



*“EFL Students want Native English
Speaker Teachers”*

... Do they?

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Everything welcome!

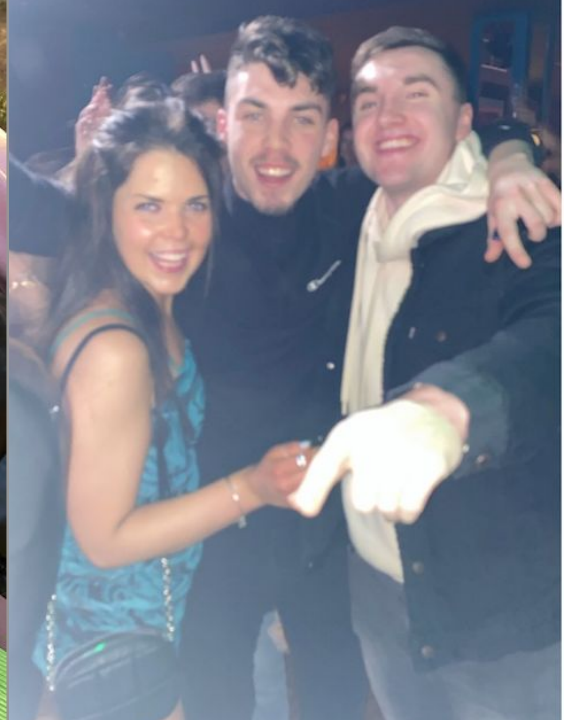


01



Identity
Who am I?





Who Am I?



02



Teacher Identity







“

“WHAT THE TEACHER IS, IS
MORE IMPORTANT THAN WHAT
(S)HE TEACHES”

— Karl Meninger



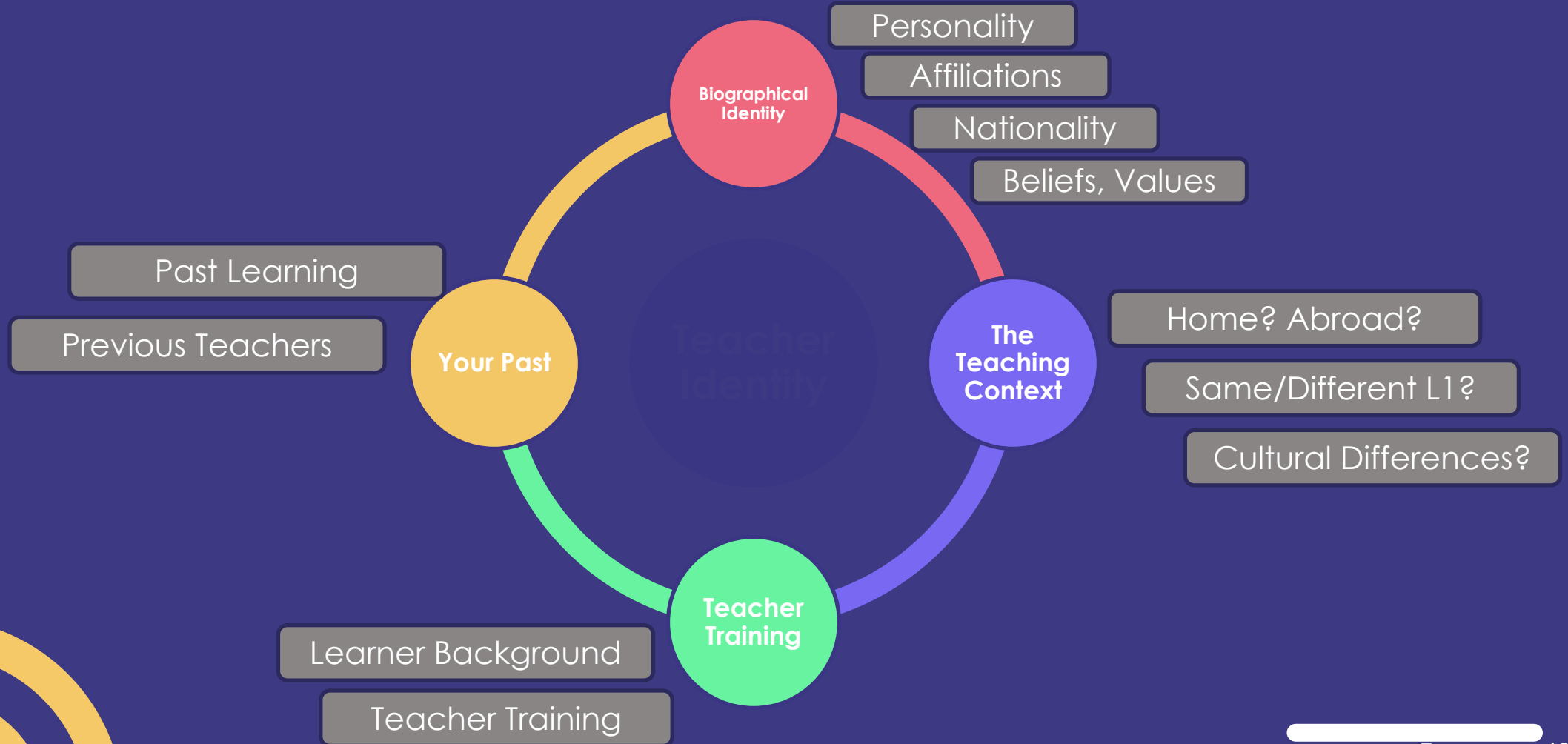
What is Teacher Identity?



- 'Stands at the core of the teaching profession'
- Provides teachers with a framework on 'how to be', 'how to act' and 'how to understand'
- It is not a fixed entity
- It is negotiated through experience and what is learned through that experience



What shapes Teacher Identity?



03



Personal Experience



My Background

- **2015–2019:** Politics & Law – University of Limerick
- **2019–2020:** MA TESOL
 - Teacher Identity – under attack
 - My age, my young appearance, and my limited experience led me to become very overwhelmed – ‘Can I really do this?’

(Richardson 2007)



Give up... or keep going?



04

My MA Research

MA TESOL, University of Limerick
2019-2020

My MA Thesis:

‘An Exploration into the Identities of TESOL
Student- Teachers’



Methodology (1) - The Participants

STUDENT-TEAC				
HER	GENDER	AGE	NATIVE/NON-NATIVE	NATIONALITY
David*	M	26-35	Native	Irish
Jack*	M	26-35	Native	Irish
Rachel*	F	18-25	Native	Irish
Ashley*	F	35+	Native	Irish
Marcus*	M	26-35	Non-Native	Italian
Tony*	M	26-35	Non-Native	Chinese
Sarah*	F	26-35	Non-Native	Chinese
Hannah*	F	26-35	Non-Native	Chinese
Jane*	F	18-25	Non-Native	Chinese

Methodology (2) – Data Collection/Analysis

Step 1: Questionnaires – 9 MA TESOL Student-Teachers

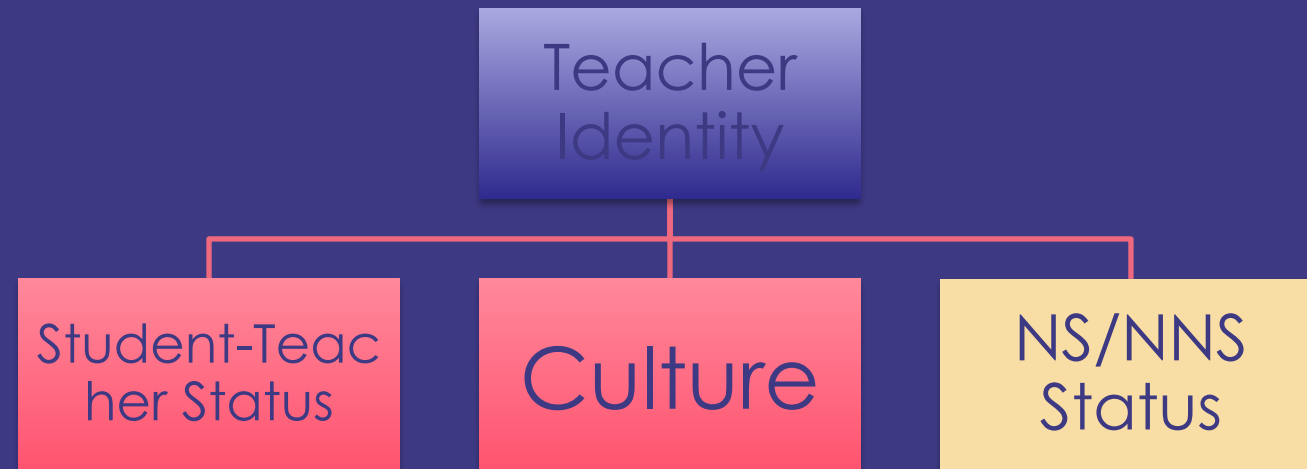
Step 2: Analysed Collected Data

Step 3: Focus Group Discussions – Made into a Corpus

- Identification of pronoun use i.e. *I, you, we, they*



Key Findings



05

My PhD Research

Structured PhD Applied Linguistics, Mary Immaculate College
2020-Present

PhD: Research Questions

1. **What are Advanced and Proficient (C1 and C2) level EFL students perceptions of Native English Speaker Teachers (NESTs) and Non-Native English Speaker Teachers (NNESTs)?**
2. What are EFL employers perceptions of NESTs and NNESTs?
3. Does a teacher's identity of being a 'native' or 'non-native' speaker affect:
 - (i) C1 and C2 EFL students' perceptions of them.
 - (ii) EFL employers perceptions of them.
 - (iii) Their chances of employment.



What does the literature say?

Moussu (2002) ESL students wouldn't like to be taught by non-natives.

Kelch and Santana-Williamson (2002) Natives perceived as more educated, experienced, and overall better teachers.

Kim (2007) students preferred ESL teachers with less foreign accents.



My Pilot Study

- 14 Basque/Spanish English language students studying for the CAE/CPE exams
- Mix of genders
- Average age of 18
- Questionnaire asking the participants' attitudes and opinions on NESTs and NNESTs



Do EFL Students REALLY prefer native English speaker teachers?: My Data

- Being a 'native speaker' **was not** considered a criterion of what makes a good teacher.
- Teaching method, preparation, and professionalism were considered to be more important
- Preference for a **non-native English accent.**
- Participants perceived 'NNESTs' as Spanish/Basque speakers, rather than non-native English speakers from around the world.
- NESTs perceived as the teachers with 'real' teaching qualifications.



In Summary...

Males

More concerned with the teacher being professional and prepared.

Females

Preference for NESTs.

But...

Reasons given in support of the native speaker teacher were often based on misinformation/misinterpretations.



Next Steps..

The finalised questionnaire is currently being rolled out to EFL students studying in Spain and Ireland.
(Let me know if you have any C1/C2 students!)

Interviews will take place with NESTs and NNESTs
(Let me know if you would like to take part!)



QR Code to Student Survey



06



Thank you so much!
All Questions and Comments are
Welcome!



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