



NNEST NEWSLETTER

The Newsletter of the Nonnative English Speakers in TESOL Caucus

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Moving Forward: A Letter from the Chair

Lía Kamhi-Stein

California State University, Los Angeles

In the nearly three years since the Caucus has been in existence, we have accomplished a great deal. Foremost among our accomplishments are a) an ever-increasing number of presentations on issues related to nonnative English-speaking (NNE) professionals at annual TESOL conferences, b) a growing number of research studies and publications on topics related to NNE professionals, and c) a growing network of NNE professionals that has contributed to our Caucus members' professional and personal growth. These accomplishments have helped us to establish a strong presence in TESOL and have placed issues of concern to NNE professionals at the forefront of the TESOL profession.

Additionally, the Caucus has provided a forum for developing future TESOL leaders. For example, Jun Liu, our former Caucus-Chair, was recently elected to the TESOL Board of Directors. Rosie Maum, an active Caucus member, has been elected Chair of TESOL's Adult Education Interest Group for the 2002-2003 year. Please join me in congratulating Jun and Rosie on their new leadership positions. I know that in their new positions, Jun and Rosie will continue to be advocates for NNE professionals. I hope that in future years, more Caucus members will become leaders in the TESOL organization and its affiliates both within and outside the U.S.

As Caucus Chair, I am planning to work closely with Keiko Samimy, our NNEST Caucus Chair-Elect, Paul Kei Matsuda, our Newsletter Editor, and Aya Matsuda, our Webmaster, to meet four objectives. First, this summer we will conduct a needs analysis. Our Caucus Chair-Elect, Keiko Samimy, in conjunction with other members of the Caucus leadership, is developing a survey designed to help us to better understand your needs, interests, and expectations. The results of this survey will allow us to develop a strategic plan for the future. Please look for a copy of the survey in your

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Lift the Haze from the Maze: Creating Your Own Inroads

By Mae Lombos Wlazlinski
Berry College

"How dare you correct my English. It is my language!"

"Correct your ESL students."

"She's Asian and her course requirements are unrealistic."

Such remarks, which make clear reference to my identity as an NNEST are not limited to the anonymous comments on my faculty evaluation. In fact, some students fazed by my presence in the classroom expressed their bewilderment over my "rarity or

oddity." For instance, four sessions into the Fall 1997 semester of my Language Minority Cultures and Education class while I was packing away my books in preparation to leave, one student blurted, "Do you know you're the first foreigner I've come in close contact with?" The other students picked up on this and chimed, "Yeah, you're the first Asian I've talked to. We have a few here... they own motels and convenience stores, but not a teacher... oh no!" Another, with a very heavy southern drawl, exclaimed,

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From the Editor

Welcome to this issue of *NNEST Newsletter*. As the new Editor, I am pleased to present a number of strong articles in this issue, which reflect the enthusiasm and dedicated work of many NNEST Caucus members.

We kick off this issue with a letter from Lia Kamhi-Stein, our new Caucus Chair. She reports on the progress we have made as a Caucus as well as some future plans.

In "Lifting Haze from Maze: Creating Our Own Inroads," NNEST teacher educator Mae Lombos Walzinski shares her success story of how she overcame students' negative attitude toward her Asian and NNEST identity by locally creating a teacher education video, which demonstrated her understanding of the local context.

This issue also includes a personal and energizing report of NNEST-related presentations and events at TESOL 2001 by Rosemaira Maum.

George Braine, founding Chair of NNEST Caucus, shares some of the best kept secrets of successful academic publication in "Academic Publishing—Part I." The second part will appear in the next issue of *NNEST Newsletter*.

"A Profile of an NNEST," a biographical sketch of successful NNEST professionals, has become a regular feature of *NNEST Newsletter*. In this issue, I am pleased to present M. Alejandra Reyes-Cejudo, a successful NNEST professional and active participant in many NNEST activities.

In the classroom, some students continue to have difficulties in understanding NNEST teachers because of their auditory preference for NES speech. In "Diminishing Auditory Preference," Yasuhiro Imai addresses this issue and suggests strategies for overcoming this important problem that affects both students and teachers.

Also in this issue, Seon-hwa Eun is back with a sequel to her fine article "Challenges to NNEST Professionals," which was published in the previous issue. This time she raises the question of native speaker fallacy from a critical perspective.

I hope *NNEST Newsletter* continues to be your important source of information as well as inspiration.

Paul Kei Matsuda
University of New Hampshire

accepted our invitation. A big thank you, in advance, to all of our colloquium panelists: Kathi Bailey, Carol Chapelle, Elza Major, Icy Lee, and JoAnn Miller. A special thank you to Mary Romney, former Chair of the International Black Professionals and Friends in TESOL, and current member of TESOL Board of Directors for her hard work in bringing about the Caucus-sponsored colloquia.

Third, we will continue our efforts to increase our membership. At the suggestion of Maria Alejandra Reyes, Aya Matsuda has developed a very impressive "Information Packet" available at <http://curriculum.calstatela.edu/NNestCaucus/>. We look forward to your downloading the packet and using it to promote our Caucus and its activities at TESOL affiliate conferences as well as at other professional conferences. We would also like to take this opportunity to encourage you to work with your TESOL affiliate organizations and establish NNEST Caucuses or Interest Groups. We believe that such Caucuses or Interest Groups will contribute to the strengthening of both the individual TESOL affiliates and our Caucus. A case in point is California TESOL (CATESOL), an affiliate with nearly 4,000 members, which is drawing on the experiences of its NNEST members to broaden the organization's professional horizon. For example, at the most recent Annual CATESOL Conference, after a networking session, H. D. Brown, from San Francisco State University, invited Luciana Carvalho de Oliveira, CATESOL's NNEST Coordinator-Elect and a NNEST Caucus member, to be his co-presenter on issues of interest to NNEST professionals in Brazil, Luciana's country of origin. Elis Lee, CATESOL's NNEST Coordinator, has a forthcoming article that will appear in the special theme issue, devoted to NNEST professionals, of *CATESOL Journal*. I was fortunate to be elected CATESOL's President for 2002-2003.

Fourth, we will continue our efforts to promote year-round communication. As you know, one of the strengths of the Caucus lies with the networking opportunities that it offers. Therefore, we would like to encourage all of you to subscribe to the NNEST listserv and to participate in the listserv discussions. The listserv, which has been running since the Caucus inception, has allowed listserv discussion participants to receive and give feedback on their current and future research, to share ideas on their instructional practices, to discuss their beliefs as NNEST professionals, and to suggest strategies designed to recruit new Caucus members. In coming months, to encourage further participation in the listserv discussions, we will "experiment" with idea of a listserv "reading club." Specifically, we will read and discuss articles of interest to NNEST professionals. If you have any articles you would like to recommend or if you would like to lead a discussion on an article, please contact me at lkamhis@calstatela.edu. If you have not yet subscribed to the listserv and would like to join, please see page 6 for information on how to subscribe.

With your participation and involvement, we will strive to promote interaction among all Caucus members. With your support and ideas, we will start to work on the implementation of a strategic plan that will help us to further meet your needs and interests. As Caucus members, come and join us in Salt Lake City and throughout the year in meaningful and productive dialogs. ✍

From the Chair (Continued from page 1)

mail sometime during the month of July. In the next issue of our newsletter, we will present the survey results.

Second, at TESOL 2002, our Caucus will host its first Caucus-sponsored colloquium. Paul Matsuda and I are collaborating in the organization of a colloquium entitled: "Critical Issues and Future Directions in NNEST Research." This colloquium will bring together the perspectives of a teacher educator, a journal editor, a former graduate student, a practicing teacher, and an employer. The colloquium panelists will identify issues critical to their various settings and will explore future research directions from their perspectives. I am pleased to report that upon receiving our invitation, the colloquium panelists, all leaders in their fields, immediately

NNEST Sessions at TESOL 2001

A Report from TESOL Convention in St. Louis, Missouri, USA

By Rosemaria Maum
JCPS Adult and Continuing Education

After attending my second TESOL conference, I realized that my skills as a “convention butterfly” have become more sophisticated. I coined that term after experiencing what most conventioners probably go through when coming to a conference: hopping from session to session and, often attempting to leave with as much helpful information and as many valuable handouts as possible (that one hopes to look at and review once back in the comfort of our home/classroom/office). I come to TESOL expecting to find gratification at every event I attend, whether it is listening to a paper presentation, participating in a discussion group, joining an Interest Section meeting, presenting for my peers, or visiting the Exhibitor’s Area. I also enjoy bonding with my NNEST colleagues at our Caucus Open Meeting and during the informal get together over dinner.

This year, I found again great fulfillment in reconnecting with some of the people I met the previous year. I highly recommend future attendees to spend some time, as I did this year, in volunteering at the NNEST booth. In addition to so-

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cializing with your NNEST colleagues, you also have a chance to meet people from around the world and from many different areas of interest within TESOL. I am always amazed by how much one can learn from these encounters!

Of course, the greatest satisfaction for me has come from attending some outstanding presentations. I was able to hear about recent research findings and the latest publications as well as meet some of the people that excel in ESOL today. I want to share with you in this article some of my most significant experiences as a NNEST at the 2001 TESOL Convention in St. Louis, MO.

I will start with the last session I attended, because it made the greatest impact on me both as an NNEST and as a doctoral candidate. The session was a colloquium entitled “Teacher Identities in Language Teaching” which consisted of a presentation of four projects, followed by a discussion with the audience. Bill Johnston, from Indiana University in Bloomington, Indiana, talked about teacher identity in TESOL. He claims that identity, agency, knowledge, desire, and power are intimately connected. The various identities we as-

sume are both liberating and restrictive and vie constantly for our attention. Manka Varghese discussed the implications of applying situated learning to understanding bilingual teacher identities. Kimberly Johnson-Saylor, from the University of Minnesota, shared her findings in a study she conducted about social identities and the NNEST student. Her conclusions point to the fact that the social identification as a nonnative speaker of English is significant in the formation of an ESL professional identity for MA TESOL students. Finally, Brian Morgan from the University of Toronto gave insights into his vision of teacher identity as pedagogy. He argues that a teacher identity is part of the materials and methods that he or she brings to the classroom (“Teachers’ identities are pedagogical texts”). It is therefore imperative that, as educators, we present ourselves in ways that are not directly threatening or disrespectful, but rather in the same ways we might present other texts in class: always open to reinterpretation and critical readings.

Another extremely valuable session was a workshop conducted by Paul Kei Matsuda. Judging from the large number of attendees, the topic of this workshop must be of growing interest at TESOL: initiating nonnative speakers to academic publishing. Paul demonstrated how to turn a thesis or dissertation into journal articles. I particularly enjoyed his

(Continued on page 4)

Do you have insights to share? Send 'em to NNEST Newsletter!

NNEST Newsletter welcomes your submissions in the forms of articles, conference reports, book reviews, and announcements related to NNEST issues.

See our web site for submission guidelines:

<http://curriculum.calstatela.edu/NNestCaucus/>

Send your manuscript electronically to:

matsuda@jsw.org

Or send it via snail mail to:

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The editor reserves the right to edit any materials submitted for publication in order to enhance clarity or style.

ability to answer many probing questions from the audience by providing actual examples of his work and by telling us about his successes and challenges as he was preparing to submit his own writings for publication.

There was another session related to this topic that consisted of a presentation by a panel of editors from refereed journals such as *TESOL Quarterly*, *Applied Linguistics*, and *Language Learning and Technology*. The editors outlined the process of submitting a paper and getting it published in their journal. They provided a very useful handout that I would like to share with you because it contains comparative information on publications that might be attractive to "ESOLers" interested in getting their work published. A chart comparing these journals is presented, followed by a prose description of each publication. This handout is available online at <http://www.tesol.org/pubs/author/books/demystify.html>.

When you go to a TESOL conference, don't miss the opportunity to sign up for an "Energy Break" session. During an informal conversation, Jun Liu, who moderated the session I attended, invited the participants to discuss ways that nonnative speakers in TESOL feel empowered. We were pleasantly surprised to see amongst the group several native speaking teachers who joined us to find out about the sociopolitical issues that NNESTs must deal with as they work in the ESOL profession.

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one...becomes rejuvenated and
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common interests, frustrations,
dreams and challenges.**

In case you have never been to a TESOL Conference, you might not be familiar with the Program Book's Format. For example, as I was scanning through it, I discovered that, in addition to sessions dealing with topics related to twenty different Interest Sections, there were also those that combined two or more sections together. One such session combined Teacher Education and Intercultural Communication: it was a colloquium chaired by Shelley Wong from Ohio State University. The presenters' research revolved around ways that teachers construct power in the classroom. One of the most memorable points brought up during this session was the fact that teachers can contribute to a transformation of students' social identity by allowing them to move from peripheral to central participation. This has implications for all educators, but especially for NNESTs as we struggle to empower both ourselves and our learners so that we may gain a sense of belonging.

Upon returning home from TESOL, one feels overwhelmed by the experience and by the huge amount of information that is received; however, one also becomes rejuvenated and refreshed, because it is a unique and invaluable opportunity to spend time together with those who share with us

Caucus Meeting Report

TESOL 2001, St. Louis, Missouri

March 1, 2001

By Paul Kei Matsuda
University of New Hampshire

NNEST Caucus held its third annual business meeting at TESOL 2001 in St. Louis, Missouri on March 1, 2001. The meeting was led by the incoming Caucus Chair (2001-2002) Lía D. Kamhi-Stein of California State University, Los Angeles.

Kamhi-Stein announced that the outgoing Caucus Chair Jun Liu, University of Arizona, joined TESOL Board of Directors. Congratulations, Jun!

The result of the election was also announced. Paul Kei Matsuda, University of New Hampshire, was elected Newsletter Editor. Keiko Samimy of The Ohio State University, is the new Chair-Elect and will become the Caucus Chair in 2002.

As the new Editor, Matsuda invited members to contribute to *NNEST Newsletter*. He also encouraged everyone who has ideas to talk to him so they can be developed into articles.

NNEST Caucus Webmaster Aya Matsuda, University of New Hampshire, discussed potential development for the coming year. She also encouraged everyone to visit the website and to contribute new ideas.

Elis Lee reported on the activities of the Nonnative Language Educators' Issues Interest Group in California Teachers to Speakers of Other Languages (CATESOL). In addition, *CATESOL Journal* will publish a special issue on NNEST teachers, edited by Kamhi-Stein.

The members then broke into small groups to brainstorm on a number of issues, including: Caucus Activities at TESOL Conferences (e.g., as presentations, colloquia, networking opportunities); strategies for reaching professionals outside the U.S.; and other concerns for the membership. ✍

common interests, frustrations, dreams and challenges. We come back ready to implement the strategies and the innovative ideas that we discovered and that will probably make a profound difference in how we continue to grow both personally and professionally.

A common strand among all of the sessions I have shared with you is identity and empowerment, whether it be that of the learner or of the teacher. The findings and issues raised about these topics at the conference have stimulated and motivated me to probe even deeper into this area with my own practice and research. I hope many of you will have the opportunity to attend the 36th Annual TESOL Convention and Exposition, April 9-13, 2002 in Salt Lake City, Utah, so that you too may grow and be transformed. Until next year! ✍

Rosemaria Maum is an ESL Coordinator at JCPS Adult and Continuing Education in Louisville, Kentucky.

Academic Publishing: Suggestions from a Writer/Editor (Part I)

By George Braine
Chinese University of Hong Kong

Research and publication is an inescapable part of the academic world. Initially a requirement for promotion and tenure in the United States and Britain, scholarly publications are now recognized as a notable sign of professional growth and a requirement for academic jobs and promotion in most other countries too.

While the writing process itself is a challenge, new authors need to be aware that the preparation of a manuscript is only the beginning of a journey to publication. Hence, the aim of this article is to present, from my position as both a writer and an editor of an academic journal, strategies that authors could use to have their articles published. To illustrate these macro- and micro-level strategies and the publication process, I will use examples from my writing and editing.

Choose the Right Journal

Perhaps the most important decision that an academic writer faces is in choosing the most appropriate journal for publication. Fortunately, there is a wide choice. The TESOL website <<http://www.tesol.org>> alone lists more than 50 journals in ELT and applied linguistics. Nevertheless, authors need to keep a few factors in mind as they select an appropriate journal. Should it be a highly prestigious journal in one's discipline; a theoretical, empirical, or pedagogical journal; or a local, regional, or international publication? These decisions depend on the topic and scope of the article, and the author's objectives and expectations. For instance, an article dealing with a fourth year writing class in Japan would not be suitable for submission to *Written Communication*, a journal more likely to publish on a topic which has wider appeal, such as contrastive rhetoric. Again, if a writer has a short publication deadline for meeting the requirements for an annual review or promotion, a journal which has a shorter review and publication period would be more suitable than a journal which takes longer. Of course, a writer may have to compromise on the status of the journal when choosing to publish quickly.

Academic authors need to be aware that the process, from conceptualization to publication, could often take years. Careful planning is therefore important, especially for an author who needs to maintain a continuous research/publications record. A quick survey of the journals in ELT and applied linguistics shows that the review and publication periods range widely from journal to journal. While most scholarly journals such as *The Modern Language Journal* and *TESOL Quarterly* take at least three months to have an article reviewed, publications such as the *English Teaching Forum* and *TESL Reporter* take only a month. However, authors must be prepared to face unexpected delays due to items lost in the mail and reviewers' procrastinations.

In addition to the review period, authors must contend

with the time required for publication after an article has been accepted. *The Modern Language Journal* and *TESOL Quarterly*, both international refereed journals, take an average of nine months from acceptance to publication. On the other hand, the *English Teaching Forum* and *TESL Reporter* take only six months. Hence, from initial submission to publication, an article could take a minimum of two years in an international refereed journal, provided that the article is accepted for publication without revision. However, in my experience, less than 10 percent of the articles would fall into this category; hence, authors may often have a longer wait, up to three years or more, to see an article in print. For those who need to keep publishing regularly, the importance of continuous research and writing cannot be emphasized enough.

Another factor in choosing a journal is the type of article one intends to publish. Is the article theoretical, empirical, or pedagogical? Would the article appeal to generalists or to specialists in the skill areas? If pedagogical, would it appeal to a local audience, such as in Hong Kong, an Anglophone audience, or an American audience? For a theoretical or

While the writing process itself is a challenge, new authors need to be aware that the preparation of a manuscript is only the beginning of a journey to publication.

empirical article that would appeal mainly to writing specialists, the *Journal of Second Language Writing* is probably the most appropriate. On the other hand, for a pedagogical article, one could use the *English Teaching Forum* or the *ELT Journal* for an international audience, or *The Language Teacher* if an Asian or Japanese audience is the target.

Generate Multiple Articles from the Same Project

I have already mentioned the importance of continuous research and writing 3/4 of having publications in the "pipeline." However, many research projects are expensive and time consuming and take up most of the spare time of teachers. Few have the funding or the time to carry-out a number of projects concurrently. Hence, one way of ensuring continuous publications is to create multiple articles out of a single research project.

Let me begin with a word of caution. In most instances, journals, not the authors, hold the copyright to articles. Hence, the submission of the same manuscript to more than one journal could lead to copyright violations and severe repercussions for the author. Further, the inclusion of large chunks of text from one manuscript in another will also cause

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Academic Publishing (Continued from page 5)

similar problems. If more than one manuscript is to be generated from the same (usually large scale) project, the author should make note of the other manuscripts in the cover letter which accompanies the manuscript. Further, the other manuscripts should be noted and referenced in the manuscript.

To illustrate the generation of multiple publications, let me cite my doctoral dissertation research, which involved ESP needs analysis in engineering and natural sciences. For this purpose, I collected assignments given in undergraduate courses at a university in the United States. Since not all courses required writing, I focused on engineering and natural science courses listed under the university's Writing Across the Curriculum (WAC) program, which required a minimum number of writing assignments in all its courses. While conducting the study, I realized that the previous approaches to needs analysis contained a number of flaws and that I needed to devise a new approach for my analysis. This approach, described in the literature review chapter of my dissertation, became a theoretical article arguing for a new approach to ESP needs analysis.

My data collection and analysis occurred concurrently, and I began to see interesting patterns in the data. Hence, using the initial data analysis, I wrote another article which could be termed a pilot study of my dissertation. The

Table 1. Generating Four Articles from a Doctoral Dissertation

Year	Title and Type of Publication
1988	Academic-Writing Task Surveys: The Need for a Fresh Approach (journal article)
1989	Writing in Science and Technology: An Analysis of Assignments from Ten Undergraduate Courses (journal article)
1993	Writing Across the Curriculum: A Study of Faculty Practices at Two Universities (co-authored journal article)
1995	Writing in Engineering and the Natural Sciences (chapter in anthology)
2001	Twenty years of needs analyses: Reflections on a personal journey (chapter in anthology)

dissertation itself, condensed into an article was eventually published as a chapter in an anthology.

A few years after graduation, I supervised a graduate student who was studying WAC courses at the institution where I taught. Although ESP and WAC studies do not always overlap, I saw parallels between her study and my previous research since both focused on WAC courses. This enabled me to co-author an article with her, comparing the structure and effectiveness of WAC programs at the two universities. Later, when I was invited to write a chapter from an anthology on English for academic purposes (EAP), I compared my needs analyses in Sri Lanka, the US, and Hong Kong, which was published in 2001. As Table 1 shows, by emphasizing separate aspects of my research and by focusing

Table 2. Generating Three Articles from a Single Project

Year	Title of Journal Article
1994	Starting ESL Classes in Freshman Writing Programs
1994	ESL Students in Freshman English: An Evaluation of the Placement Options
1996	ESL Students in First Year Writing Courses: ESL Versus Mainstream Classes

on different audiences, I was able to generate five publications from my dissertation research.

I was able to repeat this experience later when I was responsible for starting a first year (Freshman) writing program for ESL students at another university. I planned to conduct a workshop to train mainstream teachers, who had no background in teaching ESL students, to teach in the program. I found that no material or a description of such a workshop had been published. Hence, I wrote a pedagogically inclined article describing the objectives of the workshop, the materials used, and its outcome. Later, as more writing on the placement of ESL students in first year writing programs began to appear, I wrote a theoretical article based on the experience at my institution, arguing for ESL students to be given the option of enrolling in ESL or mainstream classes. I also began to compare the performance of ESL students in ESL and mainstream classes at an exit test and published a research article based on my study. Thus, the introduction of ESL classes in the first year writing program proved to be a rich mine of information, providing me with material for three articles (see Table 2). ☺

(A version of this article was previously published in *The Language Teacher*)

George Braine is an associate professor of English at The Chinese University of Hong Kong. He is a former chair of the NNEST Caucus.

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In the BODY section, type:
subscribe nnest-l Your Name

The list processor will acknowledge the subscription and give you a password.

If you don't receive an answer, please contact Lia D. Kamhi-Stein at **lkamhis@calstatela.edu**

A Profile of an NNEST: M. Alejandra Reyes-Cejudo

Chicanos Latinos Unidos en Servicio, St. Paul

This is the third in the series of profiles of exemplary nonnative-English-speaking professionals.

Alejandra was born and raised in Mexico City, Mexico. She received English language instruction all through her elementary and high school education. However, this class was never taken seriously until she began her college education and realized that the English language would provide her with the professional development she was looking for. She attended a language institute for a year and completed an intensive English language course.

During this time, she earned a bachelor degree in Mass Communication and worked in this field for a few years. However, the socioeconomic situation in Mexico at that time affected the possibilities of finding and keeping jobs, and people had to look for second job options. Alejandra decided to take a "Teacher's course" and become an EFL teacher. After a few months, her "optional job" became a full-time position, which she held until she decided to go to the United States.

Once in the US, she decided to improve her English skills. She enrolled in ESL classes at the Minnesota English Center (MEC) of the University of Minnesota. She also volunteered as an ESL tutor at a community-based organization in West St. Paul for two years. Teaching adult immigrants and refugees gave Alejandra a different perspective on the instruction of the English language. For the first time, she experienced different aspects of the language classroom like immigration and refugee issues, nonnativeness, multilevel classrooms, adult learning, identity, and volunteerism. She got involved in group discussions, community service-learning projects, and other related academic activities like a summer internship with the University Migrant Project where she taught ESL to a group of women who were migrant farm workers.

All these experiences encouraged her to apply for the MA program in TESL at the University of Minnesota. However, her nonnative English speaker (NNEST) status made her reluctant to apply. All the MA students she knew were native speakers; she had no role models to follow. Yet, she was accepted into the MA program in the fall of 1999.

During her MA program, Alejandra searched for her own identity as a NNEST teacher. Even though she had support from her classmates and professors, she still had concerns about her nonnative status. She looked for a place in the field of teaching ESL where she could feel comfortable, receive feedback, and grow professionally. At TESOL 1999 in New York, she was introduced to the NNEST Caucus. This "simple" event, changed her views of the ESL profession, opened new "professional doors" to her, and most important, she did not feel alone anymore.

After the 1999 TESOL, her confidence increased allowing her to focus more on her professional development. She no longer spent most of her time worrying about being a NNEST. On the contrary, she spent most of her time noticing her qualities and advantages as an NNEST.

During her MA program, she worked at Career and Community Learning Center (formerly Office for Special Learning Opportunities) where she coordinated a community service-learning internship program designed to increased out-of-the-classroom opportunities for undergraduate students. Most internships were at non-profit organizations serving immigrant and refugee communities living in rural Minnesota.

This work experience gave Alejandra the opportunity to learn more about the situation under immigrants and refugees live, their problems they face in their host country, and their language needs. She realized the relation between the chances immigrants and refugees have to improve their living conditions and the lack of English language skills they have. She viewed her profession as one with politic and socioeconomic implications.

In addition to this, she encouraged the interns to reflect on their experiences in the field. These reflection sessions, allowed Alejandra to witness how the college students changed their points of view about social, educational, and other issues. Some of them even decided to change their majors and become

At TESOL 1999 in New York, she was introduced to the NNEST Caucus.

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social change agents in their communities.

The combination of community service-learning methodology and TESL has given Alejandra a very different view of her profession and role as a language teacher. She has become more critical, thoughtful, and conscientious. She loves her profession and feels a deep passion for it.

Her first job out side the University of Minnesota was at a small high school located in a town south of the Twin Cities with a population no bigger than 2,000. The Latino community was made up of 50 families and most of the adults worked at a close factory. At this job, Alejandra faced different "difficulties." She was the only Latino bilingual staff with a high degree of education. She believed she was hired mainly because of her education and experience. Months later, she realized, she was hired because of her ability to speak Spanish and understand the Latino culture (as if there is only one Latino culture). Her employers assumed that because she was a native of Mexico, she would be able to understand the community. This was absolutely false. Although Alejandra and her students could speak the same language, their background was different as well as their reasons for coming to the US. She did not have any professional support, teaching materials, or colleagues to

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Listening Issues for NNES Graduate Students: Diminishing Auditory Preference for NES over NNES

By Yasuhiro Imai
Sophia University

In this article, I would like to reemphasize the reality that English is not a privilege of native English speakers (NES) but a necessary tool for people in achieving their career goals, regardless of their linguistic backgrounds. In order to realize this fact, it is suggested that non-native English speakers (NNES) should pay more attention to the role of English in communicating with other NNESs, diminishing their auditory preference for the speech of NESs.

From my own experience as an NNES graduate student in an MA TESOL program at a US university and from the personal interviews I conducted with several former NNES graduate students, it seems reasonable to assume that a

...it is necessary for students to recognize the dynamism of English language beyond national boundaries and cultivate positive attitudes toward the heterogeneous fashions of the language produced by other NNES individuals.

majority of the foreign student population more or less anticipate some difficulty in following the speech of native English speaking (NES) individuals regardless of their formal and informal exposure to English prior to the departure from their home countries.

As they start their new life in the US, they may find their anticipation come true and strive to explore techniques to develop their listening comprehension skills; some of them may taperecord lectures by NES instructors and listen to them repeatedly, while others may try to take every opportunity to interact with NES faculty and peers so that they can get used to their speech sound.

Indeed, different individuals use different learning strategies to achieve their goals. However, there seems to be a problematic perception shared by many NNES individuals—the perception that the pronunciation of NESs in either American or British English should be their ideal linguistic model to follow. This mindset often brings another problem to the NNES students in that they often have trouble following accented English speech produced by their NNES faculty and peers with whom they also need to interact in order to cope with school work.

I can recall my first day in one of the graduate-level TESOL classes I attended; it was a discussion-style class composed of 5 NES and 5 NNES students: 4 female and 1 male Caucasians, 2 male Papua New Guineans, 1 female Colombian, 1 female Korean, and myself. As was typical with a Japanese student, I was reserved from the beginning, sitting in

the corner of the room and somewhat being overwhelmed by the linguistic and cultural atmosphere of the American classroom that I had never experienced. Despite my uneasiness, I managed to have a rough understanding of NESs' speech although I had to make an enormous amount of effort in making intelligent guesses as to what was being said.

Meanwhile, one student from Papua New Guinea started sharing his opinion with the class, and I was astounded that I could not comprehend a single word because of his strong accent and the quality of his voice that was far off the range of my auditory coverage. Even with the help of a handout he provided, I was barely able to grasp the overview of his argument in the end. However, with this experience, I realized that my original assumption about a US graduate school context—that I would encounter only NES peers and have only to become familiar with “model” linguistic input from them—was totally off the mark.

Now that English has established its own presence as a *lingua franca* of the modern era in various fields, it is highly likely for us to encounter its idiosyncratic forms produced by NNESs as well as native speakers of various Englishes. While acknowledging this fact, however, some NNS students seem to construct a conceptual hierarchy in their mind in which they rank American/British English at the highest end and look down on other local “Englishes” as heresies.

Possibly, such attitudes paradoxically make up a psychological burden, inhibiting those students' ability to develop English with their own flavor freely for fear of deviating from the orthodoxy. In order to overcome this problem, it is necessary for students to recognize the dynamism of English language beyond national boundaries and cultivate positive attitudes toward the heterogeneous fashions of the language produced by other NNES individuals.

For this purpose, I suggest that, prior to the commencement of their regular graduate courses, NNES graduate students be encouraged to audit some English for Academic Purposes (EAP) courses which contains a good number of NNES population in order to raise their auditory sensitivity toward varieties of English.

(Continued on page 9)



Listening Issues (Continued from page 8)

In addition, the administrators of EAP programs should have conscience and flexibility enough to expand the availability of teaching opportunities to NNES faculty and NNES graduate assistants with authentic knowledge in a specific field (of course, a good command of English as well) so that not only the courses have a direct and strong ties to the students' academic progress but students will become used to having NNS instructors and the issue of the nativization of English. ✍

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Creating Inroads (Continued from page 1)

"Dr. Wlazlinski, you have an accent!" I smiled and wholeheartedly agreed, "Yes, I don't speak like you."

I am a Philippine-born teacher educator in a regional university in the South. In the university's service area, exposure to people of a different ethnicity and color is limited to a few in the service industries and to Blacks. Here, attitude towards people who do not speak English is less than favorable. For instance, academic programs for students whose first language is not English are neither appropriate nor adequate. It is not uncommon to hear comments such as, "Why do I have to slow down for students who don't speak English; American students will fall behind in their studies. They should not be in my classroom anyway." "Where does it say, we have to educate these children? They could be 'illegals' for all we know." "I can't teach them. I don't speak their language." In this context and under these sociocultural conditions, I acknowledged that I had to strategize wisely to get through to my students and that I had to be creative in my approach to gain their respect. I asked the question: What can I do to make my students accept me for my expertise regardless of my ethnic identity? What can I do to knock down the walls that my students have built around them, so teaching and learning can take place?

I was faced with a dilemma. I could ignore my students' aloofness and continue to teach like "business as usual". I could forge ahead with my "outsider" ideas and impose my "outsider" presence or "negotiate" it. Through all these thoughts, I knew that my students' experience with me, positive or negative, would influence the way they will relate to ESL learners whom they are being trained to teach. Good or bad, I personify "foreignness" and "ESL". Taking all these into consideration, I designed an action plan which involved several stages. Included was a survey study on classroom strategies/practices cited in the effective teaching practices in multicultural classroom literature. Eighty-six teachers from 3 school districts rated their use of word banks, cooperative

grouping, bilingual peer tutors, graphic organizers, realias, integrated content and language lessons, etc. The survey data were analyzed to determine high frequency strategies/practices using descriptive statistics. Then the results were cross-checked by factor analysis to search for structure among variables. The results of the survey study are not included in this paper, but it is important to note that the strategies that were ranked high by respondents became the basis for the next stage, a videography project.

Counting on the closed nature of local communities, I hypothesized that teacher trainees would be more accepting of theories and instructional practices if I would validate their community. It was not fair to ask them to validate me as an individual with status if I did not acknowledge theirs. I thought of a videography project involving local teachers. Featuring local talents, the lessons, would therefore, take on the stamp of sponsorship by the local communities. In a way, it should indicate my willingness to share my role of teacher as well as lower the status that came with my position. I speculated that the suspicion engendered by a multiple of reasons: my being an outsider, being someone of color, and someone speaking "their" language would be somewhat neutralized.

Another [student], with a very heavy southern drawl, exclaimed, "Dr. Wlazlinski, you have an accent!" I smiled and wholeheartedly agreed, "Yes, I don't speak like you."

Armed with a video camera, I collected classroom video data of 45 teachers (out of the 86 who participated in the survey study) for 90-minutes while teaching. From these video data, I selected clips of effective strategies, edited and thematically compiled them, chose layout and background music for the demonstration video series of successful practices. With the university television studio staff ensuring professional quality, I produced 3 series of videos on *Successful Practices of Effective Teachers in Multicultural Classrooms*.

I field tested the video series in my Methods class and collected viewers' feedback to determine the validity and appropriacy of the demonstration video materials, and most important, of my assumption that using local role models of successful teaching in my demonstration videos would lessen the "us/them" mentality prevalent in my classes.

The responses from the teacher trainees were not included in this paper, but they were extremely positive. As it occurred, teacher trainees engaged themselves in a game of "who can recognize and name the model teacher first." Meanwhile, the videos mediated a more positive interpersonal relationship between my students and me. This development encouraged me to use them regularly as an important non-print resource.

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Conclusion

Knocking down the walls that kept me out or paving an entryway to the community required patience and strategic maneuverings. I would not have made some inroads had I not tried to understand the community. As it happened, I learned as much as I could of local values, traditions and culture. I met their indifference and resistance with a willingness to listen and acknowledge their viewpoints regardless of their opposition to mine. My use of “local talents” showed my willingness to cross over the “boundary”—my willingness to bridge “my” culture and “theirs.” More important, my receptive attitude and behavior convinced them that I was not a threat to the maintenance of current roles and statuses in the community.

Since I started showcasing local teachers through the videos, I have observed favorable changes in class dynamics. Teacher trainees stick around after class to bring up their concerns, ask questions for clarifications, or extend discussion of readings. All these may be coincidental, but the video materials have resulted in a more relaxed atmosphere in the classroom, which consequently, facilitated teaching and learning. Every now and then, diversity and power-relations issues give rise to tension; when this happens, the old game of sizing each other up begins anew.

In my desire to understand my students’ resistance to acknowledge me in my role of teacher educator, I learned as much as I could about the local communities.

As I reflect on the happy turn of events, I am convinced that NNS teachers of English can legitimize their role as teachers of English or teachers who can teach their expertise using English. Bumps on the road are regular occurrences for teachers regardless of their primary language. Learning to overcome bumps on the road and detours at the same time creating our own opportunities for success are the challenges that teacher training programs should expose NNEs to. Certainly, NNEs can never truly fortify themselves against prejudice and discrimination, but they will benefit from acquiring tools to help them legitimize their role as teachers, particularly as teachers of English. In this case, opportunities for practice in situation management while in training, with access to experts, may provide NNEs with skills and experience to prevail over marginalization and extended isolation. Discrimination comes in varied forms. There is no magic formula to avert it, but NNEs can anticipate and plan to strategically maneuver around it. ?

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share similar experiences.

Alejandra has been always optimistic and she found the good side of that job: her high school students. Without any experience in teaching teenagers, she found herself dealing with “teenager” attitudes. She spent time trying to understand why their students acted as they did. Once again, she recognized the political and social implications of her profession.

Alejandra has been always optimistic and she found the good side of that job: her high school students.

She understood that she was not only teaching English language skills. She was teaching “living” skills. She realized that whatever she decided to teach in the classroom was going to influence those high school students. She organized several after school programs and activities for them. She valued her time at the high school but also she realized the lack of support and resources in public schools.

Alejandra graduated on April 23, 2001 from the University of Minnesota. Her interests include adult ESL education, literacy, native language instruction, immigration and refugee issues, community service-learning, and the sociopolitical aspects of the TESL profession. Her thesis proposes a community service-learning adult ESL tutor training program. In her thesis, she claims that volunteerism can be taken farther by using a community service-learning methodology. Her hope is that by developing better-prepared ESL tutors, adult immigrants and refugees will have better chances to improve their living conditions.

Currently, Alejandra works at Chicanos Latinos Unidos en Servicio (CLUES) in St. Paul, where she is the Education Coordinator. Her job includes the coordination of the adult ESL program, citizenship and GED classes. She can be reached at areyes@clues.org or at malejandrarece@hotmail.com. ✉

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Challenges to NNS Professionals—Part II

By Seon-hwa Eun
The Ohio State University

The empowerment of NNS professionals is closely related to overcoming the native speaker fallacy, which legitimizes native speakers as ideal teachers of English (Kachru, 1992; Phillipson, 1992). Among many dangers that the native speaker fallacy may bring to the field of ELT is that it advocates the dominance of center professionals and their perspectives, who are mostly native speakers of English. In fact, expertise in ELT has been defined and dominated by native speakers (Rampton, 1990), thus teacher trainers, curriculum developers, and testing ex-

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perts predominantly from the center academic institutions have been guiding and training periphery professionals for their professional development. However, the constructs and practices developed by the center experts are not always relevant to the realities of English classrooms over the world. For instance, various pedagogical conflicts have been found and reported when English teachers in periphery communities practiced theories and methodologies originated from the center in their local language classrooms without critical examinations (Li, 1998; Anderson, 1993).

Among many ways to challenge the dominance of the center professionals and their perspectives is to encourage periphery professionals to conduct research on their own communities and classrooms. Particularly, we need to notice that center experts have a certain limitation in explaining and understanding the complex social, cultural, and pedagogical challenges in periphery classrooms (Canagarajah, 1999). Although insider perspectives generated from the periphery communities related to English language teaching and learning have become important in the field, realities of periphery contexts and influences from the center have been often discussed by center scholars, which entail some of their limitations (Pennycook, 1994).

By conducting research and collecting empirical data in periphery classroom contexts that describe the needs of students and teachers, existing problems, and concerns in their teaching practice, the periphery professionals can contribute to the critical examination of dominant assumptions and practices of ELT. It will not only challenge a particular power relationship between the center and the periphery but also encourage periphery professionals to build their own profession responsive to their contexts. In fact, the dominance of center perspectives has unwillingly interfered the critical develop-

ment of ELT professionals and its discourses as it discourages the participation of periphery professionals on equal basis (Canagarajah, 1999; Pennycook, 1994). In sum, the research conducted by periphery professionals on their classrooms and contexts will not only lead to their own professional empowerment but also broaden the dominant center-based perspectives and dialogues in the field by sharing their unique experience, views, and expertise in their profession on solid pedagogical basis.✍

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