



NNEST NEWSLETTER

The Newsletter of the Nonnative English Speakers in TESOL Caucus

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A Letter from the Chair

Lía Kamhi-Stein

California State University, Los Angeles

Dear Caucus Members:

As my tenure as NNEST Caucus Chair comes to an end, I thought it was time to assess the impact that the NNEST Caucus has had on the TESOL organization and on the TESOL field. As many of you will recall, the idea of a NNEST Caucus began at TESOL '96, when George Braine organized a colloquium designed to address issues of concern to nonnative English-speaking professionals. Those of us who attended the colloquium will, most probably, never forget, the panelists' powerful personal narratives (for the colloquium narratives, please see Braine, 1999). More importantly, those of us who attended the colloquium will never forget that we felt that we finally had a voice in the TESOL organization.

I would not be wrong to say that, since the TESOL Board of Directors approved the establishment of the NNEST Caucus in 1998, under Kathi Bailey's Presidency, the voice of the nonnative English-speaking teachers (NNESTs) has grown tremendously in the TESOL organization. Specifically, the Caucus has provided many of us with a supportive environment in which we have been able to grow as Caucus leaders. For example, Jun Liu, past Caucus Chair, is now a member of TESOL's Board of Directors. Maria Alejandra Reyes-Cejudo, an active Caucus member, has been selected to participate in the TESOL '02 Leadership Mentoring Program.

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The Nonnative Speaker Canadian Provincial Experience

By Paul-Emile Chiasson
University of New Brunswick

With the increasing demand in recent years for ESL teachers the world over, the role of the nonnative speaker has come under closer scrutiny. Lately, it is becoming increasingly evident that “nativeness” is no longer considered the key element in being an effective second language teacher. As Rai (2001) states:

Those privileged constructs of “nativeness” in English studies are debatable on the cross-cultural, functional and pragmatic grounds. In

other words pedagogy and “nativeness” are clearly not related, and well-trained English language educators from any circle have the credential for teaching English. This myth has over the years developed into linguistic apartheid or racism. (p. 3)

It is also true that there are many forms of English that are as equally comprehensible, correct and legitimate. People are recognizing the diversity of the English language worldwide. A case in point is the establishment of English language schools from India in other parts of Asia.

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From the Editor

In this issue:

Lía Kamhi-Stein, our Caucus Chair, reflects on the impact of the NNEST Caucus on the TESOL organization and the profession.

Aya Matsuda, our Webmaster, reports on some of the changes that has been made to the NNEST website, including the new URL <<http://www.unh.edu/nnest/>>.

Paul-Emile Chiasson relates the story of French immersion programs in Canada, shedding light on the importance of professional preparation, rather than language background, as the key qualification for language teachers.

In the second part of "Writing for Publication," George Braine provides further insights into the process of publishing journal articles. Part one of this article appeared in the *NNEST Newsletter* 3.2, which is available from the NNEST Caucus Website.

"A Profile of an NNEST" is our regular feature that highlights the accomplishments of NNESTs. In this issue, we are pleased to present Wei Zhu of the University of South Florida.

The 2002 Caucus Election Information is included in this issue. The official ballot can be found on page 8.

This issue also includes a report from Mary Romney of TESOL Board of Directors. In "TESOL Opposed Discrimination Based on 'Language Background,'" she calls our attention to an important amendment to the TESOL anti-discrimination statement that affects all NNESTs.

Finally, this issue concludes with a list of NNEST-related events at 2002 TESOL in Salt Lake City, Utah, USA. In addition, there will be other sessions that do not focus overtly on NNEST issues but include speakers who will focus on NNEST issues. For more information, please check TESOL website at <http://www.tesol.org/>.

I hope the *NNEST Newsletter* continues to be an important source of information as well as inspiration for you.

Paul Kei Matsuda
University of New Hampshire

From the Chair (Continued from page 1)

The Caucus has also given us a voice through the newsletter. As a Caucus member, I am always excited to read articles reporting on innovative ideas related to NNESTs. A case in point is an article by Mae Lombos Wlazlinski (2001), in which she described the development of a video series that allowed her to break down the barriers that existed between her and her students. Another example of how the newsletter has contributed to raising the profile of NNESTs is the series of articles featuring successful nonnative English-speaking professionals.

While the *NNEST Newsletter* has allowed us to communicate our ideas among fellow NNEST Caucus members, the Annual TESOL Convention has provided us with a forum in which we can make our work known to the larger TESOL community. A glance at the preliminary TESOL 2002 program shows that NNESTs will have a strong presence in Salt Lake City. In contrast to previous years, when there were only a handful of presentations focusing on NNESTs, the TESOL 2002 program offers a substantial number of presentations on a varied number of topics related to nonnative English-speaking professionals. For example, some of the sessions focus on NNESTs and their preparation in the U.S. and abroad; other sessions deal with students' perceptions of NNESTs; still other sessions focus on publishing strategies. More importantly, the presenters represent a variety of countries, including but not limited to Taiwan, Kazakhstan, Lithuania, Singapore, United Arab Emirates, United States, etc, and a variety of levels, ranging from K-12 to teacher preparation.

The Annual TESOL Convention also features several NNEST Caucus-sponsored events. Specifically, TESOL 2002 will offer four events organized by the Caucus. The first event is the colloquium titled "Critical Issues and Future Directions in NNEST Research." This colloquium will help to identify critical issues in different areas (e.g., teacher education, publications, employment opportunities, etc) and will explore future research directions in each of the areas. I would like to thank Paul Kei Matsuda for co-organizing the colloquium.

The second event sponsored by the NNEST Caucus is the "Energy Break" session titled "Nonnative English-Speaker Status as Strength." This session will allow participants to engage in a discussion designed to identify successful instructional practices that draw on the nonnative status of ESL/EFL teachers. Third, the NNEST Caucus will hold a discussion session in which attendees will address issues related to nonnative English-speaking professionals teaching in adult ESL settings.

The final session sponsored by the NNEST Caucus is the Annual Business Meeting. At this meeting, we will announce the results of the Caucus elections, present the results of the NNEST Caucus Membership Inventory, and plan for TESOL 2003. Moreover, at the Annual Business Meeting, I will turn over the position of Chair to Paul Kei Matsuda. As you will recall from my listserv announcement in August 2001, Keiko Samimy resigned from her position as Chair-Elect due to an expanding academic load. Paul, who at the time was serving as Newsletter Editor, agreed to serve as both Caucus Chair-Elect and Newsletter Editor. Paul's original three-year term (with year 1 as Newsletter Editor, year 2 as Chair-Elect, and year 3 as Chair) was "accelerated." Therefore, at the Annual Business Meeting at TESOL 2002, Paul will start his term as Caucus Chair. Please join me in thanking Paul for taking over the responsibilities of Chair-Elect as well as continuing as Newsletter Editor. Paul's sense of responsibility and commitment to the Caucus are to be commended. Also join me in thanking Keiko for the work she completed as Newsletter Editor (2000-2001) and as Chair-Elect (2001).

While the establishment of the NNEST Caucus has given us a voice in the TESOL organization, I would also argue that

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NNEST Caucus Website Update

<http://www.unh.edu/nnest/>

By Aya Matsuda, NNEST Webmaster
University of New Hampshire

Much has happened to our website since I wrote the last report in our newsletter. Here are the recent additions to our website, which I hope you find useful:

- ✎ Our website has a “new look.” In order to create a stronger and lasting visual impression through our graphic identity, I have used the NNEST Caucus logo and colors (sky-blue and white) that are used for our banner. (If you don’t know what I am referring to, you *must* visit the Caucus booth during the TESOL convention to see it!)
- ✎ The newly added “What’s New” page provides information about recent changes to the website, helping visitors surf the site efficiently.
- ✎ An exciting addition to our website is the on-line information packet of the NNEST Caucus, developed in response to M. Alejandra Reyes-Cejudo’s wonderful idea of promoting the caucus outside the TESOL community. By clicking “Information Packet” from the homepage, you will find a copy of the NNEST newsletter, George Braine’s article about the establishment of the caucus, a bibliography, a website flyer, and a TESOL membership form. Please feel free to download, print, photocopy, and distribute.
- ✎ The other new link is the “NNEST Caucus On-line Discussion List.” This page describes the guideline and goals of the on-line discussion list (NNEST-L), which is available to all NNEST Caucus members without any charge. You may subscribe to the list directly from the website or contact the list manager (Caucus Chair) to have your name added to the list .
- ✎ The “Activities & Events” page continues to grow. Currently, the page lists NNEST-related sessions from the TESOL Convention in April. If you are aware of any other sessions that are not part of the list or any other conferences where NNEST issues are discussed, please forward the information so that they can be added to the list. There is also a link to the past events page.
- ✎ New materials that have been added to the “Resources” page include a link to Nonnative Language Educators’ Issues Interest Group of California TESOL, a NNEST Bibliography compiled by Lia Kamhi-Stein, and a TESOL statement on non-native speakers of English and hiring practices, which was published in *TESOL Matters* in 1992. We hope that you find the information useful in researching and educating others about NNEST issues. If

you have any resources you are willing to share with other Caucus members, including additions to the bibliography list, please contact one of the caucus leaders.

- ✎ The “Voices” page, where members can share their personal accounts, has slightly expanded also: now you can read Icy Lee’s personal reflection “Can a Nonnative English speaker Be a Good English Teachers?” from *TESOL Matters* (Vol. 10, No.1; Feb/March 2000). Your contribution to this page, too, is always welcome.
- ✎ The “Newsletter” page now has a PDF version of past newsletters (except for the most current issue, which is available exclusively to the Caucus members) and a revised submission guideline. Please consider sharing your ideas and expertise with the members through the newsletter.
- ✎ The new URL for the website (<http://www.unh.edu/nnest/>) is shorter and easier to remember—although it is still a good idea to update your “bookmarks” or “favorite links”!

In addition, you can learn more about the caucus by clicking the links to the “Goals,” “History,” “Caucus Leaders,” and “Membership” pages. These pages provide the basic and background information on the caucus, useful and interesting especially for new members.

Please visit the website sometime between now and the convention and give me your requests, comments, and suggestions when I see you in Salt Lake City. If you are not attending the conference or if we fail to find each other there, please drop me a line at amatsuda@unh.edu. Your involvement in the website—as a reader or contributor—is greatly appreciated. ☺

Aya Matsuda is Assistant Professor of English at the University of New Hampshire where she teaches graduate courses in TESOL.

**Do you have insights to share?
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in the forms of articles, conference reports,
book reviews, and announcements
related to NNEST issues.**

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The Nonnative Speaker (Continued from page 1)

English today is no longer British.... There are many non-native varieties of English in the world, and among them Indian English is extremely user friendly. It is intelligible, communicative and therefore acceptable in most countries. (Kachru, 2001, p. 1)

Bebawi (1999) indicates that if nativeness isn't an important element in good language training then we should not be closing doors on nonnative language teachers. Instead, as Jie (1999) pointed out, we should look at what is needed for an ESL teacher to be successful. The teacher must be proficient in the target language. He or she must be effective in their teaching, demonstrating effective teaching strategies. The teacher must be open to the culture of his or her students, present his or her own culture and compare and learn from both groups. He or she must demonstrate classroom management skills and show personal and psychological traits that would make them good second or foreign language teachers.

...if nativeness isn't an important element in good language training then we should not be closing doors on nonnative language teachers. Instead ... we should look at what is needed for an ESL teacher to be successful.

How can we assure the level of competence in the knowledge and proficiency of the language? This question was foremost in the minds of education officials and politicians in the only officially bilingual province of Canada, New Brunswick. The government in the early 1990's was concerned about the effectiveness of French second language training, the proficiency of the teachers and the quality of the second language programs. The result in 1994 was Policy 309, which detailed minimum requirements and qualifications for second language programs and second language teachers. Specifically the policy stated the percentage of time, known as "time on task," for French second language teaching in the various grades and second language programs in the province.

Because of the phenomenal growth of the French Immersion Programs, there were not enough native speakers to fill the classrooms. Non-native speakers who acquired various levels of proficiency in public schools and at universities were also being hired as second language teachers. The policy dictated that teachers in the regular core program were to have a proficiency level of *Advanced Plus* as per the *Second Language Proficiency Scale*, established by the province. Those teaching in the Immersion Program were to have a *Superior* proficiency level.

All French second language teachers teaching in the public school system of the province were interviewed, native

and non-native speakers alike. Those who did not meet the minimum requirements were encouraged to pursue studies to improve their proficiency. The provincial government has been providing language learning and language teacher training at the government's cost. Although teachers are encouraged to participate in this retraining program, it is voluntary.

New teacher-graduates wishing to teach French as a second language must present a Certificate of Second Language Proficiency when applying for a second language teaching position. All second language teachers are now expected to possess a Certificate of Second Language Proficiency.

The policy has just been recently reviewed and reaffirmed this year (2001). As part of the policy and government initiatives, almost all second language teachers, native and non-native, have received since 1994 some form of methodology retraining. Language training continues through bursaries offered by the provincial government to attend Summer Immersion Institutes. These institutes are for a maximum of 20 participants and are prepared and delivered by provincial French Second Language Supervisors.

The result has been better quality and delivery of programs. It has and still continues to improve the quality of language used in the classroom. Most importantly, it has affirmed the rights of non-native speakers to be second language teachers. It has also allowed them to demonstrate to native colleagues and parents the richness they bring to a second language classroom. Considering past shortages of trained native FSL teachers, "nativeness" was never really considered as a measure of possible success as a teacher in New Brunswick. However, this policy has brought forward the talents and special advantages that non-native teachers bring to their classrooms every day. The happy conclusion is that second language teachers in New Brunswick are now evaluated for their effectiveness and professionalism. ✍

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Academic Publishing:

Suggestions from a Writer/Editor (Part II)

By George Braine
Chinese University of Hong Kong

So far, I have discussed two macro-level aspects of publication, the choice of the right journal and the generation of multiple articles from the same project. However, certain micro-level aspects of article preparation, such as paying careful attention to guidelines for authors, the proper use of visuals and statistics, and a reader-friendly presentation are also important if an author is to succeed.

Pay Careful Attention to Manuscript Preparation

No two journals appear to provide the same guidelines to authors. Although the basic differences between British and American publications are the most obvious, even American journals that follow the APA style have fine distinctions that require careful adherence. For instance, *Computers and Composition*, which follows the APA style, requires the first names of authors in the References section. *Applied Linguistics*, which is published in Britain as well as the United States, requires subtle changes from the APA style. Guidelines also provide specific advice on the number of copies of the manuscript to be submitted, how visuals (tables and figures) are to be presented, the maximum number of words of an article, and if the cost of mailing for reviews is to be borne by the author.

Tables and figures, when used appropriately, enhance the attractiveness and readability of articles. However, as an editor, I have noted some authors' fondness for the overuse of tables and figures and others' lack of knowledge of the appropriate use of visuals. For example, one 20-page article which I edited had 17 graphs. The author was persuaded to combine as many graphs as possible before the article was accepted for publication. Another author compressed so much information into a table that it was beyond comprehension even after numerous readings. Another author, instead of using bar graphs, used pie charts when comparing the performance of students at an exit test.

Other shortcomings occur in the use of statistics. For instance, I recently critiqued a manuscript which used a questionnaire to survey students on their preferences for teachers. Surveys are more suitable for descriptive research and should employ statistics minimally. Instead, the author used sophisticated statistical devices, crowding the manuscript with nine tables packed with statistics. Another shortcoming is the inclusion of the mean or averages without stating their significance (p value). Perhaps the most useful advice on the use of statistics is provided by *TESOL Quarterly*, which publishes detailed guidelines in every issue on how to report studies and conduct analyses.

While careful adherence to guidelines and the proper use of visuals and statistics are important, a reader-friendly presentation will appeal to reviewers. An appealing title, an accurate abstract, and judicious subtitles add to the readability of an article. Even the font style and size play a role in enhancing readability. Some authors use smaller fonts such as Times or larger fonts at size 10, which does not make reading any easier. Instead, I recommend a larger font such as Palatino at size 12.

Consider Revision a Learning Process

Being unaware that articles are rarely accepted for publication without revision, new authors are sometimes discouraged when their manuscripts are returned for revision. About a third of the manuscripts that I return to authors for revision are not resubmitted. For an editor and reviewers, such manuscripts are a waste of time and effort, especially if they have

Being unaware that articles are rarely accepted for publication without revision, new authors are sometimes discouraged when the manuscripts are returned for revision.

provided extensive and careful comments and suggestions. Revision is actually a learning process, the first exposure of a manuscript to the intended readers. Hence, reviews are best seen as constructive. In fact, some reviewers provide generous comments and suggestions which run into two or three pages, which are extremely useful during revision.

How do editors choose reviewers? Practices vary from journal to journal. In some journals, all the manuscripts are reviewed by the editorial board, which could consist of up to 20 members. In others, the editors may call upon reviewers at large, depending on their knowledge of the reviewers' expertise. For instance, a manuscript dealing with research in contrastive rhetoric will most likely be sent to contrastive rhetoricians. An editor is likely to send a manuscript to an author who has been cited in the References of the manuscript.

Suggestions for revision are made by the reviewers as well as journal editors. In addition to making changes in the manuscript, the editors will require authors to write a separate response, indicating how the suggestions of the reviewers have been handled. A typical letter from an editor may be worded as follows:

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A Profile of an NNEST: Wei Zhu

University of South Florida

Wei Zhu was born in Beijing, China. A native speaker of Mandarin Chinese, Wei learned the Gan and Wu dialects when her family moved to the southern provinces in China. These experiences with very different Chinese dialects represented Wei's first encounters with language learning.

Wei started to learn English in middle school at a time when China had limited contact with the English speaking world. At a time when there seemed to be little purpose in learning a foreign language, it is not surprising that Wei was not motivated to learn English. Wei did not like her English classes, in which repetition and translation of sentences from English to Chinese constituted the major types of class activities. English remained a mandatory and least favorite school subject for Wei throughout her middle school years. When Wei was in high school in the late 1970s, several events changed Wei's attitudes toward learning English. The University Entrance Exam, which was discontinued during the Cultural Revolution, was reinstated, and English would be one of the subjects on the exam. Also, the Chinese government decided to adopt the "Open Door" policy to promote business and trade and increase China's contact with the rest of the world. English became a useful skill to have. Last but not least, Wei had a new English teacher, Mrs. Xue. Through displaying a passion for English and using literature and a variety of interesting instructional activities, Mrs. Xue showed her students that learning English could be fascinating. Wei admired her teacher greatly, although she did not know at the time that one day she would become an English teacher herself.

Wei's transition from an interested language learner to a language professional occurred in 1983, after she graduated with a Bachelor's degree in Economics from the University of International Business and Economics in Beijing, China, and was assigned a job to teach English at the same university. Without much training in language teaching, Wei began her teaching career. Wei taught English Intensive Reading, English Extensive Reading as well as English for Specific Purposes courses. Although Wei learned much about pedagogy from her colleagues, she felt an urgent need for knowledge of language learning and teaching to advance her career. Sponsored by the Asia Foundation, Wei began graduate studies in the Teaching English as a Second/Foreign Language program at San Francisco State University in 1987. After receiving her Master's degree, Wei started her doctoral studies in the Applied Linguistics program at Northern Arizona University (NAU).

At NAU, Wei became very interested in writing research and in conducting research to examine issues encountered by classroom teachers. Wei's experience as a Freshman Composition instructor led her to focus on peer response, an important instructional method in writing classrooms. Wei was par-

ticularly interested in issues concerning the implementation of peer response and in factors that could influence the success of peer response. Wei's dissertation examined the effect of training for peer response on the quantity and quality of students' comments on peer writing, on peer interaction during peer response, and on the quality of student revisions.

Selecting writing as her primary area of investigation, Wei has examined several issues pertaining to writing acquisition and instruction. Extending her initial research on peer response, Wei examined feedback and interaction in mixed peer response groups consisting of both native English speakers and non-native English speakers. In other studies, Wei analyzed academic writing tasks in university content courses and examined ESL students' difficulties with academic writing as well as their strategies for coping with the difficulties. In projects that are in progress, Wei is investigating writing instruction available to students in content courses as well as issues concerning disciplinary enculturation. Wei's future research plans include investigating the role of computer technology in second/foreign student writing development.

Wei's work has appeared in several journals including *Written Communication*, *Language Learning*, *Journal of Second Language Writing*, and the *TESL Canada Journal*. Wei has also presented at numerous conferences, including the AAAL and TESOL conferences, the International Conference on Research and Practice in Professional Discourse, the Symposium on Second Language Writing, and the convention of the National Council of Teachers of English.

Wei has taught a variety of linguistics and teacher preparation courses, including Introduction to Linguistics, TESL Methods, Language Testing, Second Language Writing, Grammar, and Introduction to Applied Linguistics Research. After serving a few years at the University of Texas-Pan American, Wei is now an Assistant Professor at the University of South Florida (USF), Tampa, Florida. She teaches in the MA program in Applied Linguistics and works with the interns. She also teaches in the doctoral program in Second Language Acquisition and Instructional Technology and serves on the executive committee for the Ph.D. program. ✍

Major Publications

- Zhu, W. (2001) Interaction and feedback in mixed peer response groups. *Journal of Second Language Writing*, 10, 1-26.
- Zhu, W. (2001). Performing Argumentative Writing in English: Difficulties, Processes, and Strategies. *TESL Canada Journal*, 19, 34-50.
- McGroarty, M. & Zhu, W. (1997). Triangulation of Classroom Research: A Study of Peer Revision. *Language Learning*, 47 (1), 1-43.
- Zhu, W. (1995). Effects of Training for Peer Response on Students' Comments and Interaction. *Written Communication*, 12 (4), 492-528.

From the Chair (Continued from page 2)

the increase in the number of articles published in refereed journals over the last couple of years has contributed to making nonnative English-speaking professionals a "hot topic of research." (For a comprehensive list of references, please go to the NNEST Caucus Website at <http://www.unh.edu/nnest/>).

Additionally, the higher visibility of nonnative English-speaking professionals has motivated several Caucus members to focus their dissertation research on the role of NNESTs in ESL/EFL classrooms. This is the case of Rosamaria Naum, at the University of Louisville, and Ebru Dirsel Duffield, at the University of Cincinnati. The articles published in prestigious TESOL-related journals as well as the research studies currently in progress are contributing to our deeper understanding of the role that nonnative English-speaking professionals play in the lives of their ESL/EFL students. More importantly, the articles published are helping newcomers to the TESOL field see that there is a future for them in the profession.

Between now and TESOL 2002, I hope you will participate in various activities that we have planned. First, we will host a series of listserv discussions. The discussions will allow us to reflect on some of the topics to be addressed at TESOL 2002. I would like to invite those of you who are planning to do presentations at TESOL 2002 to use the listserv to give Caucus members an overview of your session or to raise

questions that will help you in preparation for your session. I would also like to encourage all of you to use the listserv to exchange ideas and concerns that you would like to see addressed at the Annual Business Meeting. We will also use the listserv to report the results of the NNEST Caucus Membership Inventory completed in August-September 2001.

A big thank-you to those of you around the world who completed the inventory. Your valuable responses and input will help us shape the future direction of our Caucus. Finally, in preparation for TESOL 2002, I would like to encourage you to visit the NNEST Caucus Website. As you know, Aya Matsuda, our wonderful Webmaster, keeps an updated and functional Website. I hope that you will have a chance to visit the Website and use some of the many excellent resources available on it.

As the NNEST Caucus is moving forward, I would like to encourage you to become involved in its activities. This issue of the newsletter contains the ballot for the 2002-2003 elections. Please take time to vote and mail your ballot by the March 25, 2002 deadline. You will note that the Newsletter Editor position has been extended from one year to two years. Additionally, in contrast to our past practice, the Newsletter Editor does not automatically become Caucus Chair-Elect and Caucus Chair.

These changes were made for two important reasons. First, extending the Newsletter Editor's tenure from one year to two years will bring more continuity to the newsletter and

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SLATE & OFFICIAL BALLOT

NONNATIVE ENGLISH SPEAKERS IN TESOL (NNEST) CAUCUS 2002-2003 ELECTIONS

Please read the biographical statements by the following candidates, fill out the ballot on the reverse side of this page, and mail the completed ballot to the address as indicated below. Ballots must be received by **March 25, 2002**.

CHAIR-ELECT (becomes Chair-Elect at TESOL 2002 and Caucus Chair in 2003; two-year commitment)

Dilin Liu

Dilin Liu is Professor and Director of the MA TESOL Program at Oklahoma City University. A native of China, he has taught English at the tertiary level both in China and the U.S. His research interests include language acquisition, pedagogy, teacher education, and sociolinguistics, and he has published in those areas. He has also been an active member of TESOL having served as Associate Chair and then Chair of the Applied Linguistic Interest Section of TESOL (1995-1997).

NEWSLETTER EDITOR (becomes Editor at TESOL 2002; two-year commitment, can be reappointed)

Khalid Al Seghayer

Khalid Al Seghayer is a Ph.D. candidate in the Language and Literacy Program with a specialization in Foreign Language Education/Applied Linguistics in the Department of Instruction and Learning at the University of Pittsburgh. Born and raised in Saudi Arabia, he has taught EFL in Saudi Arabia and ESL in the U.S. His research interests include Computer-Assisted Language Learning and second language reading. He has published in *TESOL Quarterly*, *Language Learning and Technology*, *CALL Journal*, *Internet TESL Journal*, *CALICO Journal*, and *APA News*.

Academic Publishing (Continued from page 5)

We are pleased to inform you that we would like to publish your paper in an upcoming issue of ... if you are willing to address the reviewers' and our concerns. Specifically, we would like you to consider all of the comments provided and include with your revised manuscript a letter indicating which comments you have dealt with by making changes in your text and which you have chosen not to address and why.

Two reviewers may sometimes offer contradictory suggestions on a revision, which places the author in a quandary. In such a situation, the author should not try to please both reviewers and respond only to suggestions that are feasible. Some reviewers even suggest that the author expand the number of subjects in a study, which can only be accomplished if the author is willing to conduct the study all over again. In such instances, the author should clearly justify his/her selective responses to the reviewers' suggestions.

Be Patient During the Review Process

As mentioned earlier, an article may take years from conceptualization to publication. To best illustrate this process, let me present the chronology of one of my articles.

In 1991, I was responsible for starting a first year writing program for ESL students at a US university, referred to in Part 1 of this series. All students in the program were required to take an exit test at the end of the first year writing course, and I soon realized that ESL students in specially designated ESL classes were performing better at the exit test than ESL students who enrolled in mainstream classes along with native-speaker students. Hence, during the 1992-93 academic year, I began to study the students' performance at the exit tests. As part of the study, I also interviewed some students and their teachers.

Table 3. The Evolution of a Manuscript into an Article

Submitted	Title of Article	Decision
March 1994	"A comparison of the performance of ESL students in ESL and mainstream classes of Freshman English"	Revise and resubmit (Sept. 1994)
March 1995	"ESL students in Freshman English: ESL versus mainstream classes"	Rejected (May 1995)
July 1995	"ESL students in Freshman English: ESL versus mainstream classes"	Revise and resubmit (Oct. 1995)
November 1995	"ESL students in first year writing courses: ESL versus mainstream classes"	Published (April 1996)

By March, 1994, I submitted a manuscript titled "A comparison of the performance of ESL students in ESL and mainstream classes of Freshman English" to a journal. The reviews, received by me in September, 1994, suggested that I revise and resubmit the manuscript for further consideration, which I did in March, 1995. The revised manuscript also had a new title: "ESL students in Freshman English: ESL versus mainstream classes." However, in May 1995, the manuscript was rejected. The process, from research to the first rejection of the manuscript, had already taken nearly three years.

Later, in July, 1995, I submitted the manuscript to another journal, which asked me to revise and resubmit the manuscript in October, 1995. I immediately submitted the revision, and the manuscript was published in April, 1996, under the title "ESL students in first year writing courses: ESL versus mainstream classes" (see Table 3). Thus, the entire process took nearly four years, during which the manuscript was revised repeatedly and had its title changed thrice. What my experience illustrates is that (1) revisions made according to reviewers' guidelines do not guarantee acceptance, and (2) authors need to be patient during the review and publications process.

In conclusion, although the publication process may seem daunting, the proliferation of new journals in applied linguistics and ELT should be an encouragement to new authors. If they choose the right journal, pay careful attention to manuscript preparation, consider revision a learning process, and are patient, they will be rewarded.

Here are a few quick tips to keep in mind as you journey through the publishing process:

- Choose the right publication
- Start with regional publications *RELC Journal* (SE Asia), *Prospect* (Australia), *JALT Journal* (Japan), *HKJAL* (Hong Kong)]
- One study can lead to more than one publication
- Compose an eye-catching title
- Use clear visuals
- Follow closely directions given in " Guide/Notes to Contributors "
- Be patient; reviews take time
- When revising, don't try to please every reviewer
- Revise and resubmit.

Finally:

- Read, Read, Read
- Take a Statistics course, or get to know a statistician

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NNEST Events at TESOL 2002

Wednesday, April 10, 2002

Critical issues and future directions in NNS teacher research (Caucus Colloquia)

Wednesday, April 10, 8:30 am to 10:15 am
Marriott Downtown Ballroom Salon C

This colloquium explores issues related to NNS teachers from the perspectives of teacher educators, journal editors, graduate students, practicing teachers, and employers. Presenters identify critical issues in their own context, present existing research insights related to these issues, and suggest future research directions.

Presenters: Kathleen Bailey, Monterey Institute of International Studies, Monterey, California, USA; Carol E. Chapelle, Iowa State University, Ames, Iowa USA; Lía Kamhi-Stein, California State University, Los Angeles, California, USA; Icy Lee, University of Hong Kong, Hong Kong; Elza Major, University of Nevada, Reno, Nevada, USA; Paul Kei Matsuda, University of New Hampshire, Durham, New Hampshire, USA; JoAnn Miller, Universidad del Valle de Mexico, Mexico

Nonnative English-speaker status as strength (Energy Break)

Wednesday, April 10, 3:00 pm to 3:45 pm
Salt Palace Meeting Room 151G (Networking Room)

Presenter: Lía D. Kamhi-Stein, California State University, Los Angeles, California, USA

Training the NNS language teacher (Paper)

Wednesday, April 10, 3:00 pm to 3:45 pm
Salt Palace Meeting Room 250B

The presenter reports on research being conducted on NNS language teachers, focusing on the hurdles and advantages this represents. The research examines the limitations NNS teachers might experience while at the same time enjoying a special vantage point.

Presenter: Beatriz Fantini, School for International Training, Brattleboro, Vermont, USA

Thursday, April 11, 2002

Nonnative English speaking professionals in adult education (Discussion Session)

Thursday, April 11, 7:30 am to 8:15 am
Salt Palace Meeting Room 250D

Presenter: Rosemaria Maum, JCPS Adult and Continuing Education, USA

Perceptions of NNS teachers (Paper)

Thursday, April 11, 4:00 pm to 4:45 pm
Marriott Downtown Ballroom Salon G

Building upon findings from their recent demographic study of NNS teachers in U.S. college-level IEP and ESL programs, the researchers offer the results of a detailed qualitative study of student, teacher, and institutional perceptions of NNS teachers.

Presenters: Beverly Hartford, Indiana University, Bloomington, Indiana, USA; Ahmar Mahboob, Indiana University, Bloomington, Indiana, USA; Karen Newman, Indiana University, Bloomington, Indiana, USA; Karl Uhrig, Indiana University, Bloomington, Indiana, USA

NNEST Caucus Annual Business Meeting

Thursday, April 11, 6:00 pm to 8:00 pm
Salt Palace Meeting Room 251B

Friday, April 12, 2002

Arab EFL teachers' professional self-perception (Paper)

Friday, April 12, 10:30 am to 11:15 am
Salt Palace Meeting Room 255C

The presenter reports on how Arab EFL professionals in tertiary institutions in an Arab country perceived themselves and how they thought administrators and NS colleagues perceived them. The research revealed that there is a feeling of unfairness of treatment and a difference in the way Arab professionals label themselves.

Presenters: Salah Troudi, UAE University, Al Ain, United Arab Emirates

NNS teachers developing their own scoring standards (Paper)

Friday, April 12, 10:30 am to 11:15 am
Salt Palace Meeting Room 254B

The presenters share the experience of an ESL department with developing common rubrics for scoring undergraduate student papers. They focus on the NNS teacher training component and the results of a pilot study that tested the usefulness, validity, and reliability of the instrument.

Presenters: Edwina Carreon, Ohio State University, Columbus, Ohio, USA; Ma.Luisa Sadorra, National University of Singapore, Singapore

NNS teacher identity as effective pedagogy (Colloquium)

Friday, April 12, 2:00 pm to 3:45 pm
Marriott Downtown Ballroom Salon G

In this colloquium, NS and NNS teacher educators and ESL/

EFL teachers identify the needs and expectations of NNS student teachers, describe effective pedagogies drawing on the nonnative status and identities of NNS teacher educators and teachers, and describe policy makers' perceptions of NNS teachers. Implications for TESOL preparation are discussed.

Presenters: Rosie Maum, JCPS Adult and Continuing Education, USA; Ofra Inbar, Beit Berl College, Tel Aviv, Israel; Ebru Dirsal Duffield, University of Cincinnati, Cincinnati, Ohio, USA; Kimberly Johnson, Indiana University, Bloomington, Indiana, USA; Lia Kamhi-Stein, California State University, Los Angeles, California, USA

English proficiency and NNS TESOL graduate students (Paper)

Friday, April 12, 2:00 pm to 2:45 pm
Salt Palace Meeting Room 150B

English proficiency is often reported as being a critical factor for a successful ELT career, particularly for NNSs. The presentation reports findings based on a study that examined NNS TESOL graduate students' self-reported English proficiency and their expected level of proficiency for their future career.

Presenters: Keiko Samimy, Ohio State University, Columbus, Ohio, USA

Juggling TESL and TEFL in MA programs (Paper)

Friday, April 12, 2:00 pm to 2:45 pm
Salt Palace Meeting Room 151A

This presentation addresses the challenges of simultaneously

meeting the needs of students preparing to teach K-12 English in the United States and those who will teach English abroad. The presenter proposes a three-step approach to balancing local teachers' and foreign students' needs. Audience participation encouraged.

Presenters: Shondel Nero, St. John's University, Jamaica, New York, USA

Publishing strategies for NNSs from two perspectives (Paper)

Friday, April 12, 3:00 pm to 3:45 pm
Salt Palace Ballroom A

This presentation discusses publishing strategies for NNSs in international refereed journals from both an editor's perspective and a NNS professional's perspective. Implications for future research and initiatives in support of professional academic multilingual writers is also covered.

Presenters: Diane Belcher, Ohio State University, Columbus, Ohio, USA; Jun Liu, University of Arizona, Tucson, Arizona, USA

Saturday, April 13, 2002

NNS teachers, teacher education, and TEFL contexts (Colloquium)

Saturday, April 13, 9:30 am to 11:15 am
Marriott Downtown Ballroom Salon D

NNS graduate students in two MA TESOL programs and two NNS teacher educators discuss the relevance of U.S.-based graduate programs to the professional needs of EFL teachers and the attitudes of NS faculty and students toward NNS students fostered by specific programs. Implications for teacher education and for NNS MA TESOL students are addressed.

Presenters: Angelica Ching, California State University, Los Angeles, California, USA; Lia Kamhi-Stein, California State University, Los Angeles, California, USA; Kulwatee Kongrith, University of Nevada, Reno, Nevada, USA; Elza Major, University of Nevada, Reno, Nevada, USA; Tunde Csepelyi, Truckee Meadows Community College, Reno, Nevada, USA; Ayako Yamashiro, University of Nevada, Reno, Nevada, USA

ESL students' perceptions of NNS teachers (Paper)

Saturday, April 13, 9:30 am to 10:15 am
Salt Palace Meeting Room 151F

This presentation reports on ESL students' perceptions of NS and NNS English teachers. The data obtained by questionnaires and interviews reveal students' teacher preferences and the complexity of the reasons for their choices. The presenters discuss the findings of the study as well as implications for teacher training.

Presenters: Chigusa Katoku, Monterey Institute of International Studies, Monterey, California, USA; Marit ter Mate-Martinsen, Monterey Institute of International Studies, Monterey, California, USA

Your Opportunity to Get Involved! **NNEST Caucus Booth at TESOL 2002**

Great news! As in previous TESOL Conventions, the NNEST Caucus will host a booth at TESOL 2002 in Salt Lake City. Our main objective for the booth is to publicize the NNEST Caucus and recruit new Caucus members. We will distribute NNEST statements, flyers, resources, newsletters and the like. We will also facilitate networking, answer relevant questions and make ourselves known to those who will be our potential members.

The NNEST Caucus booth also provides an opportunity for you to get involved in Caucus activities. It is a great way to get to know other Caucus members as well as to learn more about the Caucus. It is also a gateway to various leadership opportunities both within and outside the Caucus. We hope you will choose to play an active role in the Caucus by helping us staff our booth.

Our booth will be open from **9:00 am to 5:00 p.m. from Wednesday (April 10) to Friday (Friday 12)**. If you would like to volunteer to staff the booth, please contact Lía Kamhi-Stein (lkamhis@calstatela.edu), our NNEST Chair. *We need your help!*

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2000-2001**

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