

Native and Non-Native English Teachers: Investigation of Teachers' Perceptions and Administrators' Beliefs and Practices in Further Education Colleges in Tyneside area

Rania Helal

Abstract

The study investigated the perceptions of NESTs, NNESTs and administrators of English to Speakers of Other Languages (ESOL) at six Further Education (FE) Colleges in Tyneside area. The primary areas of investigation were discrimination between ESOL NESTs and NNESTs, NESTs' and NNESTs' self-perceptions, Strength and Weaknesses of NESTs and NNESTs and Administrators' beliefs and hiring practices. Questionnaires were administered to 33 NESTs and 12 NNESTs, as well as 7 administrators responsible for ESOL teachers' recruitment at the colleges. Semi-structured interviews were also conducted with 5 NESTs, 6 NNESTs and 5 administrators. The results showed that overall; NNESTs did not feel direct discrimination in their workplace. An interesting finding was that the NNESTs' responses showed that they were confident in their linguistic and teaching skills. Overall, the NNESTs were seen as grammar experts and their language learning experience was considered an asset for ESOL students.

MA Dissertation 2010, January