My teacher designed group discussion and problem-solving activities

in class." This table provides information about the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the statement. The table shows that most students (56.6%) stated "Strongly Agree" that their teacher designed group discussion and problem-solving activities in class. In addition, 36.7% of students stated "Agree" that their teacher designed such an activity. As many as 6.7% of students stated "Disagree" that their teacher designed group discussion and problem-solving activities, while students who stated "Strongly Disagree" were not on the table.

The results of this question indicate that most students feel that their teacher is actively designing group discussions and problem-solving activities in class. This shows that the teacher applies a student-centered and more interactive learning approach. Group discussion and problem-solving activities can increase student participation, encourage collaboration, and develop critical thinking skills. Group discussion activities allow students to communicate and interact with their classmates to find solutions to problems or discuss certain topics. In a supportive environment, students can exchange views, convey their ideas, and learn from the perspectives of others. This activity not only improves conceptual understanding but also improves students' social skills and empathy.

In addition, problem-solving activities involve students finding creative solutions to problems or challenges. The teacher acts as a facilitator who assists students in identifying relevant steps and encourages them to think analytically and critically. This activity allows students to develop critical thinking skills, collaborate with others, and take initiative in learning. Through these activities, students are not only passive recipients of information but also become active actors in the learning process. This increases students' intrinsic motivation to learn and makes them feel more engaged and involved in the teaching and learning.

**Table 10.**  
**Question 10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	0	0	0	0
Disagree	5	16.7	16.7	16.7
Agree	15	50	50	66.7
Strongly Agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Table 10 shows the results of the tenth question on the questionnaire, namely, "My teacher assesses students' class participation performance." This table provides information about the frequency, percentage, valid percentage, and cumulative percentage of 30 respondents' answers to the statement. From the table, it can be seen that most students (50%) stated "Agree" that their teacher assessed the performance of students' class participation. In addition, 33.3% of students stated "Strongly Agree" that their teacher rated students' class participation. As many as 16.7% of students stated "Disagree" that their teacher assessed students' class participation, while students who stated "Strongly Disagree" or "Disagree" were not on the table. The results of this question indicate that most students feel that their teacher actively assesses their class participation. Assessing class participation performance is an important component of formative assessment, which aims to provide students with meaningful feedback about their progress in learning.

Assessing class participation is an effective way to involve students actively in the learning process. Students can contribute, share ideas, and discuss with classmates and teachers through participation. This helps increase student engagement and builds a collaborative classroom environment. Class participation assessments can also provide teachers with insight into student engagement and their level of understanding of the subject matter. By observing student participation, teachers can identify students who are active and passionate about learning and students who may need additional support. However, some students stated "Disagree" or "Strongly Disagree" with this statement, indicating variations in students' perceptions of class participation assessments. Some students may feel that class participation needs to be evaluated more fairly. Inappropriate or inconsistent participation assessments can affect students' motivation to participate in class actively (Mcneil, 2005).

Therefore, it is important for teachers to develop clear and fair criteria for assessing class participation. Assessment should be based on the meaningful participation, contribution, and interaction of students in the learning context. Teachers should also provide constructive feedback to students regarding their participation, provide positive reinforcement for good participation, and provide additional support for students who need assistance in increasing their participation.

## CONCLUSION

The results of this study are as follows:

1. Table 1 shows that most students agree that Non-Native Speaker teachers provide the subject matter in a fun way. This shows that even though their

teachers are not native English speakers, they can still create an interesting and fun learning environment for students.

2. Table 2 shows that most students agree that Non-Native Speaker teachers interact with students in class. Positive interaction between teachers and students is an important factor in creating a positive and productive learning climate.
3. Table 3 shows that most students agree that Non-Native Speaker teachers use body language to facilitate teaching. The use of body language can help clarify and reinforce the verbal messages conveyed by the teacher.
4. Table 4 shows that most students agree that Non-Native Speaker teachers use humor and jokes to create a pleasant classroom atmosphere. Using humor in learning can help reduce stress and increase student motivation.
5. Table 5 shows that most students agree that the Non-Native Speaker teacher writes notes on the blackboard. Blackboards can be an effective tool in conveying information to students.
6. Table 6 shows that the majority of students agree that Non-Native Speaker teachers use multi-modal tools, such as PowerPoint presentations (PPT) and videos, in facilitating teaching. Using multi-modal tools can increase variety in teaching and help students with different learning styles.
7. Table 7 shows that most students agree that Non-Native Speaker teachers have energy and use humor in class. Energetic and humorous teachers can create a fun and enthusiastic learning environment.
8. Table 8 shows that most students agree that Non-Native Speaker teachers do not maintain strict content schedules. Flexibility in carrying out content schedules can help students to understand the material better and overcome challenges in learning.
9. Table 9 shows that most students agree that Non-Native Speaker teachers design group discussion and problem-solving activities in class. These activities can increase student participation and develop critical and social thinking skills.
10. Table 10 shows that most students agree that Non-Native Speaker teachers assess student class participation. Class participation assessments are an effective way to encourage student engagement in learning and build a collaborative classroom environment.

The results of these tables show that the perceptions of Thammislam Foundation School Thailand students towards the teaching of Non-Native Speaker teachers are positive. Most students feel that Non-Native Speaker teachers can create interesting, interactive, and supportive learning environments. The use of humor, multi-modal tools, and group discussion

activities were viewed positively by students, while the use of body language and assessment of class participation was seen as effective by students. Although not a native English speaker, the Non-Native Speaker teacher managed to create a positive learning atmosphere and provide a beneficial learning experience for students at Thammislam Foundation School Thailand.

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