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## NON-NATIVE EDUCATORS IN ENGLISH LANGUAGE TEACHING

Sanhita Koley

Institute of Engineering and Management, Kolkata



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### Abstract

In many countries the primary (mother tongue) language is not English but there is a great demand for English language teachers all over the world. The demand in this field is try to be filled largely by non-native English speaking teachers who have learned English in the country or abroad, or from another non native English peaking teachers. Non-native speakers have a distinct edge for teaching lower level students as they can explain difficult grammar points in learners' native tongue with great accuracy. The perception of native speakers is best seems antiquated in the global English speaking environment. Perhaps it is time for private schools to revisit their marketing strategies. In some countries, particularly those where English speaking is a sign of status, the students prefer to learn English from a native English speaker. The perception is that a non-native English speaking teacher is a less authentic teacher than a native English speaker and their instruction is not satisfactory in some ways.

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**Introduction**

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.

### **Non-Native & Native English Teachers**

There is a strong tendency in the international community to consider that a non-native English speaking teachers (NNEST) as an alternative to a native English speaking teacher (NEST). This situation creates a problem in the English teaching profession field as there are a lot of qualified NNESTs, and as for, NESTs they are in a pyramid of prestigious positions occupying the best paid and highest profile positions at the top.

The low demand of NNESTs taking lesser positions or struggling to find employment all the more. This is particularly true where there is prestige or status associated with the acquisition of English. In the countries and regions where there is a great demand for a native speaker of English and an almost total disregard for NNEST instructors and teachers. The reasons include, of course, aesthetic of English as it is a status language and to some extent that native-like accents are preferred from an English speaking teacher.

There has been little experimental research on whether a NNEST is as competent to teach English as a NEST, and there are some studies that mention the subject. The findings available suggest that NNESTs prepare their students equally well when it comes to test results but that there are some significant differences between NNEST and NEST teaching. The study leads to the conclusion that the strengths of NEST and NNEST are complementary and a combination of NEST and NNEST teaching is ideal when and where it is possible.

### **Five Countries to Teach English Abroad as a Non Native Speaker**

#### **India**

Finding teaching jobs in India for non-native speakers might not be as easy as finding curries or mango lassis, but they're out there and worth finding nonetheless! For ESL

teachers, life in India has much to offer and provides a great intercultural backdrop to your (already fulfilling) teaching duties.

From the rolling foothills of the Himalayas and secret temples perched in unlikely places to its colorful coasts and busy cities, there's more to India than meets the eye.

A TEFL certificate improves the chances of finding teaching jobs in India for non-native speakers. Hiring happens year-round, but jobs typically start in June and October

### **Cambodia**

Cambodia's mystique has something to do with its wild, ancient jungles, the occasional monkey statue, and/or its holy landscapes studded with orange-clothed monks. It may not get all the attention of its neighbors, but Angkor Wat stands on its own, and the intensely growing scene of expats make for burgeoning ESL job markets for non native English speakers.

The academic year starts in September but ESL jobs in Cambodia hire year-round. Expect to work between 15-30 hours a week and enjoy ample vacation time

### **Argentina**

Non-English speaking meat lovers and vegetarians alike will find comfort knowing you can find an ESL teaching job in Argentina. Particularly in its world-class capital of Buenos Aires, non-native speakers will fall in love not only with their teaching jobs, but also the vibrant barrios, the warm locals, and yes, the steak.

Regardless of your English language proficiency, getting a TEFL will help secure better ESL jobs. Hiring seasons for ESL teachers in Argentina are typically in late winter and mid-

summer; however, language schools hire year-round. Prepare to teach for longer, ballpark 3-12 months

### **Romania**

There are many English teaching jobs in Romania for non-native speakers. You'll find solace in this land of merry wanderers, where curiosity reigns and routine is shunned. Beyond snapping countless photos of the painted monasteries and castles, you'll have an incredible international work experience and change the lives of future changemakers.

In more rural communities, there are public and private schools, with very few language or international schools. In the capital of Bucharest, there will be many of each of these schools, as well as prospects for private tutoring.

### **China**

Though China has been making waves of having stricter qualifications for its ESL teacher jobs, you can still find teaching jobs in China for non-native speakers with excellent accents.

The students are eager and engaged, the soups are warm and spicy, and the views are unmatched. And, as a bonus, if you ever run out of fun ESL activities for the classroom, you can always make the kiddos count how many bricks comprise the Great Wall.

The academic year starts in September but ESL jobs in China hire year-round. Expect to work between 15-30 hours a week and enjoy ample vacation time.

### **Employment Discrimination of Non Native English Speaker**

The perception of the NNEST in mind as an inferior factor of language teaching, gives harm far beyond in the field employment. The negative perception about so called teachers leads them to feel worse in the matter of self-esteem and in their class performance as teachers. The question of NNEST or NEST needs to be discussed again as the demand for well quipped and qualified English teachers is growing all the more. The perception should be that both NNEST and NEST bring specialised knowledge and strengths that work best in combination with one another. The idea that a NNEST is a less authentic instructor of English is due in large that a native speaker is a superior agent for such instruction.

According to the Vygotskian Sociocultural Theory (Vygotsky and Cole, 1978; Wertsch, 1985), to explore in detail the formation of a particular English teacher's professional identity the assumptions about the native English speakers compared to their non-native counterparts declares research through observation of in-class teaching, interviews with the teacher. Over the course of the research period the teacher's attitudes about non-native English speakers underwent an evolution from non-critical assumptions to a self-generated reevaluation of non-native speakers that they are the agents of expert use of English. The teacher raised his evaluation of the non-native speaker but never overcame the basic assumption that no matter the qualifications of the non-native speaker, the native speaker will always be just that little bit better. The conclusion reached in that article is that there needs to be more research about the idea of the superiority of the native speaker.

### **Conclusion and Discussions**

The conclusion supported is that an ideal English class would utilize both NNEST and NEST instruction in order to best serve their students, since, there are a lot of NNESTs

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their numbers are more than NESTs all over the World. This outcome supports the idea that while nativeness of language is becoming less of an overt factor in the profession of English Language teaching. As a result, it can be said that NNESTs should work with NESTs, as NESTs work as a supplementary source as a guest instructor, teacher or similar function.



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