

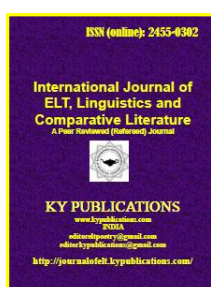


## NATIVE vs. NON NATIVE ENGLISH TEACHERS IN TRANSNATIONAL MILIEU

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### ABSTRACT

The paper is endeavored to present a blend of opinions about English language teaching by Native English Speaking Teachers and Nonnative English Speaking Teachers in the linguistic world and it is an unneeded argument and a good enough fact. Also, on the other face, the measurement of Teachers' natural aptitude can be the effect of many influencing factors, but not by nativity, is also a satisfactory truth. This article aims to focus on the relation between English Language pronunciation in India and its effect on the job market at an international level. I strongly believe that the Indian pronunciation belongs to such a kind of neutral pronunciation in comparison with other Asian countries and is quite understandable. Of course, it is an acceptable fact, but in reality the range of English speaking people is less when compared to neighboring countries. On the other hand, we are at a backyard in competing with other nationals like Malaysians, Philippines and Sudanese. Many countries like China, Korea, GCC countries etc... prefer Native English Speakers (NES) rather than second or third language speakers to teach English, though the intake is from second language speakers, for many reasons.

Therefore, I would wish to build up an assessment to know what variables are affecting the Teaching of English. For this, a small sample size of international teachers working in Saudi Arabia (the international teachers are from India, Sudan, Malaysia, Egypt, Pakistan, Bangladesh, Saudi Arabia, Canada, America, Hungary) and Indian students studying in Australia are used up as a strategic unit to get to an avowal as it involves Nonnative English teachers working abroad and students who have been exposing to Native speakers teaching.

### INTRODUCTION

To begin with renowned linguists like Enric Llurda (Pg.2), who exemplified Native Speakers (NS) in Nonnative Language Teachers, as BANA (British, Australia and North America) and Nonnative speakers (NNS) as TESEP (Tertiary, Secondary and Primary education) in Nonnative English speaking countries. Choi, Soo Joung, 2008 coined the term NNETs (Nonnative English Teachers) are those whose first language is not English and who have spent most of their lives in countries where English is not a second or official language.

$$\text{BrT} + \text{N.AmR} + \text{AuS} = \text{NES}$$

With regard to Population and English, Crystal (2001) stated in his English as a Global Language that there were two billion people in the universe, who have some ability in using English. There were 365 million Native English speakers in the world in 2007, which corresponds to 5.52% of the world population. Ethnologies data 2015 shows there were 340 millions of L<sub>1</sub> speakers of English and 510 millions of L<sub>2</sub> Speakers of English in the



world, where ESL (English as Second Language) Speakers outnumbered the Native English speakers. Per McKay (2002) the world's 80% English teachers are NNESTs (Nonnative English Speaking Teachers).

Considering the domestic cycle, India is one of the nations, where English is the official language and India has the largest number of second language speakers of English. Crystal (2004) alleges that combining native and Nonnative English speakers, India has more people, who speak or understand English more, than in any other country in the world. The Concentric circles of Braj Khachru denote that India is in Outer circle sharing the circle with some Asian and African countries. The inner circle countries have a small group of Native speakers, but have widespread use of English as a Second language in education or for local purposes or for broadcasting.

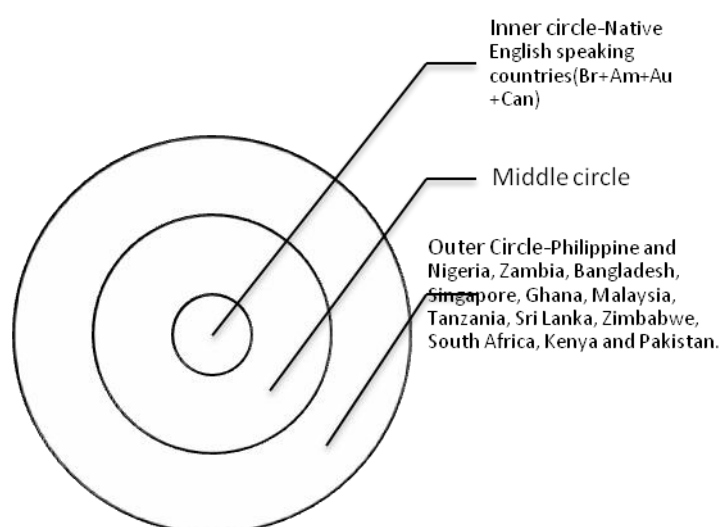


Figure 1: Braj Khachru's concentric circles

### Influencing Elements

For instance, the factors that bring effectiveness in Teaching English Language vary from Linguistic to Student language features. George Braine, (2013) cited, "Native speakership is neither an advantage of birth nor of edification". Initially the factors are categorized into three forms as Linguistic factors, Pedagogical Factors and Learner Factors. Moreover, Linguistic factors constitute Language skills like LSRW along with sub skills like grammar, vocabulary and Literary skills like language competency and awareness, linking sentences, idiomatic expressions and listening comprehension. The common variant pronunciation dynamics are intonation, word stress, vowels, accent, consonant sound, reduced listening comprehension, and fluency. Murdoch, 1994 finalized in his study to focus on pedagogical and language competency. Pedagogical factors include Expertise teaching, Teaching Methodology like planning and evaluation, classroom management, Ability to motivate the ESL learners, able to answer questions and to analyze and explain the language, teaching competency vs. Knowledge of language skills, Teacher training, Personality, Culture, and attitude of Teachers. Learner factors can be bifurcated into personal and language knowledgeable factors. Personality factors of the learners are their Age, Familial backgrounds, parents with professional jobs, hard work, efforts, learning abilities, culture, approaches to FLA (Foreign Language Acquisition), Positive attitude and behavior of students, lack of attention, self-motivation. Students linguistic knowledge features comprises Language anxiety like stage-fear or speaking phobia, language ego like fear of making mistakes, Learners communicative competence, Grammatical intuition, linguistic acceptability, ability to communicate fluently, etc.

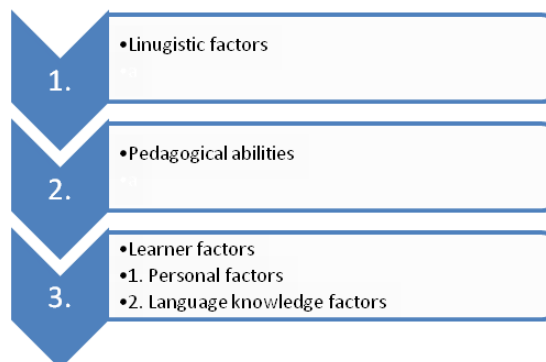


Figure-2: Factors that affects teaching

**NNEST (Nonnative English Speaking Teacher)**

The proportion of English Language Speaking people in Nonnative English countries is approximately 75% in the macrocosm. In ESL instructional contexts, Stern (1993) suggests that teachers' concepts of second language teaching are frequently based on the methodologies they use; such methods involve foreign language learning procedure. Nonnative English Teachers teaching goes with the pluralistic approach in teaching and they deliver better insight into the language learning process. NNEST deals with more structural approach in explaining difficult grammar patterns. Richard Desjardins, (2004) inscribed that NNESTs learn and teach with aptitude, perseverance, motivation. Gill & Rebrova (2001) have found out that many Native English Speakers are not strict enough as teachers and do not correct their students' mistakes as often as NNEST would. Per Medgyes, (1999) the NNESTs furnish the students with more information about the target language than native speakers would do. Through their outside view of language, NNESTs may find it easier than NEST to analyze and explain the target language, (Braine, 1999). NNESTs can make use of students' native language to explain complex structures and vocabularies and they have more sociolinguistic competence. In (1992, pp. 194-199) George Braine 2013 lined that NNESTs language have undergone the process of learning a language makes them better qualified to teach the language than those who born to it. Widdowson, in 1995 argued that authentic and naturally occurring English for instructional purposes privileges to native speakers and makes them custodians and arbiters, but when the emphasis moved from the context of use in the context of learning to the advantages that the native speakers have disappeared. The NNS is better aware of contexts of language learning than Natives.

Reves and Medgyes, 1994 suggest that frequent exposure to authentic frequent native language environments and proficiency oriented in-service training activities might improve the language difficulties of NNESTs. Fawzi 2006 says FLA (foreign language acquisition) and NLL (New Language Learning) are dissimilar. The former is the unconscious learning which leads to manageable levels of conversation, the latter one needs conscious knowledge of the language. NES Teachers capacity to predict learners is less because NS can't use the students  $L_1$ , so they cannot realize the problems of students. Shawn Loewen, 2014 quoted that Native like pronunciation is unattainable goal for  $L_2$  learners. And the stark utilization of language might overwhelm or even intimidate students, as they feel that they do not make enough progress and never reach the goal of a perfect language user (Cook, 1999). Lia D. Kamhi-Stein, 2007 quoted from his teaching experience that NNS have a multilingual perspective of the target language as they exposed to literature, culture to emulate and to be an idealized Nonexistent NS.

**NEST (Native English Speaking Teacher)**

Philipson (1992, p. 165), in native speaker's perspective, the ideal teacher of English is a Native speaker. Pronunciation, vocabulary, and use of standard forms, intonation are the assets of NSs.

According to Chomsky, NS is an ideal speaker-listener. Native speakers' speed of articulation, and functionality affected not only by their ability of retention, but likewise by the amount of prefabricated chunks stored in the long-term memory and retrieved when needed, a skill which promotes fluency. Their language is more idiomatic and competent with appropriate patterns of terminology. In his dissertation Eunhee Han (2008) noted that Native speakers are more knowledgeable about the cultural connotations of the language and they are the final arbiters. Appropriate speak in different contexts is due to the knowledge gained and the strategies used in communication practices.

**Procedure of Hypothesis testing**

Provided that, the selected sample is stratified sampling as I divided the population into sub-populations in such a manner that they are individually more homogeneous than the rest of the total population. Then, to form a sample, I selected the items from each stratum. Consequently, this is to test the relationship among two variables. When I compared two methods on their relative superiority, it is assumed that both the methods are equally good, and then such a statement is called as the null hypothesis.

$H_0$  = Null hypothesis

$H_a$  = Alternate hypothesis

Population Mean =  $\mu$

$H_0 = \mu = 100$

Decision Rule:

$H_0$  = Nativity affects teaching English language.

$H_a$  = Nativity do nothing to teach English Language.

$H_0 = \mu = 100$

Alternative Hypothesis  $H_a$ :  $> 100$

The calculated probability is lesser, and then the null hypothesis got accepted.

For this purpose, I studied the outcomes using a non parametric test, the Chi - square test to test the significance of difference between Observed and Expected frequencies. This test follows a specific Chi-square distribution, where I calculated the  $X^2$  values by using the formula:

$$X^2 = \sum \frac{(f_e - f_o)^2}{f_o}$$

Where,

$f_e$  = expected frequency = (column total)(row total) / N

$f_o$  = observed frequency i.e. the actual observed value

N=no. of frequencies

The extent of independence enjoyed by a given set of observed frequencies is Degrees of freedom; it can be calculated by the formula:

$$(\text{no. of frequencies}) - (\text{no. of independent constraints of them})$$

In other terms, (D.F.) = (r-1) (c-1)

c = no. of columns

r = no. of rows

**Contingency Tables**

The contingency tables are prepared by the enumeration of qualitative data by entering the actual frequencies, and by calculating the observed frequencies if that table represents the occurrence of two sets of events it is a contingency or association table, consequently useful to compute the  $X^2$  value. The five criteria



mentioned in previous sections were marked and evaluated to check the significant difference with the collected data.

Table.1 : Chi-square values

Sl. No.	Diverse aspects	$\chi^2$ value	Critical value for df 4
1	linguistic factors	0.0101	<9.488
2	pronunciation tribulations	0.0243	<9.488
3	pedagogical abilities	0.004	<9.488
4	personality dynamics	0.0084	<9.488
5	Students' linguistic knowledge	0.001	<9.488

According to the Chi-square test all components showed less  $\chi^2$  value than the critical value so the null hypothesis is assumed. Test of association is the most significant application of Chi-square statistical methods. The association between two samples has been measured because this test observes the probability of association between two distinct attributes. The hypothesis reveals that there is very less significance of difference between the two frequencies in quantitative terms.

#### Limitations

1. Previous researches on this topic have been conducted mainly in North America.
2. There is less number of publications on this subject when compared to other branches.
3. The input in classrooms is limited and isolated to academic purposes.
4. No. of participants in the survey is less.
5. No correction in pronunciation during schooling.

#### Conclusion

In conclusion, Paikeday, 1995 claimed that the native speaker concept is a myth. The person who is proficient user of a specified language is a native speaker. In similar mode, Rampton (1990) offered the term 'language expert' as the alternative word for the native speaker. In course of that, many mother tongues results in many Nonnative speaking varieties, even if there are ELT programs to tone down the influence. Being born into a group does not mean that you automatically speak its language well, Rampton (1990). However, communicative competence can be developed gradually. In fact, it is difficult to attain nativity of the English language, but not an impossible task.

It is wise to remember what Brain denoted, that there was an establishment of Nonnative English Teachers caucus in the TESOL organization in 1999 and its editor has been a Native Speaker since its inception up to 2005, since then a Nonnative Speaker has been holding the position. Many researchers and TESOL (Teaching English to Students of Other Languages) in applied linguistics developed various theories of Second Language Acquisition, diverse methods of pedagogy and curricula (Pennycook, 1994). There are many successful language learners, who excelled the English language. Few popular are at this juncture:

- \* Joseph Conrad: polish- major writer of the English language
- \* Henry Kissinger: US minister German accent-surpassed many native speakers.
- \* Vivekananda: Indian-Majestic Orator – Chicago Parliament Speech, in 1893

Additionally to add, Norton and Toohey, (2001, Pg. 308) put in that Learning process is a modifier of the internal activity that occurs in individual language learners. Norton, Pierce believes that teachers will be able



to help students understand how to utilize opportunities to speak. Kramsch, 1997, inserted that learner's language is influenced by age, region, social status, geography and occupation of the speakers and many NSs also cannot speak standardized language. Hence, nativity is not an affecting variable of teaching English Language.

Finally, in Canagarajhn Suresh's "Resisting Linguistic imperialism" suggests by saying that the language teachers must be aware of the ignorance of the political aspects of the profession and hidden agenda of the materials, activities and the strategies they are using. Furthermore, Gill and Rebrova found in their study (2001) that the NESTs language is much more authentic, living and perfect than NNS language as the non-NEST must use an outdated, too formal or bookish style of language. NNESTs linguistic competencies, behaviors, general teaching styles and approaches are largely influenced by their linguistic and cultural backgrounds (Reves & Medgyes, 1994, Samimy and Brutt-Griffler, 1999). Students should be comfortable with the language and expressive in what they want to say. Study of the culture of the target group community, as well as societal organization, geography, religious makes up, etc. will result in literacy with the attainment of near native proficiency. As Lurda notes (2004b) in such settings there is no question of the cultural stereotypes that may be transferred to students eager to become English-like as possible. Tape recorders and other materials predate the Native fallacy effectively and replicate the native speakers in the classrooms. Phillipson, 1992a, 1992b (p.185) explains that there was a misleading notion that NSs are ideal and superior to NNESTs. This affects their self-perceptions. It is not unwise to consider that NESs are ideal models for language learners to imitate and are better able to courage their learners to speak aloud (Chin, 2014). The empiricist explanation (Bloomfield 1942; Lado 1964; Rivers 1964) assumes that language learning is a mechanical process of habit formation resulting from behavioral and conditioned responses with the target language. This experiment has been operated in skill based approaches that emphasize the mimicry; memorization and repetition of native language patterns utilize drill and practice to generate language production, and separate language study into four discrete languages skills-listening, speaking, reading and writing.

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**Web resources**

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**Annexure****QUESTIONNAIRE**

Please use Tick ( ✓ ) mark to provide your responses.

1. The following linguistic factors process of a Non-native English Teacher while teaching English:

Linguistic factors	Completely agree	Partially agree	Neutral	Partially disagree	Completely Disagree
like language skills, grammar, vocabulary and idiomatic expressions affect the teaching					

2. The following are the common pronunciation tribulations of Non-native English Teachers.

Pronunciation dynamics	Completely agree	Partially agree	Neutral	Partially disagree	Completely Disagree
Accent, Word stress, Intonation, and Fluency					

3. The following pedagogical abilities affect the teaching process of Non-native English Teachers.

pedagogical abilities	Completely agree	Partially agree	Neutral	Partially disagree	Completely Disagree
Teaching methodology, Planning, evaluation, Expertise, Classroom management, Competency to analyze and explain the language, attitude and ability to motivate the learners.					



4. The following personal factors of students influence students' learning process.

Personal factors	Completely agree	Partially agree	Neutral	Partially disagree	Completely Disagree
Age, social status, culture, career, Familial background, Learning abilities, Acquisition, Ability to do hard work and keep efforts					

5. Students' speech of Second Language depends on the following linguistic features.

Students' linguistic knowledge	Completely agree	Partially agree	Neutral	Partially disagree	Completely Disagree
Language anxiety like stage-fear or speaking-phobia, communicative competence, Grammatical intuition					

Note: This questionnaire is part of my research work from Koneru Lakshmaiah University, Andhra Pradesh, India.