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Examining Issues and Advocating for the Benefit of NNESTs /NESTs

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Welcome

We are thrilled to be here and are excited to meet you.

- The format of this session is:
  - Interactive
  - Most questions, however, will be answered towards the end of the session during Q & A

Purpose of the Session

- To help create an environment of respect, acceptance, and advocacy in our profession for NNESTs.

- The core issues surrounding these teachers are ones of discrimination, censure, and devaluing of their expertise and is rampant and unjustified due to overvaluing of native speaking teachers including those with little training in teaching.

- Endeavour to generate an awareness and create a support system to advocate for the benefit of both NNESTs and NESTs.

Let's Introduce Ourselves

Who are you?

Where are you from?

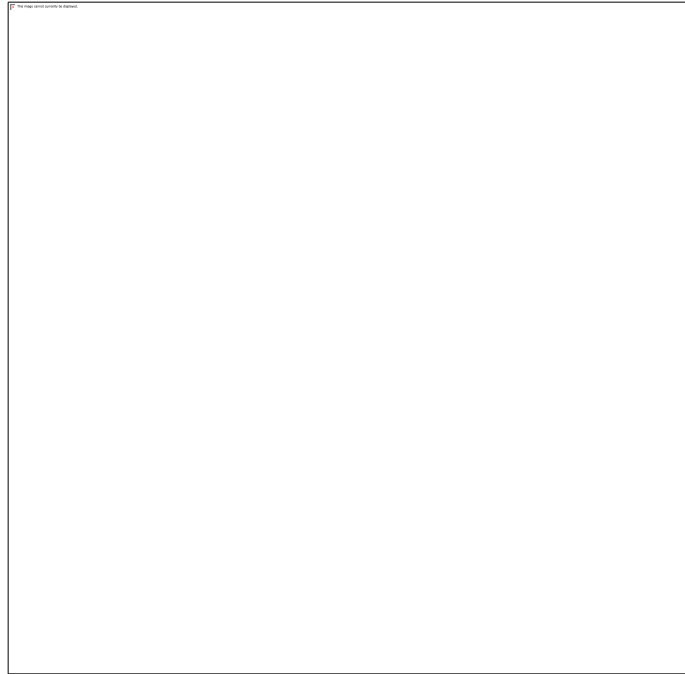Where do you work?

Are you a non-native English Speaker?

Are you multilingual?

Tell us one thing that most of us in this room don't know about you.

NNESTs
Perceptions, Observations, and Strategies

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WHO CAN OR SHOULD TEACH ENGLISH?

The discussion

- The initiative
- The disappointment:

    Survey feedback and comments

- The issues
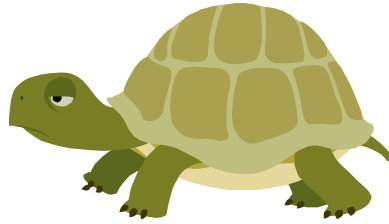- The obstacles
- Analysis
- Strategies

The TESOL initiative

1991

- TESOL resolution disapproval of discriminatory hiring policies
- TESOL decided to take steps to abolish all forms of restriction based on the applicant's native language
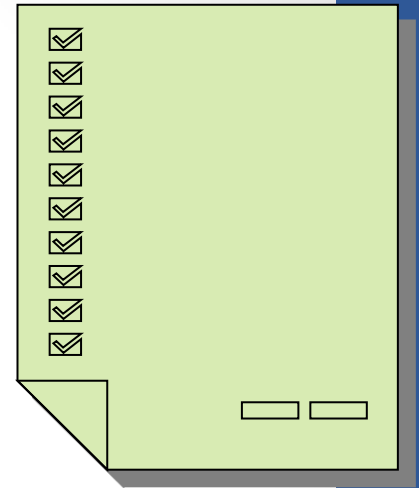
The disappointment

The situation seems to have evolved very slowly since 1991

- Survey sent out over several listservs gave the following results:
  - Percentage of non-native speakers to native English language speakers ranged from 0.5% to 15 %
  - Skills taught ranged from no oral communication skills to anything the instructor felt comfortable teaching

Feedback:

Under representation is often due to:

- Colleagues perception despite administration's policy

- Hiring criteria

- Prevailing wage and H1B visa sponsorship

- OPT requirements

- Red tape/ Time

Comments

- Not too much of an issue because
    - the native speakers tend to teach in ESL environments
    - non-native speakers teach in EFL environments
- A minor problem
- Not worthy of a study or a response
- We don't hire them
- We restrict their teaching assignments

The issues:

- Communication
- Pronunciation
- Accent
- Linguistic competency
- Pedagogy
- Experience

The obstacles

Self perceptions   Perceptions of others

Self perceptions have not changed:

- Linguistic handicap: vocabulary; idiomatic expressions, spontaneity, comfort, and ease
- Deficiency in fluency, pronunciation, and listening
- Perception of being not as proficient
- Double role as teacher and learner

Perceptions of others

- "Give me a teacher with a British/American accent."
- Colleagues perceptions are negative despite administration policy
- Native speakers are more fluent
- Native speakers know the language and idioms better
- Native speakers are better models
- Non native speakers make mistakes

References

- *Native or non-native English speaker – is it important when teaching English?*This entry was posted in Teaching English abroad tefl blog TEFL courses and tagged teaching english teaching english abroad teaching english in spain tefl courses on September 16, 2013 by Jim Ross (EBC TEFL course).file:///C:/Users/abbyfran/Desktop/Native%20or%20non-native%20English%20speaker.%20Important%20for%20teaching%20English%20.htm

- **"Perceptions of NNESTs";*Beverly Hartford, Ahmar Mahboob, Karen Newman, and Karl Uhrig,hartford@indiana.edu , amahboob@indiana.edu, klnewman@indiana.edu, kuhrig@indiana.edu,Presented at TESOL 2002, Salt Lake City, UT,Indiana University*

- *The Non-Native Teacher,* by Peter Medgyes
- Keiko Samimy*TESOL Quarterly*
Vol. 31, No. 4 (Winter, 1997), pp. 815-817
Published by: Teachers of English to Speakers of Other Languages, Inc. (TESOL)
Article Stable URL:http://www.jstor.org/stable/3587770

- When the teacher is a non native speaker, Peter Medgyes, http://teachingpronunciation.pbworks.com/f/When+the+teacher+is+a+non-native+speaker.PDF

Let's share

Anecdotes ?

- Would you like to share

  - Positive experiences?

  - Negative experiences?

Strategies

- Can you identify what makes NNEST teachers different?

- What specific teaching strategies can and do they use?

- In what ways are these strategies similar or different from the strategies native speakers use?

- How can non native speakers enrich teaching and learning?

QUESTIONS?

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A special thank you to the Kansas State University English Language Program's NNESTs

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MENA Perspective on NNESTs/NESTs

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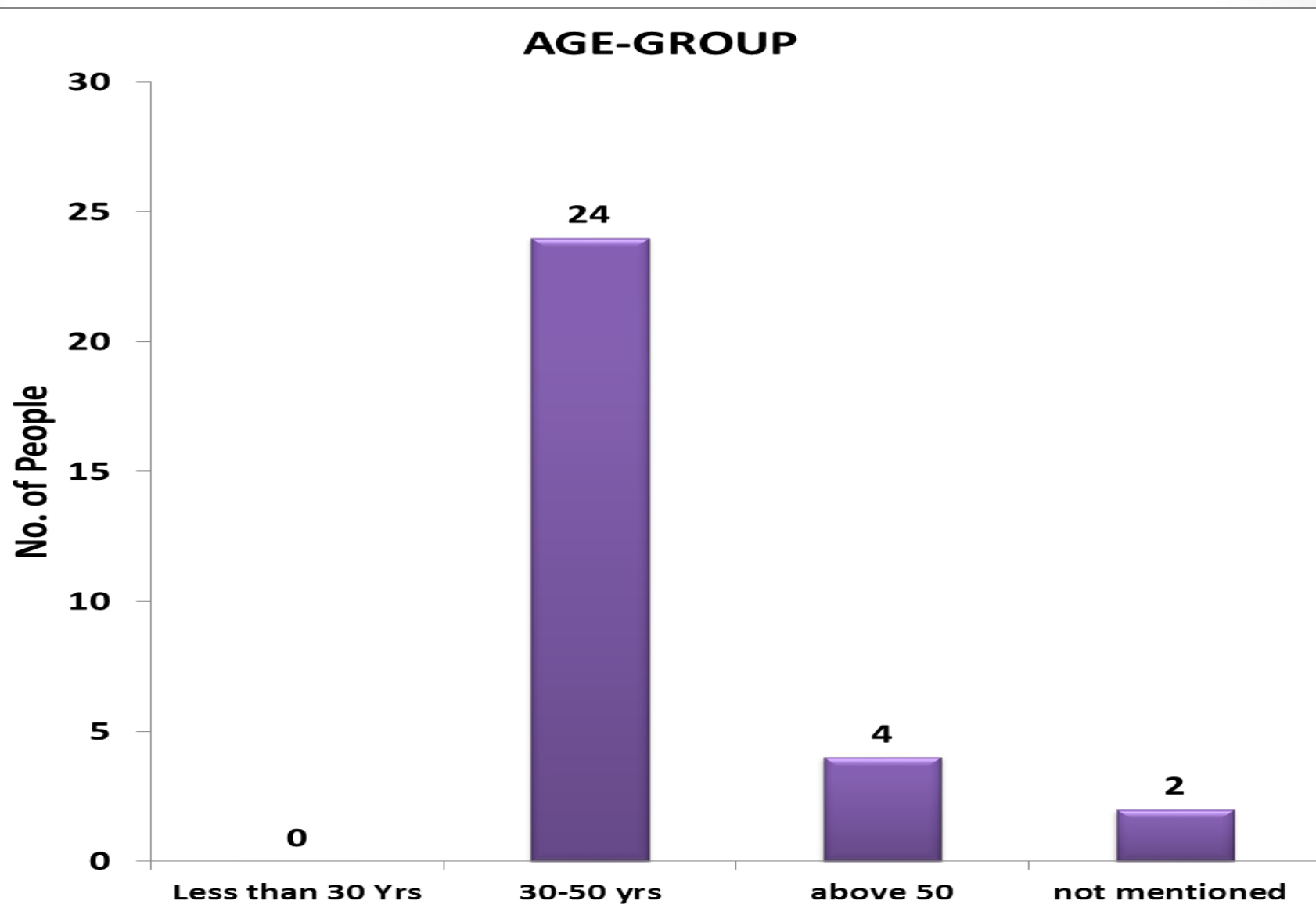manisharajsinha@yahoo.co.in

Unique assets NNESTs have

- NNESTs can serve as imitable models of the successful learner of English.

- NNESTs can teach learning strategies more effectively.

- NNESTs can provide learners with more information about the English language.
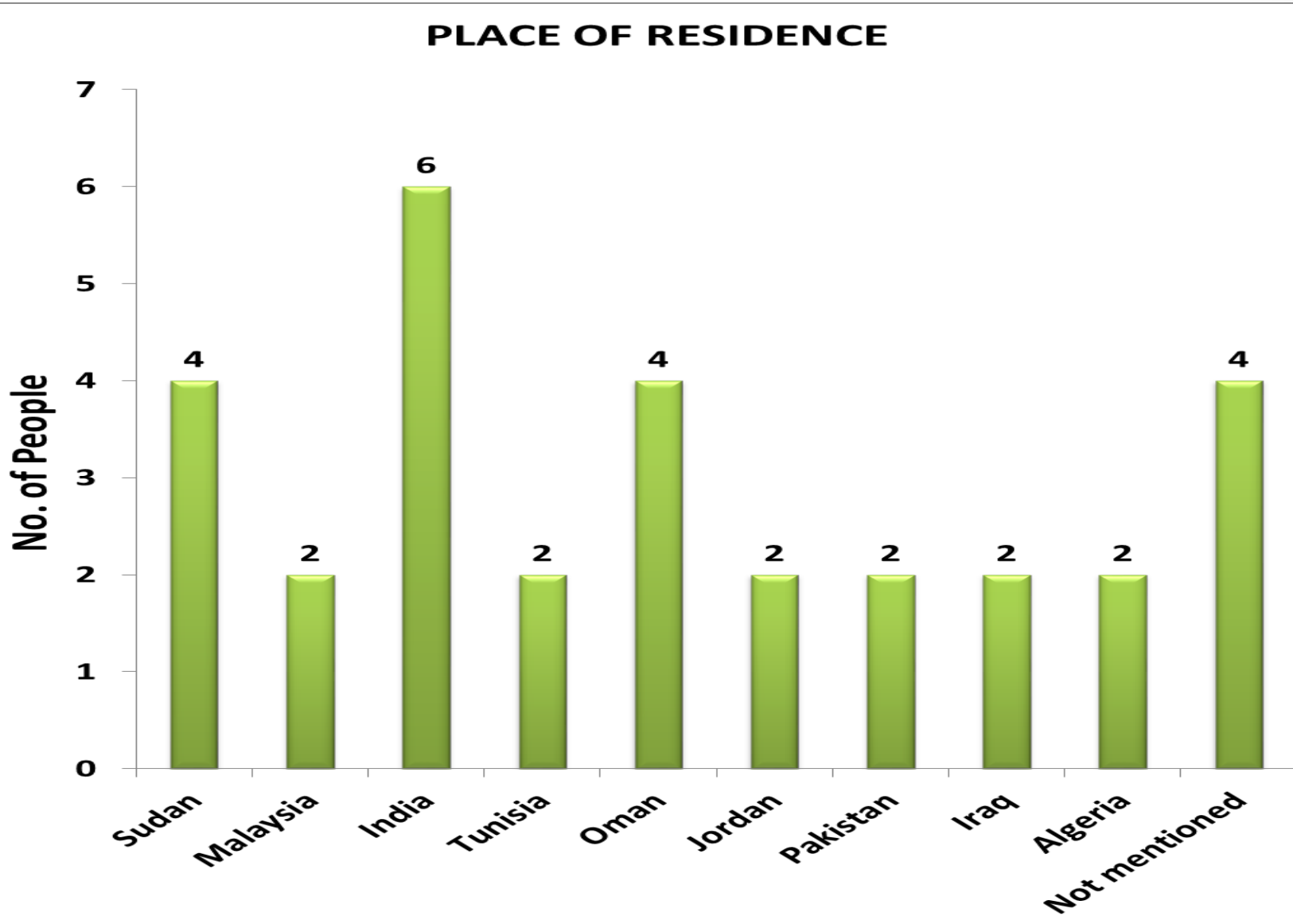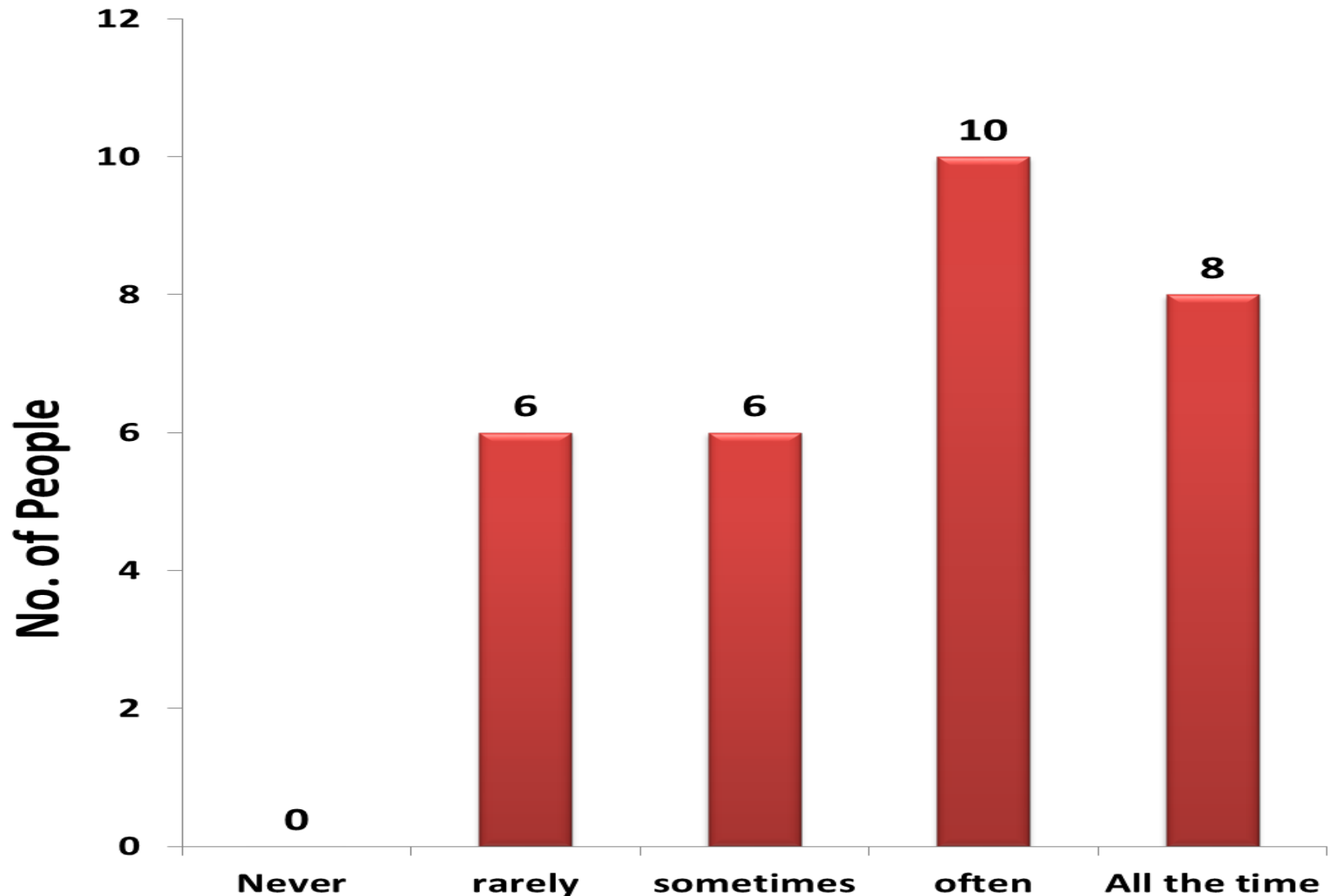
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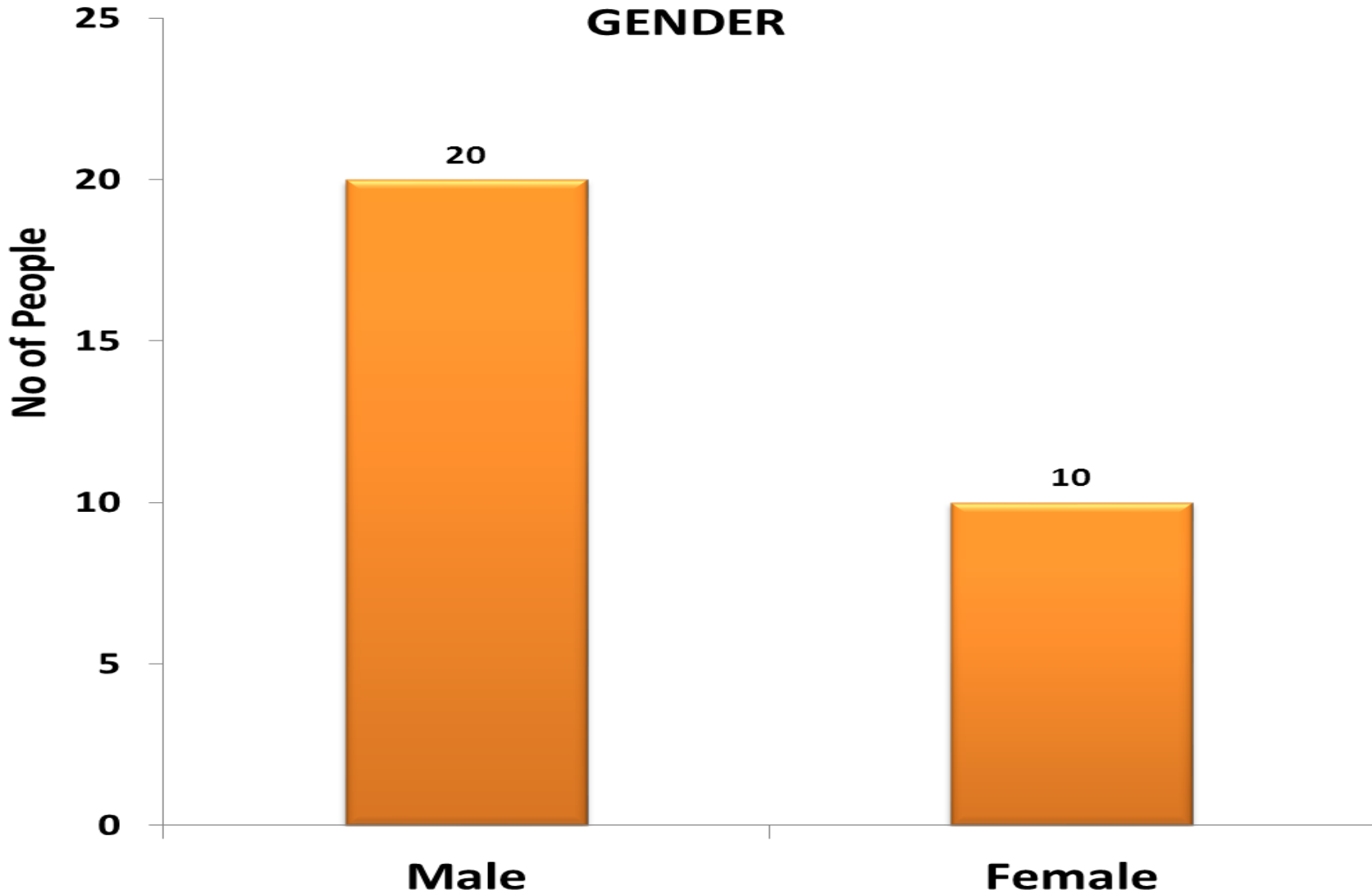
NNEST Survey in Middle East
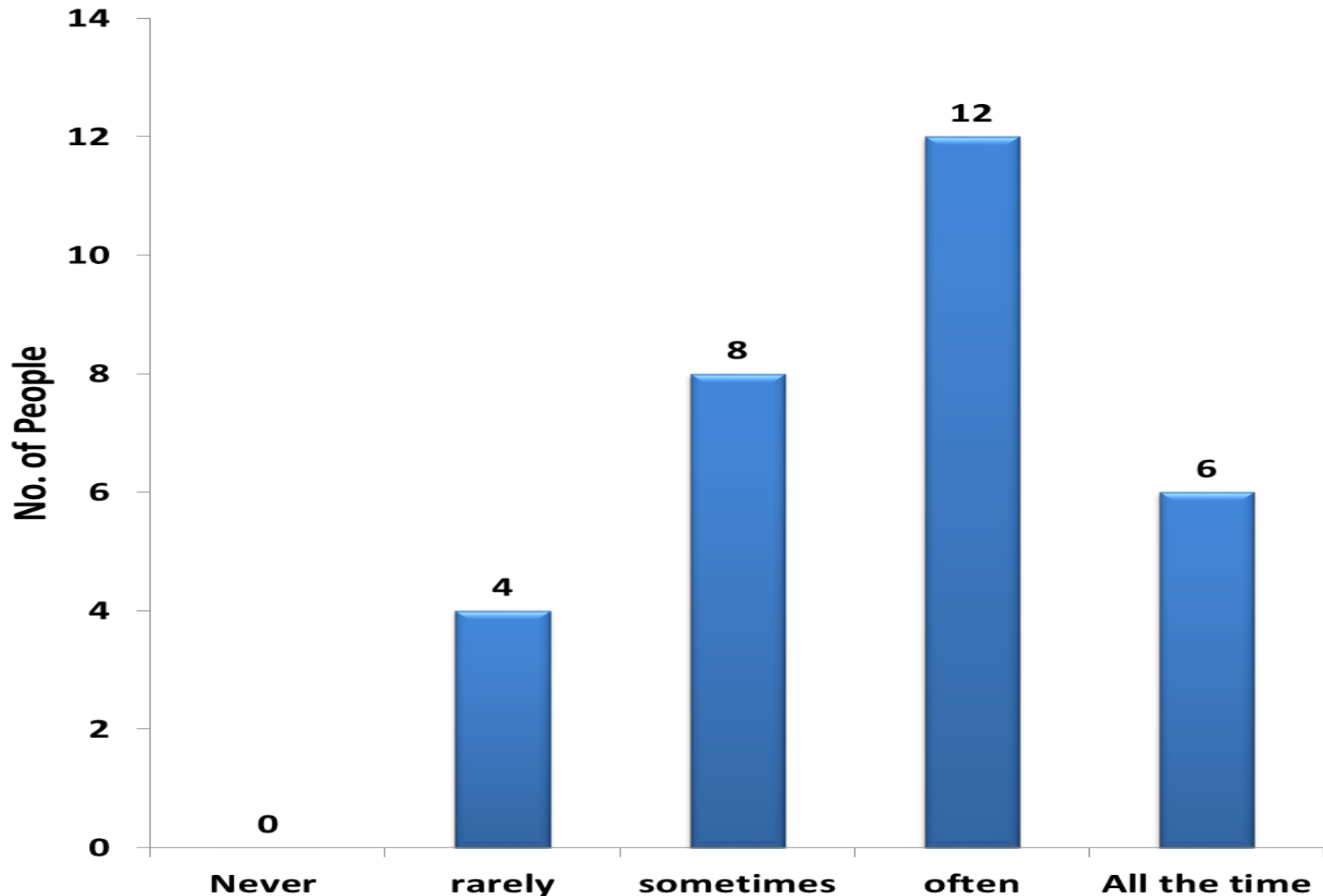
NNEST Survey in Middle East

NNEST Survey in Middle East

Marked as a NNES in a positive way by colleagues

NNEST Survey in Middle East

Marked as a NNES ina positive way by students

NNEST Survey in Middle East
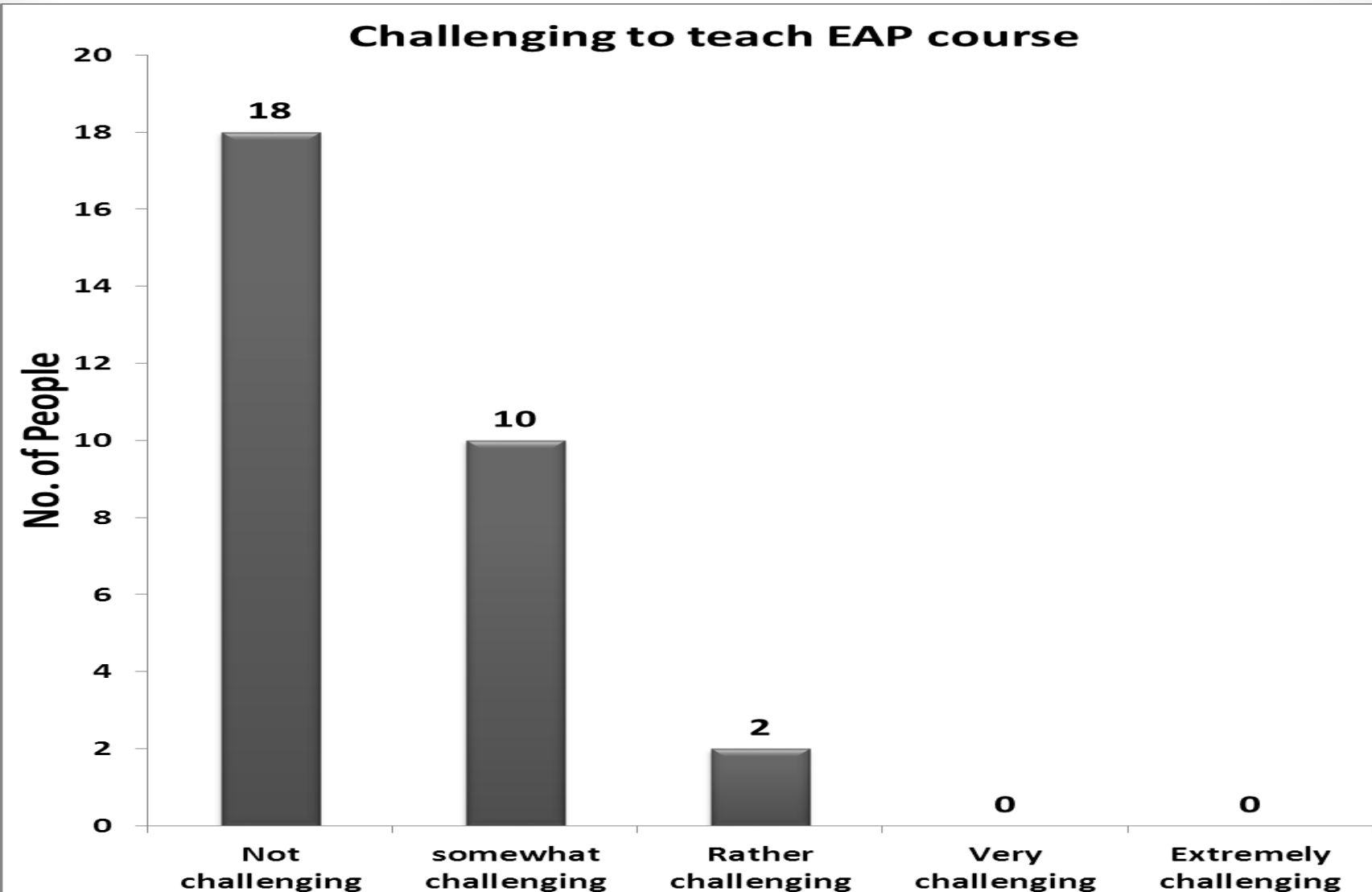
NNEST Survey in Middle East

NNEST Survey in Middle East

NNEST Survey in Middle East

Disadvantages of NNES compared to NES
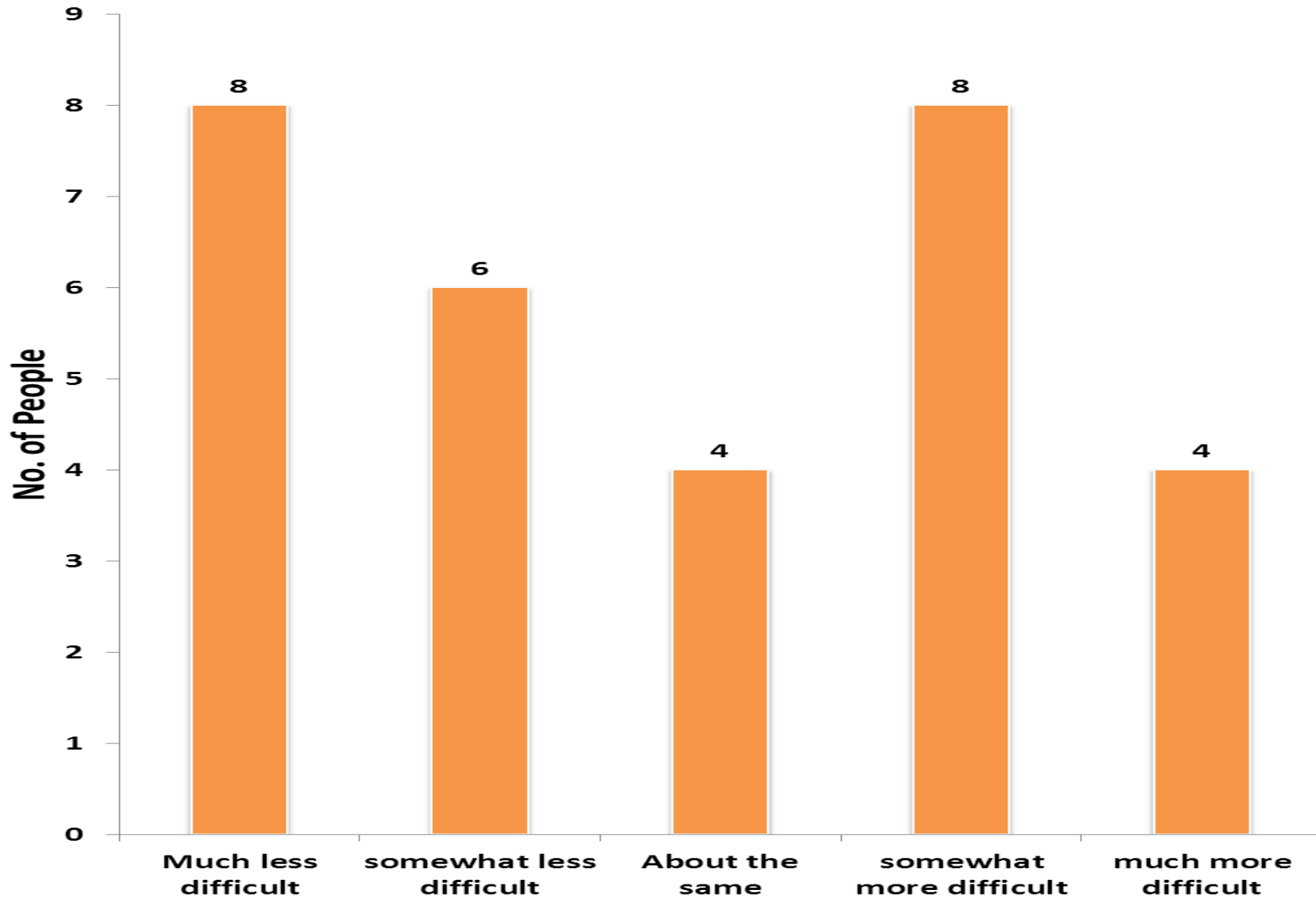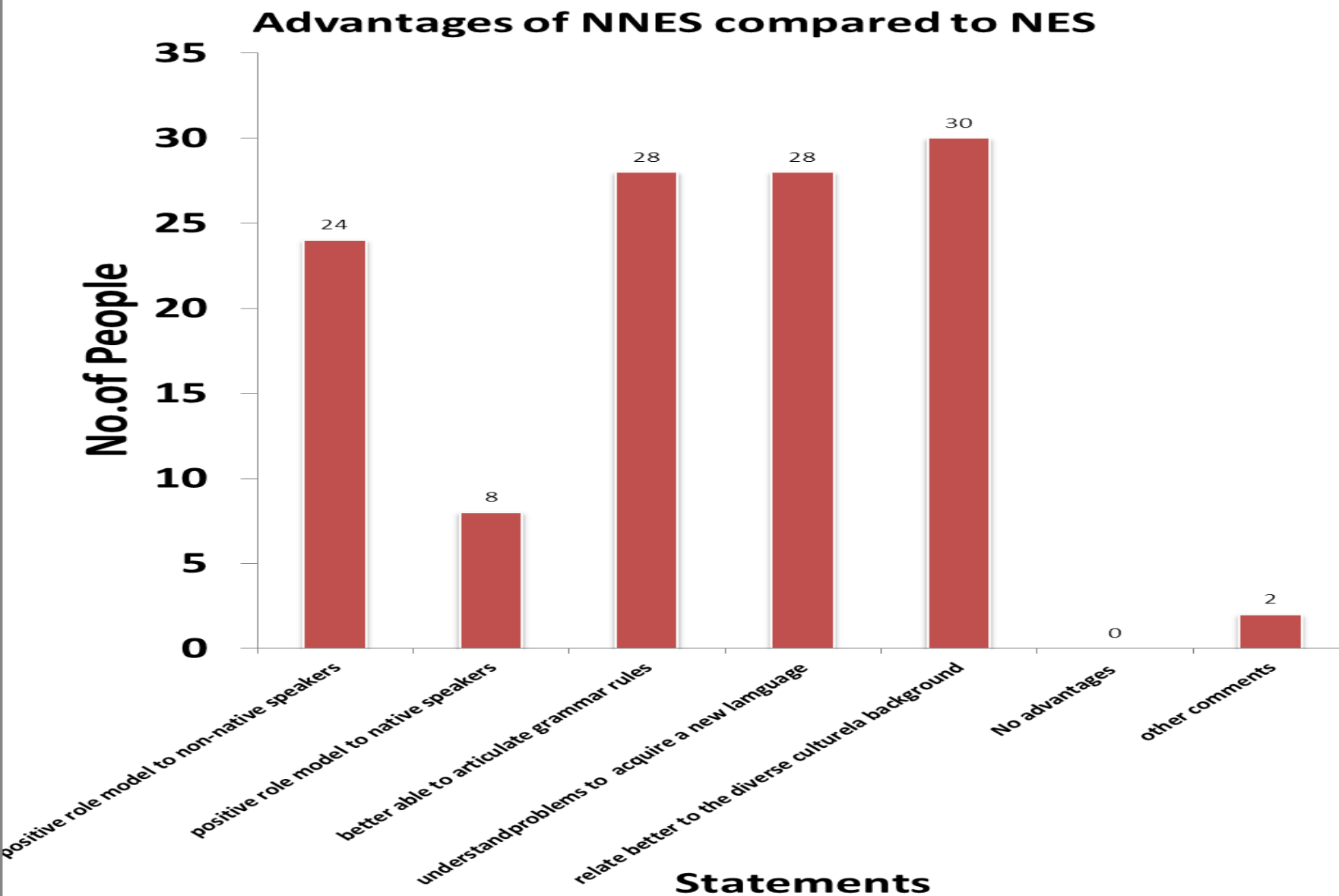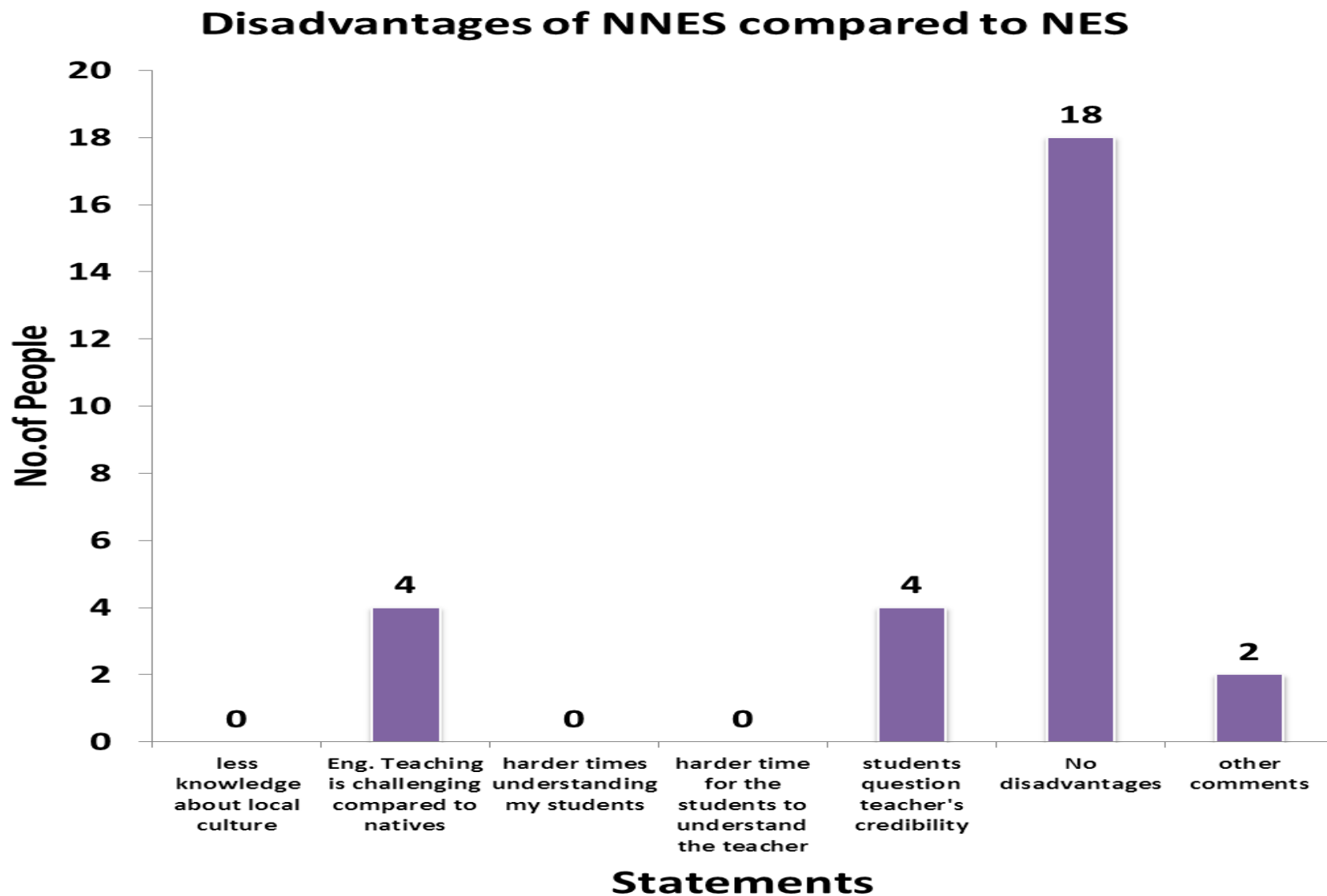
Unique assets NNESTs have

- NNESTs are more able to anticipate language difficulties.

- NNESTs can be more empathetic to the needs and problems of their learners.

- NESTs can benefit from sharing the learners' mother tongue.

Comparative Strengths of (N)NEST

Advantages of NESTs	Advantages of NNESTs
Procedural knowledge (Lasagabaster & Manuel - Sierra, 2005)	Declarative knowledge (Arva & Medgyes, 2000; Medgyes, 1994)
Facility with the teaching of vocabulary and knowledge of idioms, colloquialisms and slang (Lasagabaster & Manuel-Sierra, 2005, Reves & Medgyes, 1994).	Successful in identifying areas of potential difficulty; thus fostering a better teacher-student rapport (Braine, 2004; Ellis, 2002; Maum, 2002; McNeil, 2005)

Comparative Strengths of (N)NEST

Advantages of NESTs	Advantages of NNESTs
Speaks English clearly & fluently and possess "the original English accent" (Lasagabaster & Manuel - Sierra, 2005)	Share and use students' L1 (Mahboob, 2004; Medgyes, 1994 ; Tatar & Yildiz, 2010)
Thorough understanding of the English language and culture	Teach reading and grammar more effectively (Arva & Medgyes, 2000; Benke & Medgyes, 2005; Mahboob, 2004; McNeill, 2005; Samimy &

Comparative Strengths of (N)NEST

Advantages of NESTs	Advantages of NNESTs
Teaching listening and speaking, and interaction in class (Pacek, 2005)	Provide appropriate learning strategies (Lasagabaster & Manuel - Sierra, 2005; Mahboob, 2004)
No apparent language difficulties (Reve & Medgyes, 1994)	Provide a thorough exam preparation (Benke & Medgyes 2005; Samimy & Brutt-Griffler, 1999)

Comparative Strengths of (N)NEST

Advantages of NESTs	Advantages of NNESTs
Provide linguistic authenticity (Barratt & Kontra,2000) and 'real language' (Medgyes, 1994)	Able to make cross-linguistic and cross-cultural comparisons and contrasts thanks to their multilingual and multicultural experience (Ding, 2000; Hansen, 2004; Liu, 2001).
More relaxed attitudes towards grading and error correction (Barratt & Kontra, 2000)	Empathize with the learner since they are L2 learners (McNeill, 2005; Tatar & Yõdõz, 2010)
Not relying heavily on the course book (Benke &Medgyes, 2005)	Willingness to work hard (Mahboob, 2004)

(Dis)advantages of NNEST Label
(adapted from Brady, 2009)

Disadvantages of NESTs	Advantages of NNESTs
Demeaning (Comparing to the expression 'non-White')	Stressing ability and expertise over accidents of birth
Othering NNEST	Making a presumed "disadvantage" an advantage
Referring to a false standard (i.e. NS fallacy)	Encouraging a more global perspective
Being a specialist acronym (Not transparent to others)	Valuing/acknowledging the periphery

(Dis)advantages of NNEST Label
(adapted from Brady, 2009)

Disadvantages of NESTs	Advantages of NNESTs
Leading others to assume that only NNESTs care about NNEST issues,	Making it easy to organize against discrimination
Perpetuating the link between accent and professional competencies	Can "own" the term like the other "N" word for African Americans or "Queer" for gays
Self-destructing (Fighting against discrimination, while discriminating ourselves)	Leadership models and development (More stakes to showing one's ability and involvement)

(Dis)advantages of NNEST Label
(adapted from Brady, 2009)

Disadvantages of NESTs	Advantages of NNESTs	
Lacking familiarity with learners' language, culture, and educational system	Using the identification already present in the research field	
Might be teaching with no TEFL preparation and no insight into language learning.	Benefitting the profession (Valuing education and expertise)	

Perception of Students/Teachers

- NNEST/NEST Label is one of the significant ways in which students and teachers in Oman and MENA region in general perceive effective EAP education.

- Myths and Misconceptions persist

- Findings of a survey done among NNEST teachers in Oman shows how the label NNEST could be a major factor in effective EAP education

Perception of Students/Teachers

- Findings of a survey done among students in Sohar University Oman shows how do they benefit from a collaboration among the NEST and NNEST in the field of EAP education.

- There is a good scope for collaboration among NNEST and NEST with all their positives brought on the fore to the benefit of EAP education.

Impressions of NNEST/NEST Collaboration

- Matter of perception; students, employers
- Teacher student rapport; empathy
- Accent; variety
- Awe/respect; friendly presence
- Cultural issues
- Ease loving; strict disciplinarian
- Bilingual support; MTI
- Teaching strategies

Anecdotes ?

- Would you like to share

  - Positive experiences?

  - Negative experiences?

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Examining Issues and Advocating for the Benefit of NNESTs/NESTs

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Overview

- What not to look at
- Views of Stakeholders
  - NS and NNS faculty, sponsors and students
- Ways perceptions can impact a program
  - Marketing, Cultural Knowledge, Learning Experiences

What does not (or should not) concern us.

- Teaching Skill

- Teaching Experience

- Credentials

- Training

- Ethnicity

Native Speaker Faculty Views

- Professional issues
  - Monolinguals who want to teach culture
  - NNES help with the 'basic' stuff
- Personal and Cultural issues
  - Most NNES teachers can negotiate being in a different culture.

NNES Faculty Views

- Most NS faculty are supportive
- Students feel encouraged or are neutral
  - Some 'suspicion', but that usually disappears.
- Feel defensive towards students
- Awareness of ideology
  - Assimilation vs. Integration

NNES Faculty Views

- Knowledge of Culture
  - Outsider vs. Insider.
- Own culture vs. adopted culture
- Some *feeling* from NES of patronization
  - Should not teach
- More forgiving of students

Non-enlightened Administrators' and Sponsors' Views

- Foreigners do not know English
- Native Speakers are the best
- Cost
  - We could import NNES teachers cheaper

Student Views

- Stereotypes of Native Speakers
  - Blond-haired, blue-eyed, big-nosed is best
- Alignment with Power

- Nice to have someone from your culture; not nice to have no-one.

Marketing

- Preconceived Notions

- Enrollment Pressures

- Teaching an Unknown Audience

Cultural Knowledge

- What is culture? Who knows more?
  - Food, history, art, etc.
  - Values, views, practices, etc.
- Who do students trust more?
- Our behavior is "normal"; we do not have accents, right?

Learning Experiences

- Who has mastered the language?
- Acquiring vs. Learning
  - Native Instincts versus Learner Understanding

Thank you

- Questions:

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