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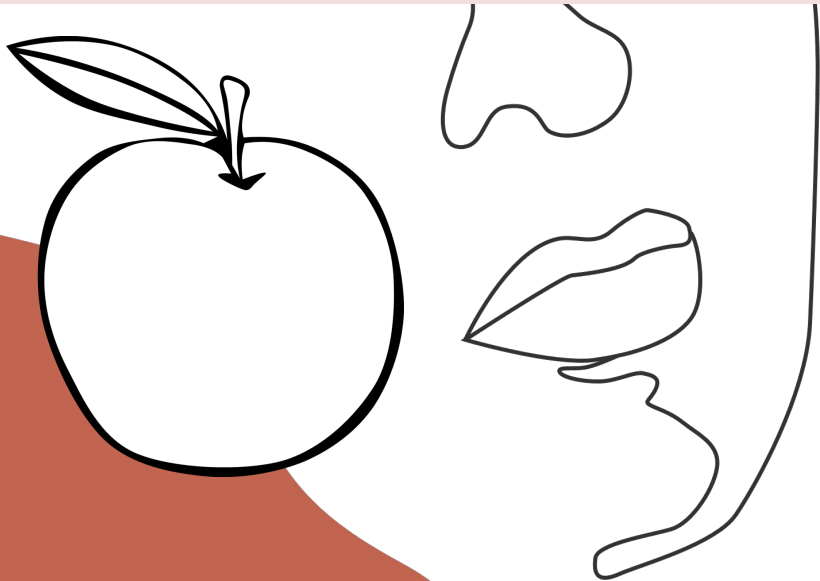
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# Native Speakerism in English Teacher Education



By **Watsachol Narongsaksakul**  
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# Short Introduction

1. Name
  2. Affiliation
  3. Anything you would like to share
- 

# Presenter

## Watsachol Narongsaksakul

### Work Experiences

- Graduate Research Assistant, School of Teaching and Learning, ISU
- Lecturer, School of Liberal Arts, STOU
- Lecturer, Faculty of Education, PIM

### Professional Affiliations

- Member of the Professional Awards Council of TESOL International Association (2021-2024)
- Social Media Chair of ILTESOL-BE Illinois Teachers of English to Speakers of Other Languages & Bilingual Education (ITBE) Member of the Global Doctoral Consortium of the International Council for Open and Distance Education (ICDE)
- Committee Member of Thailand Literacy Association (TLiA)



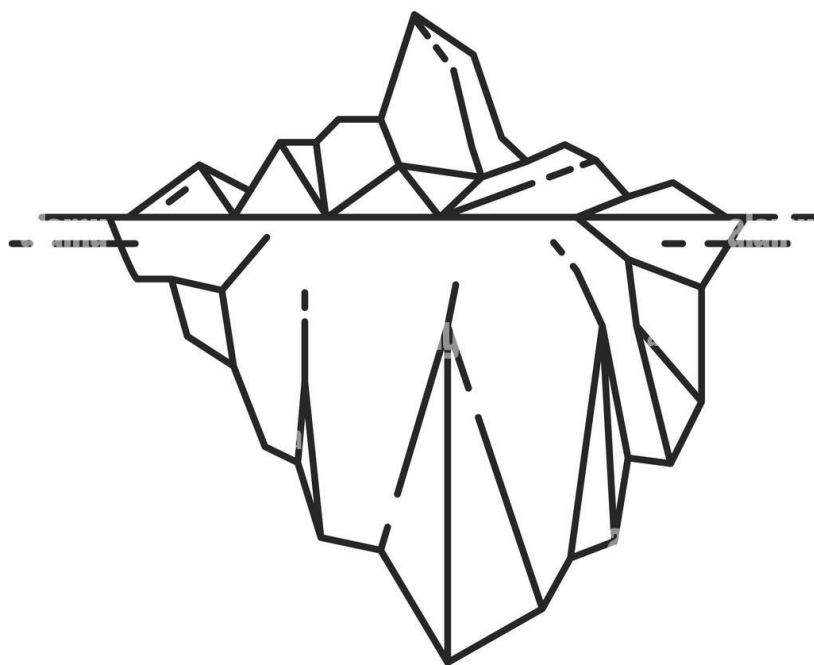
# My Metaphor of English Teacher Education

Teacher

Curriculum  
Developer

Recruiter

Teacher trainer



Authenticity

Multiculturalism

Cultural capital



# Key Questions

- (1) What theoretical foundations are associated with nativism in English teacher education?;
- (2) How are NNEs affected by the unequal power in English teacher education? and;
- (3) What interventions can be enacted against native speakerism ideology by those involved in English teacher education?





Cultural disbelief—a 'disbelief in the cultural contribution of teachers who have been labelled 'non-native speakers' (Holliday, 2013)

## Discussions

1. Who is a native speaker?
2. Who owns the English language?
3. To what extent does being a native speaker matter in our profession?



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# Native Speakers

- Learn the language as a child;
- Continue to use English fluently as a dominant language;
- Use the language grammatically, fluently, and appropriately;
- Identify a community in which a language is spoken and;
- Have clear intentions about grammatical correctness.

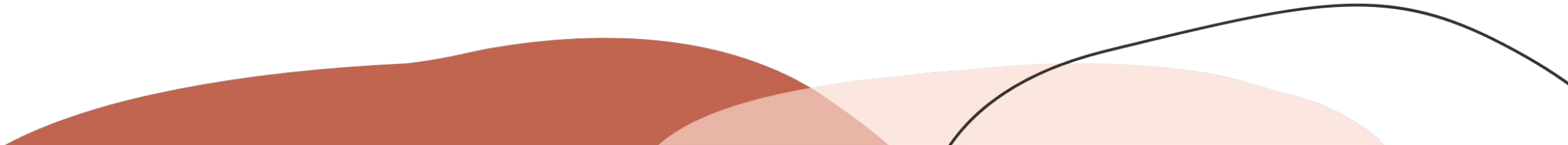
(Richard & Schmidt, 2010, p. 386)



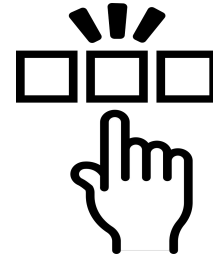


# Concepts of Native Speakerism

An ideology grounded in binary social or cultural overgeneralization in association with the belief that NES teachers represent a Western culture that entails ideals of the English language and English language teaching (Holliday, 2005).



# Discriminatory Ideologies?



Native speaker of English

Bachelor's degree in biology

Certificate in English language teaching

Loves to travel

Languages: English

Candidate 1

Bachelor's degree in English language and literature

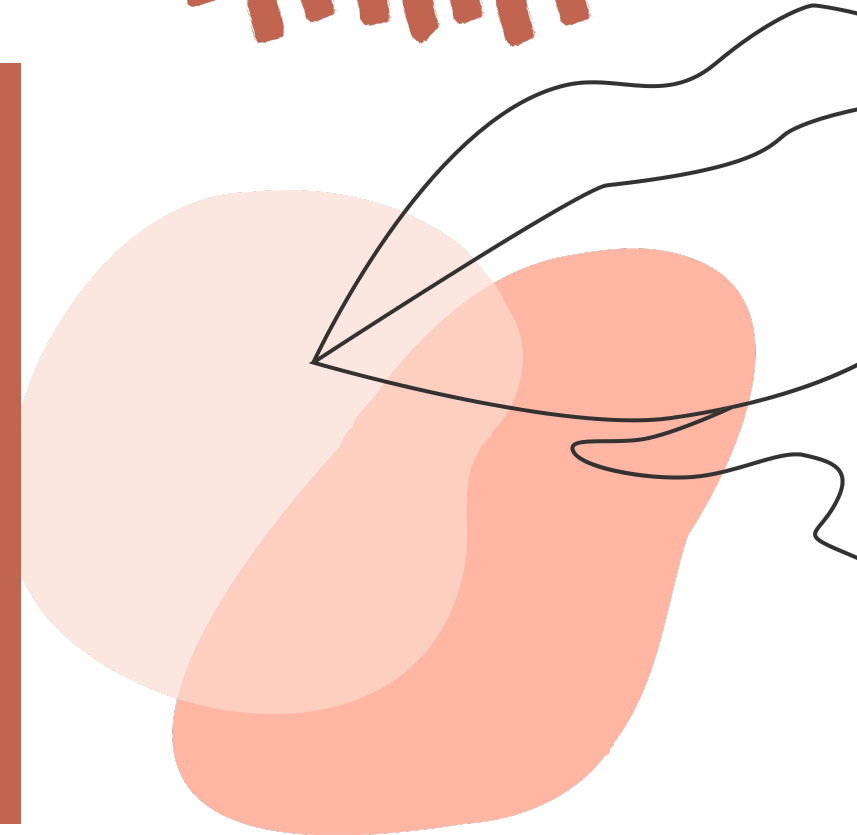
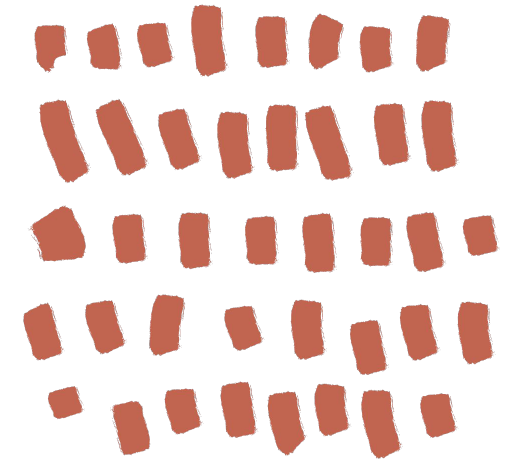
Postgraduate diploma in education

Master's degree in applied linguistics

10 years' experience as an ESL teacher

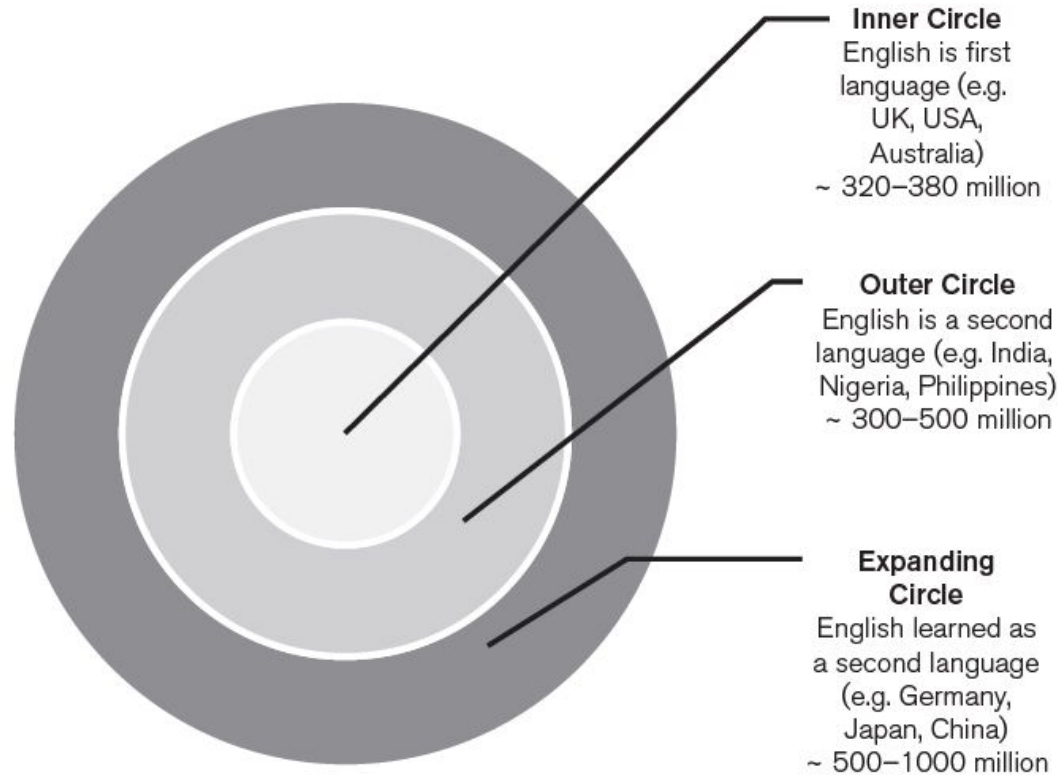
Languages: Hindi, Marathi, Telugu, English, Tamil, German

Candidate 2



(Mohamed, 2023)

# World Englishes



**The inner circle** is made up of classic English subcultures and its native speakers.

**The outer circle** depicts the regions where they officially speak non-native versions of English due to their colonial history.

**The expanding circle** represents English-language learners who speak English as a second/foreign language following the inner circle's norms.

(Krach, 1985; 1993)

*SPEAK SINGLISH!*



0:07 / 6:54



# Selection Criteria and Process

Year

From 2013 to 2023

Database

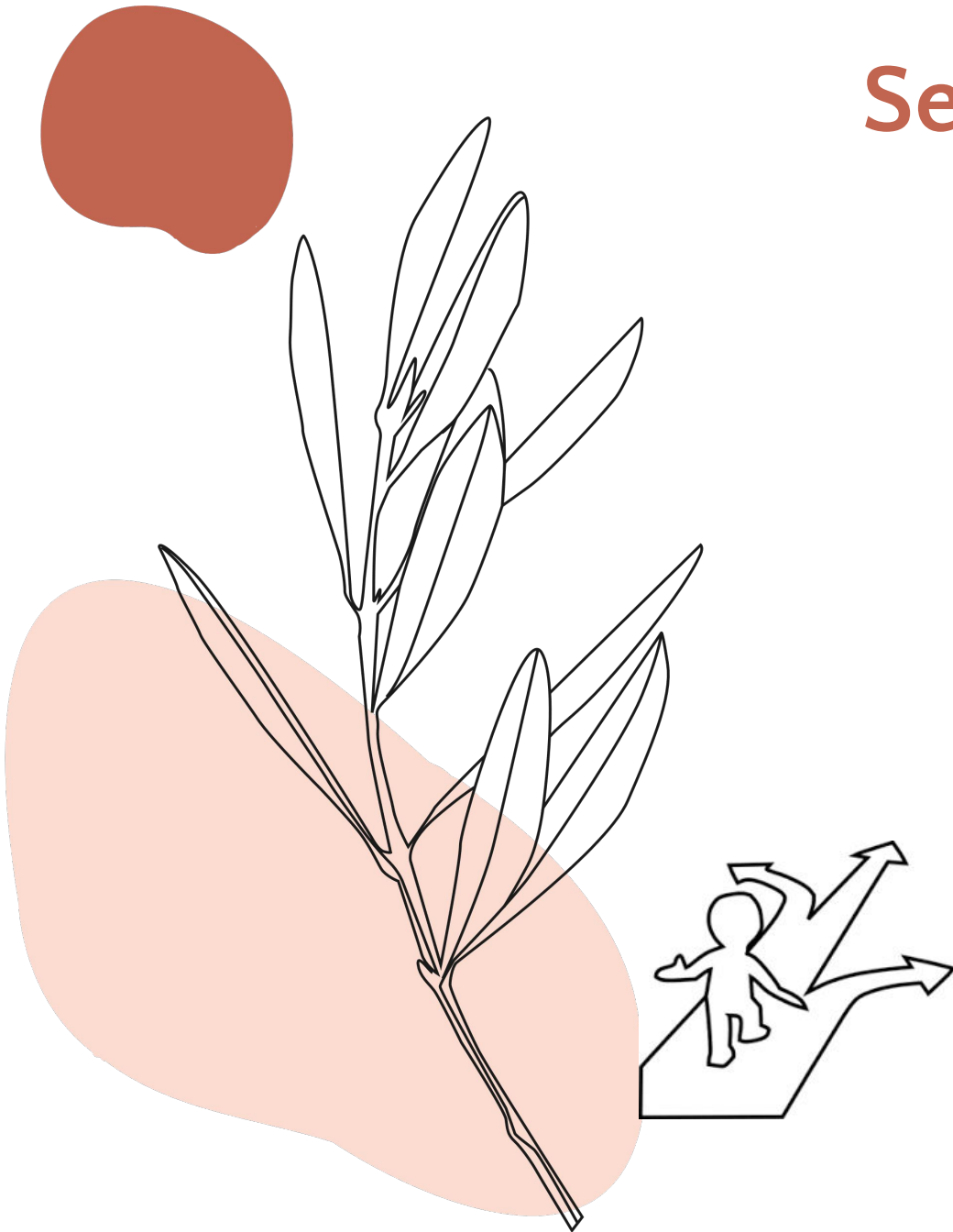
ERIC, Weily, and ProQuest

Terms

☐ 'theory' and 'native speakers'  
'English teacher education' and 'inequality'  
'divest' and 'English teacher education'  
☒ curriculum orientation, English language teachers' qualifications, homogenous material development, standard English language parameters, and teaching methodology

Quantity

15 peer-reviewed articles



# Theoretical Foundations

## Critical Race Theory (CRT)

- Schooling and its functions in neoliberalism
- Develop an understanding of relationships among language, culture, and power
- Characterize complexities, contradictions, and multiple realities of whites holding property

(Donnor, 2017)

## Critical Pedagogy

- Intersectionality which generates core coalitions
  - Change the status quo to abolish the disposition of oppression
- (Dixson & Anderson, 2017)



# Theoretical Foundations (Cont.)

## Culturally **relevant** teaching (CRT)

CRT challenges the 'deficit paradigms' of African American students and strengthens student-teacher relationships, the curriculum, schooling, and society. Ladson-Billings's (1998) threefold approach includes:

- Academic success
- Cultural competence
- Sociopolitical and critical consciousness



# Theoretical Foundations (Cont.)

## Culturally **responsive** teaching (CRT)

CRT underscores underachieving students' performance improvement to make instruction more meaningful through identities and curriculum. Gay (2013) identified intersecting identities through an 'assets-based' lens (unique strengths of each student and their communities).



# Theoretical Foundations (Cont.)

## Culturally Relevant Pedagogy

- Fixed acquisition theories and teaching methodologies
- Suitable adaptation through second language acquisition rather than models found in NABA
- View immigrants and international students from other contexts in the rest of the world.

(Kachru, 1994)

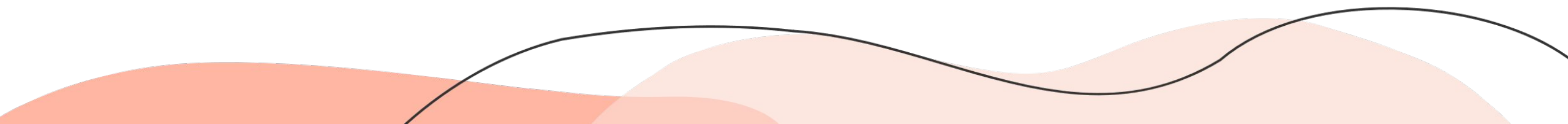
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# Theoretical Foundations (Cont.)

## Culturally **Sustaining** Teaching (CST)

CST stems from CRP with a notion of 'abolitionist teaching pedagogy' and 'antiracist teaching' strengthening culturally relevant and responsive teaching contexts.

(Parker, 2022, p.47)



# Impacts on Professional Identity

2022 Issues February 2022 Issue 479 - Feb 2022 News

## Teacher sues over native-speakerism

By **Gerald Nikolai Smith** · 28th February 2022

#International

## English language bias goes beyond words

 **NewsDrum Desk**  
17 Aug 2022



Languages English

## But You're Not What We're Looking For

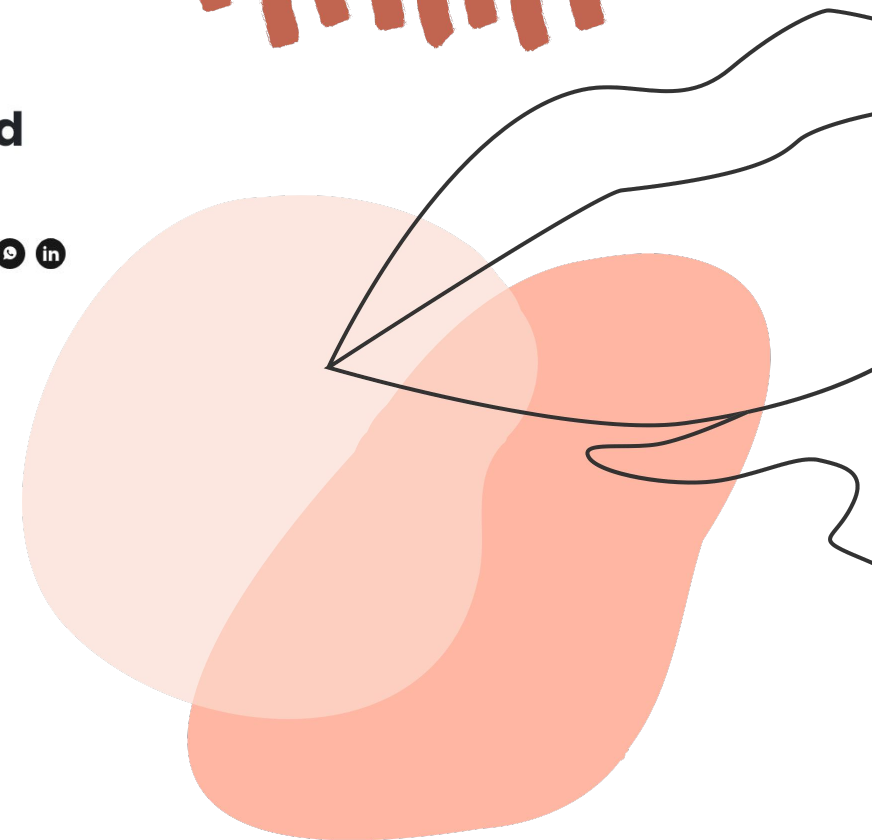
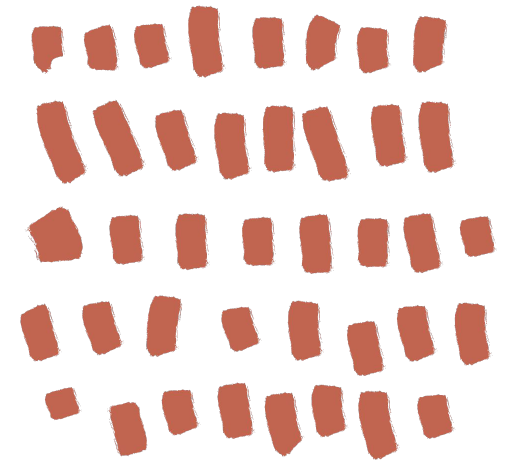
*Mary Romney-Schaab explores employment discrimination in English language teaching*

January 16, 2022

## Want to speak English like a native speaker? Read this first.



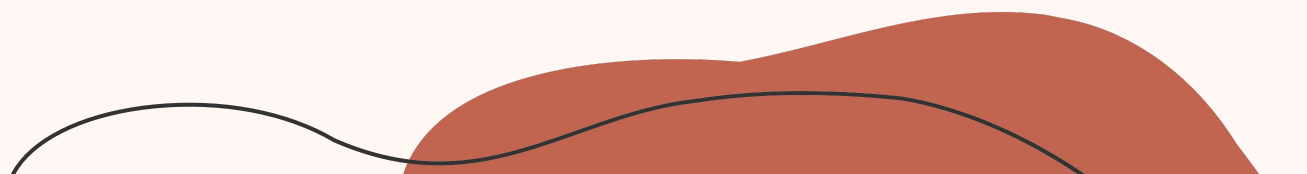
**Mr Henriquez** · [Follow](#)  
5 min read · Oct 21, 2022





# Native Speakerism in ELT

The terms "dependent," "hierarchical," "collectivist," "reticent," "indirect," "passive," "docile," "lacking in self-esteem," "reluctant to challenge authority," "easily dominated," "undemocratic," "traditional," and "uncritical" are used to describe NNES teachers negatively (Holliday, 2006).







# Native Speakerism in ELT

## **‘Othering’ Outsiders**

An aspect of the ‘othering’ of students and colleagues from outside the English-speaking sphere (Marrun et al., 2022)

## **Representation of Western Culture**

Unreal social expectations and the required skills, qualities, and behaviors, creating a ‘deficit identity’ that is brought to the forefront of the employed values and problematized in the English-speaking community (Hermann-Wilmarth, 2017)

## **Emergence of Race Evasiveness**

‘Race evasion’ directly impacts minority teacher recruitment and retention (Chang-Bacon, 2022).



# Approaches to Divest Native Speakerism

## **Decolonizing Native Speakerism**

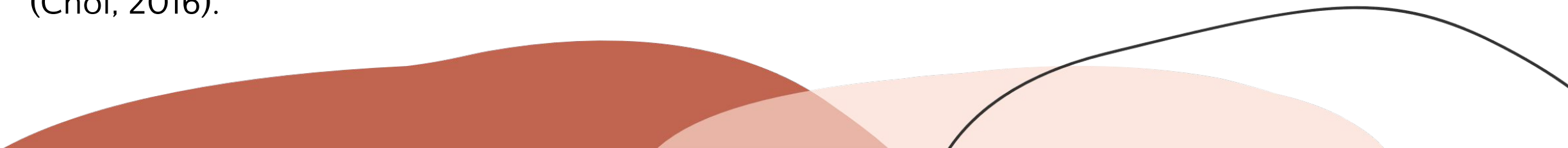
NNES teachers from Outer Circle Countries (OCCs) and Expanding Circle Countries (ECCs) are dismissed, assuming disparity in their linguistic performance (Park, 2012).

Cultural capital in teacher preparation programs is overlooked, which can be seen from the negative attitude toward NNES teacher educators (Ma, 2012).

## **Global Perspectives in English Teacher Curriculum**

Multicultural curricula include people from multiple nations sharing different ideals, values, and spirits (Crawford, 1993).

These bilinguals reveal their investment in acquiring and displaying socially expected competencies closely associated with 'good' bilinguals in a given language community (Choi, 2016).

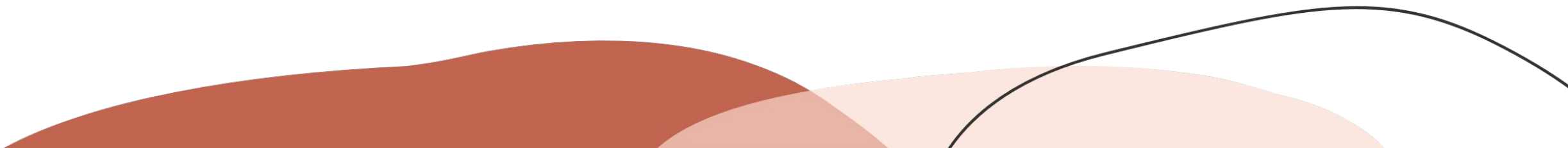


# Approaches to Divest Native Speakerism (Cont.)

## **Race and Language as Capital in Teacher Education**

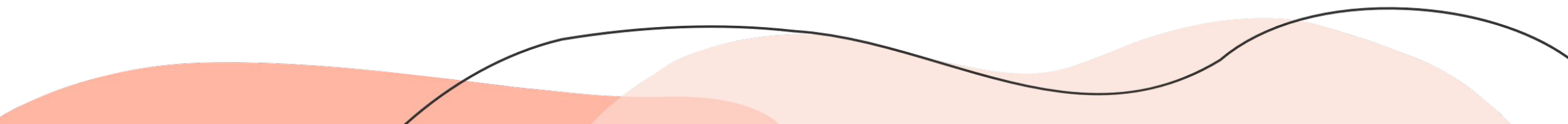
A curriculum developed around interdisciplinary topics will expose teacher candidates to mixed cultural and linguistic backgrounds and enhance their self-concept and pride in their identities (Fan & De Jong, 2019).

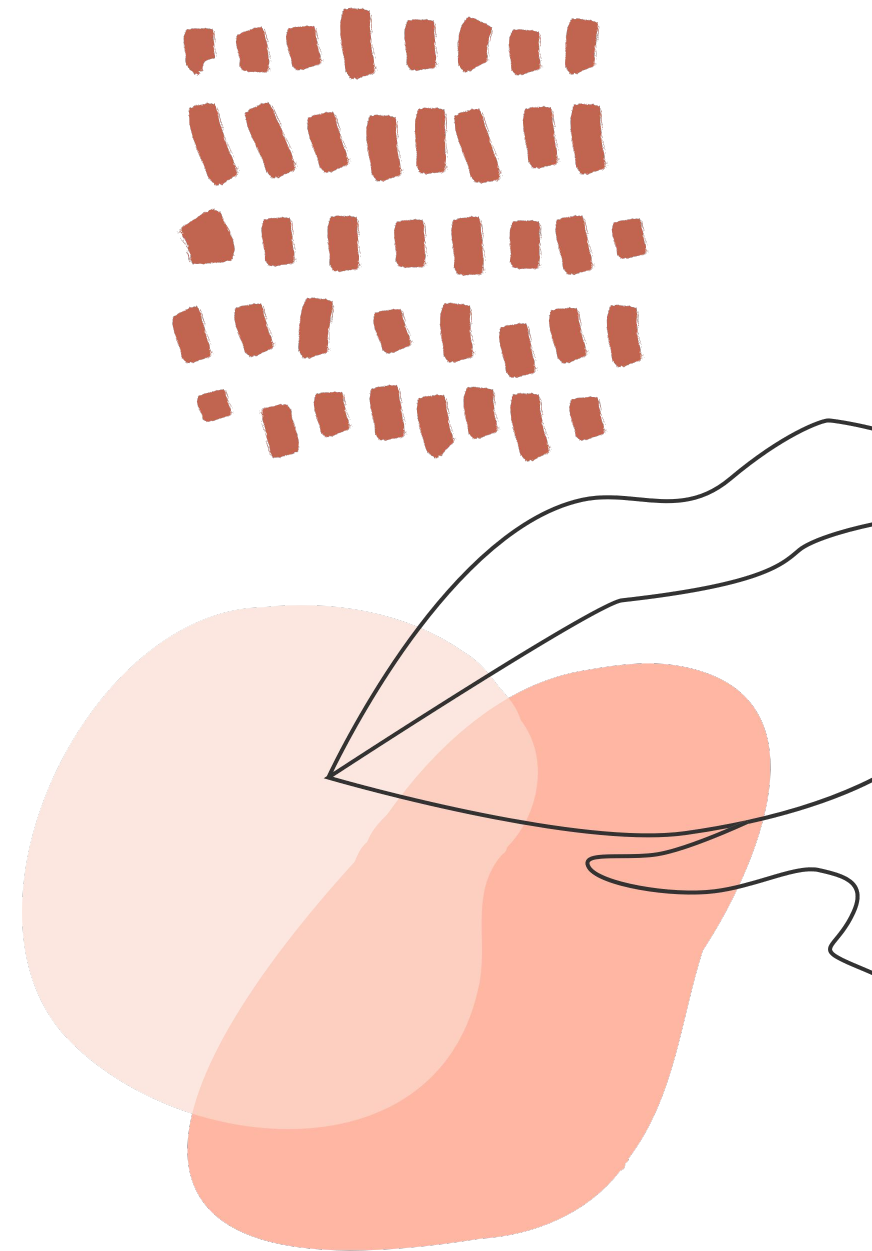
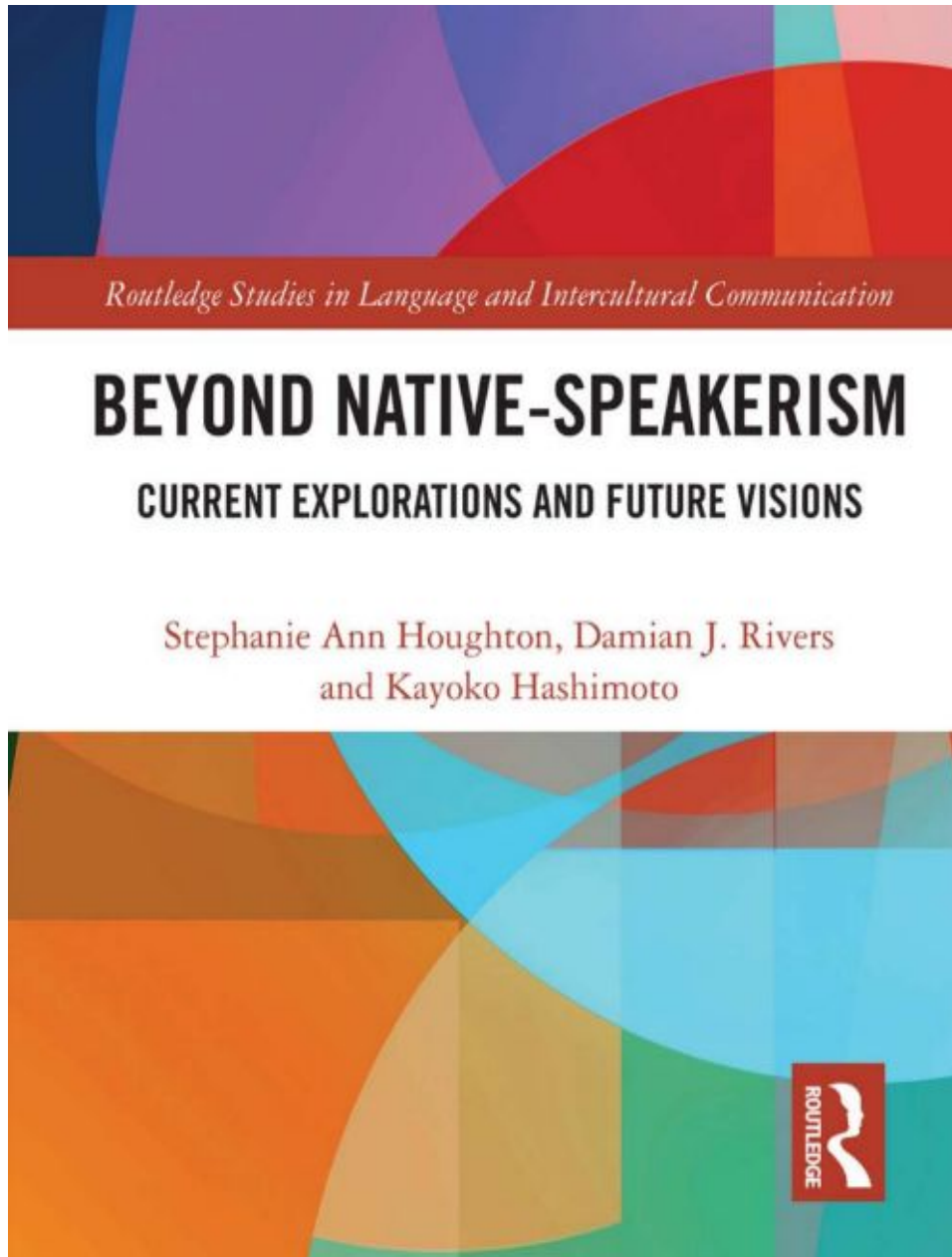
NES intuitions account for the overall approach to developing pragmatic competence in the classroom regarding language use (Rose, 1997).



# Ways forward

- Apply the multilingual approach to ELT Program
- Plan lessons and courses using inclusive education
- Refine our professional practices tailoring PD







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# Thank you

## Q&As

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