



'native' & 'non-native' English teachers
contrasting opinions

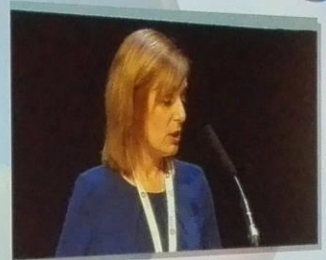
Ross Thorburn
51Talk, China

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Cheung's findings

Students showed a positive attitude towards NNESTs

- The majority would rather learn from local NNS English teachers instead of NS teachers.
- They liked studying with NNESTs.
- Most did **not** encounter problems with NNESTs because of their 'non-nativeness'.
- NNESTs taught as effectively as NTS.



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唐山EF员工通讯录

Staff Address Of Tangshan EF

Member
Linda Zhang
EF

Member
Sue Su
EF

Member
Linda Guo
EF





Lord Voldemort

“You-Know-Who”

“He-Who-Must-Not-Be-Named”

“native English teachers”

**“non-native
English teacher”**

“much research begins with the notion that there really are two types of teacher... such research does nothing but strengthen the hegemony of native-speakerism.”

(Holliday, 2014:3)

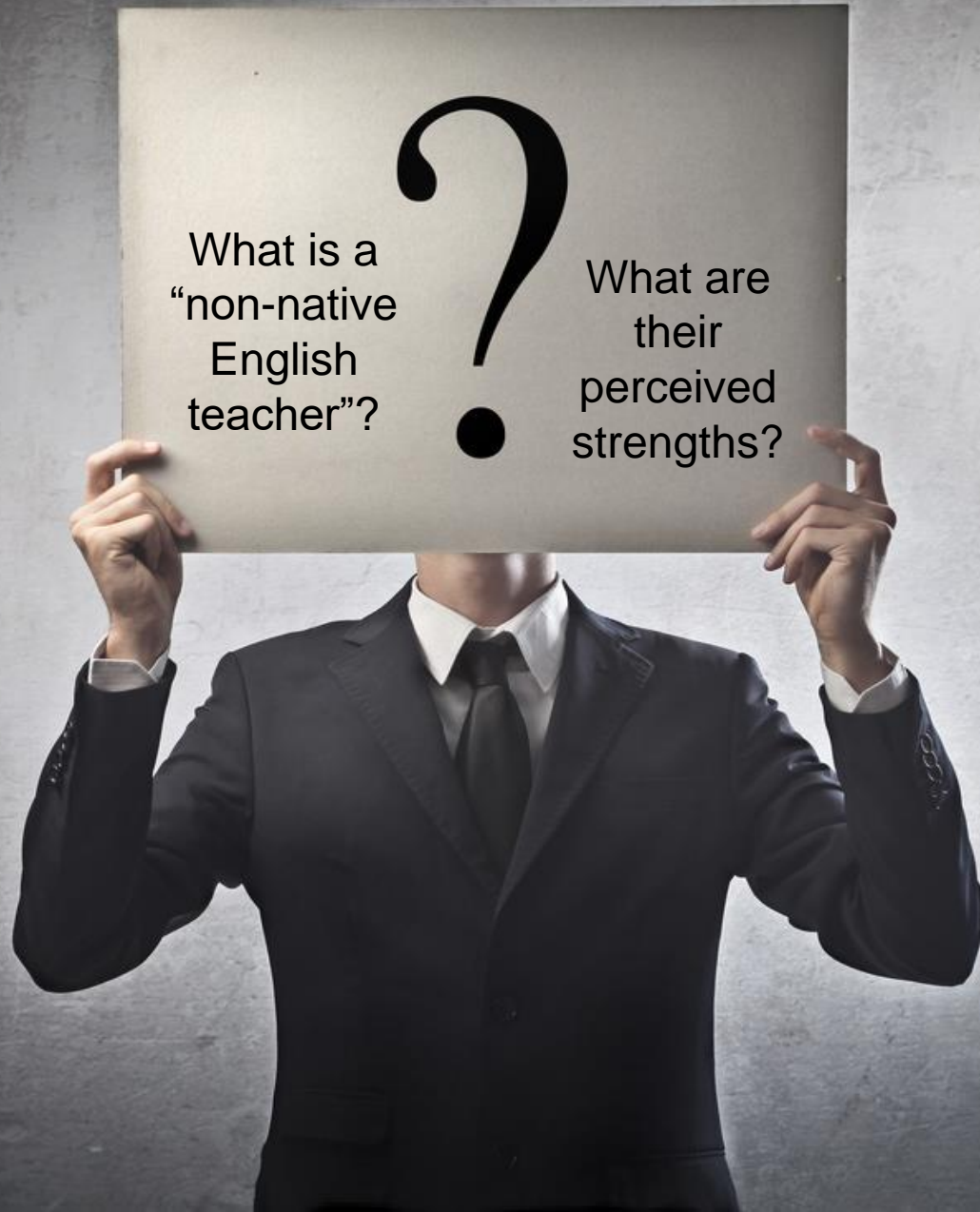


Who Am I ?



What is a “native English teacher”?

What are their perceived strengths?



What is a
“non-native
English
teacher”?

?

What are
their
perceived
strengths?

Who Am I ?



What is a “native English teacher”?

What are their perceived strengths?

What is a “native English teacher”?

What are their perceived strengths?

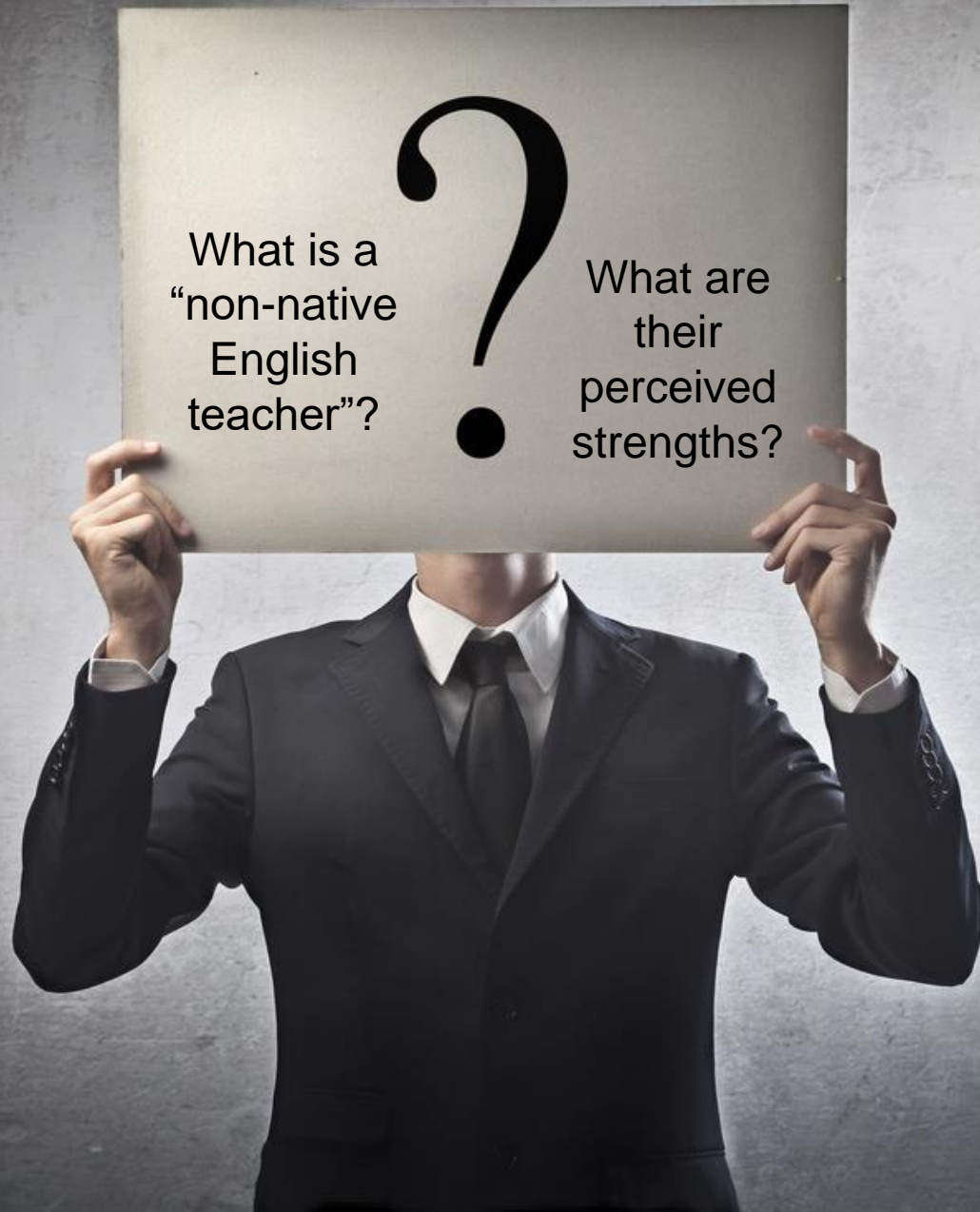
able to produce spontaneous and fluent discourse (Maddieson, 1992)

able to speak without a foreign accent (Covell, 1988)

use their native language naturally (Bloomfield, 1933)

STEREOTYPES

“the only immutable difference between a native speaker and a non-native speaker of a language is childhood acquisition” Oanh & Walkinshaw (2014, 2)



What is a
"non-native
English
teacher"?

What are
their
perceived
strengths?

What is a “non-native English teacher”?

What are their perceived strengths?

“teach learning strategies more effectively”

“provide learners with more information about the English language”

“more able to anticipate language difficulties”

“benefit from sharing the learner’s mother tongue”

STEREOTYPES

Medgyes (1992:346-7)



**PREFERENCES
OF STUDENTS**



**BEHAVIOR OF
SCHOOLS**



Who sets students' expectations?

**BEHAVIOR OF
SCHOOLS**



**PREFERENCES
OF STUDENTS**



What do sales people think?



Who was surveyed?

552 teachers

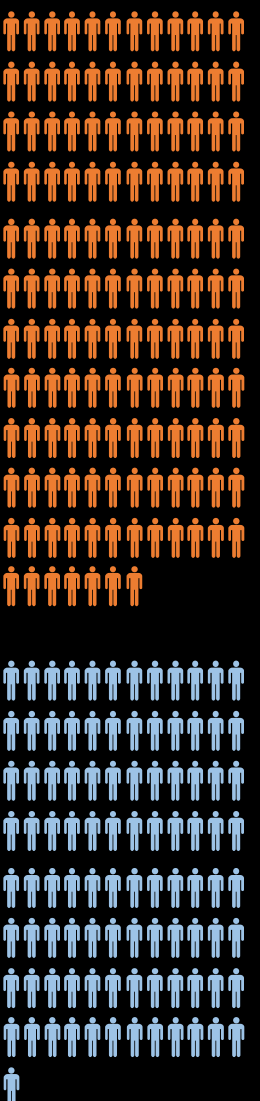
273 self-identified as “non-native English teachers”

279 self-identified as “native English teachers”

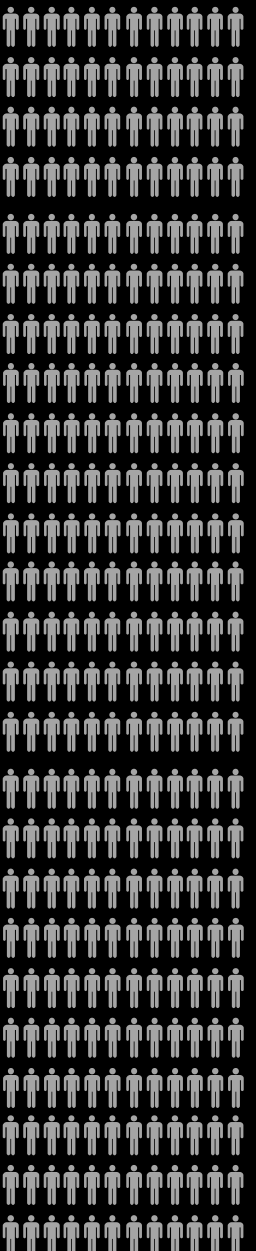


151 adult students

97 parents



324 sales and service staff



Importance of
different
qualities in
teachers

Would you pay
more to learn
from a “native
English teacher”?



Which group is
better at teaching
grammar,
pronunciation,
vocabulary, etc.?

**sales and
service staff**

strongest *native-
speakerist views*

**parents and
students**

teachers

weakest *native-
speakerist views*



important

How important is it for a teacher...

to be a native speaker

not important

teachers

parents and students

sales and service staff

X

X

X

important

How important is it for a teacher...

to speak students' L1

not important

teachers

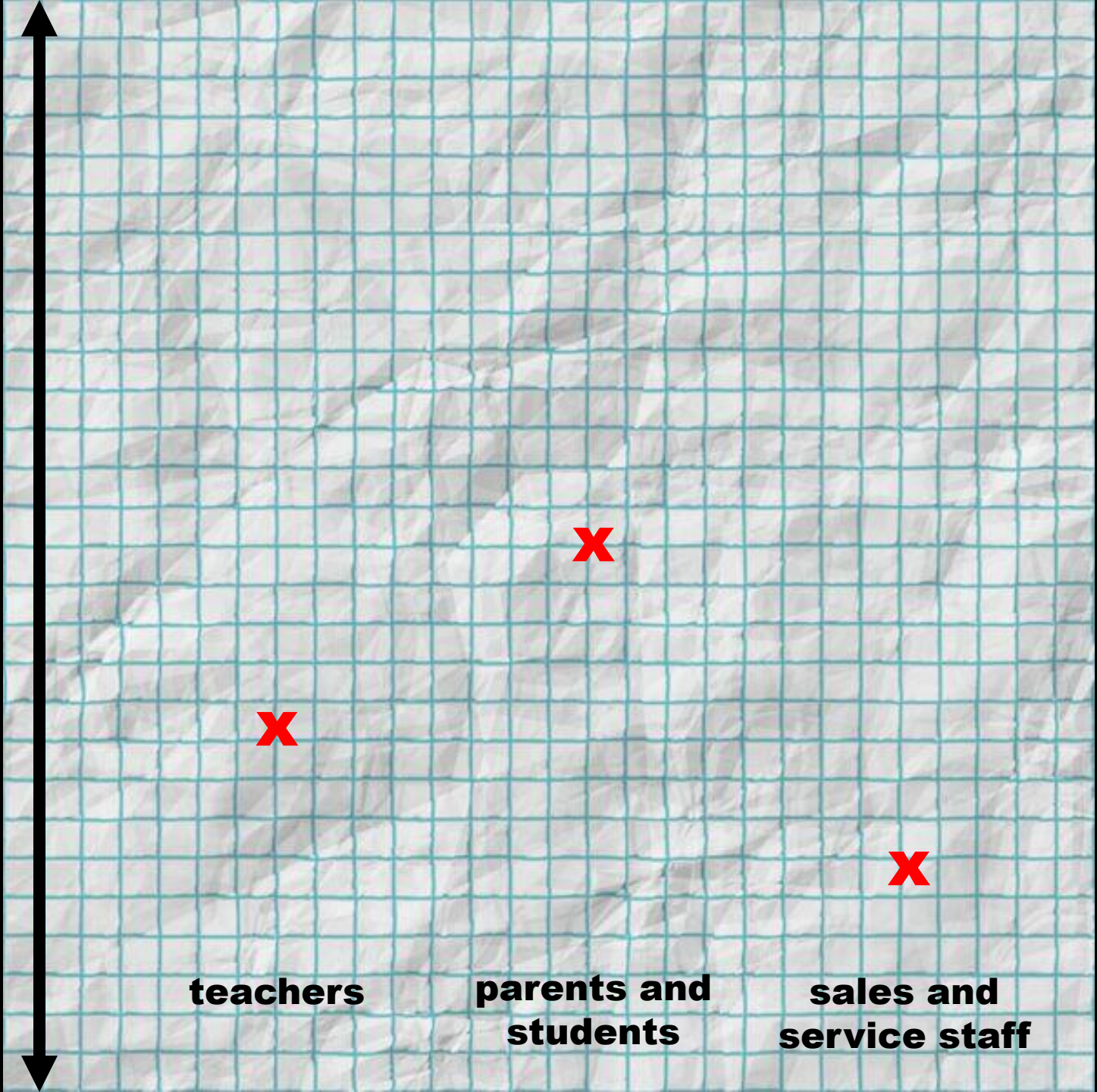
parents and students

sales and service staff

X

X

X



I would pay more to study with a “native English teacher”

100%

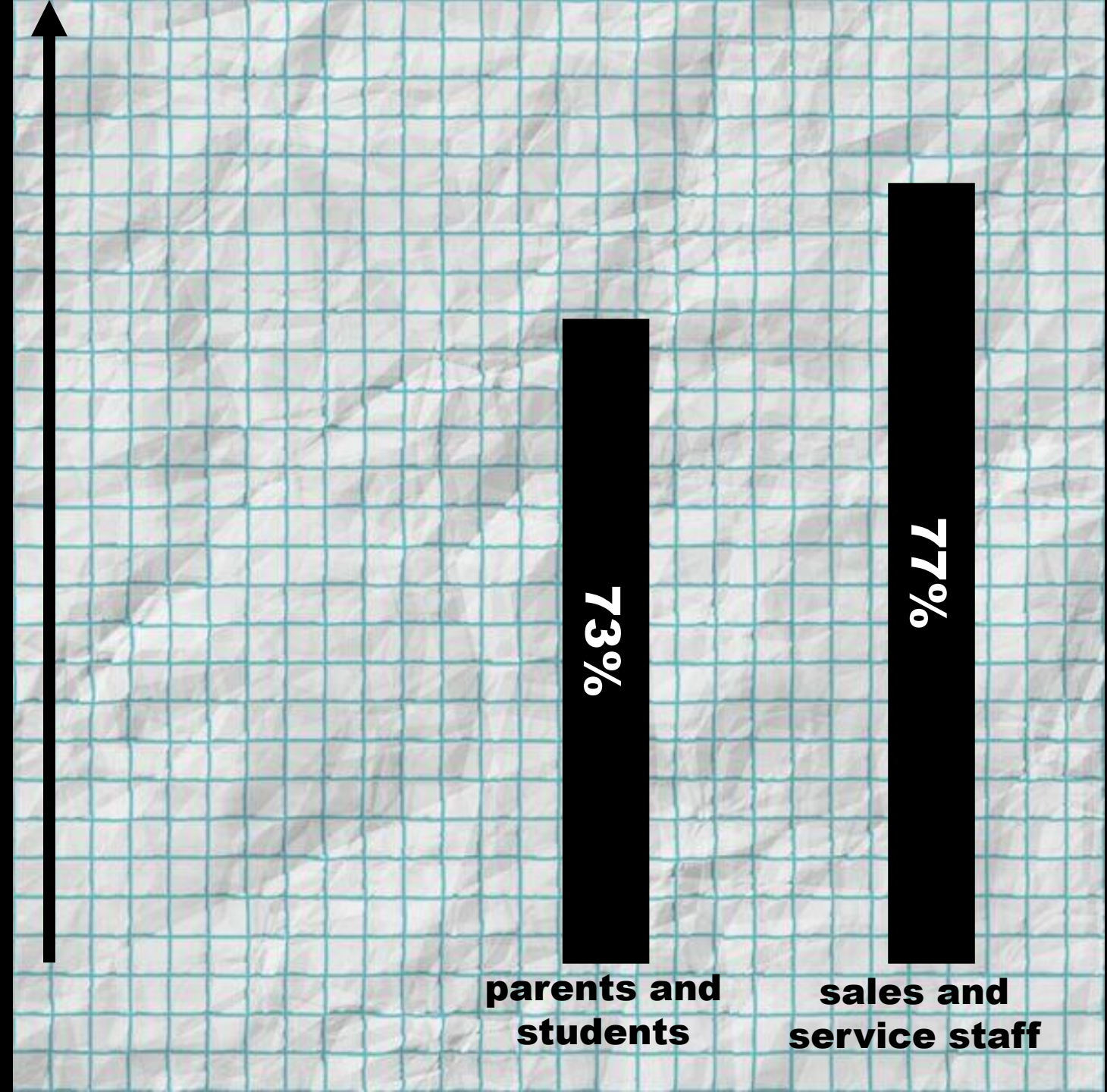
0%

parents and students

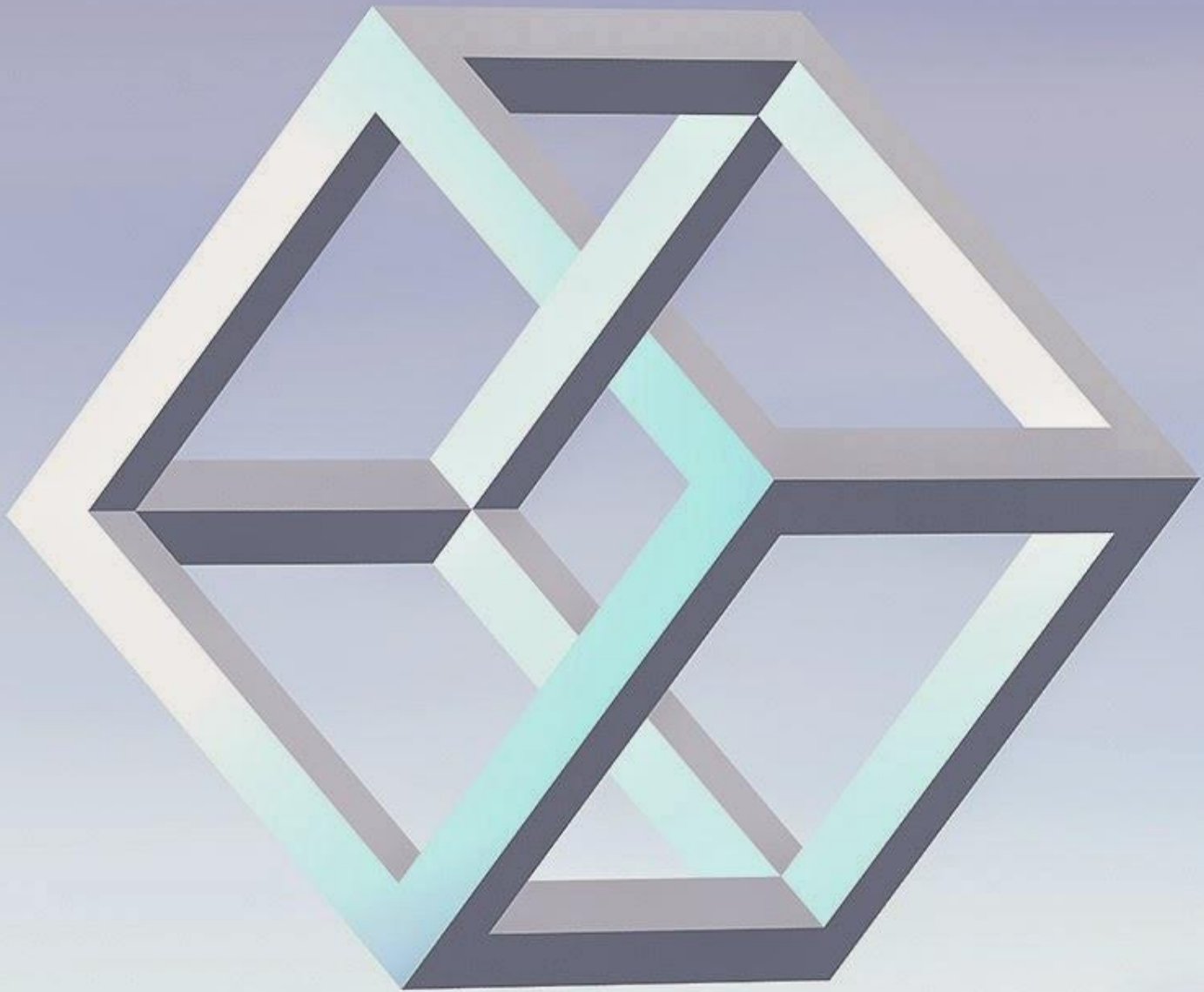
sales and service staff

73%

77%

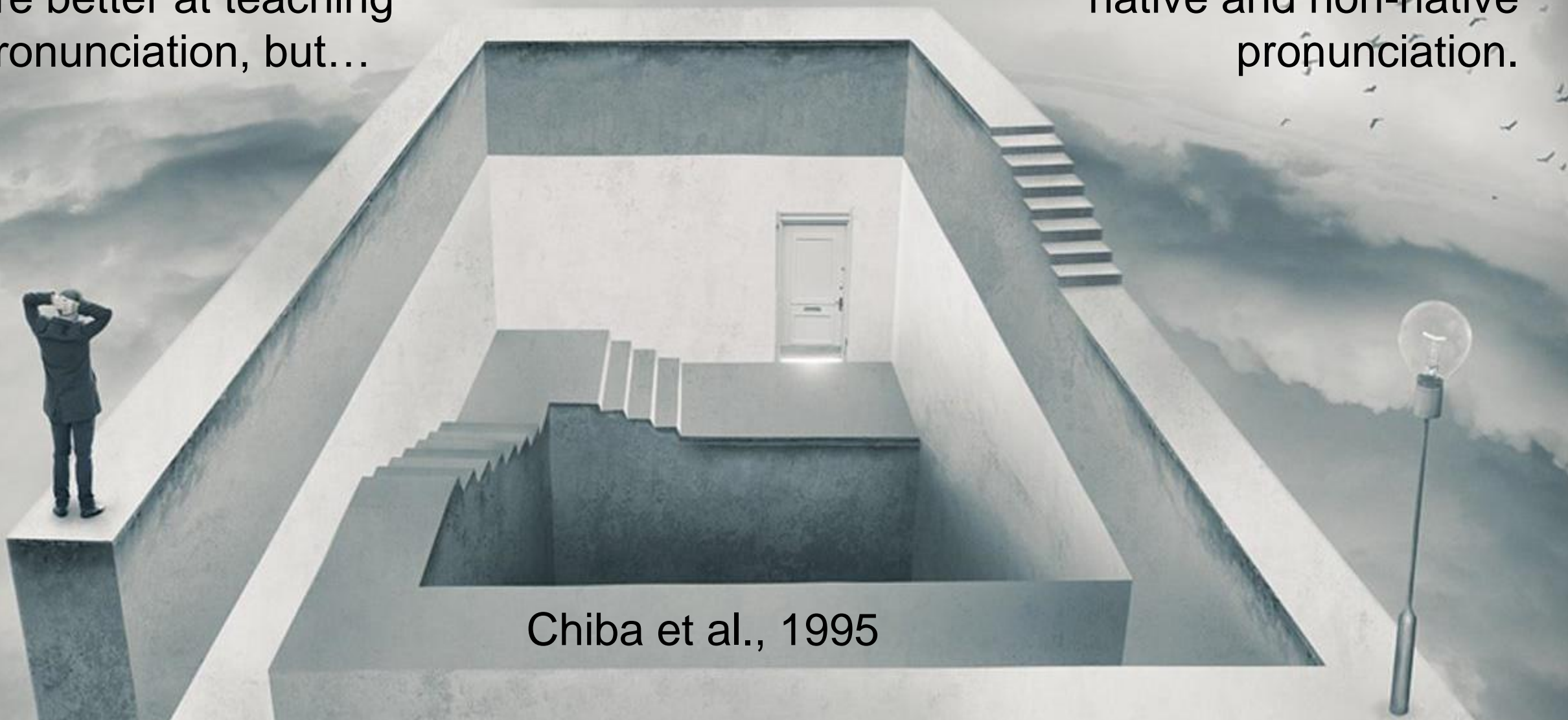


paradox

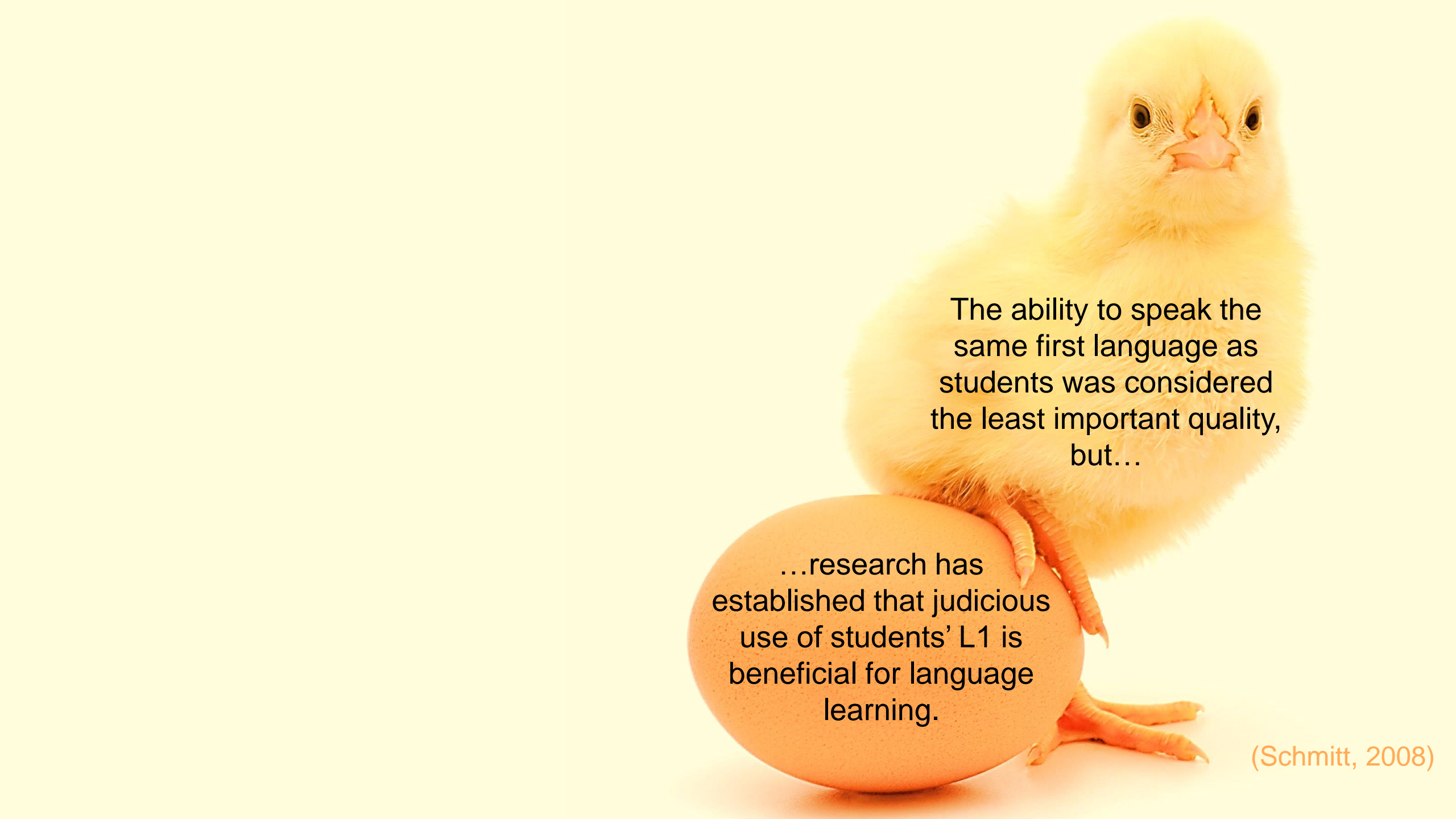


Parents and students think
“native English teachers”
are better at teaching
pronunciation, but...

...students often can't tell
the difference between
native and non-native
pronunciation.



Chiba et al., 1995

A fluffy yellow chick is sitting on a large brown egg. The chick is looking directly at the camera with a neutral expression. The background is a plain, light yellow color.

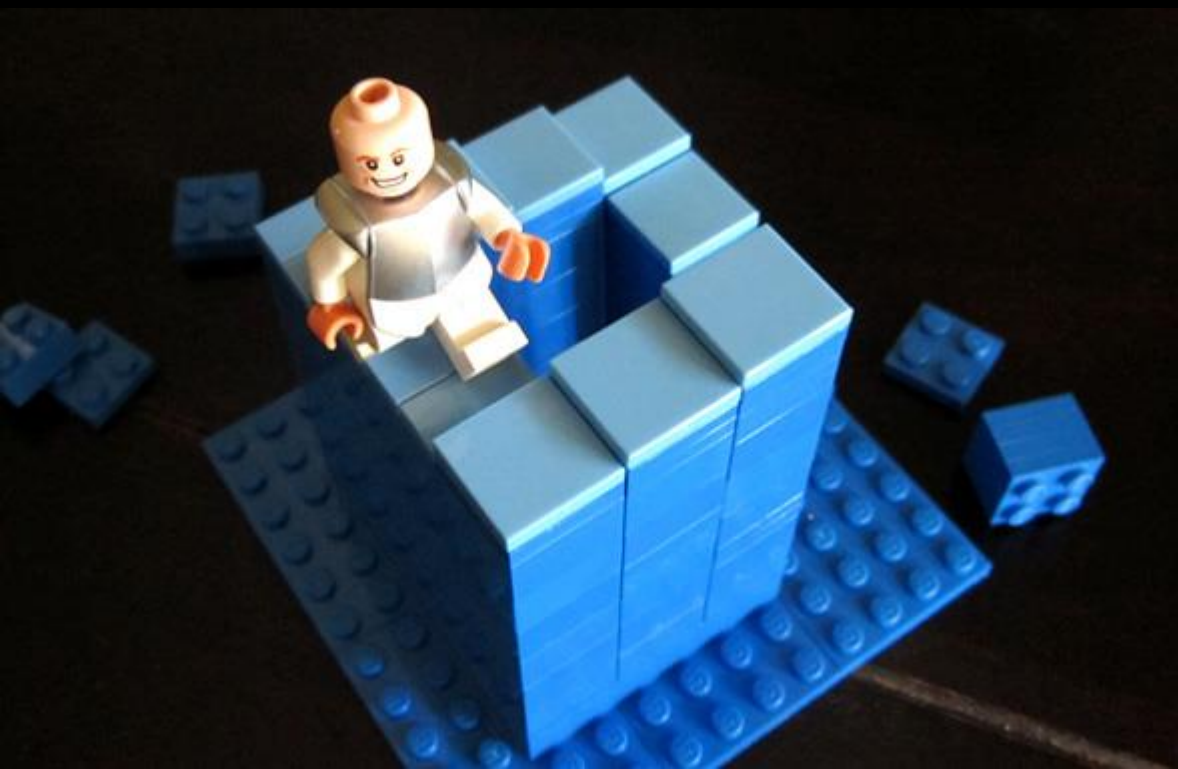
The ability to speak the same first language as students was considered the least important quality, but...

...research has established that judicious use of students' L1 is beneficial for language learning.

(Schmitt, 2008)

73% of parents and students would pay more to learn from a “native English teacher”, but...

...parents and students think “non-native English teachers” are better at teaching grammar and vocabulary.



Summary

Sales and service staff...

- set expectations for students
- hold more native speakerist views that parents, students and teachers
- believe using students' L1 has little value in language teaching
- see less value in “non-native English teachers” than parents and students do



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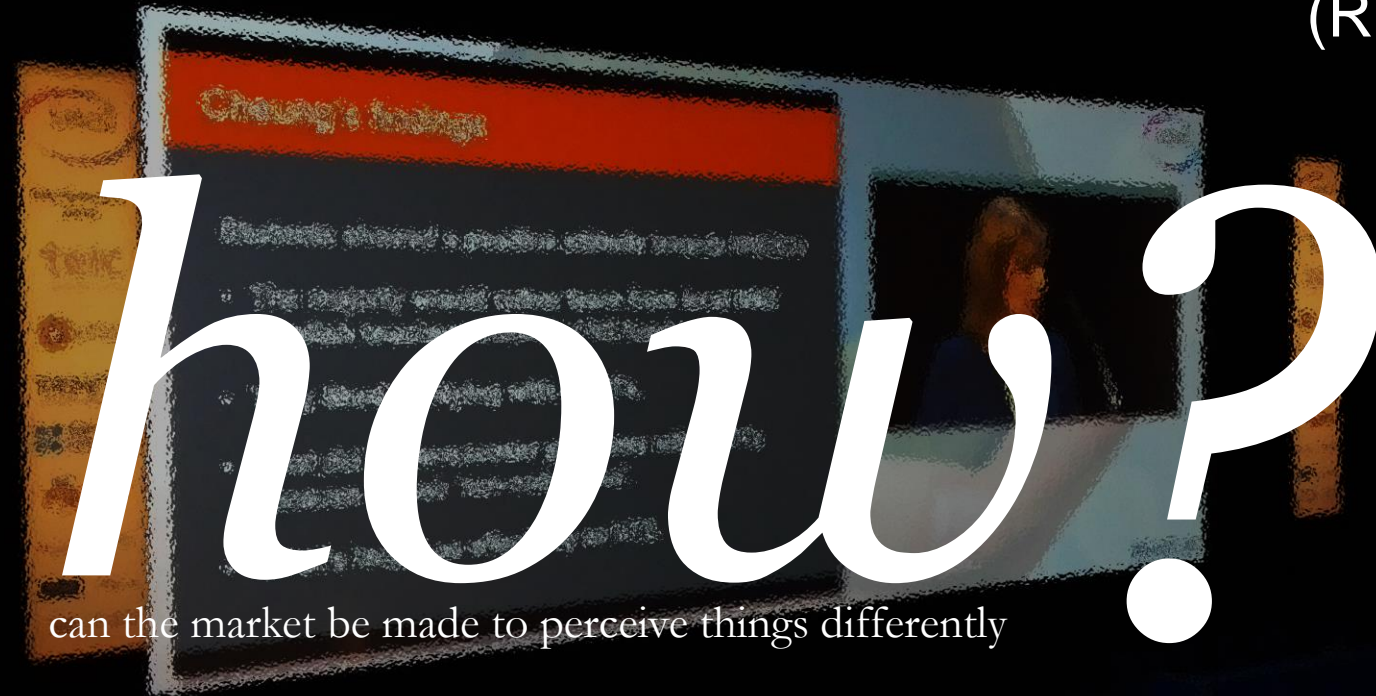
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market demand “is used to justify current discriminatory recruitment practices.”

“just because the market demands something does not mean that the market cannot be made to perceive things differently”

(Richardson, 2016)



A collage of various colored sticky notes (pink, yellow, blue, green, orange) scattered on a white background. Each note features a large, bold black question mark. One central white note contains the text: "How can we make sales and service staff part of the solution?". Another orange note in the bottom left contains the text: "Are the sales people in your school aware of this issue?". A third orange note in the bottom right contains the text: "How do you interact with your school's sales and service staff?".

*How can we
make sales
and service
staff part of
the solution?*

*Are the sales people in
your school aware of
this issue?*

*How do you interact with your
school's sales and service staff?*

We must include sales and service staff in our discourse on native-speakerism.



Such inclusiveness seems especially appropriate in a movement aimed at eliminating discrimination.



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References

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