

SYNTHESIZING

The non-native speaker teacher

Ali Fuad Selvi

NNESTs are often considered inferior to native English-speaking teachers (NESTs) due to discriminatory practices. However, the field is moving towards a more inclusive approach that recognizes the strengths of both NESTs and NNESTs. This shift promotes collaboration and provides learners with a wider range of language and cultural perspectives. Embracing diversity in the profession can lead to better educational opportunities and a more inclusive professional environment [1].

Native English-speaking teachers: always the right choice?

By Marek Kiczowski

The discrimination faced by non-native English-speaking teachers (NNESTs) in the English language teaching industry challenges the common arguments in favor of native English speakers (NESTs) and emphasizes that proficiency alone that it should not determine teaching ability. The connection between language and culture is examined highlights the diverse nature of English-speaking countries. There should be a shift in the industry's perspective and urges individuals to stand up against discrimination [2].

The Native Factor in ELT Materials

Clare Fielder

The use of native and non-native speakers in English language teaching (ELT) audio and video materials highlights that the choice depends on factors such as students' language level, learning goals, and cultural context. The importance of exposing students to both native and non-native accents for authenticity is important. There is a debate on the need for a native speaker pronunciation model and the goal of intelligibility in language learning. Overall, there should be a flexible approach considering various factors for effective language instruction [3].

The native-speaker fever in English language teaching (ELT) [Excerpt]

Eric A. Anchimbe (Munich)

The concept of the native speaker has long been central to linguistics, serving as the basis for language evaluation and standards. However, this notion has been challenged due to biases and prejudices associated with colonial origins of English. Many post-colonial Englishes are deemed non-standard, yet they exhibit systematic variations. With the increasing presence of non-native English teachers and the detachment of English from native-speaking countries, the insistence on recruiting only native speakers remains questionable. The distinction between native and non-native speakers and their ability to make judgments about their language variety raises intriguing questions [4].

SYNTHESIZING THE ABOVE 4 IDEAS:

An emerging idea in the field of English language teaching is to embrace diversity and inclusivity by recognizing the strengths of both native and non-native English-speaking teachers [1][2]. This shift challenges discriminatory practices and acknowledges that proficiency alone should not determine teaching ability [2]. By considering factors such as language level, learning goals, and cultural context, a flexible approach to language instruction can be adopted, promoting collaboration and providing learners with a wider range of language and cultural perspectives [3]. This perspective questions the traditional notion of the native speaker as the sole authority [4] and emphasizes the importance of authenticity and effective language instruction [3].