

Title of project: “Exploring Nonnative-English-Speaking Teachers’ Experiences in Teaching English at a U.S. University”

Type of grant application: Doctoral Dissertation Grant

Names of applicants: Takaharu Saito

Advisor: Dr. Teresa L. McCarty, Professor and Interim Dean of College of Education at the University of Arizona



Takaharu Saito

Project summary

The purpose of this project is to explore how nonnative English teachers’ identity constructions develop and make pedagogical applications for teaching English at a U.S. educational setting. It will attempt to answer the following research questions. 1. How do nonnative English teachers construct their identities in the context of dominant language ideologies in the United States? 2. What are the implications of these findings for theory and practice in language pedagogy in the university setting? This study will rely on phenomenological case studies, which focus on four nonnative English teachers teaching English composition to American and ESL students at the University of Arizona. In terms of methodological procedures, this project will take a qualitative approach and use (1) phenomenological in-depth interviews, (2) classroom observations, (3) autobiographical accounts of research participants, and (4) a questionnaire to American and ESL students. A special emphasis is placed on phenomenological in-depth interviews and others are supplementary to these interviews. The researcher will begin by conducting periodical in-depth interviews with nonnative teachers, and then will observe nonnative English teachers’ classes. A questionnaire will be administered to American and ESL students twice at the end of the semester. As an analytic tool for qualitative data, the constant comparative methods are used. The researcher will review a data source such as a transcript of in-depth interviews several times. Through this process, the thematic and sub-thematic labels are established. By comparing these labels, a model is constructed that represents nonnative English teachers’ identity constructions in the U.S. educational setting. This project will reveal the professional contributions and effectiveness of qualified nonnative speakers of English in English language teaching.