

## **Advantages and Disadvantages of Non-native Mandarin Chinese Instructors: Student Perceptions at the University of Botswana**

Duna M. Raletsatsi, University of Botswana, Botswana

The European Conference on Education 2025  
Official Conference Proceedings

### **Abstract**

The teaching of Mandarin Chinese at the University of Botswana has been ongoing for over a decade. Initially, it was predominantly taught by native Mandarin Chinese instructors, but in recent years, local Mandarin Chinese instructors have also taken on this role. Despite this shift, limited research exists on student perceptions of both native and non-native Mandarin Chinese instructors. This qualitative study investigates these perceptions, focusing on the advantages and disadvantages of learning Mandarin Chinese from each type of instructor. Data were gathered through questionnaires administered to sixteen students enrolled in Mandarin Chinese courses at the University of Botswana. Using content analysis, key themes were identified and categorised. The findings highlight several perceived advantages of local Mandarin Chinese instructors, including their ability to use students' first language to explain complex concepts, adapt teaching styles to suit students' learning needs, offer clear explanations with relatable examples and understand students' challenges due to shared cultural or linguistic backgrounds. Conversely, native Mandarin Chinese instructors are perceived as advantageous in their ability to provide accurate pronunciation and tonal instruction, and impart deep cultural knowledge and authentic language usage. However, the disadvantages of one group often align with the advantages of the other. The study has significant implications for classroom practices and teacher professional development, suggesting that a balanced approach incorporating strengths from both native and non-native Mandarin Chinese instructors may optimise the learning experience.

*Keywords:* Mandarin Chinese, University of Botswana, native, non-native, instructors

**iafor**

The International Academic Forum  
[www.iafor.org](http://www.iafor.org)

## Introduction

The teaching of Mandarin Chinese as a foreign language has gained significant momentum globally, including in many African countries, as part of broader efforts to strengthen diplomatic, economic, and cultural ties with China (King, 2013; Nel, 2016). The expansion is closely linked to China's soft power strategy, particularly through the establishment of Confucius Institutes (CIs), which have become central to promoting Chinese language and culture abroad (Gil, 2017; Ng, 2023). In Africa, the proliferation of CIs has facilitated the institutionalisation of Mandarin instruction in higher education, often accompanied by scholarships, cultural exchanges, and academic collaborations (Bodomo et al., 2024).

At the University of Botswana, Mandarin Chinese has been taught for over a decade, primarily under the auspices of partnerships with Chinese institutions such as the Confucius Institute. These partnerships have historically relied on native-speaking instructors, who are often perceived as ideal language models due to their cultural authenticity and linguistic intuitions (Medgyes, 1994; Walkinshaw & Duong, 2014). Native speakers are also seen as custodians of cultural knowledge, capable of providing immersive and context-rich instruction (Sung & Poole, 2016).

In recent years, however, the instructional profile has gradually diversified to include locally trained non-native instructors. These instructors, often graduates of Chinese language programmes and trained through formal academic pathways, bring a unique pedagogical approach informed by their shared cultural and linguistic background with their students. Research suggests that non-native language teachers can serve as effective role models because they have personally navigated the challenges of acquiring the target language, making their strategies relatable and inspiring to learners (Calafato, 2019; Llorca & Calvet-Terre, 2024). Moreover, their presence contributes to the sustainability and localisation of Chinese language education in African contexts (Raletsatsi, 2025).

Despite the increasing presence of both native and non-native Mandarin Chinese instructors in higher education institutions across Africa, there is a noticeable gap in the literature concerning student perceptions of these two instructor types, particularly in the Southern African context. Student perceptions are a key component in evaluating instructional effectiveness, as they influence motivation, engagement, and overall learning outcomes (Cudney et al., 2025). Studies have shown that learners often associate native speakers with linguistic accuracy and cultural depth, while valuing non-native instructors for their empathy, clarity, and shared learning experiences (Benke & Medgyes, 2005; Sung & Poole, 2016).

At the University of Botswana, where the Chinese Studies programme continues to grow, understanding how students perceive native versus non-native instructors is both timely and essential. This study aims to explore students' perceptions of the advantages and disadvantages of non-native Chinese instructors at the University of Botswana. Specifically, it investigates how learners compare the teaching effectiveness, cultural insight, linguistic accuracy, and overall classroom engagement offered by native versus non-native instructors. The research seeks to contribute to the broader discourse on teacher identity in foreign language education and inform future staffing and training policies within the Chinese Studies programme by foregrounding the student voice.

## Literature Review

Over the past three decades, scholarly interest in non-native speaker teachers (NNSTs) has expanded significantly, particularly in the field of English language education (Selvi et al., 2024; Wang & Mason, 2023). According to Calafato (2025), this body of research has explored both the pedagogical strengths and the challenges faced by NNSTs in comparison to native speaker teachers (NSTs). While early perspectives tended to idealise native speakers as the ultimate language models (Medgyes, 1992; Phillipson, 1992), more recent research has taken a more balanced view, recognising that NNSTs bring unique advantages to the classroom (Selvi et al., 2024).

One of the most influential frameworks in this area is Medgyes' (1992) Native/Non-Native Teacher Model, which posits that NSTs and NNSTs differ systematically in their language proficiency, teaching styles, and attitudes toward learning, but that these differences are complementary rather than hierarchical. According to the model, NSTs typically excel in providing authentic linguistic input, cultural depth, and idiomatic usage, whereas NNSTs often have heightened metalinguistic awareness, can anticipate learner difficulties, and are adept at using the learners' first language (L1) to scaffold understanding. This theoretical perspective underscores the value of viewing both groups as equally important contributors to language education, depending on the context and learning goals.

Numerous empirical studies support Medgyes' propositions, showing that NNSTs often possess a heightened metalinguistic awareness, which enables them to explain grammatical rules clearly and anticipate learner difficulties (Kamhi-Stein, 2009; Llurda, 2005). NNSTs' own experiences as language learners make them particularly empathetic toward students' struggles, allowing them to offer tailored strategies that address common pitfalls (Braine, 2005; Thompson & Fioramonte, 2012). Moreover, NNSTs can use students' L1s to clarify complex concepts, thus enhancing both comprehension and engagement, particularly in multilingual classrooms (Calafato, 2019; Carless, 2006). These capabilities are especially relevant in contexts where teachers and students share similar linguistic and cultural backgrounds, enabling culturally responsive pedagogy (Mahboob, 2010).

Despite these strengths, NNSTs have historically faced negative perceptions regarding their linguistic competence, particularly in pronunciation, fluency, and depth of cultural knowledge. These perceptions are linked to the ideology of "native-speakerism," a bias that positions native speakers as the ideal teachers (Holliday, 2006; Moussu & Llurda, 2008). Such attitudes can undermine the professional credibility of NNSTs, affecting hiring, recognition, and student perceptions (Park, 2012; Revesz & Medgyes, 1994). Institutional policies or market preferences often reinforce these biases, even where evidence of teaching effectiveness points in the opposite direction.

According to Wang and Mason (2023), while most research on NNSTs has focused on English language education, much less attention has been given to their role in teaching other global languages such as Mandarin Chinese. Mandarin is increasingly taught worldwide, including in African nations such as Botswana, yet little is known about how NNSTs are perceived in these contexts (Gu et al., 2021; Llurda & Calvet-Terre, 2024). Existing studies tend to focus on the personal trajectories of NNSTs, emphasising the effort required to achieve near-native proficiency and the transformative nature of their learning journey (Liu & Wang, 2018; Zhang & Zhang, 2018), but seldom examine student perceptions or comparative classroom effectiveness.

In Botswana, Mandarin is emerging as a strategic language due to growing Sino-African relations (Masule & Raletsatsi, 2020). The Chinese Studies Programme at the University of Botswana employs both native instructors from China and local non-native instructors. Native instructors are praised for providing authentic linguistic input and cultural insights (Walkinshaw & Duong, 2014), yet cultural distance and limited knowledge of students' L1 can sometimes reduce teaching effectiveness (Lorenz et al., 2021). Conversely, local NNSTs, often Batswana who learned Mandarin as a second or foreign language, share cultural and linguistic backgrounds with their students and may be better equipped to mediate between Setswana, English, and Mandarin (Raletsatsi, 2025). This cross-linguistic mediation, combined with personal experience of learning Mandarin, positions them well to scaffold beginners through tonal challenges and the complexities of the writing system.

Despite these potential advantages, there is a scarcity of empirical studies examining the pedagogical effectiveness and student perceptions of NNSTs in Mandarin instruction within the African context. Raletsatsi (2025) explored the perceptions of local Mandarin instructors, the challenges they face, and how their teaching compares to that of native speakers.

Grounded in Medgyes' (1992) theoretical framework, this research contributes to broader debates on teacher identity, equity in language education, and the localisation of language teaching in higher education. As Mandarin spreads globally through Confucius Institutes and university partnerships, understanding how to train, support, and integrate local NNSTs will be essential for ensuring both sustainability and cultural relevance in language programmes.

## Methodology

This study adopted a qualitative research approach to examine students' perceptions of both native and non-native Mandarin Chinese instructors at the University of Botswana. The participants consisted of sixteen Chinese Studies Programme students. To capture their perspectives, open-ended questionnaires were administered, allowing for detailed and reflective responses.

The open-ended questions explored students' perceptions of the strengths of both local and native Mandarin Chinese instructors, as well as their comparative views on the instructional approaches used by each group and they are as follows:

1. How do students perceive the specific strengths that local (non-native) Mandarin Chinese instructors bring to the classroom?
2. What advantages do students associate with native Mandarin Chinese instructors?
3. How do students compare the teaching approaches of native and non-native instructors?

The data collected were analysed using qualitative content analysis, which involved systematically coding the responses to identify recurring patterns, categories, and themes. This method was chosen to facilitate an in-depth understanding of how students interpret and evaluate their learning experiences with instructors of different linguistic and cultural backgrounds.

## Findings

Several themes emerged from the content analysis of the questionnaires, which are outlined below.

## **Perceived Advantages of Local Instructors**

### ***Use of Students' First Language (L1) to Explain Complex Concepts***

Students consistently reported that local instructors' ability to incorporate students' native language Setswana significantly facilitated comprehension of challenging Mandarin grammar and abstract ideas. One participant noted, "I found it easier to understand difficult grammar points when they were explained in Setswana because it helped me relate new concepts to what I already knew." Others expressed that the explanations reduced confusion and created a less intimidating learning environment, encouraging them to ask questions more freely.

### ***Adaptation of Teaching Styles to Suit Students' Learning Needs***

Participants appreciated the flexibility local instructors demonstrated in modifying teaching approaches based on student progress and needs. One student remarked, "Our lecturer often changes the way lessons are delivered depending on how well we are following." Another one said, "I appreciate that the lecturer doesn't rely only on one teaching method." The use of varied instructional methods such as games and role-plays was seen as beneficial in addressing diverse learning preferences.

### ***Clear Explanations With Relatable Examples***

Local instructors were praised for their use of culturally relevant and relatable examples, which helped students grasp and retain new vocabulary and concepts better. One participant said, "The lecturer always gives examples that relate to our daily lives, which makes it easier to understand and remember new vocabulary." Students also indicated that drawing parallels between Mandarin language elements and familiar aspects of daily life in Botswana made learning more meaningful. One student explained, "I learn better when the lecturer links Mandarin phrases to things we experience here, like local customs or Setswana sayings." Other students observed that, examples grounded in common social contexts, such as family roles and school routines, enhanced understanding.

### ***Understanding Students' Challenges Through Shared Cultural and Linguistic Backgrounds***

The shared cultural and linguistic background between local instructors and students fostered empathy and patience, which students found encouraging. One student responded, "Our lecturer understands the difficulties we face because they have experienced similar language barriers themselves." Several participants also highlighted that local instructors' personal experiences with similar language barriers enabled them to anticipate and address common difficulties effectively. As one student observed, "It helps that the lecturer can relate to our struggles because they speak Setswana too, so they explain things in a way that makes sense to us." The participants further emphasised that this cultural affinity contributed to a supportive and relatable learning atmosphere.

## **Perceived Advantages of Native Instructors**

### ***Ability to Provide Accurate Pronunciation and Tonal Instruction***

Students consistently highlighted the clarity and naturalness of native instructors' pronunciation as a key benefit to their language acquisition. One participant remarked, "The native instructor's pronunciation is very clear and natural, which helps me learn the correct tones and sounds from the start." Others emphasised that hearing accurate tones and intonation from a native speaker made it easier to imitate and develop authentic Mandarin speech. For instance, one student said, "I find it easier to imitate the tones when the lecturer speaks, it makes my Mandarin sound more authentic." Additionally, students highlighted that they valued the immediate corrective feedback native instructors provided on difficult tones, which significantly enhanced their speaking skills.

### ***Imparting Deep Cultural Knowledge***

The contribution of native instructors in conveying rich cultural insights was highly regarded by students. Many noted that learning about Chinese festivals, traditions, and social customs added meaningful context to their language studies. As one student explained, "I appreciate how the teacher explains the cultural background behind idioms and expressions, helping me understand their real-life usage." Students further expressed that native instructors brought authentic cultural perspectives that extended beyond textbook knowledge, enriching their overall learning experience.

### ***Authentic Language Usage***

Students valued the exposure to everyday Mandarin language and contemporary slang provided by native instructors. They stated that this exposure helped them grasp how Mandarin is used in real-life situations across China. One participant shared, "The native lecturer uses everyday language and sometimes even slang that helps me understand how Mandarin is really spoken in China." Students further acknowledged that the inclusion of real-life conversations and current expressions made lessons more practical and engaging, preparing students to communicate more confidently outside the classroom setting.

## **Comparative Disadvantages**

Students' responses revealed that the disadvantages of one group of instructors often reflect the advantages of the other, emphasising a complementary dynamic rather than a hierarchical one.

### ***Limited Use of Students' First Language by Native Instructors***

Several students indicated that native Mandarin Chinese instructors faced challenges in explaining complex concepts due to their limited proficiency in students' first language which is mainly Setswana. They stated that this sometimes resulted in confusion or reduced engagement. One student noted, "Sometimes the native lecturer explains things only in Mandarin, and I get lost because I don't fully understand the grammar yet." Another shared, "It would be easier if they could also explain in Setswana, especially when introducing something new, and considering that some of them do not speak good English."

### ***Lack of Native-Like Pronunciation From Local Instructors***

While local instructors were appreciated for their clarity and accessibility, some students expressed concern about their pronunciation and tonal delivery. One student remarked, “Our local teacher is very good at explaining, but their pronunciation is not always like what I hear from native speakers.” This suggests that while local instructors excel in comprehension and support, they may fall short in modelling native-level speech, which is critical for oral fluency.

### ***Reduced Cultural and Linguistic Authenticity in Non-native Instruction***

Students also pointed out that local instructors, despite their pedagogical strengths, sometimes lacked the depth of cultural insight and real-life language use that native instructors offer. As one student explained, “I sometimes wish we could hear how things are really said in China, especially with tones and slang.” This was seen as a limitation for students seeking immersion in Mandarin as it is used in native-speaking contexts.

### ***Less Flexible Teaching Approaches Among Native Instructors***

Some students observed that native instructors tended to rely more on direct instruction and less on adaptive or student-centred methods. This sometimes led to a mismatch with students’ learning styles. One participant stated, “The native instructor is good with pronunciation, but the way they teach doesn’t always match how we learn.” This reflects a perceived rigidity in instructional delivery, especially when compared to the more adaptable approaches of local instructors.

## **Discussion**

This study set out to explore student perceptions of native and non-native Mandarin Chinese instructors at the University of Botswana. The findings reveal that students recognise distinct and complementary strengths in both groups, highlighting how each instructor type contributes uniquely to the Mandarin language learning experience.

Consistent with earlier research on the benefits of L1 use in second language acquisition (Cook, 2001; Turnbull & Dailey-O’Cain, 2009), students appreciated local instructors’ ability to use Setswana to explain complex concepts. This use of the students’ linguistic repertoire enabled more accessible instruction, reduced anxiety, and promoted deeper understanding, particularly at the beginner level. Local instructors were also valued for their adaptability in teaching styles, and their cultural and linguistic empathy, which allowed them to anticipate learner difficulties and respond with relatable examples. These findings support the growing recognition that non-native instructors often provide pedagogical advantages through shared sociolinguistic experiences with their learners (Medgyes, 1992).

On the other hand, students perceived native instructors as invaluable sources of linguistic and cultural authenticity, echoing Llorca’s (2005) argument that native speakers serve as important models for pronunciation, tone, and idiomatic usage. The ability to model accurate pronunciation and correct tonal errors in real time was seen as a key asset of native instructors, particularly as tonal accuracy is a persistent challenge for Mandarin learners. In addition, students valued exposure to authentic language use and deep cultural insights,

which enhanced their understanding of Mandarin in real-world contexts and supported their intercultural competence.

However, the comparative disadvantages reported highlight the limits of relying exclusively on either instructor type. Native instructors' limited command of students' L1 sometimes hindered their ability to explain abstract or difficult content, while non-native instructors, despite their clarity and accessibility, lacked native-level pronunciation and deep cultural immersion. This mirrors the findings of Benke and Medgyes (2005), who argue that native and non-native instructors differ in their instructional strengths but are not inherently superior or inferior to one another.

Importantly, student feedback points toward the potential benefits of a blended or team-teaching approach, where the strengths of both instructor types are integrated. Such an approach would allow students to benefit from the linguistic accuracy and cultural depth of native speakers, while also drawing on the pedagogical flexibility and cultural relatability of local instructors. This model aligns with calls for inclusive language teaching practices that respect and strategically use both native and non-native speaker resources in the classroom (Selvi et al., 2024).

Overall, these findings contribute to the broader discussion of language teacher identity and effectiveness. They underscore the importance of not viewing native and non-native instructors in binary terms but rather recognising their complementary roles in the language learning process.

### **Limitations**

Despite offering meaningful insights, this study has several limitations. The small sample size of sixteen students may not fully capture the diversity of experiences within the wider student body. Relying solely on self-reported questionnaire data also limits the depth and objectivity of the findings, as responses may be influenced by personal bias. Additionally, the study was conducted at a single institution, which restricts the generalisability of the results. Lastly, the focus on perceptions rather than actual language proficiency limits the ability to draw conclusions about instructional effectiveness.

Future research should consider involving a larger and more diverse sample across multiple institutions to improve generalisability. A mixed-methods approach that includes interviews, classroom observations, and performance assessments could offer a deeper understanding of the impact of instructor type on student learning outcomes. It would also be valuable to investigate how the integration of students' first languages affects long-term retention and communicative competence in Mandarin Chinese. Finally, comparative studies examining teacher training models for both native and non-native instructors could inform more effective pedagogical strategies.

### **Recommendations**

Based on the insights drawn from student perceptions, the following recommendations are proposed to enhance Mandarin language teaching and learning at the University of Botswana.

1. Implement team-teaching or co-teaching approaches to combine the linguistic authenticity and cultural knowledge of native instructors with the pedagogical clarity and cultural relatability of local instructors.
2. Encourage local instructors to use Setswana strategically, especially for grammar instruction and abstract language explanations, to aid comprehension and reduce cognitive overload.
3. Offer continuous training for both native and non-native instructors. Native instructors, in particular, could benefit from cross-cultural communication training, learner-centred strategies, and use of multilingual resources.
4. Create teaching resources that blend Mandarin content with Setswana or Botswana cultural elements to enhance engagement and relevance.
5. Organise exchange programmes, virtual immersion sessions, and cultural talks or workshops by native speakers to deepen students' exposure to authentic language and culture.
6. Establish a system for regular feedback to monitor instructional effectiveness and respond to evolving student needs.

### **Conclusion**

This study explored student perceptions of native and non-native Mandarin Chinese instructors at the University of Botswana, focusing on the perceived advantages and disadvantages of each group. Non-native instructors were valued for their ability to use students' first language to clarify complex concepts, adapt teaching styles, and provide culturally relevant explanations. Native instructors were recognised for their accurate pronunciation, tonal guidance, deep cultural knowledge, and idiomatic language use.

However, the study also revealed that each group's strengths often reflected the other's limitations. These findings point to the value of an integrated instructional model that draws on the strengths of both native and non-native instructors. Such a model could provide both linguistic authenticity and pedagogical clarity, leading to a richer and more balanced language learning experience.

### **Declaration of Generative and AI-Assisted Technologies in the Writing Process**

The author acknowledges the use of Grammarly, an AI-assisted writing tool, for proofreading the manuscript. Its application was limited to correcting grammar and spelling, as well as rephrasing sentences to enhance accuracy and clarity.

## References

- Benke, E., & Medgyes, P. (2005). Differences in teaching behaviour between native and non-native speaker teachers: As seen by the learners. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 195–215). Springer. [https://doi.org/10.1007/0-387-24565-0\\_11](https://doi.org/10.1007/0-387-24565-0_11)
- Bodomo, A., Mboya, C., & Nkrumah, B. (2024). Confucius Institutes and the promotion of Chinese language and culture: A case study. In J. Adeli & L. Ammann (Eds.), *New Silk Road narratives: Local perspectives on Chinese presence along the Belt and Road Initiative* (pp. 179–192). Heidelberg Asian Studies Publishing. <https://doi.org/10.11588/hasp.1370.c19725>
- Braine, G. (2005). A history of research on non-native speaker English teachers. In E. Llurda (Ed.), *Non-native language teachers* (Vol. 5, pp. 13–23). Springer. [https://doi.org/10.1007/0-387-24565-0\\_2](https://doi.org/10.1007/0-387-24565-0_2)
- Calafato, R. (2019). The non-native speaker teacher as proficient multilingual: A critical review of research from 2009–2018. *Lingua*, 227, 102700. <https://doi.org/10.1016/j.lingua.2019.06.001>
- Calafato, R. (2025). The native versus non-native speaker teacher debate and the multilingual turn. In A. V. Brown, C. Crane, B. C. Dupuy, & E. Ene (Eds.), *The Routledge handbook of language program development and administration* (pp. 239–251). Routledge. <http://dx.doi.org/10.4324/9781003361213-23>
- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219–233. <https://doi.org/10.1080/03075070600572132>
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402–423. <https://doi.org/10.3138/cmlr.57.3.402>
- Cudney, E. A., Beane, R., Furterer, S., Buffon, C., Mohandas, L., Mowrey, C., & Appiah-Kubi, P. (2025). Exploring student perceptions of teaching effectiveness factors in higher education. *Total Quality Management & Business Excellence*, 36(9–10), 839–861. <https://doi.org/10.1080/14783363.2025.2486007>
- Gil, J. (2017). Soft power and the worldwide promotion of Chinese language teaching: The Confucius Institute project. *Journal of Language and Politics*, 17(6), 907–910. <https://doi.org/10.1075/jlp.18041.lak>
- Gu, L., Wang, B., & Zhang, H. (2021). A comparative study of the motivations to teach Chinese between native and non-native pre-service CSL/CFL teachers. *Frontiers in Psychology*, 12, 703987. <https://doi.org/10.3389/fpsyg.2021.703987>
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60(4), 385–387. <https://doi.org/10.1093/elt/cc1030>

- Kamhi-Stein, L. D. (2009). Teacher preparation and nonnative English-speaking educators. In A. Burns & J. C. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 91–101). Cambridge University Press.
- King, K. (2013). *China's Aid and Soft Power in Africa: The Case of Education and Training* (NED-New edition). Boydell & Brewer.
- Liu, S., & Wang, F. (2018). A qualitative study on learning trajectories of non-native Chinese instructors as successful Chinese language learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(2). <https://doi.org/10.1186/s40862-018-0043-5>
- Llurda, E. (2005). *Non-native language teachers: Perceptions, challenges and contributions to the profession*. Springer. <https://doi.org/10.1007/0-387-24565-0>
- Llurda, E., & Calvet-Terre, J. (2024). Native-speakerism and non-native second language teachers: A research agenda. *Language Teaching*, 57(2), 229–245. <https://doi.org/10.1017/S0261444822000271>
- Lorenz, E., Krulatz, A., & Torgersen, E. N. (2021). Embracing linguistic and cultural diversity in multilingual EAL classrooms: The impact of professional development on teacher beliefs and practice. *Teaching and Teacher Education*, 105, 103428. <https://doi.org/10.1016/j.tate.2021.103428>
- Mahboob, A. (Ed.). (2010). *The NNEST lens: Non-native English speakers in TESOL*. Cambridge Scholars Publishing.
- Masule, G. T., & Raletsatsi, D. M. (2020). Mandarin Chinese language teaching in Botswana: University of Botswana. *Lonaka Journal of Learning and Teaching*, 11(1), 70-83.
- Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal*, 46(4), 340–349. <https://doi.org/10.1093/elt/46.4.340>
- Medgyes, P. (1994). *The non-native teacher*. Macmillan.
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315–348. <https://doi.org/10.1017/S0261444808005028>
- Nel, N. (2016). Teaching and learning of Mandarin as a foreign language in South African schools. *Perspectives in Education*, 34(2), 43–56. <https://doi.org/10.18820/2519593X/pie.v34i2.4>
- Ng, S. (2023). Confucius Institutes as China's soft power tools in Africa: The case of Zimbabwe. *World Affairs: The Journal of International Issues*, 27(1), 144–159. <https://www.jstor.org/stable/48749426>
- Park, G. (2012). "I am never afraid of being recognized as an NNEST": One teacher's journey in claiming and embracing her nonnative-speaker identity. *TESOL Quarterly*, 46(1), 127–151. <https://doi.org/10.1002/tesq.4>

- Raletsatsi, D. M. (2025). Perceptions of local Mandarin instructors in Botswana: advantages and disadvantages of non-native Chinese - speaking teachers. *Mosenodi Journal*, 28(1), 1-15.
- Revesz, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. *System*, 22(3), 353–367. <https://doi.org/10.1016/0346-251X%2894%2990021-3>
- Selvi, A. F., Yazan, B., & Mahboob, A. (2024). Research on “native” and “non-native” English-speaking teachers: Past developments, current status, and future directions. *Language Teaching*, 57(1), 1–41. <https://doi.org/10.1017/S0261444823000137>
- Sung, K. Y., & Poole, F. (2016). Differences between native and non-native Chinese speaking teachers: Voices from overseas students who study Chinese in China. In C. Chou & J. Spangler (Eds.), *Chinese education models in a global age* (Vol. 31, pp. 151–164). Springer. [https://doi.org/10.1007/978-981-10-0330-1\\_10](https://doi.org/10.1007/978-981-10-0330-1_10)
- Thompson, A. S., & Fioramonte, A. (2012). Nonnative speaker teachers of Spanish: Insights from novice teachers. *Foreign Language Annals*, 45(4), 564–579. <https://doi.org/10.1111/j.1944-9720.2013.01210.x>
- Turnbull, M., & Dailey-O’Cain, J. (Eds.). (2009). *First language use in second and foreign language learning*. Multilingual Matters. <https://doi.org/10.21832/9781847691972>
- Walkinshaw, I., & Duong, O. T. H. (2014). Native and non-native English language teachers: Student perceptions in Vietnam and Japan. *SAGE Open*, 4(2), 2158244014534451. <https://doi.org/10.1177/2158244014534451>
- Wang, D., & Mason, C. (2023). Becoming a non-native Chinese language teacher: An identity triangle model analysis. *New Zealand Journal of Educational Studies*, 58, 225–242. <https://doi.org/10.1007/s40841-023-00281-8>
- Zhang, C., & Zhang, Y. (2018). Language teacher identity construction: Insights from non-native Chinese-speaking teachers in a Danish higher educational context. *Global Chinese*, 4(2), 271–291. <https://doi.org/10.1515/glochi-2018-0013>