

ABSTRACT

I.D. No.: 5729493

Key Words: ATTITUDE, NATIVE CHINESE SPEAKING TEACHERS, NON-NATIVE CHINESE SPEAKING TEACHERS, ADULT LEARNERS

Name: SHUO XIONG

Thesis Title: A COMPARATIVE STUDY OF ADULT LEARNERS' ATTITUDES TOWARDS NATIVE AND NON-NATIVE CHINESE SPEAKING TEACHERS ACCORDING TO THEIR LEARNING LEVELS IN A CHINESE LANGUAGE ACADEMY IN BANGKOK, THAILAND

Thesis Advisor: ASSOCIATE PROFESSOR DR. SUWATTANA EAMORAPHAN

This study focused on adult learners' attitudes towards native and non-native Chinese speaking teachers at a Chinese language academy in Bangkok, Thailand. One hundred and twenty-four adult learners from three different learning levels of this Chinese language academy participated in this study in August 2018. The study used a questionnaire to investigate adult learners' attitudes towards native and non-native Chinese speaking teachers from three aspects: motivation, communication, teaching and learning. The purpose of this study was to investigate if there is a significant difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels in a Chinese language academy in Bangkok, Thailand. This study had two objectives. The first objective was to determine the level of attitudes of adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand. The second objective was to find out whether there was a significant difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels in a Chinese language academy in Bangkok, Thailand. The quantitative data acquired from

the study showed that the adult learners from this Chinese language academy in Bangkok, Thailand, had no preference for either native Chinese-speaking teacher or non-native Chinese-speaking teacher, no matter if they were from beginning level, intermediate level or advanced level. An one-way ANOVA showed that attitudes of adult learners from different learning levels towards native and non-native Chinese speaking teachers were not significantly different. The study concluded with recommendations for adult Chinese language learners, native and non-native teachers and future researchers.



Field of Study: Curriculum and Instruction

Student's signature

Graduate School of Human Sciences

Advisor's signature:

Academic Year 2018