



Work in Proress

The Council of Europe

- **Bologna process:** *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (2001)*

Problems and Difficulties

NS teachers: free-lancers teaching and living in one and the same country for a couple of years and then moving on to a different country

NNS teachers: less probability for visiting to English- speaking countries for professional purposes often and for relatively long periods of time

Future Directions

- **Cooperation between NNS &**

NS teachers

- **Team teaching approach**

Strengths & Weaknesses

Strengths:

1. Facilitation of the EFL studies
2. Balance of dis/advantages of NNS teachers
3. Suggestions for EFL/ESL practitioners
4. Explicit & well-knit organization

Weaknesses:

1. Idealistic model
2. Lack of concrete illustration
3. Out-of-date citations

References

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Nonnative Speaking Teachers of English as a Foreign Language

Oleg Tarnoposky

Yueyang Zhou

Qiushu Liang

Ruonan Jia



Early Developments

1. Controversies over the relationship between EFL & ESL
2. Differences between EFL & ESL Teaching and Learning
 - EFL learners lack rich and varied comprehensible input and opportunities for communication in the target language
 - Use of learners' L1 as a support in EFL learning
 - Use of intercultural comparisons (home culture vs. target culture) in EFL classrooms with the aim of enhancing EFL learners' cross-cultural awareness



Advantages and Challenges for NNS EFL Teachers

Advantages:

1. Use students' mother tongue to facilitate and accelerate their English Learning process
2. Develop students' interlingual awareness
3. Develop students' intercultural awareness
4. Share the similar learning experience and possess a better understanding of students' difficulties when learning L2
5. Present a more achievable model to their students (purely psychological)

In some aspects,

*the positions of NNS and NS EFL teachers in EFL teaching are **complementary**.*

Challenges:

1. Imperfection of the target language
2. Difficulties in accessing recent developments in target language
3. Insufficient awareness of latest changes in L2-speaking nations' culture
4. Limited availability of updated & advanced teaching material methods
5. Common belief of NS EFL teachers' better positioning over NS colleagues
6. Inadequate professional training
7. Limited use of communicative approach