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Native and non-native teachers in the classroom

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Abstract

This study revisits the issue of the native versus the non-native speaker in the area of ELT. Its main goal is to examine the teaching behaviour of two groups of teachers, native and non-native, who have exhibited differences not only in terms of their language backgrounds, but also in terms of their qualifications and relevant teaching experience. Although the proportionate role these variables have played is not easy to determine, it may be suggested that the linguistic divergences between the two groups have considerably impinged on their teaching strategies. However, while earlier studies relied mainly upon data obtained from questionnaires, this study supplements these secondary sources with primary ones, that is, it also examines the participants' behaviour at chalkface, through a series of video-recorded lessons. Thus, the focus of this study is two-fold: it analyses differences in teaching behaviour between native and non-native teachers on the one hand, and compares their stated behaviour with their actual behaviour on the other.



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Keywords

Native speaker; Non-native speaker; Native speaking teacher of English; Non-native speaking teacher of English; Teaching behaviour; Target language competence; Language awareness

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