Non-native English-speaking English language teachers: history and research

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Abstract
Although the majority of English language teachers worldwide are non-native English speakers, no research was conducted on these teachers until recently. After the pioneering work of Robert Phillipson in 1992 and Peter Medgyes in 1994, nearly a decade had to elapse for more research to emerge on the

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Although the majority of English language teachers worldwide are non-native English speakers, no research was conducted on these teachers until recently. After the pioneering work of Robert Phillipson in 1992 and Peter Medgyes in 1994, nearly a decade had to elapse for more research to emerge on the issues relating to non-native English teachers. Non-native English teachers concentrate on finding their own voices as non-natives, in order to contribute with their own language learning experiences and their multicultural backgrounds. Whereas students can become competent in a new language, they can never become native speakers of it. Arguments Against Non-Native Speakers as English Teachers. This idea that only non-native speakers of English need not apply for English teaching jobs comes from a number of arguments. Pronunciation models: Non-native English speakers can provide a model of English as the lingua franca, and will have studied correct pronunciation models. Idiomatic English: While many learners would like to speak idiomatic English, the fact is that most of the English conversation they will have and should have will be in non-idiomatic standard English. Only true English as a second language students (i.e. those living or wanting to live in English speaking countries) might reasonably expect to spend most of their time speaking English with native English speakers. Non-native English language teachers’ perspective on culture in English as a Foreign Language classroom. Teacher Development 10.2, 233–247. Benke, E. & Medgyes, P. (2005). The nonnative English-speaking professionals’ movement and its research foundations. In Kamhi-Stein, (ed.), 9–24. Braine, G. (ed.) (2005). Teaching English to the world: History, curriculum, and practice. Mahwah, NJ: Laurence Erlbaum. Brinton, D. (2004). Non-native English speaking TESOL teacher educators: A profile from Turkey. In Dogancay-Aktuna, & Hardman, (eds.). Dogancay-Aktuna, S. & Hardman, J. (eds.) (forthcoming).