

Non-Native  
Educators  
in English  
Language  
Teaching

Edited by  
George Braine

# Non Native Educators In English Language Teaching

**Enric Llurda**

## **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

**Non-native Educators in English Language Teaching** George Braine,1999 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 Educators in English Language Teaching** George Braine,1999

**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,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

**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

**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

**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 reconstruct 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

*Content Knowledge in English Language Teacher Education* Dario Luis Banegas,2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings with contributions from Argentina Australia Chile China Ecuador Japan Mexico the USA and Turkey The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency The contributors describe and analyse their professional practices in designing delivering and evaluating modules or courses on understanding the English language as a system i e content knowledge exploring the teaching of elements such as phonetics phonology grammar pragmatics philology and discourse analysis In addition they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality multilingualism World Englishes critical thinking skills academic writing and literacy through literature The accounts shed light on the diverse practices of educators from many different countries contexts and cultural and linguistic backgrounds drawing links between policy and practice to locate much of English language teacher education and curriculum development outside the so called inner circle of native English language speaking contexts practitioners and researchers

Research and Practice in Language Teacher Education Bill Johnston,Suzanne Irujo,2001 **English for Educators** Dr Sabuj Ahmed,2025-03-19 In many regions around the world English has become the primary medium of instruction in schools offering students a gateway to global communication and academic opportunities For teachers whose first language is not English this shift can pose unique challenges balancing subject expertise with the need for clear accurate and confident language use Yet it is precisely this endeavor that opens doors to richer more inclusive learning experiences and better prepares students for success in an interconnected world This book is designed as a practical guide to help non native English speaking teachers develop the functional language skills they need to thrive in English medium classrooms Focusing on real world classroom scenarios each chapter provides teachers with targeted language teaching strategies and subject specific vocabulary Rather than focusing solely on grammar drills or abstract language rules the emphasis is on equipping educators with the communicative tools to plan lessons manage classes

check understanding and engage students all in English English Language Teaching in China Jun Liu,2007 This book examines the importance of English language teaching in China but also the need for this teaching to be modernised in order for China to better join the world economy The current trend within English teaching in China is for communicative competence that is being able to communicate with linguistic pragmatic discourse and strategic competence This volume argues that such a theoretical framework of communicative competence needs to be expanded to address both global needs and local contexts if English language teaching in China is to be successful The contributors to this volume examine every aspect of language teaching and suggest new ways in which communication and grammar can be balanced The chapters include coverage of the importance of English in a global world the theoretical framework of communicative competence the role of grammar in learning English assessing and evaluating communicative competence the starting age of learning English teaching language skills in the post methods era using multimedia in teaching and testing online learning and self learning teacher training through empowerment With its balance of theory and practice and internationally renowned contributors this guide to new approaches perspectives and standards in language teaching will be essential reading for academics interested in applied linguistics and second language acquisition and English language teaching professionals Basic

English for Preschool Teachers Sabuj Ahmed,2025-03-15 Whether you're new to teaching in English or looking to refine your language skills this book offers a structured approach that respects your unique journey By focusing on practical language use and real world applications you'll quickly gain the confidence to inspire and educate your students effectively Thank you for choosing this resource as your guide May it open doors to clearer communication enriched classroom experiences and a brighter future for your students Enjoy the journey toward becoming a more confident and effective educator Happy

Teaching **Voices from the Frontline** Icy Lee,Paul Sze,2015-01-15 In this handy book Icy Lee and Paul Sze openly share their stories as nonnative English speaking educators in TESOL Teaching English to Speakers of Other Languages This collection of teachers stories provides a source of inspiration for both native and nonnative speaking professionals in the field encouraging them to reexamine key issues in the profession and to reflect on their own practice critically Voices from the Frontline Narratives of Nonnative English Speaking Teachers is a mustread for anyone in TESOL as it brings power through stories to inspire teachers native or nonnative alike to reflect recharge and reimagine what they do by confronting challenges with problem solving tactics and devoting themselves to the profession with enthusiasm and passion Jun Liu Georgia State University

**Not for ESOL Teachers** Eileen N. Ariza,2006 Building on this foundation of understanding the author describes effective instructional practices that mainstream teachers may use to address a range of classroom scenarios including detailed examples of how to modify curriculum for English learners with various levels of language proficiency Jacket

## **Non Native Educators In English Language Teaching** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Non Native Educators In English Language Teaching**, a literary masterpiece that delves deep to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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