

**Title:** *The nonnative English-speaking English as a Second Language teacher: Teacher perceptions, student attitudes, and Intensive English Program administrator beliefs.*

**Application for:** Doctoral Dissertation Grant

**TIRF Priority Topic:** Teachers' Proficiency (2003-04)

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### **Project Summary**

The number of learners of English as an international means of communication increases hand in hand with the number of nonnative English-speaking teachers (NNESTs) of English as a Second Language (ESL) and the number of Native English-Speaking ESL teachers (NESTs). Consequently, Intensive English Program (IEP) administrators, facing a rising number of NNEST applicants, can no longer ignore salient differences between NESTs and NNESTs in language proficiency and teachings skills. Understanding those differences allows administrators to hire qualified teachers, ready to meet the needs of ESL students

Previous studies clearly identify a concern felt by NNESTs about their teaching preparation and qualifications. However, few studies have explored the attitudes of IEP administrators and ESL students towards NNESTs and NESTs. This research thus investigates students' initial attitudes towards ESL teachers, the variables that influence students' responses, and the effects of time on students' attitudes. It also compares the opinions of students, NNESTs, NESTs, and IEP administrators, regarding the teaching characteristics of NESTs and NNESTs.

Survey questionnaires will thus solicit, a) adult ESL students' attitudes toward NNESTs and NESTs, both at the beginning and at the end of a semester; b) NNESTs and NESTs' self-perceptions and opinions about proficiency and teaching skills; and c) IEP administrators' beliefs about, and experiences with, NNESTs. The findings will be significant for all ESL teachers, teacher educators, IEP administrators, and advocates of NNESTs, in validating or invalidating the widely held assumption that NNESTs are not as qualified as their NESTs counterparts to be effective teachers of ESL.