

assignment 2(Chuandai Qiao)

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Submission date: 15-Apr-2023 11:34PM (UTC+0100)

Submission ID: 202210587

File name: 41627_Chuandai_Qiao_assignment_2_Chuandai_Qiao__474835_1463703334.docx (48.4K)

Word count: 3384

Character count: 19761

Difference between the Native and Non-Native Speakers of English in the position of non-native teacher of English

1. Introduction

As an international language, English is widely distributed throughout the world, thus the geographical distinction between native and non-native speakers of English can be complicated. Kachru (1980, p.2) recognized the difficulty of "setting up a division line" in English and non-English-speaking countries. He developed the famous "concentric circles" concept according to historical, sociolinguistic and literary contexts.

The Inner Circle is represented by the United Kingdom and the United States and mainly refers to English as the primary official language. The Outer Circle includes countries such as India and Nepal, mostly former colonies, that use English as a second language in many official situations along with their native language (Timmis, 2002, p.241). People from the Outer Circle respond positively to localised varieties of English and have no intention of pursuing pronunciation and grammatical norms like those of native speakers from the Inner Circle. In the Expanding Circle, English is studied as a significant foreign language for international exchange in countries such as China and Brazil. However, Kachru's categorization is dynamic and tends to vary and move (Medgyes, 2001, p.431). Indeed, from the perspective of World English, each of the three concentric circles has distinctly separate issues of greater urgency and relevance: for the inner Circle, what is standard English; for the outer Circle, who owns English; and for the expanding Circle, whether native varieties of English exist (Yoo, 2014, p.83).

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application of theory

Researchers have examined the differences between native and non-native speakers from linguistic, pedagogical, and political perspectives (Canagarajah, 1999, p.210; Cook, 1999, p.187). There are some differences between native and non-native speakers in terms of pronunciation, vocabulary, and grammar. For example, non-native speakers may have an accent or have difficulties with certain grammatical structures, whereas native speakers do not face these problems. The differences between native and non-native speakers have significant implications for language teaching and learning. Therefore, teachers may need to adapt their teaching methods and materials to take into account the linguistic and cultural backgrounds of their students. In addition, the differences between native and non-native speakers may have political impacts. For example, policies in some countries that require that only native speakers be considered or given preference in hiring for certain jobs may result in inequalities for non-native speakers (Cook, 1999, p.201). Growing numbers of non-native teachers are reflecting on how their language proficiency, learning experiences, and cultural values influence their teaching methods and classroom management as well as student-teacher relationships (Jacobs et al., 1998, p.31; Samimy & Brutt-Griffler, 1999, p.417).

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2. Teachers' own beliefs & perceptions of status—Non-NESTs/ NESTs

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Research by some scholars has shown that the native localisation paradigm can lead to non-native speakers feeling inadequate or insecure about their English language abilities if they do not speak or write in a way that is consistent with the "native" variety. This can also lead to a preference for certain varieties of English over others, and a

tendency to judge English language learners based on their accent or dialect rather than their overall proficiency in the language (Dalton-Puffer et al., 1997, p.117). A widely accepted assumption is that the goal of ESL and EFL is for learners to acquire knowledge of the language of native speakers and to imitate their pronunciation. This

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native localisation paradigm influences the perceptions and attitudes of non-native speakers towards English. This paper argues that holding Native English-speaking Teachers (NESTs) as the standard and authority for language learning may have negative consequences. First, effective language teaching requires a range of skills and knowledge, not just being a fluent speaker of a language with standard pronunciation. It is also essential for an ideal language teacher to have knowledge of language pedagogy, an understanding of second language acquisition theory, and the ability to adapt teaching methods to the needs and abilities of different learners. For NESTs, it is not straightforward to convert their language skills into a teaching advantage. Some native speakers are unconscious of their language skills; therefore, they may be unable to explain the rules and structures of the language or help learners understand and grasp the details of the language. In addition, NESTs may also have language biases and stereotypes that may influence their evaluation and instruction of learners, leading to learner frustration and disappointment. Being a native speaker of a language does not necessarily make you a better language teacher than a non-native speaker. Many Non-English-speaking teachers (non-NESTs) have also demonstrated outstanding competence and achievement in language learning and teaching and bring a unique perspective to the classroom that can be beneficial to language learners. Therefore, we must break away from the notion of "native speaker primacy" and actively nurture and support the language learning and teaching abilities of non-native speakers by providing more diverse and enriching resources and opportunities for language education (Widdowson, 2000, p. 26).

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Another factor that affects non-NESTs' perceptions of status is the attribution of ownership of English. For a long time, the ownership of English has been held by Inner Circle countries such as Britain and Canada. Since the introduction of Kachru's (1980) model of "concentric circles", the legitimacy of varieties of English in the Outer Circle, such as India and Singapore, has been recognised. However, although countries in the Expanding Circle, such as China, Brazil and South Korea, have a more comprehensive range of EFL speakers, there has been controversy over whether they should be granted ownership of English. Some scholars argue that some extended circle countries have more people speaking English than native English speakers and should be given status accordingly (Crystal, 2003, p.47), while other researchers suggest that people in extended circle countries can only have access to English but not ownership due to the adverse impact ownership can have on the classroom (Yoo, 2014, p.85).

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It is suggested to empower non-NEST's ownership of English for the following reasons. Firstly, the development history of English shows that, as an international language, it is characterised by compatibility and inclusiveness. As such, it can only be kept alive by its wide popularisation. In extended circles, such as China, Japan, and Korea, there are more EFL than native speakers (Crystal, 2003, p.68). Except for language enrichment courses, Non-NESTs were in most TESOL and applied linguistics

Background reading

uate programs in the extended Circle (Walkinshaw, 2014, p. 2). Empowering these groups in the extended Circle with ownership of English can increase positive emotions such as a sense of belonging and confidence, thus contributing to the consolidation of the global status of English. Secondly, English is not only a medium of communication, it also communicates the speakers' culture and conveys their identity. That is particularly significant for non-native English teachers. In the Chinese English language teaching field, the interplay between traditional Chinese culture and English language teaching has gradually become a new trend. The idea of telling the Chinese story to the world in English has become widespread among English teachers from junior high school to university. In this process, they do not simply conform to the native varieties of English but adapt their English by changing it to suit their purposes. The ownership of English lies with the people who use it and their ability to adapt and change it (Brumfit, 2001, p. 49), not limited to those in the inner and outer circles. If non-native English teachers are not empowered to take ownership of English, they will lack the confidence to transform it into cultural transmission. Therefore, English should not be a rented property; they also own English (Widdowson, 2003).

Moreover, emphasizing the ownership of English from the Inner Circle runs the risk of promoting linguistic imperialism. Kirkpatrick (2006) claims that as long as we emphasise the native varieties of English or English from the Inner Circle, the focus of English learning in the classroom is on acquiring idealised norms and cultural content related to the native speaker model. It has been shown that ELF has consistent features in phonology, lexicography, and pragmatics. In addition, Chinese English and Korean English are also well demonstrated in their specific features at different linguistic levels.

3. Strengths and weakness of Non-NESTs and NESTs

Scholars have recognised NESTs for their teaching abilities, especially in terms of speaking proficiency, teacher-student relationships, etc. NESTs can provide authentic models of the language, including its pronunciation, intonation and rhythm, which are crucial for initial language learners aiming to reach native language proficiency. Medgyes (1994, 1999) argues that the language competence of native speakers represents an "advantage so great that it cannot be offset by other factors prevalent in the learning environment, whether motivation, ability, perseverance, experience, education, or whatever" (p. 342). Widdowson (1994) further notes the dominant trend of native language teachers when he argues that "native English speakers are held in high esteem in our profession. What they say is imbued with authenticity and authority (p. 78). While we do not deny the advantages of native speakers as language teachers, the disadvantages of Non-NESTs teachers do not render them deficient in classroom performance. They bring other advantages to teaching that compensate for their linguistic shortcomings, thus allowing them to be as highly desirable foreign language teachers as native speakers.

Firstly, from a sociocultural perspective, Non-NESTs have similar emotional and cognitive experiences in language learning as their students. As a result, they facilitated the creation of "a better learner model" for their students (Medgyes, 2001, p. 436). ISALAH WONHO YOO even asserts that the "ideal teacher" seems to be an exclusive privilege reserved only for non-native teachers because only non-native teachers can

experience, or have experienced, the reality of learning English as a human being: an unfamiliar feature (Yoo, 2014, p. 85).

On the contrary, NESTs have a different knowledge of students' real situations than Non-NESTs. They need to overestimate or underestimate students' English proficiency. Some research studies (Deng, 2018, p. 144) show that students feel that NESTs' classes are vigorous, but sometimes they need help to grasp the main points of the teacher's explanation. Some students with poorer foundations frequently need help to follow the content of the class or understand it and gradually lose interest in English. NESTs also feel that the lessons are increasingly dull because students cannot actively cooperate with them. Therefore, the enthusiasm for their lectures gradually declines, which is one of the essential factors affecting the effectiveness of NESTs' classes. In order to take advantage of Non-NESTs and NESTs, many native English speakers are employed as Assistant English Teachers (AETs) in Japan. Their typical role is to assist Japanese teachers in teaching the curriculum and participating in extracurricular activities with their students. Native AETs are considered to be the ideal model for Japanese EFL learners to learn. Although non-native teachers are potentially ideal teachers, it does not necessarily follow that ideal teachers are exclusive to non-native teachers. The ideal teacher is a complex concept, and judging it based on just a few factors in favour of non-native teachers is uncritical and inadequate and tends to create a dichotomy between native and non-native teachers.

Secondly, Non-NESTs may have an advantage in understanding their students' cross-cultural and cross-linguistic differences. Experts in education agree that teachers should have "experience with the cultural context of the language they teach" (Lange, 2000, p. 412). Living or studying in the target cultural context can be a valuable way for non-NESTs to gain this experience. This can help them develop a deeper understanding of the cultural nuances of the language, which in turn can improve their ability to teach it effectively. Those who don't have the opportunities to study in target countries can also gain cultural knowledge through other means, such as professional development programs, cultural immersion courses, and reading literature on the target culture. Studying target languages and cultures enables them to explicitly compare and contrast across cultures, identify and articulate similarities and differences, and incorporate these observations into their teaching. Furthermore, recognition of students' language needs and cultural issues enables non-NESTs' teachers to build positive relationships with students and promote an effective atmosphere in the classroom. In addition, non-NESTs with good language skills can serve as role models for students and show them that proficiency in a foreign language can be acquired through after-life learning. This, in turn, helps give students greater confidence in learning a foreign language.

While it is true that NESTs may not have the same level of direct experience with other cultures as non-NESTs, there are ways in which they can enhance their intercultural communication competence. One of the most effective measures is that NESTs can seek opportunities to travel and live in the country where they are taught the language. This provides the most direct insight into their culture, customs and the daily lives of their students, which can improve their cross-cultural understanding and

ability to relate to their students. For NESTs who have yet to have the opportunity to live in the country where they are teaching in advance, it is also an excellent option to read some cultural comparison books or watch some video cultural resources.

Thirdly, Non-NESTs have more advantages in selecting and integrating foreign language resources than NESTs. Since they have a more profound understanding of the grammar and vocabulary of the target language and the cultural background, they can provide step-by-step language resources to assist their teaching according to the student's language level and interests. In the information age, there are more diverse foreign language learning resources to choose from, including audio, video, and other multimedia and text-based resources. Therefore, Non-NESTs can integrate some quality resources from native teachers into their classrooms, such as phonetics. Even if Non-NESTs don't have good phonetics and intonation, they can fully make up for their deficiencies in this area with the help of digital resources from native teachers. Thus, they can also cultivate learners with perfect pronunciation. While NESTs can also bring a range of language and cultural resources to their students, they may need more support in their choice of teaching resources. Due to their lack of bilingualism, they need help selecting adapted language resources for students at different levels. In addition, native language teachers may rely too heavily on materials that reflect their cultural backgrounds and experiences while ignoring or underestimating the perspectives and experiences of non-native students.

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Fourthly, Non-NESTs provide students with more diverse and effective feedback on teaching and learning. Research has shown that effective feedback can significantly impact language learning outcomes (Hattie&Timperley,2007, p.93). However, students' acceptability and effectiveness of feedback are related to the type and quality of feedback, learner personality and motivation, and teacher factors. Students may feel frustrated and anxious if the feedback they receive is unclear, confusing, or inconsistent with their own perceptions of their own performance. In contrast, the students may feel satisfied when they receive feedback that recognises their strengths and highlights areas for improvement constructively. Non-NESTs experienced similar challenges when learning the language and may be better equipped to empathize with their students' struggles and adjust their teaching methods and feedback accordingly. They are more prone to detect and correct errors related to grammar and syntax since they share a similar learning process with the students. Moreover, Non-NESTs are more patient and strategic in providing feedback (Leki,1991, p.205). They take more account of students' emotional issues in their feedback and often resort to code-switching or using students' native language to explain students' errors or problems clearly. Therefore, they are empowered to decide the appropriate feedback method among corrective, positive, evaluative, and metacognitive feedback according to the type of errors and students' characteristics.

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For native English speakers, feedback to students is more complicated and tricky. This is especially so for feedback on grammatical and sentence pattern errors. To explain students' errors in detail, NESTs had to resort to more complex language structures and vocabulary for explanations, which often deepened the language anxiety of lower proficient students. In addition, the strategies they can adopt in feedback are

very restricted due to their difficulty in discerning students' differences and emotional demands.

4. Conclusion

Despite the many advantages that non-native teachers have, we must acknowledge that they also have some shortcomings. First, there is a significant gap in non-native teachers' knowledge of the cultural norms and customs of the English-speaking world compared to native teachers. They may therefore need help to provide authentic cultural context to their students. This can lead to a lack of cultural awareness in their teaching and may hinder their students' ability to understand English-speaking cultures. In addition, non-NESTs may need to become more familiar with common idioms or colloquialisms in English. This may make it challenging for them to explain the nuance of the language to their students. However, these weaknesses are not universal to all non-NESTs, and significant individual variations exist between them. The key to professional development for Non-NESTs and NESTs is to be aware of their weaknesses and challenges and take the initiative to learn and train to overcome these challenges. There is an increasing consensus that there are many complementarities between non-native and native teachers and that co-teaching and training can enhance their teaching skills. (Wong, S. 2019, p.84). Therefore, it is suggested that native and non-native teachers should maintain a cooperative and symbiotic relationship. First, they should be aware of the value of collaboration between native and non-native English teachers and benefit from each other by demonstrating their strengths and weaknesses (Gebhard & Nagamine, 2005, p.51). Second, they should consider co-teaching as an effective complementary strategy. For NESTs, when working with non-NESTs, they can gain a better understanding of the difficulties students may encounter and the types of feedback expected when learning a foreign language. Non-NESTs, on the other hand, can acquire a more authentic linguistic and cultural context and diverse teaching approaches in the classroom.

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GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Instructor

Your discussion is a well focused response and the introduction puts the discussion firmly on track to look at the L2 speaker/teacher position. This is an excellent introduction to the topic

Overall, you mention a number of very valid and relevant points in response to the assignment question, but at times the density of ideas presented and the lack of logical and effective organisation of those ideas makes the discussion hard to follow in places. Nevertheless, some excellent points made on the topic of discussion. Well done. Thank you for presenting an interesting assignment.

PAGE 1



Comment 1

Excellent clear introduction.



application of theory.

Appropriate application of theory.



Comment 2

Rigorous handling of evidence.



Comment 3

spacing. Leave a space between each section.



Comment 4

Terminology. Is this your own term?



Comment 5

Excellent awareness of key debates.



Comment 6

Interesting point.



Background reading

Evidence of wide reading



Comment 7

Can you elaborate further?



Comment 8

Exactly.



Comment 9

Indeed.



Comment 10

American English !



Comment 11

Do you mean extra- curricuclar rather than after-life learning ?!



Comment 12

Yes the choice of culturllly appropriate material is paramount.



Comment 13

Is this generally true?

PAGE 6



Comment 14

Valid point.



Comment 15

commonalities/similarities?



Comment 16

Concisley balanced argument . well done.

PAGE 7
