

August 2013  
NNEST Newsletter

#### LEADERSHIP UPDATES

##### **THE LETTER FROM THE CURRENT CHAIR**

[Ali Fuad Selvi](#), *Middle East Technical University, Ankara, Turkey*

Greetings colleagues,

A beginning is only the start of a journey to another beginning...with that pearl of wisdom in mind, it is our immense pleasure to introduce the newest version of the *NNEST IS Newsletter*. Thanks to the tireless work of Bedrettin Yazan, our newsletter editor, and the contributions of Nathanael Rudolph, Davi Reis, Geeta Aneja, Elena Andrei, Stefan Frazier, and Scott Phillabaum, we were able to put together a very interesting and thought-provoking issue for you.

TESOL 2013 in Dallas was such a wonderful convention for the NNEST IS! Here are some highlights from the convention so that we can start thinking about what our IS can do in Portland:

**Our IS booth table** (Thursday/Friday) and "idea pad" were inspirational and creative highlights of the convention. TESOLers stopped by our booth and learned more about our IS and shared their ideas about the future of our profession and what our IS can do about it. Once again, I'd like to thank our volunteers at the booth, especially George Braine, and the architects of our idea pad, Sinem Sonsaat, Kadir Karakaya, and Bedrettin Yazan.

**Our open meeting** (Thursday) attracted a wonderful group of individuals, both veteran and new members. Collectively, we had a wonderful brainstorming session and outlined a number of ideas that will serve as the roadmap for this year and the years to come.

**Our academic session** (Saturday) brought together some of the most prominent leaders of the NNEST movement (Brock Brady, George Braine, Lía Kamhi-Stein, Aya Matsuda, and Paul Kei Matsuda), and generated an excellent conversation and dialogue about the past, present and future trajectories of the movement.

This convention has been full of success stories...

George Braine, one of the major driving forces behind the NNEST movement, received the very prestigious **James E. Alatis Award for Service to TESOL** in Dallas. Once again, congratulations George for this very well-deserved award! Missed the ceremony? Here's your chance to watch a [recording](#).

NNEST IS members are also at the forefront of cutting-edge research. NNEST IS members published many books that were debuted at the convention. Here are some examples:

[\*L2 Writing in Secondary Classrooms\*](#), Luciana de Oliveira & Tony Silva

[\*Demystifying Career Paths After Graduate School: A Guide for Second Language Professionals in Higher Education\*](#), Ryuko Kubota & Yilin Sun

[\*Teaching Listening\*](#), Ekaterina Nemtchinova

*Teaching English as an International Language*, Ali Fuad Selvi & Bedrettin Yazan

I also would like to make use of this opportunity to congratulate Ahmar Mahboob (University of Sydney), former chair of the NNEST IS, who will begin his 5-year term as the co-editor (together with Brian Paltridge) of *TESOL Quarterly*, the association's flagship academic journal, with the March 2014 issue. Congratulations Ahmar! [Read about](#) the appointment.

If you were not able to make it to this year's convention, we certainly look forward to meeting you next year in Portland! But wait! Why wait until next year? NNEST IS is aspiring to be an IS all year round and offers you a series of opportunities that will get you connected to an extensive community of TESOLers from all around the world. Please seriously consider the following options:

- **Join the online conversation** via [NNEST IS listserv \[NNEST\]](#)
- **Friend and like us** on [Facebook](#)
- **Mention and follow us** on [Twitter](#)
- **Read the latest interviews** on our [NNEST of the Month blog](#)
- **Join the discussions** on our [Blog](#)
- **Submit your article** to our [IS newsletter](#)

In conclusion, let me reiterate that diversity, equity, social justice, multilingualism/multiculturalism, internationalization, and professionalism are the core values and commitments of our interest section. Our interest section is equipped with a task of promoting and establishing these values as the *de facto* operational norms of the English language teaching profession. Therefore, our IS needs YOUR contribution and YOUR involvement throughout the year. Reminding you of the famous words of Gandhi, I would like to urge you to be (a part of) the change you want to see in the world.

I look forward to collaborating with you all in various capacities this year and in the years to come.

Warmest regards,

Ali Fuad Selvi

**OPPORTUNITIES AND CHALLENGES FOR NNESTS IN A GLOBALIZED WORLD: MESSAGE FROM THE OUTGOING CHAIR**

*Lawrence Jun Zhang*, *University of Auckland, Auckland, New Zealand*

As I was stepping down from the NNEST Interest Section (NNEST IS) chair position, I was thinking what a great opportunity that role had afforded me for serving our profession. It is not just phatic communion to emphasize the glory that has been garnered by the NNEST IS as an entity in the TESOL International Association, because, indeed, the NNEST IS has developed immensely and exerted impact in the field of TESOL through the work we all do, either as teachers, researchers, leaders, or a combination of all these possible job titles in one hat.

Nonetheless, it is the foundation work that has been laid by our nonnative English-speaker pioneers, Dr. George Braine (1999, 2010), Dr. Jun Liu (1999), and Dr. Lía Kamhi-Stein (2004), and native English-speaker colleagues, Brock Brady and Dr. Leslie Barratt from whom their successors have benefited for pushing the NNEST movement forward continuously. Other scholars

who champion for professional justice and against discrimination (e.g., Curtis & Romney, 2006; Llurda, 2005; Motha, 2006), and promote a World Englishes paradigm (Matsuda, 2012) have equally helped shape the future of our IS. The NNEST movement is an ongoing one, one that calls for attention from all colleagues in TESOL to issues related to the professional lives of NNESTs in hiring, promotion, and tenure practices across all sectors in language education around the world. Together we will be able to meet these challenges in confidence.

As we live in a globalized and an ever-globalizing world, NNESTs are offered opportunities for professional growth and career development because of the local knowledge they have about regions where they come from and used to work or still work. Increasingly, an international trend of students of other language backgrounds seeking higher education in English-speaking countries has shown that border-crossing carries a slightly different meaning. Those students from diverse linguistic and cultural backgrounds are in need of teachers who understand their cultures and languages for a smoother transition to the mainstream. It is a professional call as well as an intuitive impetus for NNESTs to take the lead in assisting these students to settle in new cultural and linguistic environments. NNESTs are a good and often sturdy bridge that never falls in. NNESTs can take stock of such advantages in their profession and play a proactive role.

For example, with the rising of Asian economies, many English-medium universities are looking for extra sources of revenue for their sustainable development. In their efforts to reach out to those countries either with an intention to offer an English-medium education to benefit the local population or with a totally different intention, these universities have realized the assets of NNESTs in facilitating these students to set afoot in these countries. I should say we NNESTs should seize this opportunity and contribute to the profession in ways that we are able to show that as teachers we teach well, as researchers we publish our work to inform pedagogy, and as internationals we are the best informants to those who are interested in understanding international students in English-speaking countries. Only when we show we are good, as professionals and academics, and as social beings, do we deserve the respect from colleagues. We also deserve to land a job that we call a profession despite discrimination and other malpractices against NNESTs in reality. Let's work together toward a better future for all of us.

In concluding, I would like to thank all of you for the support you have lent me. I also anticipate further developments within the NNEST IS under the leadership of our new chair, Dr. Ali Fuad, whose enthusiasm for discussing NNEST-related issues, whose bravery in challenging native-speakerism orthodoxy, and whose scholarship pertinent to NNESTs are assets he will bring to our IS. I will be very happy to work with him and the new team (2013–2014). I wish everyone well and happy. See you all at the TESOL 2014 convention in Portland, Oregon.

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#### ARTICLES

#### **BEYOND BINARIES: CONSTRUCTING AND NEGOTIATING BORDERS OF IDENTITY IN GLOCALIZED ELT**

[Nathanael Rudolph](#), *Mukogawa Women's University, Nishinomiya, Hyogo, Japan*

#### **The Native Speaker Construct**

The native speaker (NS) construct, wherein an idealized NS is posited as owner and gatekeeper of English (Widdowson, 1994) and the universal linguistic and cultural target for acquisition, use, and instruction, has long reigned supreme in second language acquisition theory and research (e.g., Jenkins, 2006). In turn, the NS construct serves as the “bedrock of transnationalized ELT (English language teaching)” (Leung, 2005, p. 128). In doing so, the NS construct shapes all aspects of ELT, from approaches to theory and research to academic publishing, materials development and production, assessment tools, teacher training, and hiring practices (e.g., Braine, 2010). The NS has been constructed (critically and otherwise) within the literature and field of ELT as Caucasian, often male and Western in nature (e.g., Kubota, 1998). Thus, according to the literature, a “self-selected elite” (Widdowson, 2003), has benefitted from its discourses, privileging such individuals as scholars and teachers.

#### **Critical Challenges**

Drawing upon sociocultural, postcolonial and postmodern theory, scholars have challenged the construct for reasons inseparably critical and practical in nature (e.g., Canagarajah, 2007; Kachru, 1985; Phillipson, 1992). Around the world, English both has been and is being nativized (e.g., Y. Kachru, 2005) by its users. As a result, critical challenges to notions of language ownership and use have emerged (e.g., Widdowson, 1994). Critical scholarship, including work located under the banners of World Englishes, English as an International Language (e.g., McKay, 2003), English as a Lingua Franca (e.g., Jenkins, 2006) and Lingua Franca English (e.g., Canagarajah, 2007), has explored the acquisition, instruction and use of English around the globe. Such scholarship highlights the diverse array of uses, contexts, combinations, and quantities of people all over the world negotiating interaction (e.g., Crystal, 2003), in turn challenging the Native Speakerism (Holliday, 2005) embedded in ELT, from worldview to practice. This has provided a critical lens through which to view ELT and its underpinning disciplines. The notion of a one-size-fits-all approach to ELT, both theoretically and practically, has fallen under critical scrutiny (e.g., Braine, 2010; Leung, 2005). A focus on localized context and its interplay with the global has called into question what is taught, who might teach, and how knowledge might be valued and assessed (e.g., Alptekin, 2002; Canagarajah, 2007).

Critical approaches to ELT have detailed the lived experiences of nonnative English speaker teachers (NNESTs). This includes how NNESTs, as “nonnative speakers,” are conceptualized linguistically by dominant discourses within ELT, how they are viewed and view themselves in the field in terms of proficiency and worth, and the varying forms of discrimination and marginalization they face as English language users and professionals. In line with scholars including Menard-Warwick (2008), I contend that critical scholarship has largely attempted to both apprehend and challenge marginalization for reasons both critical and practical, via a critically-oriented set of binaries (NS/NNS and NEST/NNEST); an “NNEST lens” (Mahboob, 2010).[1] The NS construct is therefore conceptualized, I would argue, as a universalized regime of truth (Foucault, 1984) embedded within globalized ELT.

### **Oversimplification?**

Recently, however, scholars have begun to conceptualize and problematize the “oversimplification” of these critical constructions, arguing that such binaries allow neither conceptual nor descriptive space for the dynamic, ongoing negotiation of users’ translinguistic and transcultural identities (e.g., Motha, Jain & Tecele, 2012). Menard-Warwick (2008), in particular, asserts the following:

The NNEST/NEST dichotomy remains the most prevalent way of theorizing teacher identity in TESOL. This scholarship represents a commendable attempt to get away from the “colonial legacy” of the “native speaker fallacy”, but teachers’ cultural, intercultural, national, and transnational identities remain undertheorized. (p. 620)

When approaching my dissertation research (Rudolph, 2012), I experienced firsthand the theoretical and practical implications of oversimplification. At the outset of the study, I had hoped to examine, via narrative inquiry through a poststructuralist lens, how four Japanese professors of English at the university level in Japan were actively challenging and seeking to move beyond the NS construct in Japanese ELT. I had intended to focus on their narrative accounts of creating space for agency within a context in which, as described in the literature, the NS construct reigns supreme (e.g., Kubota, 1998; Oda, 1999). In approaching the study, however, I found myself attempting and failing to “contain” the contents of our co-constructed narratives within critical conceptualizations of the NS/NNS and NEST/NNEST dichotomies.[2] I realized that in approaching the study in such a manner, I was in fact stripping my participants of voice and agency. As I wrestled with the study, Lather’s (1993) words regarding reflexivity and positionality came to mind: “the ‘crisis of representation’ is not the end of representation, but the end of pure presence... It is not a matter of looking harder or more closely, *but of seeing what frames our seeing*” (p. 675; emphasis added).

In conceptualizing and challenging discourses of Native Speakerism, Tomomi, Yoshie, Hiroyuki and Mitsuyo, (Rudolph 2012) describe negotiating borders of being and becoming at the interstices of dominant localized and globalized discourses of identity. Discourses of “Japaneseness,”—of “inside” and “outside,” “us” and “them”—shaping and shaped by pervading discourses of privilege and marginalization within globalized ELT, establish borders attempting to govern who learners, users, and instructors of English in the Japanese context might be or become. This Native Speakerism is not simply the privileging of a select group of native speakers and the marginalization of Japanese NNESTs. Instead, constructed as such, these borders may serve to fluidly privilege and marginalize Japanese teachers and select NESTs, while eliminating any space for non-Japanese NNESTs and NESTs devalued or excluded by localized constructions of the idealized NS. In addition, constructed and perpetuated in such a fashion, these borders seek to

limit and even eliminate border crossing (e.g., Bhabha, 1996). Thus Japanese NNESTs challenging personal and professional borders of being and becoming in Japan are challenging dominant constructions of identity, inextricably local and global in nature. In doing so, they are confronting the power and authority vested in select NSs of English and Japanese alike.

It is important to note that Tomomi, Yoshie, Hiroyuki and Mitsuyo, (Rudolph 2012) have each constructed ELT in Japan as a borderland differently, stemming from their individualized, ongoing lived experiences negotiating translinguistic and transcultural identities. They have each conceptualized “Japaneseness” in a unique fashion. They do not share a uniform perspective on the valuing of or even possibility for border crossing on the part of NESTs, Japanese NNESTs and non-Japanese NNESTs. They have, as a result, each conceptualized borders of identity within Japanese society and ELT in the Japanese context differently, and have therefore poured different meaning into notions of challenging and negotiating the NS construct. In turn, they have divergent perspectives on the nature of “moving beyond the NS construct” both theoretically and practically, in ELT in Japan. This includes differing perspectives on the potential roles NESTs, Japanese NNESTs and non-Japanese NNESTs might play in the context.

### **Implications**

I contend that critical constructions of the NS/NNS and NEST/NNEST binaries do not capture what teachers are experiencing in contexts around the world. These oversimplified binaries have served as a means of calling attention to inequity both within and beyond the field of ELT, though they neglect teachers’ sociohistorically-situated negotiations of translinguistic and transcultural identity. These dichotomies cannot account for the borders teachers conceptualize, challenge, and negotiate, at the interstices of localized and globalized discourses of identity. Therefore, the “whos” and “whats” NNESTs face in their negotiations of identity and agency remain unaccounted for. As a result, I assert that critical conceptualizations of the NS/NNS and NEST/NNEST binaries do not allow space for localized accounting of the way “moving beyond the NS” might be and/or is being constructed.

### **Conclusion**

I believe that moving beyond critically-oriented binaries, and towards contextualized accounts of English teachers’ and users’ ongoing negotiations of translinguistic and transcultural identities, will be a further step in the direction of apprehending and addressing both critical and practical concerns related to language ownership, use, and instruction in ELT contexts around the world. This, I contend, will be a step towards addressing the “local” in the “global” and global in the local in a glocalized (Lin et al., 2002) ELT.

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[1] One such example relating to challenging notions of NNESTs as deficient instructors, via a critically conceptualized NEST/NNEST binary, can be seen in Medgyes (2001) and Mahboob (2010). The authors argue that both NESTs and NNESTs have different strengths that allow them to fulfill different roles as ELT professionals.

[2] This was true of my own ongoing negotiation of identity, as a self-identified Caucasian, male, ELT professional desiring to approach the field through a critical lens. In conceptualizing the field, I had stripped myself and any other like-minded individuals of a similar background and worldview of voice and agency.

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### **THE DEVELOPMENT OF "CONFIDENCE" AS PART OF NNESTs' PROFESSIONAL REPERTOIRE** *Davi S. Reis, Duquesne University, Pittsburgh, Pennsylvania, USA*

Nonnative English-Speaking Teachers (NNESTs) often struggle with confidence[1]. They struggle to build confidence in themselves, in their ability to speak and to teach English, and in their ability to work against the native speaker (NS) myth (Phillipson, 1992). Yet, mediational spaces geared toward pedagogically supporting NNESTs in becoming more confident still seem to be the exception rather than the rule when it comes to professional preparation and development. In this paper, I argue for the inclusion of pedagogical experiences in the formal preparation of NNESTs that scaffold the development of confidence as a skill to be internalized as part of one's professional expertise in TESOL.

But first, in the way of full disclosure, I must say that I think of myself as someone who is fairly shy. As a self-identified NNEST, I sometimes still find myself in situations when I *feel* less than confident as both a user of English and as an NNEST in TESOL. Although these situations seem to occur less and less frequently since I first started teaching ESL/EFL 15 years ago, it still strikes me that they happen at all despite my professional qualifications, fluency in English, and professional experience. This self-disclosure is intended to support my assumption that, if a qualified and experienced NNEST can have such feelings of low confidence even with knowledge of the NS myth as a practitioner and researcher, many other NNESTs face similar feelings. Yet, as NNESTs, confidence in our ability to use and teach English as a second or foreign language strongly influences what we think, say, and do (Reis, 2012).

In my own experience, and in working and interacting with other NNESTs, I have found that there



are several tenets that help promote and sustain one's sense of professional confidence. Yet, in the hustle and bustle of daily work, these tenets are easily forgotten or underused when they could indeed benefit all involved. They are:

1. No one language is inherently better (or worse) than any other. Rather, ideological claims might argue so (Lippi-Green, 2012).
2. There are many varieties of Englishes in the world.
3. A high level of proficiency in the target language, though desirable and largely necessary, is by no means all there is to language teachers' knowledge base (see Freeman & Johnson, 1998, and Phillipson, 1992).
4. The so-called superiority of native speakers is a myth rooted in broader relations of political and linguistic dominance situated in specific sociocultural contexts (Phillipson, 1992).
5. Despite macro-level constraints and structures, NNESTs can try to exercise some level of personal and collective agency regarding their professional legitimacy (Golombek & Jordan, 2005).
6. NNESTs account for the vast majority of teachers of English worldwide (Canagarajah, 1999).
7. There is no such thing as non-accented language (Lippi-Green, 2012).
8. One's accent should not be seen as an indication of one's proficiency or professional expertise (Lippi-Green, 2012).
9. Becoming a legitimate TESOL professional involves formal training, ongoing professional development, and reflection on professional experience.
10. Making mistakes should be understood as making meaning. Although communication breakdown can be embarrassing to interlocutors, it is also an opportunity to learn, discover, and even construct new language and experience.

Although learning about and reflecting on these tenets can support NNESTs in building and sustaining their professional confidence, we must remember that knowing something is quite different from actually incorporating it into our everyday thinking, feeling, and practice. I have many times been silent/silenced in situations when, though these tenets were familiar to me, I had not fully integrated them into my thinking in order to actually use them when needed. Indeed, internalizing what we know into what we think, feel, say, and do is a long-term, nonlinear, and ongoing process "through which a person's activity is initially mediated by other people or cultural artifacts but later comes to be controlled by him/herself as he or she appropriates and reconstructs resources to regulate his or her own activities" (Johnson, 2009, p. 18). In addition, from a sociocultural theoretical perspective, affect and thought are two sides of the same coin, rather than separate or separable entities.

A few studies have already offered ways through which NNESTs can reflect on these tenets in order to come to more nuanced understandings that can potentially renew their confidence in themselves and in their ability to teach (Brutt-Griffler & Samimy, 1999; Golombek & Jordan, 2005; Oxford & Jain, 2010; Pavlenko, 2003; Reis, 2012). Quite a few of these studies are based on the notion that retelling one's story (to oneself and to others) can bring about a transformed understanding of self. Though I fully embrace the power of narratives and narrative inquiry as pedagogical tools, I also believe that identities and emotions are negotiated in and through interactions and discourse. If we broaden our conceptualization of such interactional, mediational spaces to include the classroom and other personal and professional spaces, NNESTs in training can potentially benefit from a few activities that capitalize on social learning. Below, I offer a few examples:

**1. Reflecting on Confidence:** Ask NNESTs to go beyond a linguistic and cultural autobiographical account by incorporating how confident they feel as both users and teachers of English as a second or additional language. This could include reflection on what counts as confidence, where they draw their confidence from, and whether their confidence wavers depending on context and who they are interacting with.

**2. Sharing Confidence:** After asking NNESTs to reflect on their confidence, give them an opportunity to share their insights with their peers. This would help begin a conversation around issues of self-confidence and ways to approach feelings of professional doubt. In such a forum, NNESTs could share tips and strategies for building and sustaining confidence.

**3. Dispelling the NS Myth:** Create opportunities for NNESTs to learn about, explain, and discuss the NS myth with others. This could start with pair or small group work in the classroom, regardless of native speaker status, but go on to include conversations with other people unfamiliar with this topic (perhaps one in the TESOL field and another one outside of it). This type of discussion would allow NNESTs to explain what the NS myth is and how it is contested in the TESOL field (perhaps by sharing TESOL's "[Position Statement Against Discrimination of Nonnative Speakers of English in the Field of TESOL](#)", (TESOL 2006).

**4. Challenging the NS/NNS Dichotomy:** Have NNESTs interview other NNESTs, NESTs, and those whose backgrounds present a challenge to the NEST/NNEST dichotomy. Perhaps questions could include:

- Could you tell me about how confident you feel as an ESOL teacher?
- Have you ever faced moments of doubt in the classroom regarding your ability to use English or to teach it?
- Would you mind sharing some of these instances with me?

This type of interaction may engender responses that problematize the dichotomy and humanize the individuals behind the labels.

**5. Observing Interaction:** Ask NNESTs to observe (and with permission, possibly record for later analysis) a few conversational encounters involving users of English of various skill levels (both NESTs and NNESTs) with a focus on communication breakdowns and repair strategies. This would be helpful both in teaching NNESTs additional strategies for repairing communication breakdowns, but also in indirectly making the case that such incidents are unavoidable and part of using the language, regardless of one's mastery of English.

Not only would these activities provide NNESTs themselves with an opportunity to practice becoming more confident in their own ability to use and teach English, but the activities would also help to inform others who are not aware of the NS myth of its harmful impact. Yes, there is always a danger that NNESTs might encounter individuals who subscribe to the NS myth and are at present unwilling to challenge it. They may even be rude. But wouldn't it still be better to give NNESTs in training a scaffolded, collective opportunity to experience such interactions with the support of a teacher educator and peers as opposed to being wholly unprepared for them in the real world?

In closing, my main argument is that confidence in one's ability to use and teach a second language is key to being an effective teacher and role model for students (who themselves use English as a second language), and to ultimately dispelling the NS myth. Yet, the types of

experiences I have illustrated here are not commonplace in graduate TESL programs. Assuming that professional confidence will naturally arise out of knowledge *about* professional legitimacy in TESOL is neglectful at best. At worst, it robs NNESTs of the much-needed opportunity to incorporate such knowledge into what they think, feel, say, and do. In contrast, by making such discussions an integral part of NNESTs' professional learning and development, they are more likely to develop the skills needed to reflect on, negotiate, and claim identities as legitimate, first-rate TESOL professionals.

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[1] I use the word “confidence” not in the sense of blind optimism or unfounded boldness, but rather as the expression of a psychological construct that can be envisioned and appropriated by NNESTs in their personal and professional lives.

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#### PERSONAL ACCOUNT

#### **NOVICE AND "NONNATIVE": INTERNATIONAL TESOL STUDENTS AS EMERGING TEACHERS**

[Geeta Aneja](#), University of Pennsylvania, Philadelphia, Pennsylvania, USA

For the last several months, I have been collecting ethnographic data in a university-based English program that provides 11 first-year international TESOL MA students the opportunity to develop their classroom pedagogy skills by facilitating a conversational English class. In doing so, the program positions facilitators primarily as emerging teachers, rather than as deficient nonnative-English-speaking teachers (NNESTs). However, far from denying facilitators' possible unfamiliarity with the lessons' U.S.-centric linguistic or cultural content, program administrators help facilitators access relevant local social norms and interactive scripts. Such a model eases the facilitators' adjustment to the classroom as well as to the U.S. context more generally by implicitly framing their experience in terms of familiarity and expertise rather than lack of membership in the imprecisely defined "native speaker" community.

Intentionally establishing such channels to cultivate the communicative repertoires relevant to teaching in diverse contexts is becoming increasingly necessary given the rising enrollment of international students in U.S.-based TESOL MA and certificate programs. Because most international students are not authorized to work in the United States, their teaching placements are often in community-run organizations teaching survival English, despite their own relative unfamiliarity with U.S. communicative contexts. Because the linguistic demands of such a class are so embedded in cultural familiarity, a cultural knowledge gap may in practice be interpreted as a language deficiency caused by NNEST status.

However, despite this program's affirmation of facilitators' legitimacy, the facilitators continued to attribute their difficulties in lesson planning and classroom management to *nonnative* rather than *emerging teacher* status. On one occasion, a facilitator whose task instructions were received by students' blank stares told me, "I am supposed to teach English, but I also do not speak English! Students do not understand me!" When I replied that many emerging teachers have similar problems, regardless of home language, the facilitator was shocked. Her self-conceptualization is even more surprising given her academic familiarity with literatures problematizing native speaker ideologies, including the disinvention of languages (Makoni & Pennycook, 2007), the native speaker fallacy (Phillipson, 1992), and the racialization of the native speaker (Shuck, 2006).

For a time, I was thoroughly perplexed. This first-year student has the opportunities to diversify her communicative repertoires, develop her teaching expertise (Rampton, 1990), and critically unpack the invalidity of native speakerism (Holliday, 2006). Why then would she continue to revert to NNEST status when processing her difficulties in the classroom?

My tentative response is that emerging NNESTs may perceive their NNEST status as more salient than emerging teacher status in part because of the extent to which native speaker ideologies pervade their lived experiences. While the program's lead teachers and administrators may not distinguish facilitators based on accent or ethnicity, many job descriptions value "native speaker status" over teaching experience or pedagogical expertise. Furthermore, students' academic coursework tends to dichotomize native and nonnative status without consistently providing a

viable alternative, at least in their first year.

The experiences and identity formation of emerging NNESTs of English differs from those of emerging teachers, NNESTs of other subjects, and of experienced NNESTs of English. Nonetheless, while each of these has established and growing literatures, very few studies have unpacked the experiences of those at the nexus: emerging NNESTs of English. Understanding the identities and needs of people at this nexus is becoming increasingly important as the international student enrollment of U.S.-based MA TESOL programs continues to rise. The learning curve of monolingual English teachers is attributed to emerging teacherhood, and their needs are appropriately met. Their plurilingual colleagues, such as the emerging NNESTs with whom I work, deserve appropriate support systems and legitimization as well.

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## TESOL DOCTORAL FORUM 2013

[Elena Andrei](#), Coastal Carolina University, Conway, South Carolina, USA

In the past 2 years, I had the wonderful privilege to help organize the TESOL Doctoral Forum, which is a 1-day event on the Wednesday before the TESOL convention. The Forum, as the name suggests, is a place for doctoral students to share their research projects and interests with peers from around the world and with professors who are involved in mentoring doctoral students.

I have made many informal observations during the forums over the past 3 years and through the process of organizing it in the last 2 years, which included the call for and review of proposals. The forum is truly international, as the name of the TESOL International Association also suggests, as I have noticed a large number of NNESTs participating every year. Besides NNESTs from U.S. universities and abroad, there are also NESs from the United States and from other English-speaking countries, such as the United Kingdom or Australia.

As a participant and organizer of the Doctoral Forum, it is very encouraging to see doctoral students from all over the world, NES and NNEST, communicating and sharing their experiences with research, academic programs, and life as doctoral students. The diversity of the participants makes the forum a unique event for doctoral students to present, participate, and network. The

forum as it is organized is a great avenue for students to discuss their work, make friends, and even start collaborations. I myself have made wonderful friends from around the country and around the world; it makes me excited to come back to the forum every year and reconnect with them as well as make new friends. Several of the Doctoral Forum participants came 2 years in a row to participate in the forums, and some of them expressed their desire to come back as mentors to future doctoral students to share their experience with finishing up dissertations, job searches, and first-year professor positions.

For the first time, at the 2013 TESOL International Convention in Dallas, the Doctoral Forum came together with the Graduate Forum (which is a forum for Master's students) for some of the activities of the day, such as the opening session, lunch, and guest speaker plenary. The opening session set up the atmosphere of the day. We had special guests for our opening session: TESOL Executive Director, Dr. Rosa Aronson; TESOL Past President, Dr. Christine Coombe; and TESOL President-Elect, Deena Boraie. Dr. Boraie, who teaches at the American University of Cairo, welcomed us all to the forums and the TESOL convention, and she complimented us on our work. She also expressed her gratitude for becoming TESOL president as an NNES and as an international TESOL member from Egypt.

It has become the tradition for the recipient of the TESOL Award for Distinguished Research to speak to the Doctoral Forum participants as the plenary speaker. This year, Dr. Andreea Cervatiuc from the University of Calgary in Canada gave a presentation focused on the article for which she won the Award for Distinguished Research. The presentation explained the various theoretical frameworks and research methods employed in looking at the hidden curriculum present in recent immigrant adult language programs in Canada.

If you missed the Doctoral and the Graduate Forums this year, make sure you attend them in Portland!

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*Elena Andrei is an assistant professor of literacy with emphasis on English language learners at Coastal Carolina University. Her previous work experiences include serving as an English as a foreign language teacher in her native Romania and as an English as a second language teacher in North Carolina.*

#### BRIEF REPORT

##### **HOW NNES M.A. TESOL STUDENTS REALLY FEEL ABOUT THEIR PROFESSORS**

*Stefan Frazier & Scott Phillabaum, San Jose State University, San Jose, California, USA*

Readers of this NNEST newsletter already know that NNESTs are as likely as NESTs to be good English teachers. We also know that NNESTs everywhere suffer discrimination in hiring because of their nonnative English and because of general prejudice due to misunderstandings on what makes a good teacher. Fortunately, the past two decades or so have seen a greatly increased awareness on these and myriad other NNEST issues, and the study of the activities, identities, and plights of NNESTs in training and in the workplace has come into its own. Still, some concerns are not as well understood as others. One of the under-researched areas relates to what TESOL educators believe about their nonnative-speaking MA students (and teachers-to-be) and how they treat them—"separate and equal" to their native-speaking counterparts, or with no distinction?—and whether and how MA students share those beliefs.

*Stefan Frazier*

*Scott Phillabaum*

Two recent research projects of ours (Frazier & Phillabaum, 2011-2012; Phillabaum & Frazier, 2012-2013) seek to answer those questions, and more. The first of these was a survey of 40 TESOL educators (full-time and part-time instructors of MA TESOL courses) at California universities, inquiring of them (1) what changes, if any, they make in their teaching to accommodate NNES students; (2) whether they hold their nonnative-speaking students to the same standards as native-speaking students; (3) their opinions on any issues that arise in upholding those similar standards; and (4) any thoughts or concerns about the (possibly false) dichotomy between the terms “nonnative” and “native.”

Survey responses indicated that, in general, MA TESOL instructors do alter their teaching somewhat to accommodate NNES students, but that their changes are not as much due to their students’ nonnativeness as to their (the instructors’) normal habits of accommodation of *all* students, whether native or nonnative. Instructors provide specialized written feedback, adapt their lesson plans, and refer students to outside help. Quite uniformly, they insist on holding all students to the same standards, arguing that anything else would not be fair and would undermine the seriousness of the TESOL profession. Finally, instructors are highly aware of major complicating factors in the treatment of NNES students: that “equality” is not the same as “equity”; that the native/nonnative distinction is a continuum, not a dichotomy; and that the existence of a wide variety of Englishes (say, the various World Englishes) makes it much harder to determine what “native” even means.

The second research project (Phillabaum & Frazier, 2012-2013), another survey, posed the question of student treatment to the MA TESOL students themselves. Once again, the survey asked four questions of students (both native-speaking and nonnative-speaking): (1) whether they felt that NNES students were at a disadvantage during their MA studies; (2) whether their instructors treated nonnative speakers differently from native speakers, and how; (3) their opinion on whether the two groups *should* be treated differently; and (4) to what extent their instructors discuss(ed) World Englishes in classes, and how any insights into those varieties influence NNEST issues.

Students who responded to this survey were in very general agreement with their professors (from the previous study) on these topics, but with significant variation in overall strength of opinion: While professors had overwhelmingly declared themselves “equal-opportunity treaters” of their students, just over half of the students had that same impression; the remainder did perceive a certain degree of unequal treatment. More important, there was division between native- and nonnative-speaking students: The latter were less likely to perceive equal treatment than the former. A similar difference existed on the question of whether NNES students were advantaged: NES students felt that way significantly more than NNES students, and all students were more likely to refer to the term “disadvantaged” rather than the professors’ preferred “challenged.” However, on the opinion question “*should* there be equal (or at least equitable) treatment,” students agreed with their professors in the affirmative. Finally, while both professors and students comment that not enough on the topic of World Englishes is being taught, student responses indicate that they have a good bit more intuitive (or perhaps previously learned) knowledge on the topic, and are therefore primed for further training and instruction in those matters.

The results from both surveys teach us a lesson that is perhaps one of the oldest yarns: Students and professors all need better communication and transparency among and between them. There should be more opportunities (formalized in class and in other venues) to discuss all the relevant topics—equal or unequal treatment, upholding standards, covering varieties of Englishes around the world, and others—to allow for reflection and action. Perhaps standards and criteria can be

clearly listed on syllabi and grading rubrics. Finally, we encourage more work on students' perceptions of these matters, as well as more on the actual practices of professors (observation of behavior rather than self-reported data).

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## ANNOUNCEMENTS AND INFORMATION

### NNEST IS Newsletter Call for Submissions

Do you have some thoughts on the status of nonnative English speakers in TESOL (NNEST)? Have you done some preliminary studies on any NNEST related issues? Do you have personal stories to share that are related to NNEST issues? Do you have some helpful tips for other nonnative English speakers in TESOL? If you do, please consider submitting an article to the *NNEST Newsletter* for consideration.

### *Submission Guidelines*

The following types of submissions on topics **related to NNEST** issues are welcome:

**Feature Articles** (1,200–1,500 words) related to teacher education, research, professional development, program administration, and sociocultural issues.

**Brief Reports** (600–900 words) such as book reviews, reports on conference presentations, and papers.

**Personal Accounts** (500–700 words) related to NNEST issues.

**Announcements** (50–75 words) of forthcoming presentations and meetings on issues related to NNESTs as well as forthcoming articles and books on issues related to NNESTs.

**Readers' Thoughts** (500 words). This section gives you the opportunity to share your reactions to and thoughts about articles published in our newsletter.



We also welcome submissions in the following categories:

- *Research-in-progress* (600–900 words) publishes short reports of ongoing research of interest to NNESTs
- *Research notice-board* (up to 300 words) publishes short statements concerning research in progress
- *Innovative practice* (up to 500 words) publishes short accounts of innovative classroom practice by frontline practitioners

#### **All submissions need to**

- be formatted using Microsoft Word (.doc)
- be carefully edited and proofread and follow the style guidelines in the *Publication Manual of the American Psychological Association, Sixth Edition* (the APA manual) include a short teaser (no more than 50 words) and a two-to-three sentence author(s) biography
- have the title in all capitals
- list a byline: author's name, affiliation, city, country, e-mail, and author photo
- contain no more than five citations

Also, all figures, graphs, and other images should be sent in separate jpg files.

The specifications for the author photo are:

- a head and shoulder shot
- jpg file
- width = 120px and height = 160px
- clear, clean, professional photo that is appropriate to the article

For more details, please visit the Newsletter section of the [NNEST IS website](#).

Please send any queries and/or your submissions to: [Bedrettin Yazan](#)

#### **NNEST Resources**

Are you looking for interesting resources for nonnative English-speaking teachers? If so, you should visit the "[Resources](#)" section of our NNEST IS website:

Don't forget to check out the [bibliography](#) on nonnative English-speaking teachers!

Also, if you know about other relevant resources (e.g., websites, publications, press releases, tips) that could be posted in this section, we encourage you to share this information with us by contacting the web manager, [Ogie Udambor Bumandalai](#). Help us keep this list very useful by including current and comprehensive information.

#### **ABOUT THIS COMMUNITY**

##### **About the Nonnative English Speakers in TESOL Interest Section (NNEST IS)**

The Nonnative English Speakers in TESOL was first established as a caucus in October 1998 to strengthen effective teaching and learning of English around the world while respecting individuals' language rights. A decade later, in July 2008, it became an interest section.

## **The major goals are**

- to create a nondiscriminatory professional environment for all TESOL members regardless of native language and place of birth,
- to encourage the formal and informal gatherings of nonnative English speakers at TESOL and affiliate conferences,
- to encourage research and publications on the role of nonnative English speaker teachers in ESL and EFL contexts, and
- to promote the role of nonnative English speaker members in TESOL and affiliate leadership positions.

Membership is open to all interested TESOL members, both native and nonnative speakers of English alike.

**Web Site:** <http://nrest.asu.edu>

## **NNEST IS Newsletter**

### **Mission Statement**

#### **Purpose**

The *NNEST Newsletter* is the official newsletter of the Nonnative English Speakers in TESOL Interest Section (NNEST IS). The purpose of the *NNEST Newsletter* is three-fold: to inform, to inspire, and to invite. First, the newsletter informs NNEST IS members about issues, developments, and activities that are related to the professional status of nonnative English speakers in TESOL and related professions. Second, the newsletter inspires current and prospective NNEST IS members by providing stories of successes and struggles of NNEST professionals as well as of students, colleagues, and administrators who may be native or nonnative speakers of English. Third, the newsletter invites NNEST IS members to share information, insights, and experiences related to NNEST issues.

#### **Audience**

The primary audience of the *NNEST Newsletter* is the members of the NNEST IS. The IS members are native and nonnative speakers of English from various geographic and institutional contexts. They are teachers, researchers, and administrators as well as graduate students at various stages of professional development. All of them are interested in and concerned about issues surrounding the professional status of nonnative English speakers in TESOL. The audience also includes potential members of the NNEST IS who wish to gain insights into the NNEST IS and its activities.

#### **Vision**

The *NNEST Newsletter* contributes significantly to TESOL by addressing issues that affect a significant portion of TESOL members: nonnative English speakers. To native English speakers in TESOL, the newsletter offers resources for understanding and addressing NNEST issues in ethical, effective, and informed ways. In order to enhance its appeal to native English-speaking members and to facilitate mutual understanding between native English speakers and nonnative English speakers, the newsletter seeks to increase submissions from native English speakers in the profession. It also seeks to further raise the awareness of the issue of diversity by encouraging submissions that address how NNEST issues interact with issues faced by other interest sections.

Because NNEST issues affect all members of TESOL directly or indirectly, the *NNEST Newsletter*

will continue to contribute to the overall mission of TESOL by

- promoting a better understanding of the status of nonnative English speakers in TESOL
- prompting the discussion of NNEST issues among all TESOL members
- providing resources to NNEST IS members as well as TESOL members in general