

2010 Presentations related to NNEST issues

March 25 (Thu)

Title: Challenges and Triumphs for Nonnative-English-Speaking Teachers in IEPs

Presenters: Denise Murray, Silvio Avendano, Ann Frentzen, Leo Schmitt, Julie Yang.

Time: 10-11:45 am

Location: 107 A

Session Type: InterSection (IEP / NNEST)

Abstract:

What are the needs of nonnative-English-speaking teachers working in intensive English programs (IEPs)? Presenters discuss issues in teacher training preparation, examine administrative concerns in EFL and ESL environments, and reflect on experiences in the classroom.

Title: NNESTs and Teaching English Around the World: Issues and Measures

Presenters: Aya Matsuda, Eileen Ariza, Mary Romney, Sally Harris, Suhanthie Motha.

Time: 10-11:45 am

Location: 104C

Session Type: InterSection (NNEST/ EFL)

Abstract:

The presenters discuss various issues concerning the teaching of English across the globe by re-examining the current English teaching practices in EFL contexts, NNEST and NEST teacher-training programs, adaptation to local cultures, world Englishes, and diversity in the workplace. Measures in redefining the role of TESOL are provided.

Title: "Professional development for NNESTs: A sociocultural perspective on identity transformation"

Presenters: Davi S. Reis

Time: 11:00 AM

Location: Room 151 B at the Boston Convention Center

Session Type: Paper/Research

Abstract:

Despite nonnative English-speaking teachers' (NNESTs) professional qualifications and increasing contributions to research in TESOL, the native speaker (NS) myth (Phillipson, 1992) continues to undermine their sense of professional legitimacy and pedagogical efficacy. Thus, due in great part to the notion of an idealized NS (Leung et al, 1992), many skilled NNESTs struggle to form a professional identity as legitimate TESOL professionals in the contexts where they teach (Canagarajah, 1999). Therefore, making sure that NNESTs are supported in developing and asserting a professional identity is a key concern in second language teacher education. The present study argues that participation in dialogic narrative inquiry as a form of professional development can support NNESTs in their efforts to claim professional authority vis-à-vis the NS myth

and ideology. Specifically, the presenter will show how a focus on NNEST-related issues supported participants (teaching assistants in the ESL program of a large American university) as they challenged the NS myth, conceived of, articulated, and internalized identities with which to (re)position themselves as rightful teachers. This focus, implemented through participation in online group discussions and a dialogic blog with the researcher, as well as engagement with an instructional curriculum addressing NNEST issues, mediated the teachers into reconceptualizing their instructional practices and influenced the way in which ESL students came to think of themselves as L2 users and learners. Data excerpts from the online discussions, dialogic blogs, classroom observations, stimulated recall sessions, teacher interviews, and students' writing will be used to illustrate the findings. Whereas Vygotskian sociocultural theory provided the overall theoretical framework for this project, Bucholtz & Hall's (2005) principles of indexicality, positionality, and relationality were used as the methodological tools with which to analyze the data. The presenter will conclude this session by offering implications for the professional development of pre- and in-service NNESTs in TESOL.

Title: Re-envisioning EFL in the Digital Age: Challenges, Options, and Opportunities
Presenters: Ke Xu, Aiden Yeh, Barbara Dieu, Ron Chang Lee, Linglan Cao, Jason Ward, Dafne González, Carla Arena.

Time: 1-2:45 pm

Location: 102 A

Session Type: InterSection (EFL/NNEST/SLW) (available via webcast)

Abstract:

Technological advancement is constantly reshaping the TEFL environment worldwide and posing tremendous challenges to EFL professionals. How should EFL teachers adapt their curriculum and methodology to meet these challenges? This workshop examines major challenges EFL professionals face in the Digital Age and explores Webcast, online robot, and Second Life.

Title: Workshop on NNEST Advocacy: Looking Back and Looking Ahead

Presenters: Rashi Jain, Ali Fuad Selvi, Sarah Benesch, Han Suk Suh, Hee Seung Kang, Xuan Zheng

Time: 2-3:45 pm

Location: 205C

Session Type: Workshop

Abstract:

This practical, workshop-style session, aimed at TESOLers of all linguistic identities who have an interest in NNEST advocacy, draws on the experiences of a group of TESOLers implementing their collaboratively developed NNEST activism action plan. The workshop leaders share explicit strategy building in a variety of settings with concrete examples.

Title: Trend Analysis of Job Advertisements in English Language Teaching

Presenters: Ali Fuad Selvi, Bengu Caliskan Selvi

Time: 3-3:20 pm

Location: Westin-Hale

Session Type: Hot topics

Abstract:

Departing from anecdotal accounts about discriminatory employment practices that favor native-English-speaking teachers and further marginalize their nonnative counterparts, the current project investigates job advertisements in two online databases (i.e., TESOL's Online Career Center, and the International Job Board at Dave's ESL Café, respectively) using the content analysis method.

Business Meeting, Thursday, March 25, 5:00 - 7:00.

Location: Room 158 Conference Center

Social dinner, Thursday, March 25, 7:00 -

Location: Place: No Name Restaurant, <http://www.nonamerestaurant.com/>

March 26 (Fri)

Title: Revisiting the NEST/NNEST Debate in the Croatian Context

Presenter: Irena Vodopija-Krstanovic

Session Type: Hot Topic

Time: 11:00 AM

Location: Revere room/ The Westin

Abstract:

This paper explores how the distinction native English-speaking teacher (NEST)/non-native English-speaking teacher (NNEST) is conceptualized by teachers and learners and reflected in classroom practice. The qualitative study contextualizes the NEST/NNEST debate and reveals different understandings of NEST/NNEST-related issues arising out of a specific higher education context in Croatia.

Title: Native English speakers (NESTs) teaching children in EFL Contexts

Presenter: Jan Edwards Dormer

Session type: Discussion Group (45 min)

Time: 1:00 PM

Location: Stone at the Westin.

Abstract:

Teaching English to Young Learners (TEYL) is said to be the fastest growing area of TEFL. When native English speakers teach children in EFL settings, what do they need to know? We will discuss EFL class content, methodology and partnerships with NNESTs within such settings.

March 27 (Sat)

Title: New Directions for Research on Racism and Native Speakerism
Presenters: Lawrence Jun Zhang, Zohreh Eslami, Burcu Ates, Todd Ruecker, and Akiko Ota

Session type: panel

Date: 3/27/2010

Time: 10 AM

Location: Room 151B

Abstract:

The members of this colloquium use different methodologies and theoretical work from multiple fields to explore the intersections of racism and native speakerism and better understand how NNESTs have been marginalized in the TESOL field. After the main presentations, the audience and presenters will discuss directions for future research.

Title: NNESTs in the K–12 System: Issues and Practices

Presenters: George Braine, Davi Reis, Tunde Csepelyi, Janet Orr, Masaki Oda, Aiden Yeh

Time: 1-3:45 pm

Location: 104 A

Session Type: Academic Session

Abstract:

This colloquium, designed for instructors of all linguistic backgrounds, assembles various professionals to explore the role of the nonnative-English-speaking instructors in the K–12 system in the ESL and EFL context. Presenters describe challenges and walk audience members through concrete strategies in a variety of settings.

Title: "Why NESTs Should Be Aware of NNEST Issues,"

Presenter: Slobodanka Dimova

Session type: paper

Time: 3:00 PM

Location: room 153 C

Abstract:

The success of NNEST advocacy depends on training TESOL program administrators and NESTs who understand the NNEST advantages and the ways of establishing effective collaboration between NNESTs and NESTs for the benefit of students. This paper will argue that in addition to designing TESOL training programs for NNESTs that address issues and concerns and improve NNEST self-perceptions, it is equally important

to design training programs for NESTs in which raising awareness about NNEST benefits, concerns, and issues is one of the main goals. For that purpose, the author will discuss how engaging NESTs in training in collaborative projects with NNESTs in training from other countries can help build an improved understanding of how language, culture, and context shape teachers, be they NESs or NNEs.

Presentations by NNEST IS members:

Title: Emotional intelligence for empowering ESL learners.

Presenters: Carlos de la Paz Arroyo and Manuel Granados Baeza.

Date: Friday March 26th 2010

Time: 12:30 pm

Location: room 210 A at the Boston Convention Center.

Session type: Poster.

Abstract: Emotional intelligence is approached as a core element for performing successfully in a ESL classroom. How can ESL teachers deal with emotional issues that arise in class which prevent students from learning? Empower learners to overcome anxiety and low self-esteem levels that interfere in second language acquisition.