

TESOL 2015 International Convention & English Language Expo

25-28 MARCH 2015 • TORONTO, CANADA



NNEST*

INTEREST SECTION

NNEST: Non-native English-speakers in TESOL

[The Nonnative English Speakers in TESOL Interest Section (NNEST-IS) serves as a focus for the interaction of members who share a common interest in a wide variety of issues concerning nonnative-English-speaking professionals. It creates a venue for identifying and addressing NNEST-related issues and facilitating communication and networking both among IS members and those of TESOL at large]



Academic &
InterSection
Sessions

Individual
Sessions

Interest Section
Meetings

Stop by the IS Booth
3/27 @ 11:30–2:30 pm
3/28 @ 9:00-11:00 am

Join us for the IS Open
Meeting
3/26 @ 5:00-6:30pm in 202B

Network and celebrate with
all @ the NNEST-IS Social
3/26 @ Oliver & Bonacini
(6:45-9:00 pm)

Academic & Intersection Sessions

NNEST Academic Session

NNES Narratives in Action: Training Teachers of ELLs

Friday, March 27, 2015 (3:00-4:45 pm), RM 104D

The speakers share their experiences incorporating NNEST life stories in their teacher education courses as an effective instructional resource to help teachers better shape what they do in the classroom with ELLs. They showcase powerful narratives and their use in teacher training with step-by-step guidelines, along with outcomes.

Soonhyang Kim, Pace University, USA

Lía Kamhi-Stein, California State University, USA

Burcu Ates, Sam Houston State University, USA

Ana Solano-Campos, University of Massachusetts, USA

NNEST InterSection Session

Primary Sponsor: NNESTIS & Secondary Sponsors: ICIS, IEPIS

NNESTs as Program Administrators Working With NNESTs

Thursday, March 26, 2015 (9:30-11:15 am), RM 714A

In this session, presenters, both native and nonnative English speakers from various ISs, discuss challenges they face as nonnative-English speaking program administrators and challenges they face working with nonnative-English-speaking students and instructors in the program. They also share administrative strategies that they have used successfully in their programs.

Amy Alice Chastain, Emirates College for Advanced Education, UAE

Peggy Heidish, Carnegie Mellon University, USA

Katya Nemtchinova, Seattle Pacific University, USA

HE Academic Session

Examining Issues and Advocating for the Benefit of NNESTs/NESTs

9:30 am–11:15 am, RM 104B

Those who teach or work in higher education institutions have student and instructor populations that are non-native speakers of English (NNESTs). The issues surrounding these well-qualified professionals are ones of discrimination, censure, and devaluing of their expertise. Presenters explore the issues and discuss ways of advocating for NNESTs.

Debbie East, Indiana State University, USA

Abby Franchitti, Kansas State University, USA

T. Leo Schmitt, New York University, USA

Yogesh Sinha, Sohar University, Oman

Manisha Sinha, Sohar University, Oman

Ali Fuad Selvi, METU Northern Cyprus Campus, Turkey

Ruth Weinstein, Showa Women's University, USA

Individual Sessions—Thursday, March 26, 2015

Peer Coaching for NNEST Professional Development and Empowerment

10:30 am–11:15 am, RM 203D

This presentation explores peer coaching for professional development and empowerment of Honduran, Panamanian, Dominican, Mexican, and Venezuelan EFL teachers. Participants learn how collaboration between countries has helped enhance teaching practices. In addition, design of peer coaching programs, challenges, and success stories of collaboration across borders are shared.

Grazzia Mendoza, Zamorano University, Honduras

Ana Palencia, Metropolitan School of Panama, Panama

Evelin Ojeda, Universidad de Carabobo, Venezuela

Grisel del Rosario, Instituto Cultural Dominicano Americano, Dominican Republic
Ulrich Schrader, MEXTESOL, Mexico

Teaching English to Young Learners Through Creative Tasks

1:00 pm–1:45 pm, RM 706

Task-based learning has global appeal for young learners, enhancing motivation and providing opportunities to engage meaningfully with the language. This presentation outlines the basics of good task design and illustrates points through showing examples of creative tasks which nonnative teachers have designed for use in overseas contexts.

Helen Emery, Sultan Qaboos University, Oman

A Successful Nonnative-English-Speaking Teacher's Legitimate Teacher Identity Development

3:00 pm–3:45 pm, RM 704

This case study investigates how a successful NNEST in an ESL context pursued her claimed identity as a legitimate English language teacher by polishing her teaching skills in addition to challenging and negotiating the native speaker norm. Results for language teacher education are discussed.

Ju A. Hwang, Ohio State University, USA

Bridging Frameworks for Assessment and Learning: ACTFL and the CEFR

3:00 pm–3:45 pm, RM 706

The ACTFL Framework and the CEFR form the basis of major testing and certification systems. They are also used for textbook and curriculum development. To build bridges between them, empirical data are needed. This session summarizes the data and discusses their implications for a crosswalk between the two frameworks.

Erwin Tschirner, University of Leipzig, Germany

Olaf Bärenfänger, University of Leipzig, Germany

Exploring the Development of NNEST Cognition About Pronunciation Pedagogy

4:00 pm–4:45 pm, RM 706

This session presents a study exploring how the cognition (thoughts, beliefs, and knowledge) of 10 nonnative student teachers developed during a graduate course on pronunciation pedagogy. Based on findings, implications for training NNESTs in pronunciation teaching are discussed and general recommendations for effective language teacher education are made.

Michael Burri, University of Wollongong, Australia

Cross-Genre Analysis of Chinese EFL Learners' Writing Proficiency

4:00 pm–4:45 pm, RM 704

This study explores cross-genre variation in English narrative and argumentative essays written by adolescent Chinese EFL learners. Similarly to findings reported for monolingual writers, argumentative essays displayed more complex lexico-syntactic features than narratives. Yet, in contrast to results reported for monolingual writers, argumentative essays displayed higher overall quality than narratives.

Wenjuan Qin, Harvard University, USA

Examining Identity, TESOL, and Cosmopolitanism: EIL and ELF Perspectives

[Invited Speaker Session](#), 4:00 pm–4:45 pm, RM 718A

An increasing interest in the connection between identity, TESOL, and cosmopolitanism is evident in much English as an international language and English as a Lingua Franca literature. This session examines this connection and discusses how it is influenced by globalisation and neoliberalism. Questions surrounding “constructing the cosmopolitan” are raised.

Le-Ha Phan, University of Hawaii at Manoa, USA

Peter De Costa, Michigan State University, USA

Coadapting, Coplanning, Coteaching: Building Robust NNEST/NEST Teaching Collaboration

5:00 pm–5:45 pm, RM 706

Based on a worldwide EFL project in which NESTs and NNESTs coteach to maximize strengths and minimize weaknesses, the session introduces a new formulation of coteaching models, templates for improving coplanning, and a two-way procedure for discovering then negotiating differences over educational cultures, languages, or pedagogies for mindful, collaborative coteaching.

Brock Brady, U.S. Peace Corps, USA

Individual Sessions—Friday, March 27, 2015

Research and Reflective Practice in EFL Classrooms: Voices From Armenia

10:30 am–11:15 am, RM 201B

Reflective teacher-researchers are empowered through ownership of research that critically explores their context, involving them deeply in praxis. This session investigates the extent to which EFL teachers conduct classroom research, what challenges they face in doing so, and how they intentionally reflect on research findings to inform their classroom practice.

Raichle Farrelly, American University of Armenia, Armenia

Andrzej Cirocki, Anglia Ruskin University, UK (Great Britain)

Identity in the American NNEST Classroom: A Comparative Case Study

11:30 am–12:15 pm, RM 704

The differentiation between NESTS and NNESTs has become a prevalent issue within ELT. Teacher identity is often shaped by others' perceptions and can be reflected inside the classroom. The purpose of the comparative case study discussed is to explore the lived experiences of two NNESTs' identities inside the ESOL classroom.

Rosa Dene David, Portland State University, USA

NEST or NNEST: Does It Matter in Pronunciation Teaching?

11:30 am–12:15 pm, RM 706

We know that native and nonnative speakers of English can be equally effective ESL teachers, but what about that thorniest of teaching topics—pronunciation? The presenter summarizes advantages and disadvantages of NESTs and NNESTs in teaching pronunciation and invites participants to share their thoughts, experiences, and suggestions.

Marla Yoshida, University of California, Irvine Extension, USA

Have Learners Bridged the So-Called Gap Between NESTs and NNESTs?

1:00 pm–1:45 pm, RM 704

Although previous research shows that learners have biased preferences toward native and nonnative ESL teachers, the study discussed reveals that learners do not perceive marked differences between native and nonnative teachers in the classroom. Additionally, the study challenges some pedagogical and linguistic misconceptions about ESL teachers and promotes teacher collaboration.

Erhan Aslan, University of South Florida, USA

Amy Thompson, University of South Florida, USA

Confronting Native-Speakersim: Collaboration Across Borders

2:00 pm–2:45 pm, RM 704

Discussants share examples of successful individual or institutional practice and elicit participants' experiences and knowledge in order to take action for change. Drawing from previous studies on nativespeakerism, the discussants highlight the ways in which we can increase critical dialogue on the issue among colleagues within our own institutions.

Sunao Fukunaga, University of Washington, USA

Laura Kusaka, Aichi University, Japan

Conflicting Institutional Policies and Professional Identities of NNEST in Mexico

2:00 pm–3:15 pm, RoundTable Session Area

This presentation features the preliminary results of a qualitative study on NNEST Mexican teachers and how they resist institutional structures when they run in opposite directions to their professional identities and beliefs. The participants are welcome to discuss possible implications for teachers' education and institutional policies change.

Alys Avalos-Rivera, Oklahoma State University, USA

Using Pop Culture to Build Intercultural Competence in EFL Classrooms

2:00 pm–3:15 pm, RoundTable Session Area

This presentation examines use of media resources in intercultural approach to EFL instruction. Specifically, the presenter examines how instructors can use cultural artifacts to enhance learners' intercultural awareness as well as provide them with language skills that would ensure effective communication in intercultural settings.

Natalia Balyasnikova, The University of British Columbia, Canada

Individual Sessions—Saturday, March 28, 2015

Crossing Linguistic and Cultural Borders: NNEST Graduate Students in America

9:30 am–10:15 am, RM 201C

This presentation shares the findings of a narrative inquiry of identity and ideology reconstruction of graduate NNESTs at American universities, highlighting the encounters of linguistic and cultural capitals, and uncovering how dominant discourses of the symbolic power of U.S. academia are perceived as symbolic violence and insidious symbolic colonialism.

Hayat Messekher, Ecole Normale Supérieure de Bouzareah, Algiers, Algeria

Transitioning from EFL to ESL Teaching: Narratives of Three Teachers

9:30 am–10:15 am, RM 706

The presentation is based on research conducted to understand the experiences of three NNESTs who crossed the borders from being EFL teachers to becoming ESL teachers. In it, the presenter discusses the need for a change of vision about NNESTs, and for minimizing the challenges for them in getting hired.

Aliya Shah, York University, Canada

Critical Notions of Nativeness in an ESL Teacher Preparation Program

10:30 am–11:15 am, RM 706

Although the concept of nativeness has been debunked, the notion of native-speakerism still needs to be addressed in ESL teacher preparation programs. This study explores how a group of teachers in training conceptualize the idea of and perceived value of nativeness and the potentially different needs of NNESTs and NESTs.

Laura Mahalingappa, Duquesne University, USA

Partners Without Borders: Mutual NNEST/ NEST Support, Development, and Advocacy

[Colloquium](#), 11:30 am–1:15 pm, RM 204

Presenters offer a breadth of experience and depth of analysis in border crossing and bridge building among native- and nonnative English-speaking teachers collaborating internationally. Participants learn more about developing frameworks of mutual support and development, as well as platforms for advocacy, to improve English programs in a range of contexts.

Christopher Hastings, South China Normal University, China

Kyung-Hee Bae, Rice University, USA

Liz England, Shenandoah University, USA

Lía Kamhi-Stein, California State University, USA

Ali Fuad Selvi, METU Northern Cyprus Campus, Turkey

Ahmar Mahboob, The University of Sydney, Australia

Crossing Borders at Home: Teaching EIL in Inner Circle Contexts

11:30 am–12:15 pm, RM 706

Based on survey and interview research with ESL students in the United States, the presenters conclude that because of their communication needs, teaching EIL is also beneficial for students in Inner Circle contexts. They will share pedagogical techniques and learning strategies Inner Circle teachers and students have found useful.

Mutsuko Umehara, Union Bank, USA

Terrence Doyle, City College of San Francisco (retired), USA

Roundtable Discussion as an Alternative to a Traditional Oral Examination

11:30 am–12:15 pm, RM 704

This session argues that a roundtable discussion might be used as an alternative to a traditional oral examination with question cards as it helps both to assess subject knowledge and to test EFL proficiency level. A detailed plan of the roundtable discussion and evaluation criteria are given.

Aida Rodomanchenko, National Research University the Higher School of Economics, Russian Federation

Flipping the Classroom to Teach Culture in EFL Settings

2:00 pm–2:45 pm, RM 704

When learning a foreign language, mastering its linguistic elements does not guarantee effective communication. Knowing the culture is a must, but teaching it in an EFL setting can be challenging. However, you can make it less so by flipping your classroom. This session demonstrates several practical ways to do this.

Fausto Puppo, Instituto Cultural Peruano Norteamericano, Peru

Opportunities, Engagement, and Support: the Future of Leadership in TESOL

[Colloquium](#), 2:00 pm–3:45 pm, RM 801B

This presentation brings together current and past, young and old TESOL leaders to evaluate the present state of TESOL communities/ entities and leadership opportunities. Presenters discuss processes and strategies that are instrumental in increasing personal and professional involvement of TESOLers and in recruiting and supporting new generations of TESOL leaders.

Lucie Moussu, University of Alberta, Canada

Aya Matsuda, University of Arizona, USA

Ali Fuad Selvi, METU Northern Cyprus Campus, Turkey

Marek Kiczkowiak, TEFL Equity Advocates Blog, Netherlands

Kyung-Hee Bae, Rice University, USA

Brock Brady, Peace Corps, USA

Jun Liu, Georgia State University, USA

The Underbelly of TESOL: Revealing an Employer's Hiring Criteria

3:00 pm–3:45 pm, RM 706

A case study of a senior job interviewer in Taiwan reveals that discrimination based on race, nationality, accent, culture, and a business-driven ideology that caters to consumers' preferences, has dominated the hiring decisions of oral English teachers in Asian TESOL markets.

Liz T. Chiang, University of British Columbia, Canada

Poster & Other Sessions

[Ticketed Event](#)

NNESTs and the Job Market

Saturday, March 28, 2015, 2:00 pm–2:45 pm
Lía D. Kamhi-Stein, California State University, USA

[Posters \(the Expo Hall Floor\)](#)

Thursday, March 26, 2015

Teachers' and Students' Perspectives on Teaching and Learning of ELF

Wen-Hsing Luo, National Hsinchu University of Education, Taiwan

Exploring Options for Professional Development: A Nepalese EFL Teachers' Case

Madhukar K.C., Nepal English Language Teachers' Association, Nepal
Suman Laudari, Nepal English Language Teachers' Association, Nepal

Friday, March 27, 2015

Japan-Turkey Intercultural Exchange Project Following Japan's Earthquake and Tsunami

Hitomi Sakamoto, Toyo Gakuen University, Japan

Saturday, March 28, 2015

Motivating Special Needs Learners Through Differentiated Instruction

Eva Andrianarivo, English Teaching Program, Madagascar

NNEST-IS Meetings

NNEST Interest Section Open Business Meeting

Thursday, March 26, 2015 (5:00-6:30 pm), RM 202B

Please join the IS members and friends for an annual Business/Open Meeting during the Convention. In addition to being an intellectual venue for conducting business and disseminating information related to the IS, the Open Meeting typically includes lively discussions about the issues pertinent to the NNEST movement.

The meeting is open to all TESOL members.

NNEST Interest Section Annual Social Dinner

Thursday, March 26, 2015 (6:45-9:00 pm)

Please join us at our annual social dinner. This is a great opportunity to catch up and network with other TESOL members interested in the NNEST movement.

Where: **Oliver & Bonacini Café Grill** (<http://oliverbonacini.com>)

33 Yonge St. Yonge & Front Toronto

Tel: 647-260-2070

How to get there (from the convention center):

<https://goo.gl/maps/2JVul>

Oliver & Bonacini Café Grill is located at 33 Yonge St., on the northeast corner of Yonge & Front Streets.

NNEST Interest Section Booth

Friday & Saturday, Metro Toronto Convention Center Expo Hall

Friday, March 27 @ 11:30 am-2:30 pm

Saturday, March 28 @ 9:00 am-11:00 am

Nonnative English Speakers in TESOL Interest Section

The Nonnative English Speakers in TESOL Interest Section (NNEST-IS) serves as a focus for the interaction of members who share a common interest in a wide variety of issues concerning nonnative-English-speaking professionals. It creates a venue for identifying and addressing NNEST-related issues and facilitating communication and networking both among IS members and those of TESOL at large. The IS aims to

- Promote, develop, and advance academic and professional awareness of the role of NNEST professionals in the field
- Stimulate scholarship, research, and professional development by sponsoring special projects, sessions at the annual TESOL convention, and publications
- Create a nondiscriminatory professional environment for all TESOL members regardless of native language, race, and place of birth
- Enhance and empower the professional growth of its members
- Serve as an advocate and resources for NNEST communities and individuals in professional matters

Leaders – 2014-2015

Chair: Kyung-Hee Bae (kbae@rice.edu)

Chair-Elect: Soonhyang Kim (soonhyang@hotmail.com)

Past Chair: Ali Fuad Selvi (afselvi@gmail.com)

Member-at-Large: Katya Nemtchinova (katya@spu.edu)

Newsletter Editor: Bedrettin Yazan (byazan@umd.edu) & Nathanel Rudolph (njrudolph132@gmail.com)

Community Manager: Ella Andrei (elaiancu@yahoo.com)

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(Our revamped & new website is under construction.)

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This booklet is adapted from the program designed and prepared by Ali Fuad Selvi (afselvi@gmail.com) in 2014.