



# NESTS and NNESTS: Debunking the myths to rethink, reshape and redefine excellence in ELT

Dr Germana Eckert & Dr Julie Lim  
School of International Studies and Education

# Plan for this session

rethinking

English in a global world

Your perceptions as ELICOS stakeholders

Myths about NESTs and NNESTs

reshaping

The linguistic landscape

The Wall

Australia's monolingual yet multicultural paradox

redefining

English language teachers

Monolingual & multilingual views

Global Englishes Language Teaching Framework

Considerations for ELICOS stakeholders

# Your perceptions of English in our global world

In groups of two or three, answer the following questions:

- *What is English?*
- *Why do people learn English?*
- *Why do students travel abroad to learn English?*
- *Who owns English?*



# Kachru's Circles

- Braj Kachru (1985) grouped the parts of the world into three categories according to the status of English.
- Communication in English redefined



- Increased variations and varieties of English
- Shift from 'nativeness' to 'intelligibility'

500- 1,000 million

The "Expanding Circle"

China	1,088,200,000
Egypt	50,273,000
Indonesia	175,904,000
Israel	4,512,000
Japan	122,620,000
Korea	42,593,000
Nepal	18,004,000
Saudi Arabia	12,972,000
Taiwan	19,813,000
USSR	285,796,000
Zimbabwe	8,878,000

300- 500 million

The "Outer Circle"

Bangladesh	107,756,000
Ghana	13,754,000
India	810,806,000
Kenya	22,919,000
Malaysia	16,965,000
Nigeria	112,258,000
Pakistan	109,434,000
Philippines	58,723,000
Singapore	2,641,000
Sri Lanka	16,606,000
Tanzania	23,996,000
Zambia	7,384,000

320- 380 million

The "Inner Circle"

USA	245,800,000
UK	57,006,000
Canada	25,880,000
Australia	16,470,000
New Zealand	3,366,000

(Kachru, 1990, p. 4)

Fig. 1.

# Kachru's Circles

Shift in pedagogical approaches

- Braj Kachru (1985) grouped the parts of the world into three categories according to the status of English.
- Communication in English is perceived



- Increased variations and varieties of English
- Shift from 'nativeness' to 'intelligibility'

500- 1,000 million

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100- 300 million

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Fig. 1.

# Myths about NESTS & NNESTS – True or False?

## MYTH 1

NESTS are better teachers than NNESTS

## MYTH 2

Students learn better English pronunciation when taught by NESTs

## MYTH 3

Students gain a better understanding of grammar rules when taught by NESTS

## MYTH 4

Only NESTS can teach learning strategies more effectively

## MYTH 5

NNESTS are more able to anticipate language difficulties

## MYTH 6

Learners prefer NESTS over NNESTS

# Myth Debunking

## Myth 1: NESTS are better teachers than NNESTS

- ❓ *"The ELT profession has long held an assumption that native teachers are more qualified as linguistic norm providers and thus more qualified as teachers of English."* (Holliday, 2006 and Wang, 2012 in Phuong, 2021)
- ❓ *"NNETs' use of the learners' L1 in teaching is a powerful means to facilitate learners' L2 learning."* (Forman, 2016)
- ❓ *"Empirical studies have shown that some students in fact appreciated the value of NNESTS and preferred them for certain classroom tasks in ESL and EFL settings."* (Ma, 2012)

# Myth Debunking

## Myth 2: Students learn better English pronunciation when taught by NESTs

- ❑ *NETs are the only ones who could teach the English which is 'authentic' and 'beautiful'* (Wang, 2012, p. 6)
- ❑ Learners believed that native-speaker input was critical in their pronunciation development (Levis, 2015)
- ❑ A mistaken belief that possessing native English accents is sufficient to qualify teachers to teach pronunciation well (Bai & Yuan, 2018; Henderson et al., 2015).
- ❑ Teachers' pedagogical methods are of much greater value in the improvement of their learners' pronunciation performance rather than their accents. (Levis et al, 2016)
- ❑ Despite their preference of NETs over NNETs regarding pronunciation teaching, learners often fail distinguishing non-native speakers' from native speakers' speech (Levis et al., 2017; Williamson & Kelch, 2002).
- ❑ *"Learners' preference of NETs may be just manifestation of native-speaker ideology."* (Phuong, 2021)



# Myth Debunking

Myth 3: Students gain a better understanding of grammar rules when taught by NESTS

- ❓ *"NNETs are not necessarily less competent as users of the English language compared to NETs"* (Medgyes, 1994 in Phuong, 2021)
- ❓ *"NESTs may not have the necessary insights into lesson preparation and delivery (Shaw, 1979). NETs may have native intuition of what is grammatically acceptable and what is not, but may not have the metalanguage for explaining grammatical rules."* (Ma, 2012, pp. 282-283)

# Myth Debunking

Myth 4: Only NESTS can teach learning strategies more effectively

- ∅ *NNESTs' knowledge of learners' culture and challenges in learning English enable them to tailor their teaching methods to learners' needs and contexts (see Canagarajah, 1999; Forman, 2016; Liaw, 2012).*
- ∅ Linguistic knowledge of teachers should not be more highly regarded than pedagogical expertise. (Widdowson, 1992)
- ∅ Having linguistic competence in a language does not automatically make someone a good teacher. (Phillipson, 1992; Kramsch, 1997; Canagarajah, 1999)
- ∅ *"It is unwarranted to take native-speaker status as the basis for judging pedagogic expertise"* (McKay, 2003, p. 8)

# Myth Debunking

## Myth 5: NNESTS are more able to anticipate language difficulties

- ☐ *"Although native speakers obviously have the more extensive experience as English language **users**, the non-native speakers have had experience as English language **learners**" (Widdowson, 1992, p. 338)*
- ☐ *"NNEST may draw on their L1 knowledge to identify grammar items that are difficult for students, or they may codeswitch to provide L1 equivalents or grammar explanations.... L1 use was acknowledged as an advantage of NNESTs by students." (Ma, 2012, p. 296)*
- ☐ *"NNESTs can anticipate and prevent language difficulties better, and be more empathetic to the needs and problems of learners." (Medgyes, 1994, p. 51)*

# Myth Debunking

## Myth 6: Learners prefer NESTS over NNESTS

- ❓ *"Learners around the world have placed greater value on different aspects of teachers' pedagogy and linguistic ability compared to their 'nativeness' as English speakers." (Lasagabaster & Sierra, 2005, in Phuong, 2021).*
- ❓ *"The distinction between who is native and who is not is often linked with speakers' appearance and accent. If speakers do not look like Caucasians or do not speak with an "established" accent, they are often classified in the nonnative category." (Ma, 2012)*
- ❓ *"Factors unrelated to teachers' accent... influence learners' preference of NETs, including teachers' race or learners' perception of whether teachers were non-native or native speakers" (Williamson & Kelch, 2002, in Phuong, 2021)*
- ❓ Advantages of NNEST perceived by students were; ability to use students' L1, understanding of learner difficulties, ease for students in understanding their teaching, and effective communication between students and teachers (Ma, 2012, p. 295)

# Myth Debunking

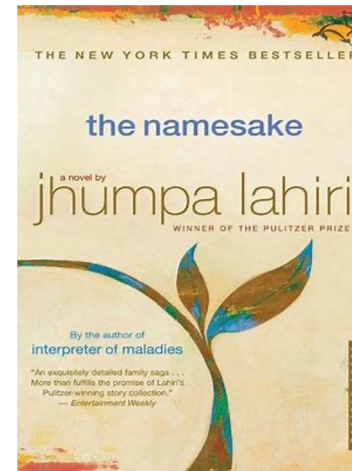
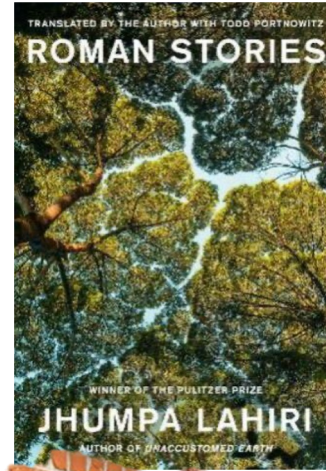
*NNESTs' experience of learning English as an additional language enables them to be **good learner models** (Cook, 2005; Medgyes, 1992, 1994) and they can **teach language learning strategies more effectively** (Medgyes, 1994). Their **formal learning of knowledge** about English helps them **develop language awareness** (Murphy- O'Dwyer, 1996) and enables them to **provide adequate linguistic information** about the language to learners (Medgyes, 1994). They can be **more sensitive to students' learning problems** (Boyle, 1997; E. Lee & Lew, 2001) and can **anticipate their learning difficulties**, especially when sharing the same first language (L1) with learners (Medgyes, 1994; Phillipson, 1996). Moreover, they can be **more empathetic to learners' needs** (Lipovsky & Mahboob, 2010; Medgyes, 1994) and can **set realistic learning goals**. Boyle (1997) adds that **cultural affinity** with students also favours nonnative speaker teachers in an EFL context. Despite having all these strengths, NNESTs are **sometimes regarded as less proficient users of English than NESTs and are seen as unable to achieve native speaker competence** (Medgyes, 1994), although in reality some NNESTs have very high English proficiency levels (expert users) and their **English may be more appropriate linguistically for learners because of their shared linguistic background**. (Ma, 2012, p. 282)*

# Multilingual students in a monolingual teaching context

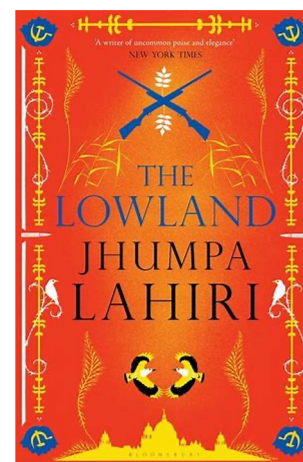
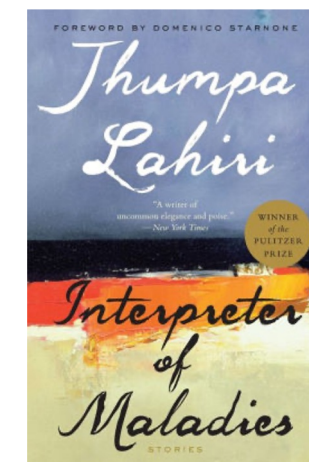
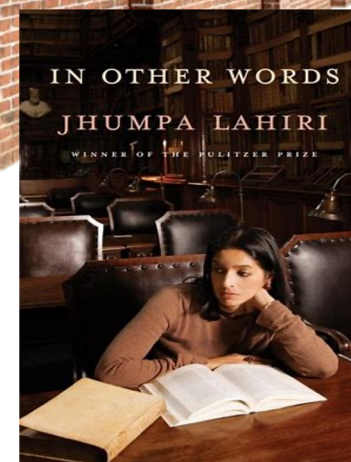
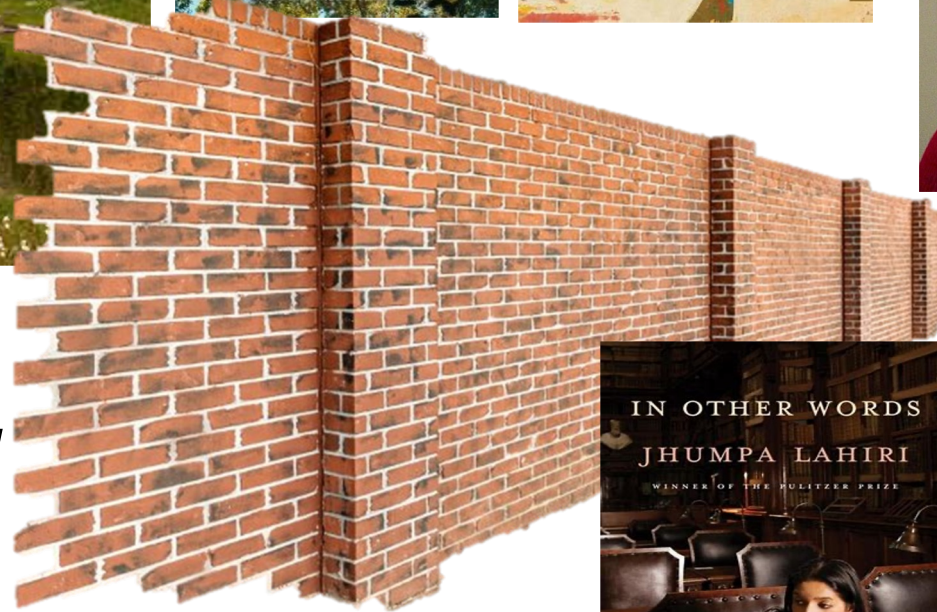
- ∅ *"Despite new research directions, the majority of ELICOS colleges continue to implement English-only or English- mostly policies... which **add artificiality to a language classroom.... introduce tension to the teacher-students relationship** and potentially **obstruct the very objective of language instruction**, i.e., the learners' participation in bi- and multilingual language communities outside the classroom. (Kharchenko & Chappell, 2019, p. 20)*
- ∅ Australia's competitive ELICOS market encourages providers to explore more efficient and cost-effective ways of teaching English. (Stanley, 2017).
- ∅ *"international students **do not infallibly encounter** multiple opportunities for English use while in Australia, and they **do not feel as included** in the English-speaking community as ELICOS marketing materials may lead them to believe.... To compensate, maximising English practice within the classroom appears justified.... lack of resources and teacher training makes it difficult to implement the multilingual view of English students in practice, so teachers tend to continue **working within the monolingual and native speaker-centred space**. (Kharchenko & Chappell, 2019, p. 21)*
- ∅ *"Although some ELICOS colleges and teachers admit the value of L1, by and large the sector is **yet to recalibrate** its methodology to reflect the newly acknowledged **value of the bi- and multilingualism of international students**." (Kharchenko & Chappell, 2019, p. 22)*



# Jhumpa Lahiri - writer



*“Here is the border that I will never manage to cross. The wall that will remain forever between me and Italian, no matter how well I learn it. My physical appearance.” (Lahiri, 2017)*



# The linguistic landscape – Australia’s monolingual yet multicultural paradox



Tier 1: English

Tier 2: Prestige languages

Tier 3: Community/ heritage languages

Tier 4: Indigenous languages and dialects

*A multicultural nation with a strong monolingual mindset*

Clyne (2000, 2005); Kipp (2008)

*Linguicism: the hierarchisation of people based on language use and proficiency*

(Adoniou, 2018)

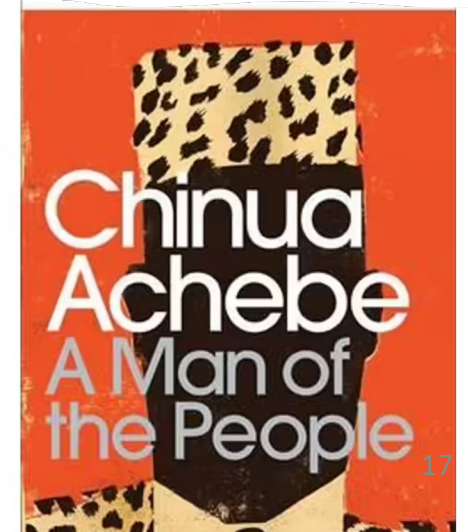
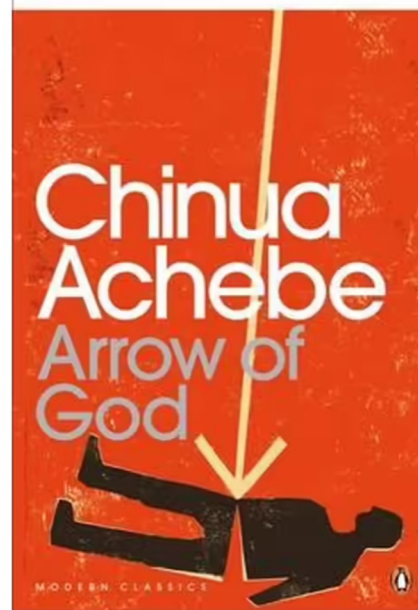
Skutnabb- Kangas & Phillipson (1994)



# Chinua Achebe – Nigerian writer

... my answer to the question: Can an African ever learn English well enough to be able to use it effectively in creative writing? Is certainly yes. If on the other hand you ask: Can he ever learn to use it as a native speaker? I should say. I hope not. It is neither necessary nor desirable for him to be able to do so. The price a world language must be prepared to pay is submission to many different kinds of use. The African writer should aim to use English in a way that brings out his message best without altering the language to the extent that its value as a medium of international exchange will be lost. He should aim at fashioning out an English which is at once universal and able to carry out his peculiar experience.

(Achebe, 1965, as cited in Cooke & Singleton, 2014, p. 138)



# Monolingual and multilingual views

<b>Monolingual views</b>	<b>Multilingual views</b>
Languages contaminate each other	Languages reinforce each other
The aim is balanced multilingualism for all situations	Multilinguals use their languages for different purposes and have different skills
Monolingual individuals and monolingual societies as a reference	Real multilingual individuals and societies as a reference
Hard boundaries between languages	Soft and fluid boundaries between languages

(Cenoz, 2019, p. 74)

# Global Englishes Language Teaching (GELT) framework

(Rose & Galloway 2019)

- Offers new perspective to practitioners & curriculum planners on how language is viewed
- Developed as a new approach to teaching English, based on theoretical notions from Global Englishes research
- Updated in 2018

	TRADITIONAL ELT	GELT
<b>Target speakers</b>	Native English speakers	All English users
<b>Ownership</b>	Inner Circle	Global
<b>Norms</b>	Standard English	Diverse, multiple & flexible forms
<b>Teachers</b>	Non-NE-speaking teachers (same L1) & NE-speaking teachers	Qualified, competent teachers (same & different L1s)
<b>Role model</b>	NE speakers	Expert users
<b>Source of materials</b>	NE speakers & teachers	English-speaking communities & contexts
<b>Other languages &amp; cultures</b>	Seen as obstacle to learning	Seen as resource within linguistic repertoire
<b>Learning goals</b>	Native-like proficiency	Multi-competent user

# Considerations for ELICOS leaders

- As potential GELT stakeholders, reflect on your approaches towards your ideal TESOL practitioner
- Discuss these approaches in terms of:
  - qualifications
  - experience (EFL/ESL)
  - skills
  - native-like proficiency in English
  - other languages
  - appearance
  - surname
  - country of birth

*“Traditionally, native speakers of English have been regarded as providing the authoritative standard and the best teachers. Now, they may be seen as presenting an obstacle to the free development of global English.”*

(Graddol, 2006, p. 114)

# Key take-aways and reflections

(McKay, 2003)

- Native-speaker-like competency does not consider the ways English is used in multilingual contexts for intra- and inter- national purposes.
- What functions does English serve within outer-circle countries?
- How does English fit into the overall linguistic repertoires of pluri/ multi- lingual speakers? Would NNEST or NEST understand this more clearly?
- How are the language learning goals and motivations of 'EFL' speakers different to those who learn English as a result of migration?
- What are their diverse purposes of learning English?
- How is English used between EAL speakers?
- What does the use of English in these NNEST - NNEST contexts suggest for linguistic standards and pronunciation models?
- The 'native-speaker fallacy' forces NNEST to focus on "How can I lose my accent?" rather than "How can I be a successful teacher?" What does this mean for NNEST and for plurilingual speakers in general?



# Questions?

Dr Germana Eckert

[Germana.Eckert@uts.edu.au](mailto:Germana.Eckert@uts.edu.au)

Dr Julie Lim

[Julie.Lim@uts.edu.au](mailto:Julie.Lim@uts.edu.au)



Thank you

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