

Who's better: natives or non-natives?

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# Introduction



Native English-Speaking Teachers



**NESTs**

Nonnative English-Speaking Teachers



**Non-NESTs**

# Question 1

**Who are in majority in the audience,  
NESTs or non-NESTs?**



## Hypotheses: Set 1

- **NESTs & non-NESTs differ in terms of their language proficiency.**

## **Question 2**

**Do you agree that in terms of their English-language competence non-NESTs are at a disadvantage?**











## Hypotheses: Set 1

- NESTs & non-NESTs differ in terms of their language proficiency.
- **NESTs & non-NESTs differ in terms of their teaching behaviour.**

## Question 3

**In your experience, are there any differences between the teaching behaviour of NESTs & non-NESTs? If yes, identify some of those differences.**

NESTs	non-NESTs
Own use of English	
speak better English use real language use English more confidently	speak poorer English use 'bookish' language use English less confidently
General attitude	
adopt a more flexible approach are more innovative are less empathetic attend to perceived needs have far-fetched expectations are more casual are less committed	adopt a more guided approach are more cautious are more empathetic attend to real needs . have realistic expectations are more strict are more committed

Attitude to teaching the language	
are less insightful focus on: fluency meaning language in use oral skills colloquial registers teach items in context prefer free activities favour groupwork/pairwork use a variety of materials tolerate errors set fewer tests use no/less L1 resort to no/less translation assign less homework	are more insightful focus on: accuracy form grammar rules printed word formal registers teach items in isolation prefer controlled activities favour frontal work use a single textbook correct/punish for errors set more tests use more L1 resort to more translation assign more homework
Attitude to teaching culture	
supply more cultural information	supply less cultural information





## Hypotheses: Set 1

- **NESTs & non-NESTs differ in terms of their language proficiency.**
- **NESTs & non-NESTs differ in terms of their teaching behaviour.**
- **The discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour.**



## Hypotheses: Set 1

- **NESTs & non-NESTs differ in terms of their language proficiency.**
- **NESTs & non-NESTs differ in terms of their teaching behaviour.**
- **The discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour.**
- **NESTs & non-NESTs can be equally good teachers – on their own terms.**

# Question 4

**Suppose you're the principal of a language school here in Chekia. There's a vacancy for a teaching post. Who would you prefer to employ – and why?**

- ☐ **Definitely a NEST.**
- ☐ **Preferably a NEST.**
- ☐ **Makes no difference.**
- ☐ **Preferably a non-NEST.**
- ☐ **Definitely a non-NEST.**



# Hypotheses: Set 2

**Non-NESTs can:**

- **provide a better learner model.**

# **Question 5**

**Is there a correlation between linguistic performance and teaching performance?**

# Hypotheses: Set 2

**Non-NESTs can:**

- provide a better learner model.
- **teach learning strategies more effectively.**

# Hypotheses: Set 2

**Non-NESTs can:**

- provide a better learner model.
- teach learning strategies more effectively.
- **supply more information about English.**

# Enough

- My car is *big enough*.
- There are more than *enough cars* on the roads of Budapest.
- My Volkswagen isn't a *big enough car* for our family.
- There are more than *enough big cars* on the roads of Budapest.
- This should be *explanation enough* of why the mayor is considering introducing a congestion charge in the city centre.



# Hypotheses: Set 2

**Non-NESTs can:**

- **provide a better learner model.**
- **teach learning strategies more effectively.**
- **supply more information about English.**
- **anticipate & prevent language difficulties more effectively.**

# Question 6

**What type of errors are non-NESTs particularly eager to correct & penalise? What about NESTS?**

# Hypotheses: Set 2

## **Non-NESTs can:**

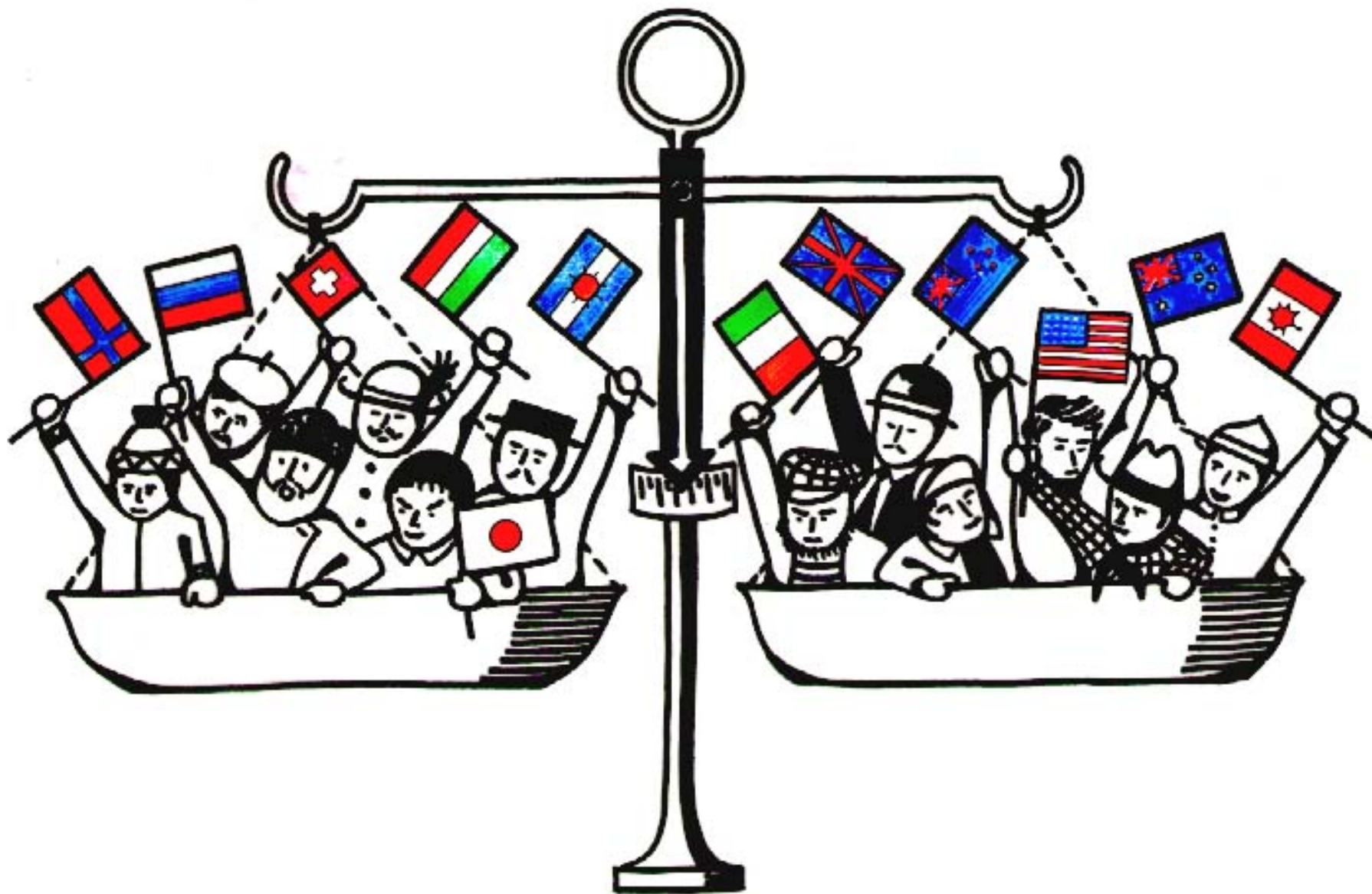
- **provide a better learner model.**
- **teach learning strategies more effectively.**
- **supply more information about English.**
- **anticipate & prevent language difficulties more effectively.**
- **show more empathy to students' needs & problems.**



# Hypotheses: Set 2

## **Non-NESTs can:**

- **provide a better learner model.**
- **teach learning strategies more effectively.**
- **supply more information about English.**
- **anticipate & prevent language difficulties more effectively.**
- **show more empathy to students' needs & problems.**
- **benefit from the students' mother tongue.**



# Question 7

**'The ideal school is one in which...'  
Please complete this sentence.**

# Critique

- **The linguistic argument**



# Critique

- The linguistic argument
- **The egalitarian argument**

**all**

**different**

**all**

**e q u a l**

# Critique

- The linguistic argument
- The egalitarian argument
- **The professional argument**

# Critique

- The linguistic argument
- The egalitarian argument
- The professional argument
- **The discrimination argument**

## **Question 8**

**Have you ever experienced discriminatory practices against non-NESTs in job applications? And against NESTs?**





**On the credit side**

# Question 9

**Suppose you are still the principal of the language school & finally decide to employ a non-NEST. She is a near-native speaker of English. Before she went to teach her first class, what advice would you give her – and why?**

- a. Pretend to be a native speaker of English.**
- b. Reveal your non-native identity.**
- c. Do as you please.**



**Paradise lost**

# Hurray!

**Over 90 percent of the ELT  
profession consists of non-NESTs.**

I DON'T LIKE  
TO PLAY  
SECOND  
FIDDLE



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# Conclusion

## Action plan

- 1. Teacher supply**
- 2. English as a lingua franca (ELF)**
- 3. Young learners**
- 4. Content & language integrated learning (CLIL)**
- 5. Information & communication technology (ICT)**
- 6. In-school & out-of-school**
- 7. Language improvement for non-NESTs**
- 8. NEST expats welcome**
- 9. Collaboration between NESTs & non-NESTs**

# Epilogue