The ‘native/ non-native teacher’ debate

Chaired by Andreas Grundtvig & Susan Holden
“Do you think I should stop calling myself a native speaker? I don’t want to because it is my USP and something different. Economically, it is really not to mention this. I also hope pragmatically reasons, I want to keep calling myself a NS. So for I am a good teacher, or at least I try to be. I also hope I think I’m the only female Brit in town with any experience. I think I’m the only female Brit in town with any experience. Do you think I should stop calling myself a native speaker?”
Since we removed all reference to native speakers at Oxford House, we have had our busiest year. No-one has complained, the students don’t actually care that much!

Daniel Baines & Karen Krummenacher

Oxford House, Prague
Legality?
Academía de Inglés Profesores Nativos
Av. Joan Carles I, No 17

ANGLO
Questions

• How can the legal issues over employment discrimination be enforced and extended worldwide?
Questions

• How can parents of young children choosing a course or institute be convinced that the key element is the teachers’ professional training for the teaching of that age group?
Questions

• How can training managers in companies be convinced in the same way that professional training and relevant knowledge of the business world are the key criteria?
Questions

• Is it right, in a school situation, that the non-native-speaker teacher should 'only' be allowed to teach pronunciation and conversation, while the native speaker colleague should 'only' be allowed to teach grammar and vocabulary.
Questions

• How relevant is a shared culture within the school system? And is this something the native-speaker teacher can learn?
Questions

- What varieties of English should be used as production models? Who decides what is relevant to a specific group of learners? How can the learning materials reflect this?
• If a native-speaker teacher from outside the country has to apply and reapply for permission to live and work there, involving personal insecurity and possible extra expense, is that any argument for a difference in salary?
If local exams demand specific forms of English, how important is it for any teacher to respect these, even if they do not seem to reflect the current position of English as an international language – or the user’s potential use of it in the real world? What compromises are justifiable?
Questions

- What are the general strengths and weaknesses of many native-speaker teachers? How can general or specific training programmes build on these?
Questions

- The same questions for non-native speakers.
Questions

- How can the two groups work together to complement and support each other, whatever limitations their particular teaching context seems to impose on them?
Links

• Websites: Medgyes video
  https://youtu.be/8JXB7-BBXtQ
  HLT conversation October 2017
• Tefl Equity website
  http://www.teflequityadvocates.com
Looking ahead: over to you

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keep in touch...
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