

Non-Native Educators in English Language Teaching

Edited by
George Braine

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Non Native Educators In English Language Teaching:

Non-native Educators in English Language Teaching George Braine, 2013-10-08 The place of native and non native speakers in the role of English teachers has probably been an issue ever since English was taught internationally Although ESL and EFL literature is awash in fact dependent upon the scrutiny of non native learners interest in non native academics and teachers is fairly new Until recently the voices of non native speakers articulating their own concerns have been even rarer This book is a response to this notable vacuum in the ELT literature providing a forum for language educators from diverse geographical origins and language backgrounds In addition to presenting autobiographical narratives these authors argue sociopolitical issues and discuss implications for teacher education all relating to the theme of non native educators in ETL All of the authors are non native speakers of English Some are long established professionals whereas others are more recent initiates to the field All but one received part of the higher education in North America and all except two of the chapters are at least partially contextualized in North America Particularly relevant for non native speakers who aspire to enter the profession graduate students in TESOL programs and teacher educators the unique nature of this book s contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT and all those who are concerned with the role of non native speakers in English language teaching

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Native and Non-Native Teachers in English Language Classrooms Juan de Dios Martinez Agudo, 2017-05-08 Despite being highly debated in applied linguistics and L2 teaching literature the controversial issue of non nativeness still remains unresolved Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm

which still exerts a strong influence in the language teaching profession Written by well known researchers and teacher educators from all over the world both NSs and NNSs the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind the improvement of second language teaching and teacher education In today s world being a NS or NNS should not really matter but rather teachers professional competences This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students

Learning and Teaching from Experience Lía D. Kamhi-Stein, 2007 The majority teachers of English to speakers of other languages around the world are nonnative speakers of English themselves Learning and Teaching from Experience presents a wide range of views on NNES nonnative English speaking professionals in ESL and EFL settings at various academic levels including K 12 adult education community college and university This informative volume is divided into the sections focusing on theoretical underpinnings research teacher preparation and classroom application specific to issues facing NNES professionals Learning and Teaching from Experience is also one of the first volumes to present work by the founding members of the caucus for nonnative English speakers in the national TESOL professional association who are rightly considered to be experts in the field This book will surely interest NNES teachers and researchers as well as teacher educators and their trainees in the United States and abroad

Native or Non-native speakers. Who are the better English teachers? Svenja Christen, 2010-01-25 Seminar paper from the year 2008 in the subject Didactics for the subject English Miscellaneous grade 1 language English abstract In today s globalised world language knowledge becomes more and more important for good and skilled communication Especially the knowledge of one language the world language English is necessary to be competitive and able to communicate worldwide The status of English as a world language is obviously due to its large amount of native speakers all over the world but also its simplicity in grammar structure and vocabulary makes it to one of the most important languages in the world There are approximately 380 million native speakers of English and more than 700 non native speakers of English all over the world which results in large parts of today s communication taking place in English Thus good English language knowledge is a precondition for many jobs and educations This places great importance on today s English language education It has to be of high quality and learners have to acquire the language as good and as fast as possible But who can perform the job of an English teacher best There has been lots of discussion in the past years about whether native or non native speakers are better at language teaching Due to globalisation also the amount of English teachers available is rising steadily Today s English teachers come from a broad range of different countries and thus have differing cultural and linguistic backgrounds Those backgrounds have again

influence on the teachers teaching styles and methods and their general understanding of the teaching context and their students Moreover today s English teachers have different levels of knowledge of the target language and culture In this paper I will thus have a look at the following question Native speakers of English or non native speakers of English who are the better English teachers Native speakers on the one hand know their language perfectly faultlessly and naturally Non natives on the other hand are more familiar with the students language learning process and have a better understanding of the learners needs Thus who is the ideal language teacher for the challenging task of teaching the world language English

Non-native Educators in English Language Teaching George Braine,2013-10-08 The place of native and non native speakers in the role of English teachers has probably been an issue ever since English was taught internationally Although ESL and EFL literature is awash in fact dependent upon the scrutiny of non native learners interest in non native academics and teachers is fairly new Until recently the voices of non native speakers articulating their own concerns have been even rarer This book is a response to this notable vacuum in the ELT literature providing a forum for language educators from diverse geographical origins and language backgrounds In addition to presenting autobiographical narratives these authors argue sociopolitical issues and discuss implications for teacher education all relating to the theme of non native educators in ETL All of the authors are non native speakers of English Some are long established professionals whereas others are more recent initiates to the field All but one received part of the higher education in North America and all except two of the chapters are at least partially contextualized in North America Particularly relevant for non native speakers who aspire to enter the profession graduate students in TESOL programs and teacher educators the unique nature of this book s contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT and all those who are concerned with the role of non native speakers in English language teaching

Nonnative Speaker English Teachers George Braine,2010-04-05 According to current estimates about eighty percent of English teachers worldwide are nonnative speakers of the language The nonnative speaker movement began a decade ago to counter the discrimination faced by these teachers and to champion their causes As the first single authored volume on the topic since the birth of the movement this book fills the need for a coherent account that traces the origins and growth of the movement summarizes the research that has been conducted highlights the challenges faced by nonnative speaker teachers promotes NNS teachers professional growth No discussion of world Englishes or the spread of English internationally is now complete without reference to the NNS movement This book celebrates its first decade and charts a direction for its growth and development

Is it better to learn English from a native or a non-native speaker teacher? Clara Winterfeld,2018-04-12 Essay from the year 2017 in the subject Didactics for the subject English Pedagogy Literature Studies language English abstract For decades there has been a widespread assumption in the field of English language education that native speakers are better teachers They are said to speak unaccented English understand and use idiomatic expressions fluently and completely

navigate the culture of at least one English dominant society As a result nonnative English speaking educators have found themselves often implicitly and sometimes explicitly discriminated against native speakers of English Around the world 80 per cent of English language teachers are non native speakers of English But native speakers of English are usually given more value they find it easier to get a job as an English teacher and get in general better payed They are seen as belonging to a higher professional status than non native speakers It is said that as native speakers grew up speaking English they are more acquainted with the language and with that provide a better language education to their students

Non-Native Language Teachers Enric Llurda, 2006-06-09 As non natives are increasingly found teaching languages particularly English both in ESL and EFL contexts the identification of their specific contributions and their main strengths has become more relevant than ever This volume provides different approaches to the study of non native teachers NNS teachers as seen by students teachers graduate supervisors and by themselves It contributes seldom explored perspectives like classroom discourse analysis and social psychological framework to discuss conceptions of NNS teachers

Native and Non-Native English Speaking Teachers in China Zheng Huang, 2017-07-02 This book explores the responses of Chinese English teachers CETs and learners to the Native English Speaking Teacher Non Native English Speaking Teacher NEST NNEST issue by examining the self perceptions of Chinese English teachers the perceptions of Chinese learners and the real practices of the two groups of teachers in the classroom It reveals how Chinese students and teachers perceptions are influenced by the combined forces of Chinese traditional culture and globalization how Chinese English teachers classroom practices reflect their perceptions and how Chinese English teachers struggle to re construct their professional identity as English teachers in the dominant ideology and disempowering discourse of native speakerism The findings also shed light on the impacts of globalization on Chinese English teachers professional identity and provide ways to empower them as English language teaching professionals This book will appeal to a broad readership including foreign language teachers especially NNESTs around the world graduate students majoring in sociolinguistics and scholars of globalization

The NNEST Lens Ahmar Mahboob, 2010-02-19 The NNEST Lens invites you to imagine how the field of TESOL and applied linguistics can develop if we use the multilingual multicultural and multinational perspectives of a NNEST Non Native English Speakers in TESOL lens to re examine our assumptions practices and theories in the field The NNEST lens as described in and developed through this volume is a lens of multilingualism multinationalism and multiculturalism through which NNESTs and NESTs as classroom practitioners researchers and teacher educators take diversity as a starting point in their understanding and practice of their profession The 16 original contributions to this volume include chapters that question theoretical frameworks and research approaches used in studies in applied linguistics and TESOL as well as chapters that share strategies and approaches to classroom teaching teacher education and education management and policy As such this volume will be of interest to a wide range of students practitioners researchers and academics in the fields of education and

linguistics **Non-Native Language Teachers** Enric Llurda, 2005-03-03 As non natives are increasingly found teaching languages particularly English both in ESL and EFL contexts the identification of their specific contributions and their main strengths has become more relevant than ever This volume provides different approaches to the study of non native teachers NNS teachers as seen by students teachers graduate supervisors and by themselves It contributes seldom explored perspectives like classroom discourse analysis and social psychological framework to discuss conceptions of NNS teachers

Nonnative Speaker English Teachers George Braine, 2010-04-05 This book traces the origins and growth of the nonnative speaker teacher movement in TESOL since its birth a decade ago summarizes the research that has been conducted highlights the challenges faced by NNS teachers and promotes NNS teachers professional growth *Christian and Critical*

English Language Educators in Dialogue Mary Shepard Wong, Suresh Canagarajah, 2009-06-25 This volume critically examines how English language teaching professionals wrestle with ideological pedagogical and spiritual dilemmas as they seek to understand the place of faith in education *Higher Education Internationalization and English Language*

Instruction Xiangying Huo, 2020-11-07 This book offers new understanding of the implications of pluralism and of transnational movements to higher education and the construct of a native speaker within contemporary globalization processes Theoretically it calls for a revisioned English as an International Language EIL pedagogy and a wider acceptance of EIL and of World Englishes It challenges the postsecondary education sector to change the discourse around language proficiency to one that engages the pluralism of English As for the applied significance the book contributes to the work on neo racism which means racism goes beyond color to stereotypic foreign cultures nationalities and exotic accents based on cultural distinctions instead of merely skin differences The book contributes to higher education policy and practice pushing a revisioning of ESL in conceptual and pedagogical ways such as designing more culturally oriented curriculum implementing culturally responsive pedagogy and valuing the teaching proficiency more than the language proficiency

Non-Native English-Speaking Teachers Revisited Xuan Zheng, 2025-03-31 Drawing on ethnographical evidence this book examines the complexity of the controversial construct Non Native English Speaking Teacher NNEST and the newly proposed translingual translanguaging teacher in re scripting their identities Zheng examines the process of international graduate students learning to become composition teachers and English professionals in the United States The book addresses the danger of either constructing fixed boundaries or dissolving them and helps readers to understand the duality of fixity and fluidity in identity development Zheng advocates for open dialogue between different ideologies in approaching language diversity in schools with the same aim of social justice This volume will attract academic readers from a range of disciplines and in different contexts trainers of international teaching assistants composition second language writing scholars and present or future professionals in TESOL second foreign language teaching *Bilingualism and Language*

Pedagogy Janina Brutt-Griffler, Manka Varghese, 2004-01-01 Bilingualism and Language Pedagogy brings an understanding of

language as a social practice and bilingualism as the study of bidirectional transitioning to the examination of bilingual settings in the US Europe and the developing countries Focusing both on bilingual linguistic competence and educational politics and practice the volume provides valuable practical proposals and models for developing sociocultural and linguistic competencies among bilingual practitioners and students

English as a foreign language teacher education Juan de Dios Martínez Agudo, 2014-02-01 The field of Second Language Teacher Education SLTE is mainly concerned with the professional preparation of L2 teachers In order to improve teaching in the multilingual and multicultural classroom of the 21st century both pre and in service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances expanding their roles and responsibilities so as to face the new complex realities of language instruction This volume explores a number of key dimensions of EFL teacher education The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE Topics discussed include the importance of SLA research competency based teacher education approach classroom based action research SLTE models the value and role of practicum experience abroad the models of pronunciation teaching multicultural awareness and competence the influence of teachers cognitions emotions and attitudes on their emerging and changing professional identities the potential of classroom materials and technology and CLIL and ESP teacher education English as a foreign language teacher education Current perspectives and challenges will be of interest to teachers in training teachers teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes Juan de Dios Martínez Agudo is Associate Professor of EFL Teacher Education at the University of Extremadura Spain His current research interests include Second Language Acquisition and English Teaching Methodology His most recent books are Oral Communication in the EFL Classroom 2008 Errors in the Second Language Classroom Corrective Feedback 2010 and Teaching and Learning English through Bilingual Education 2012

Concise Encyclopedia of Applied Linguistics Margie Berns, 2010-03-20 Concise Encyclopedia of Applied Linguistics formalizes organizes and analyzes the relation of knowledge about language to decision making in practice It synthesizes research in psycholinguistics educational linguistics and sociolinguistics freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field Authored and compiled by leaders in their various specialties and collated and extensively re edited from the award winning Encyclopedia of Language and Linguistics Second Edition this collection will be an ideal one stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge Authoritative review of this dynamic field placed in an interdisciplinary context Over 100 articles by leaders in the field Compact and affordable single volume format

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