University of Texas at El Paso

ScholarWorks@UTEP

2023-12-01

Non-Native English-Speaking Teachers' (NNESTs) Identities And Ideologies On The U.S.-Mexico Border: A Case Study

Gonzalo Hugo Favela Camacho
University of Texas at El Paso

Recommended Citation

NON-NATIVE ENGLISH-SPEAKING TEACHERS'(NNESTs') IDENTITIES AND

IDEOLOGIES ON THE U.S.-MEXICO BORDER: A CASE STUDY

GONZALO HUGO FAVELA CAMACHO

Doctoral Program in Teaching, Learning, and Culture

APPROVED:

_____

Char Ullman, Ph.D., Chair

_____

Katherine Mortimer, Ph.D.

_____

Amy Bach, Ed.D.

_____

Bertha Martínez, Ph.D.

_____

Stephen L. Crites, Jr., Ph.D.
Dean of the Graduate School

NON-NATIVE ENGLISH-SPEAKING TEACHERS'(NNESTs) IDENTITIES AND

IDEOLOGIES ON THE U.S.-MEXICO BORDER: A CASE STUDY

by

GONZALO HUGO FAVELA CAMACHO

DISSERTATION

Presented to the faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

THE UNIVERSITY OF TEXAS AT EL PASO

December 2023

ACKNOWLEDGMENTS

I am profoundly grateful to begin by extending my heartfelt gratitude and immense love to Jehovah God for bestowing upon me the gift of life and the extraordinary opportunity to pursue this Ph.D.

It is with love that I dedicate this academic journey to my beloved mother, María Josefina Camacho, whose unwavering support, and boundless love have been my guiding lights. This Ph.D. is for you Ama. I would also like to express my deep appreciation and love to my father, Saul Favela Machado, who as an exemplary worker has been a constant source of inspiration throughout my life.

In this academic endeavor, I have been fortunate to have exceptional role models in my siblings Saul Manuel Favela Camacho and Sarai Esmeralda Favela Camacho. Their guidance and presence in my life have been invaluable, and I thank them for always being there when I needed their wisdom and support. Saul Izbaq Favela López, Ana Rosa López Guillen y Juan Francisco Pimentel Chavira, you are the motivation and love of my siblings; therefore, I thank you for your love for them, as well as the affection and support you give me, all stemming from the love you have for them.

I extend my heartfelt thanks to Cynthia Damasco, Zara Galindo, and Zarita for their unwavering and unconditional support. Their generous assistance, along with their invaluable love, played an instrumental role in helping me achieve my academic goals.

To my esteemed Chair, Dr. Char Ullman, I am deeply grateful for her time, boundless patience, and the countless hours she dedicated to providing guidance and advice for my work. In her, I not only found an academic mentor but also a cherished friend.

I also wish to extend my sincere appreciation to Dr. Katherine Mortimer and Dr. Amy Bach for their invaluable support. It was an immense privilege to have them on my committee, as they are both exemplary professionals.

Mi hermosa Bertha Lucía Martínez Mahr. My friend you always support me in my achievements. Thank you very much for also being a part of this chapter of my life as an external committee member.

To my dearest friends who have stood by me throughout this challenging journey, I owe a debt of gratitude that words cannot fully express. Carolina Teran, Romelia Rodriguez, Patricia Ocaña, and María Pérez, your unwavering support made the path less arduous and infinitely more enjoyable. Thank you from the bottom of my heart.

Fernanda Márquez, dearest student, your presence from the beginning of this odyssey journey fills my heart with gratitude. Your unwavering support in preparing for the doctoral program has been invaluable, and today, you stand witness to the fruition of my endeavors. I cherish our friendship immensely. Thank you for being a part of this significant chapter in my life.

To all those whom I do not mention by name, but you know that you are in my heart because you have played a role in my academic and personal growth, your contributions have been immeasurable. I thank all of you deeply. I am profoundly grateful for your love and your presence in the history of my life.

ABSTRACT

With a world population of 7.8 billion people, English language learners number 1.5 billion, globally (British Council, 2019). This requires a substantial English language teaching force. Notably, 80 percent of the estimated 15 million English teachers worldwide are Non-Native English-Speaking Teachers (NNESTs). Despite the demand for English language education, anti-NNEST stereotypes persist, challenging the prevalent belief that native speakers are inherently superior language instructors, regardless of their educational backgrounds. This study, grounded in the LangCrit theoretical framework (Crump, 2014), employs a qualitative case study research design to explore the professional experiences, identities, and language ideologies of five NNESTs in a bilingual border community. As most studies of NNESTs have been conducted in countries where English is not the dominant language, this study is unique, in that it was conducted in the United States. The inquiry addresses the unique context of the U.S.-Mexico border, where the majority speaks a language other than English at home. It aims to unveil the challenges that NNESTs face, their interactions with faculty and students, their collaboration with Native English-Speaking Teachers (NESTs), as well as their ideologies and identities. The LangCrit framework offers a lens to analyze identity intersections and ideologies in the context of language teaching. The findings contribute to a deeper understanding of NNEST dynamics and their impact on language education, challenging prevalent stereotypes.

TABLE OF CONTENTS

LIST OF EXCERPTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

ESL: English as a Second Language

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ESOL: English for Speakers of Other Languages

NESTs: Native English Speaker Teachers

NNESTs: Non Native English Speaker Teachers

CHAPTER 1: INTRODUCTION

Worldometer (2020) estimates that the 2020 world population is 7.8 billion people, and of that number, the British Council (2019) estimates that as of 2019, 1.5 billion people worldwide are learning English as a Second Language (ESL) or English as a Foreign Language (EFL). Given this huge number of English learners across the globe, it is crucial to note that while one in four teachers who are now teaching English are native speakers, three of the four are non-native speakers. That is, "80 percent of the 15 million English teachers worldwide (or around 12 million) are NNESTs" (Floris & Renandya, 2020, p. 2). Due to the growing number of English learners worldwide, the demand for English teachers has increased dramatically, and Non-Native English Speaking Teachers (NNESTs) have increasingly filled that role.

Because there is such a great demand for ESL/EFL teachers, there is also a need for researchers to understand more about Non-Native English Speaking Teachers (NNESTs), as well as Native English Speaking Teachers (NESTs). Kim et al. (2012) affirm that the growth of English teaching has been due to globalization, as well as the changes in immigration policies, particularly in the United States. Fatmawat et al., (2023) have found that NNESTs are commonly recognized as teacher-facilitators who can help students develop English proficiency. But they also note that anti-NNEST stereotypes continue to predominate throughout the world. Although the ideology that a native speaker is the best language teacher' persists, there is substantial research on student perceptions of NNESTs vs. NESTs, which indicates that students see NNESTs to be as effective as NESTs (Aslan & Thompson, 2017) and that NNESTs are seen as better at communicating with students from a shared first-language background, and that they are often more effective in terms of explaining grammar than are NESTs (Walkinshaw & Oanh,

2014). English students often have more positive attitudes towards their NNEST teachers, as well.

Although I use the terms NNEST and NEST throughout this study, I acknowledge that the distinction between being a Native English Speaker Teacher and a Non-Native English Speaker Teacher is highly problematic, something I discuss later in this chapter. Some people may think that NNESTs are teaching English as a Foreign Language (EFL), exclusively in countries where English is not the dominant language, but that is not necessarily the case. There are NNESTs who have migrated to the United States in search of better opportunities, and they are teaching English. They are the primary participants in this study.

NNESTs often face intense identity negotiations, in part because of the ways in which language and nation have been historically associated, and this happens, regardless of the country where they teach English. Nabilla and Sutrisno (2023) suggest that this identity negotiation involves how NNESTs perceive themselves, as well as how they are perceived in their new environment, where their identities need to be reconstructed, experienced, and communicated to others.

In addition, Nabilla and Sutrisno (2023) argue that the identities and ideologies of NNESTs are constantly changing – not only in the environments where they live – but also in the specific language programs where they work. While there have been substantial researchers on NNESTs in non-English-dominant countries (Elyas & Alghofaili, 2019; Putri, 2020; Rao & Chen, 2020), no studies have yet been conducted that consider the identities and ideologies of NNESTs who are working in English-dominant countries, such as the United States.

During the 1990s, when NAFTA and globalization processes began to speed up, many people migrated to the United States to work, while others arrived to carry out graduate studies in the United States, often with the hope of finding work in the United States after graduation. Ward and Batalova (2023), document that the United States is home to more international migrants than countries such as Germany, Saudi Arabia, Russia, and the United Kingdom, combined. Using United Nations data, Ward and Batalova (2023) point out that 20 percent of all migrants in the world live in the United States. That is, a great number of people come to the United States for better job opportunities, and the border between the United States and Mexico is no exception. While many migrants live across the United States, there is also a significant concentration of migrants, especially those from Mexico, who live on the U.S. side of the U.S.-Mexico border.

The purpose of this qualitative case study is to understand the identities and ideologies of English teachers whose mother tongue is not English and who are teaching ESL in the United States. It is important to note the location of this study, which is El Paso, Texas, and a public university I call Borderlands University (pseudonym). In El Paso, 82.9 percent of the population is Latinx and 70.6 percent of the population speaks a language other than English at home (U.S. Census Bureau Quick Facts, 2021). While the language of instruction at Borderlands University is English, Spanish is used in hallways, social spaces, graduation ceremonies, and often in classrooms (beyond Spanish-language classes). Students can write their dissertations in Spanish at this university, depending on the department, and if the committee agrees. Given that the United States is often seen as a cemetery of languages, where most migrant families are monolingual English speakers by the third generation (Alba et al., 2002), Borderlands University, as well as the city of El Paso, are exceptions (Silva-Corvalan, 2014).

1.1. Research Questions

In this case study, I aim to address three primary questions regarding the professional experiences and identities of Non-Native English Speaking Teachers (NNESTs) working in a public university on the U.S.-Mexico border. The first research question explores the overall professional experiences of NNESTs in this unique context. The research second question delves into how NNESTs on the U.S.-Mexico border perceive their professional identities, concerning the instruction of English as a Second Language. Lastly, the third research question focuses on the language ideologies of NNESTs in a bilingual border community. The sub-questions investigate their interactions with faculty members, and students, collaboration with Native English Speaking Teachers (NESTs), and the challenges they encounter to be acknowledged as effective NNESTs. The questions to guide this study are as follows:

Research Questions

1. What are the professional experiences of NNESTs who work in a public university on the U.S.-Mexico border?

2. How do NNESTs in a public university on the US-Mexico border understand their professional identities in relation to teaching English as a Second Language?

3. What are the Language Ideologies of NNESTs in a Bilingual Border Community?

   Sub-questions

   a. What have NNESTs' work and social interactions been like with other members of the faculty (i.e., other NNESTs and NESTs)?

   b. What have their interactions with students been like?

   c. Have they engaged in collaboration with NESTs? If so, how?

d. What challenges have they faced in order to be recognized as effective NNESTs?

1.2. Overview of Theoretical Framework and Methodology

In this qualitative case study, I employed a theoretical framework of LangCrit. According to Crump (2014), LangCrit is a critical language research framework that identifies the intersections of audible and visible identity in configurations of being and becoming. It is a lens through which to examine how individual social practices and representations of identity relate to a larger eco-social system of discourses, policies, and practices. Crump (2014) says that the main constructs of LangCrit are identity, language, and race, and these are defined in multiple and conflicting ways.

Crump (2014) adds that LangCrit uses an eco-social systems perspective because it shows us that both our origins and continued existence are intertwined. We inhabit a hierarchy of interactional levels and transactions with multiple environments. Each interaction is a mini ecosystem that contains human organisms in interaction with their social and material environments. Crump (2014) sees LangCrit as an eco-social lens that recognizes racism as a real part of everyday society and explains socially constructed and negotiated hierarchies and boundaries between social categories such as language, identity, and race, which constitute a continuum of possibilities from fixed to fluid. LangCrit embraces and seeks the intersection of different dimensions of identity and emphasizes how local language practices and individual histories relate to broader social, political, and historical practices and discourses through nested relationships that are woven into networks of social relations.

Finally, I tackled this inquiry through a qualitative case study methodology. The case is being a NNEST and teaching English in the United States. The methods I employed were

collecting data via interviews and classroom observations. While I attempted to collect documents from the participants, that turned out to not be possible. To analyze this data, I employed two distinct coding techniques: open coding and axial coding (Saldaña, 2021). During the open coding phase, I systematically broke down the data into discrete units and then labeled these units with codes. This process helped me identify initial patterns and codes within the data.

Following the open coding process, I proceeded to axial coding, a more advanced stage of analysis. In this phase, I started connecting the codes, recognizing relationships among them, and establishing a structure to comprehend the underlying concepts. Through these coding procedures, I worked toward identifying significant themes that emerged from the data. These themes encapsulate the core ideas, patterns, and perspectives expressed by the participants during interviews and observations I conducted in their classrooms.

Overall, this comprehensive methodological approach enabled me to thoroughly explore and interpret the collected data, uncovering insights and shedding light on the intricate dynamics and experiences of both NNESTs and NESTs in a bilingual educational context.

1.3. Background of the Problem

According to Sembiante et al. (2020), scholars who are working as researchers, professors, and instructors in colleges and universities in the United States often face language discrimination because they speak English as a Second Language (ESL). Other times, they face problems because they have a foreign accent. And still, other times, they are discriminated against due to their social identities, specifically their racial identities. Sembiante et al. (2020) are referring primarily to people of color arriving in the United States, who settle temporarily or permanently and are working in academic settings. These immigrants are generally discriminated against because of their race, language use, and/or accent.

Louis et al. (2017) have found that NNESTs often face barriers to access, promotion, tenure, and retention in universities, especially at Predominantly White Institutions (PWIs). As a result, these faculty face lower academic status, lower pay, stunted career progress, and workload imbalances, compared to their NEST peers. Louis et al. (2017) note that Afro-Caribbean faculty who were the focus of their study reported being overloaded with mentoring and advising, as compared to their White peers. That is, underrepresented students on campus sought them out for advising.

Louis et al. (2017) note that Afro-Caribbean faculty were also serving on committees that focused on diversity, as well as race-related initiatives. As a result, they frequently had less time to conduct research and complete scholarly writing than did their White peers. This reality can hamper their productivity towards promotion and tenure. They often experience interpersonal oppression, as well. This happens in the form of racial microaggressions, which I discuss next.

Solórzano and Huber (2020) define racial microaggressions as assaults that can be verbal or non-verbal, and they are directed at People of Color by White people. They are often carried out in subtle, automatic, or unconscious ways. Microaggressions, in general, can focus on race, ethnicity, gender, class, sexuality, language, immigration status, accent, or even surname. Microaggressions are seldom a single incident. Rather, they are typically cumulative attacks that have physiological, psychological, and social effects on People of Color. The repetitive nature of microaggressions results in negative experiences for those who face them and can create a hostile climate within institutions and organizations.

According to Sue et al. (2019), in the United States, many cases of prejudice and discrimination are disguised as harmless beliefs. Yet in reality, they are contemptuous, insulting humiliations, and invalidations. Sue et al. (2019) propose a strategic framework for People of

Color and bystanders to perform micro-interventions that would combat microaggressions at the group level. Sue et al. (2019) also mention that there is significant research that addresses the micro- and macroaggressions faced by NNESTs, and it often focuses on race, accent, or using a variety of English other than the standard.

What are the specific challenges that NNESTs might face? Hsu´s (2019) research examined the difficulties experienced by NNESTs who have come from East Asia to the United States and are working at both public and private universities. Some of the difficulties that Hsu's study participants faced had to do with linguistic issues and cultural differences in classroom behaviors. Participants discussed their accented English, being unfamiliar with certain vocabulary, colloquial English, and a lack of understanding of cultural references. They also ran into problems related to academic standards, grading systems, and course expectations. They experienced differences in classroom norms and cultural differences in classroom behaviors. This was particularly an issue, as it related to common levels of student freedom in the United States. They also struggled with the level of participation in classroom discussions, and a preference for formal directions, along with lower levels of courtesy, both in person and in email communications.

While NNESTs are likely to experience both macro- and microaggressions in the United States because of what is perceived as their non-nativeness, I discuss what nativeness is and is not, and what it means to be a NNEST or a NEST in the next section.

1.4. Defining Nativeness

Thirty years ago, Swales (1993), argued that it made no sense to differentiate between native and non-native speakers of English. This was due, in large part, to what he saw as the close relationship between English and technology, and the intertwined spread of both around the

world. Swales saw English as a lingua franca, noting that governments and institutions are heavily invested in improving the English skills of their citizens and that this happens on a global scale. He suggested that those who do not use English are in danger of being severely limited in terms of technology and as a result, their access to knowledge.

Although Swales (1993), made this argument long ago, today there is still controversy in the literature and practice about NNESTs and NESTs. For example, Lewis (2020), discusses the common question of whether it is preferable to have a NEST or if a teacher who a NEST is not can be equally effective. Lewis points out that this question has been a significant topic in his professional career. According to Lewis, one advantage of being a NEST is the ease and speed with which they can be hired for a teaching job. This could be due to perceptions that NESTs naturally have a stronger grasp of the language and culture, making them more attractive candidates to some employers.

However, Lewis (2020) also acknowledges that there's a controversy surrounding the debate about which type of teacher is better. He concludes that both NESTs and NNESTs have their own strengths and weaknesses when it comes to teaching English. This suggests that qualities such as teaching skills, subject knowledge, classroom management, and the ability to effectively convey information might be more important factors in determining a teacher's effectiveness, rather than whether they are a native speaker of English. Overall, Lewis seems to be highlighting the complexity of the issue and encouraging a more nuanced perspective on the qualities that make an effective English teacher, regardless of their native language background.

Lewis (2020) has outlined several strong advantages of non-native English-speaking teachers (NNESTs) in language education. These points highlight the unique strengths that NNESTs bring to the teaching environment and shed light on why they can be effective

instructors. Lewis (2020), says that the Availability and Relatability that the NNESTs have with their students. Given that NNESTs are likely to be more prevalent in non-English speaking contexts, students in such environments have better access to NNESTs as instructors. This availability is especially advantageous in regions where immersion programs or English-speaking environments are not common. Furthermore, NNESTs serve as living examples of successful language learners, providing inspiration and motivation to their students by demonstrating that fluency is achievable.

In addition, Lewis says that the NNESTs provide learning strategies, and serve as relatable role models who have successfully navigated the language learning journey themselves. This representation helps students visualize their own language learning success. Additionally, NNESTs can model effective language learning strategies they employ, such as using specific resources or overcoming challenges, demonstrating that language acquisition is a learnable skill, also, NNESTs possess firsthand knowledge of the challenges and barriers that language learners encounter. This experiential insight enables them to empathize with their students and provide targeted support. This understanding can foster a supportive learning environment that acknowledges and addresses students' struggles.

Lewis (2020), says that NNESTs often integrate language into meaningful contexts, reflecting their own experience of navigating English in real-life situations. This contextual approach aligns well with language learning theories that emphasize learning in authentic and communicative contexts. This teaching method can enhance students' ability to use language to convey meaning effectively.

Lewis (2020) considers that NNESTs tend to prepare their lessons more meticulously, possibly due to a desire to compensate for perceived differences in language proficiency

compared to NESTs. This dedication to preparation can result in well-structured and engaging lessons, benefiting students' learning experiences. And, if the NNEST shares the same mother tongue as the students, this can facilitate effective communication. This alignment allows for smoother explanations, translation of complex concepts, and vocabulary instruction.

These points highlight areas where NNESTs might face challenges, but it is important to remember that they do not necessarily overshadow the strengths that NNESTs bring to the classroom. Lewis (2020) says that the NNEST might not have the same depth of familiarity with informal language, slang, and specific dialects as native speakers. This limitation could impact their ability to teach such nuances effectively. Also, Lewis adds that NNESTs might have slightly lower language competency compared to NESTs, particularly in specific subject areas or language varieties.

In addition, Lewis (2020) says that in classrooms where students share a native language with their NNEST instructor, there might be a tendency for students to use that language instead of practicing English. This can hinder language immersion and practice. Also, some students might have had negative experiences with poorly skilled NNESTs, leading to apprehensions about NNESTs' teaching abilities.

Lewis (2020) explains that every teacher, whether NNEST or NEST, will have strengths and areas for growth. however, the key is to leverage the strengths and actively address areas where improvement is needed, regardless of whether a teacher is a NNEST or a NEST. Lewis´s balanced approach in considering both the advantages and disadvantages of NNESTs contributes to a well-rounded understanding of their impact on language education.

On the other hand, Gulledge, (2012), mentions that in countries like Japan, NNESTs are not the preferred English teachers. But Gulledge stresses that NNESTs are treated unfairly in

many programs, because administrators see them as not being able to teach English well, regardless of their education. Gulledge, (2012), believes that the myth that only NESTs can teach the English language effectively needs to be debunked.

While a native speaker is commonly thought of as someone who speaks the language as their first language, rather than having learned it as a foreign or second language, this definition is still quite fuzzy. A number of scholars have argued that the distinction between NNESTs and NESTs is problematic. Armenta-Delgado, (2010) argues that it is difficult to explain what NNESTs and NESTs are because nativeness in terms of language use is almost always related to knowledge of one language only. That is, the NNEST/NEST distinction emerges from monolingual ideology. That is, it does not account for people who grow up bilingually or multilingually.

In addition, Chang-Bacon (2021), talks about the increasing prevalence of monolingual language ideologies in U.S. education, although more and more U.S. high school students are graduating with the Seal of Bilingualism and other language certifications. He discusses the ways in which monolingual language ideologies entwine racism in educational policy, noting that monolingual language ideologies involve notions of idealized speakers and idealized language practices.

Moussu (2018) recognizes that the "true and perfect" native speaker is difficult to find today and that the boundaries between native and non-native speakers are no longer clearly definable if they ever were. She encourages the removal of the native/non-native distinction for both novice and expert ESL/EFL teachers. Llurda (2014) says that despite researchers' objections to the native- and non-native-speaker distinction, the terms NNEST and NEST continue to appear, and they are often compared, as is the case in this dissertation. Due to these

differences and comparisons, employers still discriminate against NNESTs, preferring to hire NESTs, sometimes regardless of their educational credentials.

People can grow up bilingual or multilingual and some people may have a command like that of a Native English Speaker (NES), having learned English as a foreign or as a second language. It seems that the big problem is that nativeness is defined by the knowledge that a native speaker has at a particular moment. However, that knowledge is something that non-native speakers can potentially attain. In the next section, I discuss where I carried out the data collection for my dissertation study and I detail the two language programs where I conducted my research.

1.5. The Research Settings

This study was conducted at a public university on the U.S.-Mexico border, at a university I call Borderlands University (pseudonym). Borderlands University is considered a leader in serving Hispanic people in the United States. With 94 percent of the student body coming from minoritized communities and within that, 85 percent identifying as Hispanic/Latinx (UTEP Strategic Plan, 2021), Borderlands University is located in Far West Texas. This is where Texas, New Mexico, and the Mexican state of Chihuahua come together along the Rio Grande/Rio Bravo.

According to Scheaffer, (2022), Borderlands has been declared as an R1 Very High Research university by The Carnegie Classification of Institutions of Higher Education. This status signifies the institution's commitment to high-level research and its capability to produce a substantial number of doctoral graduates annually. The designation of "very high research activity" further emphasizes the university's dedication to advancing knowledge and contributing to various fields. The R1 classification and the university's academic breadth underscore the

importance of my study in contributing to the academic and research landscape. This context adds significant weight to the research I conducted within this university.

Borderlands University, situated on the U.S.-Mexico border, holds significance due to its focus on serving Hispanic communities, making it a fitting location for my research. The high percentage of students from minoritized communities and its status as a Hispanic Serving Institution (HSI) underscore the importance of this study in addressing issues related to English language education within this specific cultural and regional context.

Borderlands University's location, at the convergence of Texas, New Mexico, and the Mexican state of Chihuahua, carries geographical and cultural implications, likely influencing the dynamics of English language education and the interactions between NNESTs and NESTs. The institution's status as an R1 research university indicates its commitment to research and academic excellence, further emphasizing the relevance of this research study in contributing to the existing body of knowledge.

Borderlands University offers 168 bachelor's, master's, and doctoral programs, and Borderlands University became an R1 research university in 2018, which means that it graduates many doctoral students each year. Among its many academic programs at the undergraduate, master's, and doctoral levels, there are also programs for ESOL students, as well as programs for those who want to become ESOL teachers.

 I conducted this study in two language programs at Borderlands University. One of the programs, which I call the Practical English Language Program (PELP), is for community members and does not offer credit ESOL classes. The other is for ESOL learners who are already accepted into the university, and I call it the Teaching English Language Learners Program (TELLP) this program offers credit courses. The mention of ESOL programs for both enrolled

students and community members showcases the diverse educational contexts in which study participants work. By conducting my study within these two specific programs, I was able to gather insights from different segments of the population and potentially identify variations in the experiences and perceptions of participants. Overall, the contextual details I have provided help set the stage for my research and provide a clear understanding of the unique environment in which the study took place.

Here, I provide a detailed explanation of the two programs from which study participants were drawn. The first is the Practical English Language Program (PELP) and the Teaching English Language Learners Program (TELLP). This information helps in understanding the context in which this research was conducted and the specific groups I have targeted for my study.

1.5.1. Practical English Language Program (PELP)

Borderlands University has an Office of Professional and Public Programs: Extended University that offers lifelong learning opportunities for professional development and personal enrichment for members of the community. One of the programs it offers is called the Practical English Language Program (PELP). This is where non-credit courses that are designed to help students acquire a functional command of English are taught. Around 25 students are enrolled in this program each semester. This program offers a wide range of classes for English learners of all levels. In addition, it offers preparation for the Test of English as a Foreign Language (TOEFL) Internet-Based Test (IBT), which is a requirement for applying to Borderlands University for potential students who are not "native" English speakers.

The Practical English Language Program at Borderlands University is open to both enrolled students and members of the community. The program's admission process is separate

from the university's general admission, meaning that being accepted into the Practical English Language Program does not equate to being accepted into Borderlands University. The program is designed to provide English language education to a wider audience.

The goal of this program is to equip learners with a practical and comprehensive grasp of the English language across various aspects: grammar, listening, speaking, reading, and writing. It caters to individuals ranging from beginners in English to advanced students who are preparing to apply to institutions of higher education. The program is structured in intensive sixteen-week sessions that ensure a focused and immersive learning experience.

Key features of the program include:

A Placement Test: Students' performance on the placement test will determine their initial skill level, allowing them to be placed in the appropriate level courses.

A Class Schedule: Classes are scheduled from Monday through Thursday, running from 8 AM to 1:20 PM. This concentrated schedule provides a conducive environment for intensive learning.

Core Courses: The curriculum includes core courses that amount to 21 hours of instruction per week. These courses cover essential language components and skills, with the aim of fostering well-rounded language development.

Individualized Attention: Students benefit from personalized attention, ensuring that their unique learning needs are met. This approach helps them progress at a pace that suits their abilities.

Highly Skilled Instructors: The program is facilitated by experienced and proficient instructors who guide students through the learning journey with expertise and guidance. Two of them are NNESTs and one is a NEST.

TOEFL Exam Preparation: The program also assists students in preparing for the Test of English as a Foreign Language (TOEFL), a widely recognized assessment for English proficiency often required for university admissions in English-speaking universities.

How much does this program cost? It depends on the level of English one has when applying, of course. The main rate for the program refers to the primary or standard fee for the program, which is $1,290.00. There is also a main-rate alternate, which provides costs for specific items within the program, such as the application fee ($125.00) and the fee for enrolling in a single course ($355.00).

The program's holistic approach aims to nurture students' linguistic competence and fluency, enabling them to confidently use English in diverse real-world contexts. From foundational skills to advanced preparation for further education, the Practical English Language Program strives to provide a comprehensive and effective learning experience.

In Table 1, below, I show the courses that this program offers in its PELP, and I give a brief description of each course.

Table 1. Courses Offered in the Practical English Language Program (PELP)

Name of Course	Description
Intensive English	The objective of this course is for the student to achieve a functional command of English grammar, and the four skills of listening, speaking, reading, and writing.
Intensive Grammar	The objective of this course is for the student to develop the appropriate use of English grammar and to prepare them to write academic essays.
Intensive Listening and Speaking	The objective of this course is for students to learn to do everyday things, such as taking notes during class and having a short conversation with ease in English.
Intensive Reading	The objective of this course is for students to develop English reading skills, with an emphasis on speed, vocabulary expansion,

	comprehension, and analysis of ideas. By focusing on these aspects, the course aims to equip students with the necessary tools to become confident, proficient, and critical readers of English texts across a wide range of genres and subjects.
Intensive Writing	The course is to provide students with ample opportunities to practice writing clearly and coherently. Students will engage in exercises that encourage them to express their thoughts, ideas, and opinions in a concise and organized manner. By achieving these objectives, students will not only strengthen their language skills but also become more proficient in expressing themselves through well-structured and articulate writing.
TOEFL-IBT Preparation Course	The objective of this course is to prepare students to pass the Internet-Based Test of English as a Foreign Language (TOEFL iBT), which is required for students from countries where English is not the dominant language. The TOEFL is required for international students who want to go to university in the United States.

Two primary participants in this study work in the PELP, and I have used the pseudonyms Karen and Josie for them. Next, I will describe the other program, called the TELLP, where the other three primary study participants work: I call them Rebecca, Claudia, and Sasha.

1.5.2. Teaching English Language Learners Program (TELLP)

The second location in which I collected data was the Teaching English Language Learners Program (TELLP), housed in the linguistics department at Borderlands University. This program offers English courses that reflect current advances in teaching and learning a second language. Approximately 500 students are enrolled in this program annually. This program helps English learners who are enrolled in the university to acquire the English language skills

necessary for university courses and academic life. The program focuses on improving students' grammatical knowledge, as well as their English reading and writing skills.

Additionally, students in the TELLP learn academic conventions that are necessary for college-level work, such as APA style. This program is only for students who are enrolled in the university. In Table 2, below, I show the courses that this program offers, along with a brief description of each course.

Table 2. Courses Offered in the Teaching English Language Learners Program (TELLP)

Name of Course	Description
ESOL 1610 Intermediate English for Speakers of Other Languages – Level II	The goal of this course is for students to learn the basic structures of English, expanding them into more complex structures. It includes practice of modern English conversational patterns.
ESOL 1406 Basic English Sentence Structure	This course offers a systematic introduction to English grammar and sentence structure for ESL users.
ESOL 1309 Writing and Reading in English for Non-Native Speakers	The goal of this course is for students to develop English writing skills, writing-process strategies, reading fluency, and vocabulary.
ESOL 1310 Reading English as a Second Language	The goal of this course is for students to practice reading academic, informational, and literary texts, with an emphasis on vocabulary development, textual analysis, and critical thinking. This course includes library research and documentation technology.
Non-Course-Based ESOL Courses	This is a free, seven-week, intensive English development workshop. The goal of NCBL is to enhance students' writing, reading, and critical thinking skills through academic assignments, as well as assignments based on readings and videos in a variety of topics and disciplines.
ESOL 1311 Expository English Composition for Speakers of ESL	The goal of this course is for students to hone their expository composition skills in English, focusing on rhetorical and writing principles for different types of expression. These include emphasizing style and variety

	in sentences, paragraphs, and essays, with a focus on reading comprehension and academic writing.
ESOL 1312 Research and Critical Writing for Speakers of ESL	The goal of this course is for students to learn and practice using library facilities and, to conduct library research, as well as to use documentation techniques. Emphasis is on writing scholarly papers and review articles.
ESOL 1910. Intermediate English for Speakers of Other Languages I	The goal of this course is to learn and practice English and how to use the language in more advanced ways. It also involves everyday English conversation practice.
ESOL 2303. English For Humanities and Social Sciences	This curse aims to offer extra training for individuals who are not native speakers of English, focusing on the distinct language structures used in the fields of humanities and social sciences. The emphasis will be on reading and understanding materials like books and articles in these disciplines, along with the development of writing skills in a similar context.

When students are seeking admission to Borderlands University, the Office of Admissions and Recruitment takes into consideration whether an applicant should participate in the TELLP. This determination is made based on certain criteria related to language background and educational history. TELLP is for applicants whose native language is not English, and/or those whose previous high school education was conducted in a language other than English. Also, enrolling in TELLP courses requires permission from the Department of Languages and Linguistics. Prospective students who are considering TELLP courses need to take an English-language placement test before they can register for a TELLP class. The placement test used for determining entry into the ESOL program is the ACT Compass-ESL exam.

In summary, the placement test is a key factor in determining whether students should be enrolled in the TELLP at Borderlands University. The university considers various aspects of the applicants' language background and educational history to ensure that students are appropriately

placed in courses that match their English language proficiency levels, such as reading, listening,

grammar, and the E-Write (essay). While reading, listening, and grammar are self-explanatory,

the E-Write Essay is an online, timed test that involves writing an essay in English. By

developing proficiency in these areas, learners can enhance their overall language skills, enabling

them to communicate, express themselves, and understand others more effectively in English.

Next, I present a comparative analysis of the two programs, in Table 3.

Table 3. The Differences Between PELP and TELLP

PELP	TELLP
The program coordinator is an NNEST and has a bachelor's degree in business administration.	The coordinator of the program is NEST and has a doctorate in Second Language Studies.
This program is geared toward the public. Most of its' students are not enrolled at Borderlands University	This program is focused on students enrolled in Borderlands University at undergraduate level.
This program focuses on intensive teaching of the four skills (i.e., reading, writing, listening, speaking).	This program focuses on intensive teaching of the four skills (i.e., reading, writing, listening, speaking). However, it also focuses on writing and research in English since the objective is to support students in their journey through the university.
The use of Spanish is prohibited in PELP classes, for both students and teachers.	Spanish can be used to teach, and students can speak Spanish in class without repercussions.
There is a preference for teachers who are NESTs, although two NNESTs work there.	NNESTs and NESTs are both teaching in this program. There appears not to be a preference for NESTs or NNESTs.
Face to face classes, as well as and online	Face to face classes, online, and Hyflex[1].
Each course lasts eight weeks.	Each course last sixteen weeks.
Have less instructors with advance degrees	Have more instructors with advanced degrees

[1] Borderlands University offers HyFlex courses that integrate both in-person and online classes. The HFA provides the necessary curriculum design, technology, and methodologies to facilitate the HyFlex curriculum. HyFlex courses aim to combine the advantages of online learning with the rigor of face-to-face instruction. These courses provide the flexibility of online delivery while maintaining the depth and quality associated with traditional in-person teaching.

The variations in program structure, including course offerings, sequencing, and specialization tracks, can be attributed to the goals of each program, the different groups served, as well distinct perspectives and managerial philosophies of the respective coordinators. For instance, where one coordinator emphasized a holistic and interdisciplinary approach (TELLP), while the other focused on a more specialized and linear approach (PELP). These structural differences are reflective of the coordinators' individual preferences, experiences, and educational philosophies.

The selection of instructors to deliver program content is another area where coordinator influence is palpable. Each coordinator's familiarity with potential instructors, their pedagogical preferences, and their alignment with the program's goals shape the hiring process. Consequently, PELP might prioritize NEST, while the TELLP might lean towards NESTs and NNESTs. These choices probably have a direct impact on the instructional methods, content delivery, and overall learning experiences within each program.

Understanding the role of program coordinators in driving differences between the two programs offers insight into each program, in terms of its effectiveness and adaptability. Each coordinator implements strategies to harness the strengths of individual teachers while ensuring alignment with the overarching organizational goals of the program.

1.6. The Purpose of the Study

Given the large percentage of English learners (both ESL and EFL) worldwide and the fact that three of four English language teachers globally are NNESTs, this study seeks to understand the professional experiences of five NNESTs who work in a public university on the U.S.-Mexico border, with a focus on their identities and language ideologies. Most studies have looked at NNESTs teaching in countries where English is not the dominant language. This, case

study looks at NNESTs in the United States, in the specific context of the U.S.-Mexico border, on the U.S. side. The primary participants were five NNESTs who teach in the two Borderlands University English language programs. I also conducted interviews with the two program coordinators and one of the participants' colleagues, who is a NEST.

Using a qualitative case study methodology, and a LangCrit theoretical framework (Crump, 2014)I have collected data using in-depth interviews (Seidman, 2019) and classroom observations (Emerson et al., (2011). Although I tried to obtain documents from the study participants, I was not able to do so.

1.7 Significance of the Study

There is a robust literature on the NNESTs (Al Hariri, 2016; Mermelstein, 2015; Tajeddin & Adeh, 2016; Zhang, 2016). While I review extensively in Chapter 2, none have explored the identities and ideologies of NNESTs teaching in a bilingual border city in the United States. The importance of understanding the challenges, barriers, and successes faced by NNESTs in a unique context like the U.S.-Mexico border region has not been studied before. By situating this study within this bilingual community, I am addressing a gap in the existing literature, as most research on NNESTs has been conducted in regions where English is not the dominant language (Al-Hazmi, 2003; Carless & Walker, 2006; Hsu, 2019; Wang & Lin, 2014). Conducting a study in a bilingual context such as El Paso, where English and Spanish are both widely used, adds a layer of complexity and nuance that is distinct from the usual settings where NNEST research has been conducted. Translanguaging as a common practice in daily life can indeed influence classroom dynamics and interactions, potentially impacting the experiences of both instructors and learners. This context-specific consideration is valuable for advancing the understanding of NNESTs' roles and challenges. The potential policy implications of this

research, in terms of supporting NNESTs and improving teaching conditions, are also noteworthy.

Because much of the existing literature has focused on student perceptions of NNESTs and NESTs, (Abriel, 2015; Florence Ma, 2012; Hadla, 2013, Mahboob, 2004) but the experiences, identities, and ideologies of NNEST instructors themselves have received comparatively less scholarly attention, is another purpose for this study.

1.7. The Gap in the Literature

This study contributes to the field of Teaching English to Speakers of Other Languages (TESOL), specifically to the literature on NNESTs and NESTs (Akcan, 2016; Lee et al., 2017; Mahboob, 2004, interalia), by situating the study in one of the few bilingual (English and Spanish) cities in the United States. A significant portion of the existing literature concentrates on the perceptions or experiences of NNESTs in countries where English is not the dominant language. (Armenta-Delgado, 2010; Beijaard et al., 2000; Louis et al., 2017; Nelson Flores et al., 2015). My study is positioned to address a gap in the literature. This gap is related to the absence of research that specifically explores the experiences of NNESTs in bilingual contexts within the United States, where English is the dominant language.

By acknowledging this gap, my study becomes particularly valuable as it seeks to provide insights into an area that has not been extensively examined. This could lead to a better understanding of the dynamics and challenges faced by NNESTs within the unique context of Borderlands University.

In terms of application, this study could also raise awareness for the improvement of hiring practices for NNESTs, as well as workplace conditions. It could be useful in terms of identifying ways of supporting NNESTs and perhaps it could lead to workplace policy changes.

Again, most studies of NNESTs have been done in the Middle East and in Asia, and none have been done in a bilingual U.S. city on the U.S.-Mexico border. It is my hope that this research contributes to the scholarly literature on NNESTs and that it benefits all those who want to immerse themselves in the field of English Language Teaching (ELT), regardless of their "native" language.

1.8. Scope of the Study

The scope of this research study focuses on teachers who identify as NNESTs and who were currently instructors in the PELP and TELLP at Borderlands University. Their status as NNESTs was first identified to me by the program coordinators. Then, I contacted each potential participant and asked how they identified themselves. To gather a sample of five NNESTs for the study, the recruitment process involved reaching out to potential participants via their university email accounts. These email accounts were provided by the coordinators of each respective program. The recruitment phase continued for approximately one month, concluding as soon as all five participants were successfully recruited. Each participant was then requested to review and formally acknowledge their agreement to participate by reading and signing a consent form. This step ensured that all participants were fully informed about the study's purpose, procedures, potential outcomes, and their rights. Signing the consent form demonstrated their voluntary participation and understanding of the research process in which they engaged.

In this qualitative case study (Merriam & Tisdell, 2016), I conducted in-depth, life history interviews with NNESTs (Seidman, 2019) and I conducted participant observation in their ESL classrooms. While I also interviewed the two program directors, as well as one of their colleagues, who is a NEST, they were secondary participants, not primary ones.

1.9. Summary

In this first chapter, I described the context of there being an enormous number of people who want to study English worldwide, and the fact four out of five English as a Foreign or Second Language teachers are NNESTs. I also explained the potential problems that NNESTs face in the workplace, which include limited opportunities for advancement in academic settings, micro- and macro-aggressions, and discrimination based on their oral language production. There are also negative attitudes towards NNESTs, among program administrators, colleagues (especially those who are NESTs), and students, which I have touched on here and will discuss in more detail in Chapter 2. I also discussed the conundrum of the NEST/NNEST distinction, acknowledging that while it is highly problematic, it still constitutes a field of inquiry in the field of TESOL, and it is one that this study contributes to. I also described the context of the study, purpose of the study, the significance of this study, and the scope of the study.

In the next chapter of this dissertation, I present my theoretical framework, review the literature on NNESTs and NESTs, discussing a wide range of empirical works related to NNESTs and NESTs, and their roles and impacts in the TESOL field. I identify a gap in the existing literature, setting the stage for my own proposed study and demonstrating the importance of my research.

CHAPTER 2: LITERATURE REVIEW

This chapter begins with the Theoretical Framework that supports this research. Subsequently, I discuss the literature on NNESTs and NESTs, analyzing aspects that have to do with: The problems of "nativeness", which is the origin of and the distinction between NNEST and NEST. Then I review the literature on and the teaching practices of NNESTs and NESTs. I also consider the literature that explores the teaching styles of NNESTs and NESTs, as well as the perceptions towards NNESTs in the field of TESOL, which includes studies on student perceptions of their NNESTs and the perceptions of other teachers. After that, I discuss scholarship on NNESTs' social and professional identities, as well as the NNESTs' language ideologies. Then, I look at the literature regarding collaboration between NNESTs, and NESTs, as well as the research on what makes NNESTs effective teachers. I conclude by discussing the gap that I have identified, which situates my proposed study in the literature.

2.1. Theoretical Framework

LangCrit is a theoretical framework that Sembiante et al. (2020) describe as arising from the intersection of the Critical Theory of Race (CRT) and the field of TESOL. This theory provides a lens for understanding issues of race and racism through language, identity, and belonging. It allows for a critical investigation of how individuals express themselves, their language choices, and their identities.

According to Crump, (2014), one reason it is important to understand LangCrit is because of the reality that Whiteness is associated with "native" English speakers. (Crump, 2014) notes that post-structuralist and sociocultural theories do not define language in a prescriptive way and that critical linguists argue that there are no fixed and stable units in linguistics. LangCrit recognizes that the ideology of the entire language is closely related to the use of the language,

and LangCrit strongly rejects the biological view of race and instead, explores the role of language in racial formation.

Crump (2014) says that in the TESOL field, there is relatively little research has used Critical Race Theory (CRT) as an analytical lens, although the field has focused on the interaction between English native speakers who are socially constructed as White and non-native English speakers, who are socially constructed as both White and nonwhite. This constitutes a significant blind spot on the topic, propagating the White native speaker fallacy that is reflected in many English Language Teaching (ELT) hiring practices. Over the past decade, however, there has been some outspoken criticism of this link between Whiteness and English proficiency.

Crump (2014) clarifies that LangCrit is an ecosocial perspective that recognizes that racism is a real part of everyday society. Crump (2014) considers socially constructed and negotiated hierarchies and boundaries between social categories such as language, identity, and race, as a continuum of possibilities from fixed to fluid. LangCrit embraces and seeks out the intersectionality of different dimensions of identity, emphasizing how local language practices and personal histories relate to wider social, political, and historical practices and discourses.

According to Swift, (2020), from the perspective of LangCrit, identity is characterized by complexity and fluidity rather than by consistency. In Swift´s research, the investigation of the multicultural identity of Japanese Canadians in Montreal did not recognize the aspects of identity that individuals perform through language in this context. Crump (2014), calls LangCrit a lens that identifies and questions the complex interactions between audible and visible characteristics of language use, as they relate to categories of identity, such as race.

Swift (2020), adds that power also resides in individual, community, and societal beliefs about ways of belonging. According to LangCrit, power is now concentrated in specific linguistic resources in specific spaces. In other words, specific spaces and contexts tend to elicit specific linguistic practices. In these spaces, specific linguistic resources are related to social access and power. LangCrit is interested in understanding the power of linguistic resources and spaces to understand how individuals speak the language, the values associated with language, and the possibilities of identities that arise from the interaction of power and language in particular spaces.

Regarding identity, LangCrit argues that speakers' identities are hybrid and realized differently in different contexts. It problematizes notions of a speaker's identity as fixed and based solely on nationality. LangCrit sees the diverse lived experiences of a speaker in a variety of contexts and languages. Anderson (2021) says that LangCrit is a theoretical and analytical framework that places the intersection of the subject as heard and the subject seen at the forefront of interpretation and analysis, looking for ways in which race, racism, and racialization intersect with language, belonging, and identities.

Regarding language, Sembiante et al. (2020) note that LangCrit affirms that the boundaries between languages are politically and socially produced to maintain power differences between groups of people, something that García & Wei, (2014) argue, as well. Because society links power to certain linguistic resources, this has a significant impact on an individual's linguistic choices, the value others attribute to those linguistic practices, and, as a result, the identities that individuals feel compelled to adopt.

Sembiante et al. (2020) say that LangCrit positions language as a dynamic social activity that changes through the varieties and codes of language, according to what the speakers do. This

position completely rejects the idea of language as the result of a speaker operating within a uniform and finite linguistic system. Sembiante et al. (2020) also say that LangCrit incorporates ideologies of language (i.e., beliefs about language use in social worlds) as well, noting that they are an entity closely intertwined with the making of meaning with language.

Sembiante et al. (2020) address LangCrit as connected with race as a social construct, noting that racial categories have been arbitrarily created to privilege some and subordinate others. LangCrit incorporates the constructs of identity and language to examine the role they play in racial formation (Omi & Winant, 2014). For example, linguistic identities are related to racial identities in the TESOL field, because Whiteness is seen to be a quality linked to standard English.

According to Swift (2020), LangCrit sees language as a social practice that informs social norms, such as how individuals and groups relate to each other and society. It also explores how social norms limit what individuals can and cannot do with language in daily life, as well as the values associated with the use of language and possible identities. Swift adds that language limits are socially constructed, noting that language limits refer to social norms that dictate what use of the language is acceptable. Social norms can also operate as linguistic barriers, such as when there is a discrepancy in language proficiency between interlocutors. That is, what constitutes Spanish as a language or English as a language, are social constructs.

Swift (2020) explains that even though LangCrit explains that languages are social constructions, language ideologies are still also fixed entities that still have a powerful social force. This explains why language ideologies are connected to a U.S. citizen's identity and why this membership label continues to hold sway. Language ideologies powerfully hold in place the

notion of a fixed language entity being aligned with a nation-state identity, associating whiteness with ownership of the English language.

Sembiante et al. (2020) affirm that only when the social constructions of race are considered together with language and identity, can the power constructed through these categories be unraveled and questioned. Furthermore, Sembiante et al., (2020) affirm that LangCrit recognizes that racism is part of everyday society, social constructions are fluid, identities intersect, and the local languages connect with society in general.

Other theories could have been used to frame this study theoretically, such as raciolinguistic (Rosa & Flores, 2017). However, this theory focuses more on examining how language is used to construct race, and how race influences language use. Because I am looking at NNESTs and their experiences based on their race, identity, and language, I think LangCrit's theory fits well with what I am exploring.

Additionally, Flores & Rosa (2015), discuss Raciolinguistic ideologies in educational settings related to subtractive and additive approaches as alternative approaches to address linguistic diversity in American classrooms. Flores & Rosa (2015), note that these models are subtractive and aim to raise standard English proficiency with little or no emphasis on the language practices that minority language learners bring. The linguistic assumption underlying these efforts is that students must abandon the language practices in which they were raised to become proficient in Standard English. In contrast, the additive approach aims to assess students' diverse language skills, positioning students' non-standard English skills as valuable learning tools rather than obstacles to be overcome. As we have seen in these statements, the issue of ethnolinguistic ideology is to some extent focused on the discrimination of minority languages.

I have chosen to employ LangCrit as the foundational theoretical framework for my study, primarily because of its ability to provide a comprehensive understanding of the intricate social contexts in which NNESTs operate, particularly within the unique setting of the U.S.-Mexico border region. My research seeks to explore the multifaceted influences of their personal backgrounds, along with the interplay of social, cultural, and linguistic factors, on their roles as ESOL instructors. Additionally, I aim to unravel the complex web of professional relationships they forge with their colleagues and students in this distinct educational landscape.

In order to illuminate the depth and breadth of the LangCrit theoretical framework and its relevance to my study, the forthcoming section will provide an extensive review of the existing literature concerning NNESTs and NESTs within the field of Teaching English to Speakers of Other Languages (TESOL). This chapter serves as a critical foundation for comprehending the theoretical underpinnings of my research and reviewing the literature related to NNESTs. It is my plan for the literature review that follows to situate my study in the existing literature and to identify a gap in that literature.

2.2. Issues around Nativeness

In this literature review, I begin by exploring how the first language and second languages are acquired. Liceras et al. (2017) say that nativeness cannot be approached from an absolute point of view, since no single definition can be provided for the concept of being a native speaker of a language. One way that nativeness can be defined is in terms of the age of the first exposure to a second or additional language. For this, one might think that the age limit in terms of when second language learning begins and when first language acquisition ends must be agreed upon. However, both language learning and acquisition can and do continue into adulthood, in a variety of ways, and the linguistic processes involved must be explained. In terms of age, the critical

period hypothesis suggests that puberty, in general, marks a cut-off time in the acquisition of a first language.

Snow and Hoefnagel-Hohle (1978) explain how language acquisition occurs, and they take as a basis the Critical Period Hypothesis, to explain how language acquisition takes place. For them, the acquisition of language occurs approximately beginning at two years of age and ends approximately at the age of puberty. The idea is that any language acquisition that takes place after puberty will be qualitatively different from how the first language was acquired, specifically in terms of "native-speaker-like" pronunciation. Although Snow and Hoefnagel-Hohle (1978) argued that while this is not applicable in all cases, language learning that occurs after puberty tends to be slower and less successful than first language acquisition and learning. I conclude that nativeness cannot be approached with aspects of age, but rather with the brain development as well as social context, and age.

If the critical period hypothesis doesn't explain nativeness, what might? At this point, it is important to mention the difference between acquisition and learning a language. According to Ute (2015), the difference is that *acquisition* is a natural subconscious process during which the grammatical rules are not consciously learned, but are employed by the subconscious. Generally, this term is used when one or more first languages are acquired, and learning a language is the result of direct instruction in the rules of the language. That is, most people acquire and learn their mother tongue. We acquire the first language at the home with our families, and then we go to school to learn about the standard version of the language, which may not be what we learned at home. Writing generally must always be taught and is rarely acquired. For example, I have acquired and learned Spanish, and now I am learning and acquiring English.

Also, it is important to mention that there are children who acquire more than one language at the same time, which is referred to as bilingualism and/or multilingualism. MacLeod et al. (2012) say that a bilingual speaker can be broadly defined as an individual who can speak and understand two languages, whether the speaker's languages were learned during childhood or later in life. Cenoz (2013) mentions that multilingualism is used to refer to someone who has acquired two or more languages, and bilingualism or trilingualism are examples of multilingualism. In other words, while bilingualism specifically pertains to the use of two languages, multilingualism extends beyond that to encompass the use of two languages or more. Essentially, multilingualism can be viewed as a broader category that subsumes bilingualism. In other words, an individual can acquire more than one language from childhood, and that shows us that nativeness is not specific to someone who speaks one language.

However, even in the case of simultaneous acquisition (i.e., bilingualism or multilingualism), Butler (2012) notes that around the age of three, the acquisition process for bilingual and multilingual people may differ from that of monolingual people, as many bilingual/multilingual people may be more proficient in one language than another. Butler (2012) adds that balanced bilinguals are those who develop their linguistic skills in two languages and achieve equal proficiency in the four skills (i.e., reading, writing, listening, and speaking). Most people who identify as bilingual end up developing one two or three of the four skills in one of the two languages they have acquired and learned.

In addition, Avalos-Rivera (2016) mentions that English nativeness is for those monolinguals born and raised in countries where English is the language of daily communication or where it is the official language of the nation. It is through acquisition, along with formal schooling, that they develop these English language skills.

But what does it mean to be a native speaker of a language? One could say that native English speakers are either monolingual English speakers who have acquired English and learned it as their mother tongue, first language (L1), or only language. Or, they could have acquired two or more languages simultaneously, from childhood, with English being one of them. Talking about the term "mother tongue," it is important to mention the work of Musha Doerr (2009), who says that this term arises from a European convention in which the father is the one who transmits the land and the mother transmits the language. However, Musha Doerr (2009) states that the term "mother tongue" is imprecise, for the reason that someone *can* use the father's language as the first language.

In addition, Musha Doerr (2009) notes that the term "mother tongue" is complex because there are multilingual places around the world, and there are different ways to refer to the term "mother tongue." They include:

(1) the language or languages that are acquired first;

(2) the language (s) one knows best;

(3) the language (s) one uses the most; and

(4) the language or languages with which a community identifies.

That is, people can acquire one or several languages and make use of them, as nativeness is not the meaning of acquiring one language.

Non-native speakers of English are commonly referred to as those who have learned and/or acquired English as a Second or a Foreign Language (L2) after having acquired another first language or languages. Saville-Troike and Barto (2017) remind us that a second language is commonly an official or societally predominant language desired for education, employment, and other elemental objectives. On the other hand, second languages are what minoritized

people, often immigrants, learn and/or acquire in a society in which their first language(s) are not the powerful, dominant languages. Of course, people also acquire other languages not only by necessity but it can also by choice.

I conclude that nativeness is the language or languages that are acquired first, and that non-native refers to those who have already acquired one or two initial languages and have learned a second language for work, study, or other activities. But knowing that most of the people who teach English as a second or foreign language worldwide are non-native speakers of English, what does it mean to be a Non-Native-English-Speaking Teacher (NNEST)? And how do they compare with Native English-Speaking Teachers (NESTs)?

2.3. NNESTs vs. NESTs

In this section, I explore the literature about NNESTs and NESTs, but there are some points that we must consider before giving any favorable or unfavorable opinions towards either or both groups of teachers.

2.3.1. Every Language Has Variation. The belief that native speakers are the perfect models to successfully teach English has been circulating around the world for some time (Medgyes, 1992). It is especially the case that many times "students believe that only a Native Speaker can teach English" (Armenta-Delgado, 2010, p. 317). And it is not only English students who are likely to have this ideology, but some researchers likely hold this assumption, as well.

It is safe to say that the general public assumes that to learn English, it is necessary to acquire it through the idealized native-speaking teacher (Avalos-Rivera, 2016; Floris & Renandya, 2020). But is it true, in general, that NESTs are the best English teachers, and that NNESTs are somehow substandard? It is good to address these points to further broaden our vision.

2.3.2. Some Language Varieties Have More Prestige Than Others. If people believe that learning English with a native speaker is the best way to learn English, then which variety of English native speakers is preferred? Of course, there are "native speakers" of English throughout the world, and while the United Kingdom, the United States, Canada, Australia, and New Zealand are considered the Anglophone centers of the world, there are 86 countries that count English as an official language (Wordspath, 2023) states that until recently, American English was seen as less educated, less cultured, and less beautiful than British English. English instructors in Europe were advised not to teach their students an American accent. Alftberg (2009) claims that the textbooks in use today in schools in many countries are still primarily geared toward British English. However, Alftberg (2009) affirms that we have entered into a technological era through television, music, and internet, and games and we are online continually. As a result, the American accent is the one that has dominance in these media and has influenced the world population significantly.

2.3.3. Not Everyone Who Grows Up in an English-speaking Country Uses Standard English. There is an assumption everyone who grew up in an English-speaking country speaks standard English. Maum (2002) notes that some people speak standard British, Australian, Indian, or other varieties of English; others speak standard American English. But in countries where there is a standard language, there are always non-standard varieties. Interestingly, not everyone wants to learn the standard language. Goldstein (1987) conducted research with young Spanish-speaking men in New York City who wanted to acquire Black English rather than Standard English.

McArthur (as cited in Goldstein, 1987) understands the varieties of English that exist around the world through the image of a circle. In the center of the circle, he makes mention of

world standard English. In the second phase of the circle, he refers to the variations of English according to the region (e.g., the United Kingdom, the United States, Canada, Australia, and New Zealand), and in the third group, he places what he calls the crowded varieties of English, or those spoken among colonized peoples (e.g., Indian English, Jamaican English, Black English Vernacular, which is now called African American English Vernacular (AVVE). All of these are legitimate varieties of English, but not all of them have the same global prestige.

2.3.4. Being Educated as a Teacher and Being a Native Speaker of English Are Two Different Things.

One key question that needs to be addressed is this: What is the relationship between language proficiency and the ability to teach a language? Becoming a language teaching professional involves education and personal development beyond the mastery of the profession's body of knowledge and technology. Indeed, a language teacher's proficiency in the language being taught has always been considered to be more central than their educational preparation. However, Faez et al. (2019) say that teachers must have specific language skills so that they can provide good models of English in the classroom, maintain fluent use of the target language, identify student errors, and provide appropriate feedback. Therefore, it is necessary to consider formal study in preparation for teaching, as well as the professional degrees that are essential, as well.

Şahin (2005) notes that for many years, NESTs were recruited to teach in Turkey, solely based on their proficiency in the language, or their perceived status as native speakers. Although Shain does not point out how long this period lasted, she points out that over time, Turkish English language professionals came to understand that being a "native speaker" of a language does not necessarily make someone a successful language teacher. And because not all "native

speakers" use the standard variety of the language, they may also have to master that, as well. Teaching ability is an important factor that NESTs must develop. However, for NNESTs, teaching ability and language proficiency are both key.

2.4. Origins of the NNEST and NEST Distinction

Selvi (2014) notes that the emergence of the terms NNEST and NEST is the result of a political agenda within the professional organization, Teachers of English to Speakers of Other Languages (TESOL), and these terms are intended to promote equity and social justice within the field. Although the terms NNEST and NEST have been promoted in the literature and among practitioners (Mahboob, 2010; Canagarajah, 1999; Braine, 2018; Holliday, 2005) the erroneous idea that NNESTs do not have adequate skills to teach English still has been purchased. Consequently, (Selvi, 2014) encourages us to investigate those prejudices and misconceptions to gradually eliminate them. That is why it is important to explore this literature and conduct research on this topic.

Braine (2018) says that "the commonly accepted view in language pedagogy was that NNS English teachers were second in knowledge and performance to NS English teachers" (p.1). It is necessary to question whether the non-native-English-speaking teachers' position of being considered second-class teachers is because of systemic issues, or whether NNESTs have taken that subordinate position by feeling inferior or incapable because of the deficit beliefs about them. Of course, it may be some combination of the two, which is likely.

Floris and Renandya (2020) affirm that NESTs are often perceived as superior to NNESTs, and this belief can lead to discriminatory practices against NNESTs. They argue that around the world, being a native speaker matters more than academic qualifications, professional

competence, or experience as a teacher. However, being a native speaker or not, should not be the main aspect to classify a teacher as qualified to perform as an English teacher.

The perception that we have of teachers should not depend on their place of birth, or whether they have learned or acquired a language (or some combination of the two), but instead, on their teaching skills and the outcomes of their students. These are the things that will reveal whether they are competent or not, rather than seeing NESTs as superior to NNESTs, regardless of their formal credentials. Some scholars have also explored what the differences between NNESTs and NESTs might be, and how they can collaborate. I will explore this literature later in this review.

2.5. Linguistic Competence and Teaching Practice

Zhang (2016) says that NESTs and NNESTs are two different species, and these two species differ in terms of linguistic competence. However, Zhang wonders if all teachers can learn to be excellent teachers, regardless of their language backgrounds. One common scenario is that Native-English-Speaking Teachers have language proficiency, but they are not educated in teaching. Another is that English-speaking teachers know how to teach language, but their English proficiency skills are limited. It's also likely for teachers to possess varying degrees of each necessary quality. Medgyes (1999), in a revised version of plenary speeches he delivered at the International Association of Teachers of English as a Foreign Language (IATEF), explained that we must consider the different linguistic situations of each teacher and take into account their cultural, social, and pedagogical preparation.

In addition, Medgyes (1999) mentions that the differences in accents, styles of how the teachers speak, as well as cultural and pedagogical preparation can be due to several factors, such as the place where the language was learned/acquired, the teacher's educational

background, professional experience, as well as the work environment. All of these factors can vary from one place to another. In addition, Madgyes mentions that NESTs and NNESTs are likely to differ in various aspects such as language proficiency and teaching practice, but both of them can be equally good teachers on their terms.

Medgyes (1999) has recognized that the profession of English Language Teaching has been divided into two camps: NEST and NNEST. However, attempts to define native speaker proficiency have so far been unsuccessful, as a NNEST can learn what a NEST knows. Another way scholars have attempted to define whether a teacher is native or not is through the place of birth. However, that does not always work either, as there are places where English is the official and/or commonly used language, but there are citizens there who have not developed linguistic competence in the language at all, or who do not use the standard variety of the language. Also, some claim more than one native language, or who speak multiple varieties of the language in question.

Medgyes (1999) gives as an example differentiating between the English that he possesses, being originally from Hungary, as opposed to that of Robert Kaplan, a linguist who was born and raised in the United States. Medgyes says that Kaplan has a superior command of the language and that it is not only formal and prestigious, but also omnipresent, extending to all four skills. Medgyes says that he is probably a near-native speaker but does not have the competence that any genuine native speaker has been gifted with. He refers to this as being gifted with, as it is an unearned privilege. But does that mean Kaplan is a better teacher than Medgyes is, simply because he is a native speaker of English?

That is why Medgyes (1999) says studying NNESTs and NESTs is important, as many NNESTs have near-native speaker proficiency, and that we must consider whether a teacher is

highly competent, based not only on linguistic criteria, but also on cultural criteria, and their teaching competence, for example. In addition, NNESTs can provide language learning strategies more effectively, because they have experienced them as learners of English, not only as teachers. NNESTs have studied the language and can provide students with more information about the English language, better anticipate and prevent language difficulties, be more understanding of students' needs and problems, and make use of the student's mother tongue, assuming that the NNESTs share the same native language as the learners. This can allow them to do some comparative linguistic analysis. But as Medgyes (1999) affirms, it seems that sometimes NNESTs have limited linguistic proficiency in English, which often means that their teaching expertise is not valued.

Musha Doerr (2009) asks what it means to "know" a language. She questions whether knowing a significant amount about the target language is the measure, or whether knowing enough to do something with the target language is what is key. She notes that there are diverse historical, political, and sociocultural contexts that advantage different types of knowledge, which gives authority to some groups of people and marginalizes others. This reality applies to both NNESTs and NESTs since NESTS are privileged because of the belief that they have more knowledge, capacity, and skills in the English language. As a result, despite the pedagogical skills NNESTs may have, they are often discriminated against or marginalized.

If knowledge of a language is based on having a command standard form, many NNESTs are adequate, capable, and qualified. For example, often, it is colloquial English that is new for NNESTs, as they are likely to have studied standard English. And sometimes, it is formal standard English (i.e., what is required to succeed on the TOEFL), that NESTs usually need to learn themselves.

2.6. Teaching Styles

There are indeed differences in teaching styles; in fact, every teacher has their style. NNESTs can develop their styles based on their experience and preparation just as NESTs can, but styles are neither good nor bad; rather, they are just styles. An example of a teaching style that a NNEST could apply is that they could use the students' mother tongue to teach English, provided that the teacher and students share a language other than English. Also, Celce-Murcia et al. (2014) mention that NNESTs can model a variety of English accents rather than a single authorized standard of English.

In addition, Mora-Pablo (2011) adds that one of the advantages that NNESTs have is that they have had the experience of being second-language learners of English themselves. Having this experience means that they can be good learning models and have experienced and developed strategies that can help their learners. It is possible that NNESTs are more aware of the needs and difficulties that each learner has, and that they are often more aware of how students learn, especially those from their language backgrounds. This becomes the main characteristic used in their favor.

Some of the advantages that Celce-Murcia et al. (2014) consider about NESTs are that they speak English fluently, which means they are likely to have more oral skills, know how to use colloquial language, and it is possible that they will not rely heavily on textbooks. They note that it is likely that NESTs as less likely to use the students' mother tongue at all to teach them English. It is possible that this could increase learning for some students.

In addition, NESTs are considered to have greater ease of interaction with students due to their communicative competence in English. Communicative competence, according to Tarvin (2014), is the capability to use language or to interact, in a culturally appropriate manner to

accomplish social tasks with accuracy and fluency through extended reciprocal communication. It is important to note here that both NESTs and NNESTs have access to mass communication media, the Internet, and a vast array of electronic resources. This allows NNESTs to investigate the culture of the regions where the English language predominates, as well as to access resources, courses, and tools to support their interaction with students and thus, to make use of the language in ways that are appropriate for the needs and contexts in which they work.

Şahin's (2005) quantitative study carried out in Turkey aimed to find out whether NESTs, as expert users of the language and as representatives of their community, produce any significant differences in learners' attitudes towards the target language and community. Şahin (2005) administered a questionnaire to 1,075 preparatory students divided into two groups, with one group who had been exposed to NESTs and the other who had been exposed to NNESTs. His goal was to measure student attitudes towards the language and the language community. One of the findings in this research was that the NESTs contributed to learners' forming positive attitudes toward English, which was assumed to result in better language learning achievement. Another finding was that there was a significant correlation between students' positive attitudes toward Anglophone cultures and their achievement in English. This suggested that attitudes toward the target language may impact learner achievement.

Another study that addressed the issue of attitudes was by Han et al (2016). This mixed-method study was carried out in the preparatory program of a state university in Turkey, where there are four levels of English instruction. The purpose of the study was to understand the impact of communication classes taught by NESTs and NNESTs on students' Foreign Language Speaking Anxiety (FLSA). Forty-eight undergraduate EFL students were randomly assigned to classes, half of whom were taught by NESTs (Americans) and the other half of whom were taught by

NNESTs (Turks), and a questionnaire was administered to them about their attitudes toward speaking English. A subset of students was interviewed, as were both kinds of instructors. While the quantitative data showed no difference in speaking anxiety between those studying with NNESTs versus NESTs, the qualitative results were more revealing. Han et al (2016) found that students experienced anxiety when they were in classes with NESTs, because of their fear of making mistakes. At the same time, many of them felt that they received better feedback from NNESTs and that their anxiety was lessened with NNESTs because these teachers could use humor to reduce their anxiety about speaking in English. However, they also found that being in a comfortable learning environment and having teachers with positive attitudes lessened their anxiety about making mistakes in English, regardless of whether the teacher was a NEST or a NNEST.

2.7. Student Perceptions of NNESTs

Much of the literature on NNESTs and NESTs deals with student perceptions of their teachers, comparing attitudes toward NNESTs and NESTs. Abriel (2015) engaged in a qualitative, interview-based study about the self-perceptions of two NNESTs and two NESTs. One of the themes he addressed was the perceptions and attitudes that students have toward their NESTs and NNESTs, and how these perceptions influenced participants' teaching practice, strategies, and thoughts about teaching. Abriel found that students, in general, felt more comfortable with NNESTs because they could relate to their non-native status. Many students agreed that NNESTs were more effective in advanced teaching as well as at the beginning levels because they often shared similar discomforts with the language. Students generally felt more comfortable with and connected to the NNESTs, because they had the confidence to share similar thoughts and attitudes. Abriel's (2015) research, which was conducted in Toronto,

Canada, revealed that both NNESTs and NESTs felt they were accepted by their students. One of the situations that can arise when studying with a NEST is that students are forced to speak English, as these teachers often cannot speak their students' native language. Abriel (2015) also found that students were not especially willing to interact with the NESTs, as they did not feel comfortable speaking with a native speaker.

Motlaq and Elyas (2017) administered an open-ended questionnaire to Saudi University students about the effect of NESTs and NNESTs on EFL learning. They also asked about the influence of the teachers' nativeness, backgrounds, and accents on the student's achievements. They were especially interested in students' mastery of the four skills. The students had no preference for NESTs or NNESTs, and some students thought that the teachers' background did not affect their English learning process at all, as long as the teachers were competent and experienced. Only a few mentioned that it was difficult for them to understand the NESTs when they spoke quickly.

Working with 32 students in an intensive English program at a large university in the American Midwest, Mahboob (2004) analyzed essays written by ESL students, intending to learn their opinions about NESTs and NNESTs. Employing content analysis, Mahboob identified the following categories: linguistic factors (including oral and literacy skills, grammar, vocabulary, and culture), teaching styles (what methodologies teachers used to teach, and the teachers' skill in answering questions), and personal factors. Mahboob found that students perceived NESTs as better at teaching oral skills, vocabulary, and cultural practices, but that they were less well-equipped to teach grammar. However, the students rated their NNESTs more highly overall than their NESTs, particularly in terms of teaching grammar, their ability to answer questions, and

their teaching methods. NNESTs were also rated as superior in terms of their own experiences as ESL learners, as well as in terms of their hard work and their positive affect in the classroom.

Florence (2012) sought to address two research questions with a group of 30 English students studying English in Hong Kong. The questions were: What advantages and disadvantages do Hong Kong secondary students perceive in terms of being taught by NNESTs? And what advantages and disadvantages do Hong Kong secondary students perceive in being taught by NESTs? Employing semi-structured focus group interviews, Florence found that first, the NNESTs had an advantage when they used students' first language to teach them English. The author noted that perhaps this could enhance students' understanding. The idea is that the students and teachers can communicate with each other using the L1 when the topic is difficult for the students to understand. However, Florence also found that some of the NNESTs had inaccurate pronunciation and/or grammar.

Liu and Zhang (2007) interviewed 65 university students majoring in English language and literature from a university in southern China for their study. The objective of this study was to understand student perceptions of NNESTs versus NESTs, in terms of teacher attitudes, methods of instruction, and teaching results. The interview findings showed that advanced-level students enjoyed the classes with NESTs more than beginning-level students. Beginning-level students reported that they felt nervous in the NESTs' classes, due to their inability to express themselves properly. In classes with Chinese teachers, however, they could use Chinese when they could not find the English equivalents, to communicate. Regarding the student attitudes towards NNESTs and NESTs, there was no significant differences were found between the two groups. Students perceived both groups as hard-working and competent. It is important to note that Liu and Zhang (2007) found that, when it comes to instructional media, NESTs used more

varied textual materials, but Chinese NNESTs used considerably more media, PowerPoint presentations, and the Internet to enhance classroom instruction. Liu and Zhang (2007) say that Chinese educators and policymakers have concluded that NNESTs with appropriate educational backgrounds and training are an important part of teaching English in China and that they can be role models for Chinese EFL students.

In addition, Novianti (2018) carried out a quantitative study in Indonesia in which he analyzed the perceptions of 4th-year undergraduate students from the English department in Cimahi, Java. He wanted to find out about the perceptions of 25 students towards their NESTs and NNESTs. He also sought to understand students' perspectives on their knowledge and ability in English, after being taught by NESTs. Novianti found that most students agreed that they needed a native speaker in the English department if they wanted to be successful in learning English. However, students stated that there was no positive difference in having a NEST in the English department since NNESTs also have methods and techniques that benefit the department. Novianti (2018) also noted that NESTs, even those without certification as teachers, were more likely to be hired as English teachers than qualified and experienced NNESTs, especially outside the United States. Therefore, he suggests that no matter where the teachers come from, and the experience and qualifications they have, if they are not NESTs, they are likely to have a difficult time getting a job. Novianti (2018) concludes by saying that most students do not worry about the origin of their English teacher if the teacher can help them in their learning, or as long as the teacher has a high level of professional preparation and a solid command of English. He notes that both kinds of teachers have their strengths and weaknesses in terms of English education. However, it seems that language program administrators still tend to favor NESTs.

In addition, Todd and Pojanapunya (2009) administered a survey in Thailand about the attitudes of King Mongkut's University of Technology Thonburi students towards NESTs and NNESTs. The objective of this quantitative study was to understand the explicit and implicit attitudes of Thai University students have towards NESTs and NNESTs. Todd and Pojanapunya (2009) also wanted to know whether there was a relationship between attitudes towards NESTs and NNESTs and the students' prior learning experiences. Todd and Pojanapunya (2009) found that students expressed a significant preference for NESTs over NNESTs, although emotionally, students felt significantly warmer towards NNESTs than they did toward NESTs. Overall, the students expressed an appreciation for both groups of teachers. Importantly, they found that the greatest strength of the NESTs is the teaching of pronunciation and the greatest strength of the NNESTs is in teaching learning strategies.

In summary, the many studies that consider student attitudes toward NNESTs and NESTs demonstrate that students do not perceive their NNESTs negatively. Many of them see NNESTs as superior to NESTs in terms of teaching grammar, learning strategies, and the ability to support them using their mother tongue. On the other hand, they saw NESTs as having the advantage in terms of oral skills. Students understood both NNESTs and NESTs to have strengths as teachers. But how do NESTs perceive their NNESTs peers? The next section discusses the literature regarding the perceptions that NESTs have of NNESTs.

2.8. NEST Perceptions of NNESTs

Louis et al's (2017) study, which I mentioned in Chapter I, aimed to explore the perceptions of Afro-Caribbean teachers about their experiences with White peers and students in their U.S. higher education institutions. The authors noted that these non-native English speakers were tenured professors in a social sciences department, and they hoped to gain insight into their

lived experiences at traditionally White institutions of higher education. Their goal was to explore e participants' experiences with both White and Black populations. Louis et al (2017) found four important takeaways. They were the discounting of Afro-Caribbean teachers' status; stereotypes; microaggressions; and isolation from White colleagues. At the same time, they found that the Afro-Caribbean teachers had a strong affinity with African-American students and colleagues.

Regarding the issue of their status being discounted, participants reported that both White teachers and students disparaged and downplayed their status. They questioned Afro-Caribbean teachers' fitness for teaching and alluded to their academic unworthiness as faculty. White faculty peers proclaimed that the Afro-Caribbean professors were incompetent or ignorant about their field. One of the Afro-Caribbean professors in the study said that she had only been praised for how well-dressed she was and for having obtained a scholarship. She noted that there was silence from her White peers about her competence as an academic. Another Afro-Caribbean professor noted that a White teacher told her that they did not believe her to be able to speak adequately or effectively in public.

In exploring stereotypes and microaggressions, Louis et al. (2017) noted that White faculty focused on categorizing certain behaviors, actions, beliefs, and/or images about Blacks in a derogatory way. The comments were both intentional and unintentional verbal insults that were perceived as hostile, derogatory, and/or negative. They were specifically related to their Blackness and their immigrant origin. Some of the Afro-Caribbean teachers said they were called "illegal" for being undocumented immigrants and that White teachers were culturally insensitive and racist towards them. The third theme was that the Afro-Caribbean teachers felt social isolation both inside and outside the workplace. Although everyone shared that they enjoyed

their work, they still felt separate from the wider teaching community. They shared that their faculty colleagues, both African American and White, were relatively social, but there was not truly a genuine or deeper connection. Participants expressed a feeling of not being part of the social collective, especially with White colleagues, unless they were all attending a university-sponsored event. Otherwise, there was never social interaction between the Afro-Caribbean teachers and the White teachers.

Similarly, Hsu (2019) investigated the situation faced by three NNESTs from East Asia, whose first language is Mandarin, and who work at a university in the United States. The participants taught in the departments of political science, educational studies, and strategic communication. Hsu found that the NNESTs from East Asia spoke English with an accent, but that they did not perceive their accents as a barrier to their students' understanding and learning. With effort, the East Asian NNESTs were able to establish rapport with their students and minimize any negative influences. The NNESTs viewed these difficulties in a positive light, although Hsu found that there were problems related to linguistics and understanding of the culture for both the teachers and the students. However, the teachers combined their knowledge of both cultures to create positive relationships with their students. All participants expressed that their bicultural or international background had a positive impact on their teaching. One of the participants utilized his knowledge and background to instruct on East Asian topics in his class. Another participant, in the field of educational technology, leveraged her background to assist students in grasping specific terms. Additionally, in her communication class, the last participant employed case examples from Taiwan to provide students with a clearer understanding of the Asian communication industry. Being bicultural facilitated their comprehension of the target culture while preserving their native culture. Their Chinese background allowed them to

incorporate their prior knowledge and experiences into teaching, serving as an advantage for students unfamiliar with other cultures.

According to Hsu (2019), the study focused on investigating teaching difficulties related to linguistic issues, cultural differences in classroom behaviors, academic standards, grading systems, and course expectations. Linguistic challenges included accented English, unknown words, language barriers, and a lack of understanding of cultural references. Cultural differences in classroom behaviors encompassed freedom levels, students' backgrounds, engagement in discussions, addressing preferences, and email communication courtesy. Academic challenges involved pressure to help students find employment, different course design goals, adapting to diverse assessments, students' lack of background knowledge, varying expectations for online courses, high expectations for student achievement, and different grading standards between private and public institutions.

Participants employed various strategies to overcome these challenges, combining individual efforts with internal and external sources of support. Individual efforts included personality traits, teaching styles, bicultural identity, plans, making changes, and support from family and friends. Institutional support involved assistance from department chairs, mentors, advisors, and colleagues, and accessing school resources. Despite the availability of institutional support, not all participants sought help, possibly due to individual differences in personalities and egos. The participants demonstrated unique ways of handling adversity, sharing reflections on their teaching experiences and approaches to overcoming challenges.

These studies have also shown that some NESTs see NNESTs as incompetent in the English language. Sometimes this is because of their accents, and other times it seems to come from racist attitudes among White co-workers who see their teaching skills as deficient.

However, the NNESTs, in one way or another, have demonstrated their ability to face the barriers that arise. NNESTs use their resources and backgrounds to achieve their goal as teachers which is to efficiently teach their students, whether they are teaching English or other subject matters. But another question arises. What do scholars know about how NESTs and NNESTs perceive each other?

2.9. What Do Scholars Know about How NESTs and NNESTs Perceive Each Other?

Tajeddin and Adeh (2016) conducted a qualitative study with 200 NESTs and NNESTs, hailing from Iran, Turkey, the United Kingdom, and the United States. They aimed to investigate the NESTs' and NNESTs' perceptions about their professional status and the advantages and disadvantages of being a member of each group. Employing questionnaires and interviews to collect data, they found that both groups believed that NNESTs have their strengths. According to the NESTs, the main advantages of the NNESTs included a better explanation of grammar rules and better teaching methods, as well as a greater understanding of and sensitivity to students' language learning problems and challenges.

Tajeddin and Adeh (2016) also asked about the advantages of being a NEST and what their greatest strengths were. According to NESTs and NNESTs, they recognized that NESTs have natural and intuitive knowledge of pronunciation, as well as their knowledge of the authentic and colloquial language. The findings of this study also revealed that some NNESTs have a lack of self-confidence as teachers. Tajeddin and Adeh (2016) asked both groups what the biggest concern was for NNESTs, and the NESTs said that the main concern was using the language correctly, having correct pronunciation, and facing discrimination in the workplace/ They emphasized the difficulty of finding a job. NNESTs said they were concerned about achieving a native accent and understanding the cultures in English-speaking countries. This

study expanded the knowledge base on the attitudes and assumptions of NNESTs and NESTs about the professional status, as well as and advantages of NNESTs. So, if we question which of the two groups is better equipped to teach English, the answer would be that both have strengths and challenges according to their backgrounds, resources, skills, and circumstances. Their educational preparation is key, as well.

Based on these investigations, some NESTs' ideas about NNESTs change from negative to positive after they have developed working relationships with NNESTs. Although they are different because of their academic training, cultural backgrounds, identities, and sometimes their ideologies, nevertheless, NNESTs have capabilities that make them as effective as NESTs. But what does the literature say about NNESTs' perception of themselves?

2.10. NNESTs' Self-Perceptions

Through a survey and interview-based study, Wang and Lin (2014) worked with 250 students studying to become English teachers in the language departments of five universities in Taiwan. Two of the institutions were training institutions for middle school teachers, and three were institutions for the educational training of primary teachers. These departments aim to prepare English teachers in Taiwan, and they recruit NESTs as faculty members to teach courses in the fields of language, literature, and pedagogy. The objective of Wang and Lin's (2014) study was to analyze pre-service teachers' experiences with NESTs. They also looked at the pre-service teachers' professional training in teaching English, their beliefs about the state of English, and their perceptions of the strengths and weaknesses of NESTs and NNESTs. And finally, they explored the self-images of preservice NNESTs and the value of NESTs and NNESTs in political discourse and society. They found that the participants indicated that most of the courses they took in their teacher-training programs were related to English proficiency.

Since the participants saw English proficiency (i.e., content knowledge) as the focus of professional training in teaching English, they affirmed that NESTs are generally thought of as being good at teaching culture, pronunciation, speaking, listening (i.e., phonologically related skills), along with vocabulary, reading, and writing. When asked what skills an ideal English teacher should possess, their answer was, unanimously, English proficiency. They referred to issues such as accent, intonation, and pronunciation. In addition, Wang and Lin (2014) found that students felt comfortable when the NNESTs taught them in their first language. Students mentioned that they could understand better when Taiwanese teachers used Chinese to explain things and did not feel scared about learning English with them, because they could communicate with Taiwanese teachers in Chinese whenever they had difficulties during the learning process.

According to Lee et al (2017), the perception that NNEST teachers have about themselves tends to affect their teaching practices. They analyzed the self-perceptions of a group of teachers in South Korea, explaining that these participants were students in a master's program in the Department of TESOL, and they were teaching English at different levels, including elementary school and middle school, as well as with adults at the university level and some private language institutes. They were exploring the levels of self-perceived English proficiency among NNESTs in South Korea, along with trying to understand what their anxieties or insecurities were and what they did to alleviate them. The main insecurity was due to their communicative limitations. NNESTs felt inferior to NESTs because their English was not "perfect". The researchers found that some pre-service teachers were more fluent than their NNESTs because they had lived in English-speaking countries and had developed colloquial English skills, something that is challenging for NNESTs who have only had formal study. They

sometimes corrected their teachers, which led to the teachers feeling ashamed and insecure. In this study, the NNESTs said they felt insecure when students asked them questions in the advanced-level courses, and they were especially concerned with not meeting student expectations. Lee et al (2017) found that the greatest resource they used to avoid feeling insecure was to prepare their classes well and to collaborate with other students and teachers to answer questions. They also talked about how to develop positive attitudes, knowing that although they are NNESTs, they have strengths and advantages that make them as qualified as NESTs.

In the exploration by Reis (2014), a thorough investigation unfolds regarding how educators navigate the intricate web of labels during their daily activities within the educational landscapes of schools and classrooms. Derived from ethnographic data collected as part of a case study focused on primary school literacy classes in an Inner-London school, the chapter unfolds a narrative that articulates interview and observation results. These findings are crafted to underscore the strategic positioning of a focal teacher within the institutional framework.

The chapter delves into an analysis elucidating how teachers actively carve out distinct spaces for themselves within the microcosm of school and classroom settings. Concurrently, it offers insights into the nuanced understanding of how educators operate within the broader structures of national policy. This simultaneous exploration sheds light on the delicate equilibrium teachers maintains as they shape immediate learning environments while negotiating the broader currents of educational governance.

Furthermore, the narrative broadens its canvas to encompass a more expansive research project conducted in an inner London primary school. This comprehensive initiative centered on unraveling the complexities of literacy education, specifically within the context of a small group of English as an Additional Language (EAL) learners. By focusing on this specific demographic,

the study not only aims to comprehend the intricacies of literacy enactment but also contributes to the broader discourse on effective pedagogical approaches for EAL learners within the educational landscape.

Transitioning to the insights of Reis (2014), the author posits that Non-Native English Speaking Teachers (NNESTs) frequently grapple with emotions such as anxiety, apprehension, fear, isolation, and a sense of inferiority during their training and teaching endeavors. This emotional landscape often translates into fear and anxiety, coupled with low professional self-esteem, potentially influencing the nature of their instructional practices negatively. Reis emphasizes the importance for NNESTs to openly express their emotions and feelings while actively seeking alternatives or actions that can ameliorate their emotional well-being and enhance their professional confidence.

An Long (2003), in her research to understand NNESTs working in the United States, chose to examine the self-perceptions of effective NNESTs regarding their teaching behaviors. The researcher explored the relationship between NNESTs' affective perceptions of their teaching behaviors and the stereotypes of those behaviors. If their perceptions did not conform to the negative stereotypes of NNEST teaching behaviors, what experiences contributed to their *not* conforming to these stereotypes? The three NNESTs in her study fully agreed that they speak English well and are committed to their profession. Their opinions regarding their teaching behaviors were that their use of English was competent. An interesting theme that emerged in An Long`s (2003) study was the NNESTs' desire to fit into American culture, as well as the desire for early exposure to English that encouraged such adaptation. They also expressed a strong motivation to learn English. The study concluded by suggesting attitudes that it would be good for the NNESTs to assume, such as setting clear expectations, a clear curriculum, and creating a

student-centered classroom. Additionally, character traits such as compassion, patience, warmth, empathy, and willingness to learn were suggested. Knowledge of the language was also discussed, as well as the ability to transmit that knowledge, thus recognizing that there is no recipe for becoming an ideal teacher.

Faez et al (2019) examined the extent to which a one-year TESOL study-abroad program helped NNESTs improve their English language proficiency and other aspects of teaching. Their exploratory, descriptive case study focused on 69 trainee teachers from China who were enrolled in a one-year Master's in TESOL program in Canada. Faez et al (2019) found that trainee NNESTs felt that the study abroad experience helped them improve their language proficiency and facilitated their overall language development. In addition, participants found English instruction and the content of language teacher training programs useful for their professional development. The NNESTs stated that living abroad provided ample opportunities for actual language use in different contexts of real life, which was helpful for their learning and teaching. It is important to mention that the common reasons that NNESTs express their feelings of inadequacy include having lower-level language skills in English and limited preparation to teach English. Because NNESTs have learned English as a second language, Floris and Renandya (2020) point out that in most cases, NNESTs are always considered English learners themselves, regardless of their fluency and accuracy. As a result, they, are not valued as legitimate authorities to teach English. This stereotype is deeply problematic.

In sum, this stereotype is a social construction that has categorized NNESTs as inferior and NESTs as authorities to teach English. As a result, this stereotype has shaped NNESTs' identities and ideologies, and for this reason, in the following section, studies related to identities and ideologies about and among NNESTs are addressed, to understand more about this.

2.11. What are Social Identities?

There are many definitions of identity, ranging from the idea of the self in cognitive psychology (Brown, 1998) in which individuals understand their own identities from their definitions, according to their preferences, thoughts, ideas, and social perspectives. According to Urrieta (2007), identity from a social perspective is when others give meaning to the person and position them according to the perception of others in society, positions that may or may not be accepted, rejected, or negotiated, and thus create the identity of the individual.

In addition, scholars like Goffman (1959) found a middle ground between the internal and the external, referring to identity as the presentation of the self, explaining that when a person enters the presence of others, others seek to obtain information about the individual. To give identity according to the information obtained about the individual.

Gates and Appiah (1995) talk about plural aspects of the individual. Identities are generally based on social aspects including race, gender, race, ethnicity, class, language, and other aspects of identity, including sexuality.

Goffman (1959) affirms that how we demonstrate ourselves to others is less important than the very structure of the self and how it can be seen in terms of how we arrange our identity performances in society. These performances continually change over time and are impacted by situations, ideas, and actions in our society. I think these performances keep changing over time since situations, ideas, and actions are always changing.

Avalos-Rivera (2016) also argues that identity is how people understand their relationship to the world and their future capabilities as they exist in time and space. In the same way, Avalos-Rivera, (2016) says that identity construction is conceived of as a historical process,

meaning that its construction is defined based on past experiences, present situations, and future

projections.

According to Bucholtz and Hall (2005), identity is defined as the social positioning of

oneself and others. Their work on identity comes out of sociolinguistics, and Bucholtz and Hall

(2005), affirm that identity is not simply a psychological mechanism of self-classification that is

reflected in people's social behaviors, but rather, it is something that is constituted through social

action, and especially through language. They see identity in all its complexity as something that

can never be contained within a single analysis.

Therefore, Bucholtz and Hall (2005), assert that identity is a real manifestation in practice

that depends on the interaction of the immediate social context and resides in the intersubjective

relations of equality and difference, reality and falsehood, and power and disempowerment. They

add that within the sociocultural linguistic arena, identity is formed moment by moment in social

interaction, and arises in discourse through the roles that a person can temporarily play, as well

as their orientations. Bucholtz and Hall (2005) say that identities encompass different categories,

including demographic, cultural, ethnographic, interactional position, and the roles of the

participants. They also say that identity can be created in different ways. First, identity is

produced by the human beings themselves, and what they create is what is perceived by others.

Secondly, identity can be created based on what others think of a person and the social categories

they inhabit. They note that large-scale social processes, such as globalization, shape identity in

interaction, so that identities are never autonomous or independent, but always acquire social

meaning concerning other positions of available identity and other social actors.

Following Buchholtz and Hall (2005), I understand the identities that have been

constructed for NNESTs and NESTs to be based on the constructions that they have created, and

60

are creating, as well as on the social, demographic, and cultural environment in which they have

develop. This includes the identities that have been imposed on them, through power structures

and institutionalized ideologies. This occurs through the everyday practices of NNESTs and

NESTs in their fields of work, generating identity from an interactional negotiation,

representations, language, and ideologies. People's identities are co-constructed in the social

world, and they greatly influence people's ways of acting, and how they develop in their social

environment. But what about professional identities? What are they and how are they

constructed?

2.12. Professional Identities

Talking specifically about teacher identities, Kayi-Aydar, (2019) describes professional

identities as multifaceted, complex, and dynamic since they include teachers' ethnic, racial,

gendered, cultural, and linguistic roots, as well as their historical, sociopolitical, educational, and

socioeconomic contexts. But identity is also influenced and affected by society's perceptions of

different aspects of identity such as "gender, race, ethnicity, class, and other categories or social

divisions" (p. 6). These aspects interact in such a way that they determine the identity of an

individual. This is one end of the social identity spectrum where identities are socially

determined, and people have limited agency. There is always a tension between structure (the

social) and agency (the psychological).

According to Tsakissiris (2015), professional identity is one's self as perceived about a

profession and one's membership in that field. Professional identity is created through one's

beliefs and attitudes, values, motives, and especially, one's experiences. It is a way in which

individuals define themselves, concerning their current or anticipated professional lives.

"Identity studies provide an in-depth insight into the factors that influence an individual's

orientation towards a career. Identity operates at an individual, organizational, and group level"
(p.24). For this reason, in studying NESTs and NNESTs, it is crucial to understand the contexts
in which they develop, operate, and evolve. It is also important to understand their position
within the field of TESOL.

Also, Tsakissiris (2015) adds that professional identity has two interconnected
components: the *interpersonal*, which relates to the culture, knowledge, skills, values, and beliefs
of a profession that the individual has acquired, and the *intrapersonal*, which considers the
individual's perception of themselves in the context of their profession. These two components
facilitate the gathering and understanding of knowledge and skills associated with professional
work, as well as the values and dispositions of the profession. They can be understood as parts of
the socialization process in which an individual creates a "self-image which permits feelings of
personal adequacy and satisfaction and autonomy in the interpretation and performance of the
expected role" (p.27). Once again, this reference makes us see that identity is not only a personal
perception of oneself but also of everything that surrounds the individual externally.

Neary (2014) says that professional identity is not static but fluid; it is strongly influenced
by how we see ourselves, how others perceive us, and how we are viewed by society at large. In
addition, it is important to consider that what we call ourselves, and how we communicate are
things that define who we are professionally. Equally important is that, by investing in ourselves
and engaging in professional development, we take ownership of our professionalism. This is
potentially what defines one as a professional.

Therefore, focusing on the identities of NESTs and NNESTs, as I have demonstrated
previously, means that there are a variety of reasons specific to each individual that influence
their sense of identity, along with external factors that also have a great influence on identities

62

and their construction. And in the case of NESTs and especially for NNESTs, external social factors are important to consider.

2.13. NNEST and NEST Identities Compared

Mahboob (2010) recognizes that the terms native and non-native are concepts that in a hidden way, have benefited and privileged NESTs and have given them authority in the field of language teaching. Socially and academically, a NEST stereotype has been created. That is to say, these terms, instead of differentiating the strengths of teachers or individuals due to their linguistic competence or the context of their language acquisition and learning, have brought more benefit to NESTs. That is, if someone is presented as a native speaker, they are seen as a more qualified teacher, regardless of their education and experience.

Canagarajah (2006) notes that there is a negative stereotype about NNESTs and some people, mostly in countries where English is not the primary language, think that the NEST must be an American or British person preferably a blonde who consumes hamburgers and hot dogs, and celebrates Christmas, Halloween, and Thanksgiving. Although this could be true in some cases, not all NESTs have these characteristics, of course. The research carried out by Hadla (2013) supports the dominance of this stereotype, noting that there is a strong idea of what the characteristics of a native English-speaking teacher are, and the same teachers have the perception that NESTs are White and that NNESTs are Brown or Black. Of course, not everyone in the United States is white or has a privileged accent. However, identity goes beyond just seeing the physical characteristics or generalized ideas of what someone is or represents. There are also pedagogical characteristics that NNESTs and NESTs possess.

Wengrowicz (2014) says that pedagogical characteristics refer to attitudes about teaching that influence the behavior of teachers while teaching. He notes that pedagogical characteristics

include the way teachers organize their classrooms, deal with students, and the ways they teach the subject matter that they need to explain in class. It is important to say that all teachers have their characteristics, and how knowledge is produced in the classroom varies from one teacher to another.

In addition, Wengrowicz (2014) says that all teachers' attitudes are based on the principles of the teachers' educational philosophy and each teacher can control, decide, and change things related to their teaching and their environment. This allows them to have the freedom to choose learning goals, materials, activities, and methods, along with planning the sequence of instruction, establishing rules for classroom behavior, and making decisions at the moment, during instruction.

In an article written by Rahimi and Zhang (2015), the researchers discuss that having the linguistic and pedagogical skills for teaching a second language is part of identity construction, but they also consider that a teacher's identity varies according to gender, race, training, and experience. Zhang (2016) individually states that people build their identities through experience, but the identity remains unchanged, or only slightly changes once it has been initially constructed. Indeed, NESTs and NNESTs implement different teaching and learning strategies using a variety of pedagogical techniques, materials, and assessments. All teachers seek to generate an environment conducive to learning, and they usually employ a variety of modalities for teaching, as well as motivating students and using varied materials to promote learning.

It is important to mention that Selvi (2014) argues that a teacher should not be judged just by categorizing them as NEST or NNEST. In addition, Selvi affirms that the belief that NESTs are better teachers than NNESTs will continue to exist, and worse still, could continue to grow. In a worst-case scenario, this ideology could lead to NNESTs being excluded from teaching in

the field of TESOL, and they not being able to study to become English teachers, which would be a disservice to them, to the field of TESOL, and to the huge numbers of people who want to learn English. The following section deals with language ideologies, to better understand where the ideas that a NEST is better at teaching English than an NNEST might come from.

2.14. Language Ideologies

According to Kroskrity (2010), language ideologies represent the perception of language and discourse that is constructed around a specific social or cultural group, considering it as true, good, and pleasant, based mainly on social experience, politics, and economic interests. In addition, Kroskrity (2010) says that language is used to promote, protect, and legitimize those political and economic social interests. Kroskrity says that the ideologies of language have led to the development of nationalist language standardization programs, supported by political-economic considerations. These beliefs are imposed on people and typically benefit only one group of people – those with the most power. One can conclude then, that standardized English is part of this ideology that has tried to promote that there is only one variety of English that matters and that those who have acquired it are privileged and have certain advantages. In this case, NESTs are considered privileged for having a standardized English language, and NNESTs are not. Instead, NNESTs are seen to have linguistic disadvantages, and this is merely because they do not have English as their first language.

In addition, Piller (2015) addresses the issue of language ideologies as beliefs, feelings, and conceptions about language that are shared socially and relate to language and society in a dialectical way. That is, language ideologies support the use of language, which in turn shapes the ideologies of language and, together, they serve social purposes. In other words, the purpose of language ideologies is not purely linguistic, but rather, it is social. They are beliefs about

language that represent the interests of a particularly powerful group in society. Like anything

social, the ideologies of language are multiple and disputed. Piller (2015) asserts that it is likely

that anyone around the world would agree that English is the most useful language for global

commercial, scientific, and cultural exchange. They might also agree that the best kind of

English is spoken by native speakers, particularly those from the United Kingdom and the United

States, and everyone else should try to imitate these models of English usage. There are

stereotypes of Standard American English as sounding professional and competent, while

African American English can be seen as streetwise and cool, and Indian English can be

understood as nerdy and fun. Language ideologies are invented labels that create a particular way

of seeing a language and the people who speak it.

Piller (2015) says that there is a widespread belief in the United States that Standard

American English is the only appropriate medium for use in education, public administration,

employment, the courts, or the media. In contrast, other forms of language, such as African

American English, Southern English, or even the Spanish language, are considered inappropriate

for these purposes.

An ideology has been created that learning English with NESTs is better than learning

English with NNESTs. Although there are no structural properties or communicative patterns of

Standard American English that make it more suitable for education, public administration,

employment, the courts, or the media than other varieties, there is still a language ideology that it

is superior to other varieties of language. Piller (2015), says that the ideology of giving

importance to Standard American English as the only acceptable language in the United States is

based on the needs and desires of the dominant groups who use their privileged position to create

different types of ideologies. The ideology that using English for business or education will increase economic competitiveness is a powerful one, especially within the world of TESOL.

In short, the ideologies of language that have established that a NNEST is less qualified than a NEST are mainly due to social, political, and economic interests established to favor a privileged group of people. Based on this, it is important to think about what types of collaboration NNESTs and NESTs engage in, given these extant ideologies.

2.15. Collaboration between NESTs and NNESTs

Liang and Rice (2006) argue that collaborating with other people should be based on recognizing and appreciating the different gifts, abilities, and experiences that other people possess. But what do we mean by collaboration in the context of English language teaching? Collaboration can be understood as what de Oliveira and Richardson (2001) see as a relationship that seeks to achieve a common objective among NESTs and NNESTs. Collaboration among teachers, in addition to sharing skills and experiences, can also involve conducting action research, sharing materials, and participating together in curriculum development.

As in any relationship, Mermelstein (2015) notes that collaborative academic relationships have certain dynamics in terms of decision-making and roles. Each participant has a role, and particular skills and interests. Sometimes the roles are determined by who has more time to do a certain task at other times the roles are determined by their individual preferences and talents. Other times, there is a difference in experience in the profession. Sometimes, NNESTs may have more pedagogical skills or know more techniques about how to teach a second language than do NESTs.

Carless and Walker (2006) have explored how this NEST/NNEST collaboration can be developed, specifically in Hong Kong secondary schools. Their case study research employed

classroom observation and interviews, to focus on the nature of the collaboration between NESTs and NNESTs, the impact of their collaborations on students, and the impact of collaboration on the teaching styles of both kinds of teachers. The researchers found team teaching was generally carried out with the NNEST as the protagonist, and the NEST supporting oral language instruction. One of the contributions of this collaboration was to take advantage of the students' L1 in the learning process.

Talking about the impact on students, NEST/NNEST collaboration helped, according to Carless and Walker (2006), in that students were more motivated to learn, since there was a greater variety of voices, accents, and speech speeds in the team-taught classes. Carless and Walker (2006) also noted that collaboration benefited NNESTs professionally, in that it helped them develop skills such as rapid response, the use of slang, and a broader vocabulary. Regarding the impact of collaboration on NESTs, its main professional development was related to their developing a deeper understanding of the learning orientations of Chinese students. It also aided them in understanding more about the difficulties that Chinese speakers studying English face, as well as familiarizing them with the educational context of Chinese culture.

Oliveira and Richardson (2001) found that when two people work toward a common goal, a kind of synergy tends to occur. Often, just the process of exchanging ideas with another colleague can stimulate new ideas. For example, one teacher might be very skilled in digital media, and they may know programs or applications that are useful for teaching a second language, while another teacher may know some more traditional teaching methods. The collaboration between both kinds of teachers can allow for mutual improvement.

In addition, de Oliveira and Clark-Gareca (2017) say that in a multilingual context, most teachers understand the benefit of working with other professionals in the field of TESOL, but

many may not be aware of the numerous advantages that collaboration between NESTs and NNESTs can hold. To improve the teaching skills and strategies of NESTs and NNESTs, some educational institutions have created formal collaboration structures for them. For example, in the research carried out by Islam (2011), the author talks about the collaboration among three NESTs and three NNESTs from Taiwan in an elementary school in the northern part of Taiwan. The objective was to collaborate and exchange knowledge for the improvement of teaching through joint work in the classroom. However, some of the problems that arose here were that, consciously or unconsciously, the NESTs saw themselves as the leaders of the collaboration. That is, the NESTs assumed that they would bring more knowledge and strategies to the NNESTs, and as a result, the NNESTs themselves felt less competent in this exchange.

Islam (2011) also noted that one NEST felt his co-teachers seemed to see themselves more in the role of assistant and looked up to him for leadership, as he was a NEST. This example shows how some NESTs are automatically perceived as the ones to teach or lead a group, and how they perceive themselves as superior to NNESTs. Collaboration should not be seen as who knows more English or not or who is a native or non-native speaker, but rather, that each teacher has their abilities and strengths that should be shared for the benefit of all. If this this type of attitude continues to prevail, collaboration will be limited, and NESTs will continue to be perceived as in charge, which is problematic.

2.16. What Makes an Effective NNEST?

This has been a question that has generated controversy for English teachers around the world, both in their educational development and in the field of TESOL. However, like the definitions I have presented throughout this review, I ask how we might define an effective teacher. It turns out that this is not a simple task.

Raza and Coombe (2021) say that research on teaching contexts suggests that teacher characteristics are recognized differently in distinct contexts. A teaching characteristic that is considered more favorable in one context may be unfavorable in another. They investigated the characteristics of teachers who worked to improve their effectiveness in an EFL classroom, based on surveys and interviews of students and teachers in a basic English program in the Persian Gulf. The authors wondered what teaching qualities were most valued by teachers and students in the Persian Gulf, and what the differences and similarities in the expectations of these students and teachers were about the qualities of teachers. Raza and Coombe (2020) wanted to know how these differences might affect learning. The results indicated that students and teachers highly valued teachers' interactive methods. They found that teachers must have the ability to generate relationships with their students by being compassionate and trusting, as well as motivating them to participate in the learning process. Trying to learn about students' learning needs was key to preventing students from dropping out of school, as well. For this reason, Raza and Coombe (2020) suggested that teachers work on developing a cultural understanding of their students so that they can adapt their strategies to the needs of the students.

Relatedly, Bremner (2020) asks himself the following questions: What makes a "good" or "effective" teacher? What "works" in the classroom? What teaching approaches are most successful in achieving language learning? Bremner says that teaching "effectiveness" standards are often based on other people's "ethical" perspectives. However, to give a more accurate definition, he considers that the opinions of those who are directly involved in the activity itself should be considered. In the case of language teaching, opinions must come from teachers as well as from students.

Therefore, in his study, Bremner used life history research and the methodology of the

timeline, to explore the concrete life experiences of 13 students from a university in Mexico. These students reflected on a total of 77 English teachers, pointing out the positive and negative actions of these teachers in trying to describe the "effective" teaching of their teachers. Bremner (2020) found that the students made more references to teachers being effective when they focused more on aspects of teaching than on linguistic knowledge and competence. Besides that, they noted that learning should be more attractive in the sense of being interesting, fun, and dynamic – essentially, learning needed to be more active. The characteristics of teachers who were perceived as ineffective were those who were considered uncommitted, passive, or too theoretical.

Furthermore, Bremner (2020) pointed out that the participants emphasized the importance of the human element. That is, they valued a positive teacher-student relationship in which they felt comfortable, and they highly appreciated teachers who perceived that they cared about them and their learning. Therefore, the participants did not value the teachers who expected them to be autonomous. That is, they wanted the teachers to be there for them and help them with their problems in class. In short, each place, context, and environment determine how an effective teacher is perceived. So, it is interesting to analyze what happens to NNESTs in a context in which the teaching of English is common and NNESTs' work is also common: the U.S.-Mexico border.

2.17. Identifying a Gap in the Literature

The objective of this literature review was to understand the extant literature in the field of TESOL, specifically regarding NNESTs. First, I endeavored to understand what it means to be a native speaker of a language. Next, I sought to distinguish if there was a difference between NESTs and NNESTs and what those differences are in the literature. Then, I attempted to

71

understand NNESTs and what scholars know about the perceptions of NESTs towards NNESTs, and vice versa, followed by the main actors in the field of TESOL, namely, students and teachers. Furthermore, I explored the literature on the social and professional identities of the NESTs and NNESTs, looking at the research on whether there was any kind of collaboration between the NESTs and NNESTs and how this collaboration can be useful for improving the teaching practices of both kinds of teachers. Finally, I examined the literature on what makes the NEST and NNEST teachers effective.

The conclusion could be simple, saying that both styles of teachers have different abilities and qualities that make them effective in their profession. However, the negative attitudes that prevail towards NNESTs are important to understand. I found that the literature reveals that there is discrimination against NNESTs, due to the idea that they are perceived as less effective in teaching English than NESTs.

I consider that the gap in the literature is that most studies of NNESTs have been done in the Middle East and Southeast Asia (Al-Hazmi, 2003; Luo, 2023; Saleh Mahdi & Sa'ad Al-Dera, 2013; Wang & Lin, 2014), in countries where English is not the dominant language. However, no studies on NNESTs have yet been conducted in a bilingual (English and Spanish) context. El Paso is a bilingual community, and translanguaging is a common practice in daily life, although not always in classroom settings, and distinctions between ESL and EFL are less salient here than in other locales.

Also, it remains the case that research is limited in terms of understanding the experiences of NNESTs who are teaching English at the university level. And because much of the literature has focused on students' perceptions of NNESTs and NESTs, it is important to research NNEST identities, experiences, and ideologies.

72

CHAPTER 3: METHODOLOGY

This qualitative case study had the objective of answering the next research questions: What are

the professional experiences of NNESTs faculty who work in a public university on the U.S. -

Mexico border? What have their work and social interactions been like with other members of

the faculty (i.e., other NNESTs and NESTs)? What have their interactions with students been

like? Have they engaged in collaboration with NESTs? If so, how? What challenges have they

faced to be recognized as effective NNESTs? How does NNEST in a public university on the

US-Mexico border understand their professional identities as teachers of English as a second

language? What are the language ideologies of NNESTs, especially in a bilingual border

community? These questions were answered through interviews, participant observations, and

collection of artifacts, of five non-native English-speaking teachers who are teaching English in

two programs at Borderlands University.

3.1. Description of Methods

This is case study research. Creswell & Creswell (2018) defines case studies as a research design

prevalent in various fields, particularly in evaluation. In this approach, the researcher conducts a

thorough analysis of a specific case, such as a program, event, activity, process, or individual.

These cases have defined boundaries in terms of time and activity. Researchers employ diverse

data collection methods to gather detailed information over an extended period, aiming for an in-

depth understanding of the subject.

According to Priya (2020), a case study is more than just a method or process for

collecting data; it is a comprehensive research strategy. This approach involves a detailed

examination of the chosen unit of analysis within its natural setting, emphasizing the importance

of contextual relevance in case study research. Because case studies aim for an in-depth

understanding, researchers have the flexibility to employ various data collection methods that align with their goals, as long as these methods are both feasible and ethical. To ensure a thorough and unbiased study, multiple techniques such as in-depth interviews, participant/non-participant observation, and the analysis of documents are commonly employed.

Additionally, Priya (2020), says that in case study research, the 'unit of analysis' can range from an individual, family, or household to a community, organization, event, or decision. This highlights the versatility of case studies in exploring a diverse range of subjects within different contexts.

3.1.1. Interviewing

I collected data for this case study (Merriam & Tisdell, 2016) from December 2022 to July 2023. I conducted a series of in-depth interviews with [2] (Seidman, 2019) with five NNESTs, and I did observations of their classrooms (Emerson et al., 2011). I also conducted semi-structured interviews with the program directors of each of the two programs at Borderlands University where the primary participants teach English and I collected some artifacts.

Seidman (2019) argues for a focus on the lived experiences of study participants, specifically paying attention to the words that have meaning for the participant. Seidman (2019) says that experiences are what we experience as they happen, but normally we do not pay full attention while they are happening. However, after they happen, we can reconstruct them. He suggests that interviewers guide their participants to reconstitute their lived experiences by reconstructing the details of their daily experiences related to the subject being investigated. That is what I did with the five primary participants in this study.

---

[2] Interviews being done in English and Spanish

Guion et al (2006) also note that in-depth interviews are a qualitative data collection technique that involves asking open-ended questions that elicit detailed information from a small number of people. Qualitative and in-depth interviews are discovery-oriented, which allows the interviewer to explore in-depth the interviewee's feelings and perspectives on a topic. This results in rich data that can inform further questions relevant to the topic. According to Merriam and Tisdell (2016), the semi-structured interview allows the questions to be more open and more flexible. I have used semi-structured interviews for this study, which allowed me to respond to the emerging worldview of the study participants and to new ideas on the subject. Along with conducting in-depth, semi-structured interviews with the primary study participants, I also conducted semi-structured interviews with the two program directors, along with informal interviews with NESTs (their colleagues), in order to contextualize the data, I collected with the NNESTs.

Guion et al. (2006) note that there are key characteristics and skills that the interviewer must have to conduct interviews. The first skill is to have an open mind and remain open during the interviewing process. Guion et al (2006) also state that if participants perceive that they are being judged or evaluated, then they are less likely to openly share their views. A second skill involves being flexible and responsive, as human interactions are complex and people's responses to questions are rarely predictable. For that reason, good interviewers need to think quickly, respond to challenges, and make sure that the central purpose of the study is being served. The third skill is to be patient, allowing the interviewees to speak freely and openly, at a pace that is comfortable for them. Guion et al (2006) suggest that being an observer helps the researcher to pick up subtle signals such as facial expressions, body language, and tone of voice. It is also essential to be a good listener and to listen actively, and that is what I did in this study.

76

According to Seidman (2019), conducting interviews involves a series of three separate interviews with each participant. Following Seidman's suggestion, I had three sets of interview questions, planning for 90 minutes for each one. The first section aims to explore the teacher's background, including details such as their place of birth, language acquisition and upbringing, educational background, and self-identification in terms of race, gender, sexuality, etc. Essentially, it focuses on gaining insights into the teacher's life history. The second section is designed to delve into the teacher's experiences in their profession as ESOL instructors at Borderlands University. Finally, the third section is reserved for having participants reflect on their experiences. However, it was difficult to do this in each program, so I made adaptations, which I explained below.

I began my inquiry with the TELLP, where Melissa serves as the coordinator, and Rebecca, Claudia, and Sasha are the three non-native English-speaking teachers (NNESTs) there. I communicated first with Melissa via email. Melissa responded, stating, "Dear Gonzalo,

Typically, when students need permission for some type of data collection within the ESOL program, they contact me and describe the nature of the data collection, and they ask for permission." I responded to her by explaining the nature of my research and I expressed my desire to conduct approximately six observations per semester with each of the NNESTs. I asked for a meeting with her. I knew the TELLP is a year-round program, so I didn't expect things to be slower in the summer.

So, I waited. I did not hear anything. I sent follow-up emails to her, in which I copied to my chair, to demonstrate my many attempts to contact the coordinator. Melissa finally replied two months later, in September 2022. In her response, Melissa apologized for the delay, but without explanation. She told me that six observations would be too challenging for the ESOL

teachers, especially because they were implementing the Hyflex system, in which in-person meetings only happened once a week. Melissa mentioned that if she permitted me to conduct the study, the instructors could still decline. Of course, I acknowledged that this is always the case. She proposed that instead, I conduct three class visits. She told me that she had spoken with her faculty about my project and that this adjustment was aimed at ensuring the instructors' participation.

In November of 2022, I reconnected with Melissa via email, informing her that my IRB proposal had been approved. It was at this point that she emailed me the names and contact information of each of the ESOL teachers whose first language was not English. Following this, the first person I contacted via email was Rebecca, and she agreed to participate in the study. After that, I contacted Sasha, and Claudia explaining the objectives of my research and the reason for reaching out to them. They also agreed to participate.

Additionally, in her email, Rebecca provided me with her class schedule. I asked Rebecca if they had any type of file for materials used in classes, and she told me that they had a shared file for this. I asked if I could access these files to use them as artifacts in my research. She suggested that I request permission from Melissa and let her decide. I contacted Melissa about this, and she wrote to me, saying, "We cannot give Blackboard access, but, Gonzalo, we can discuss it when we meet. I can definitely talk to you about the materials we use. If you need more than that, we can discuss options." I agreed, of course.

When I conducted an interview with Melissa, who was a complementary participant in the study, she told me to first conduct the interviews with the NNESTs and then we could discuss the materials. I contacted her after I had completed the interviews with the NNESTs, but she did not respond to my numerous emails about gaining access to this file.

I was able to conduct interviews with Rebecca and Claudia right away in November of 2022, via Zoom, and they suggested I conduct observations in the spring 2023 semester, which I did. I was able to conduct interviews with Sasha in January of 2023, all of which were conducted in a face-to-face format. My interview protocol is in Appendix A.

I initially contacted the PELP, which was coordinated by Giselle, in October of 2022. I explained who I was and the nature of my research, and I let her know that I was looking for ESOL teachers to participate in my study whose first language was not English. She responded quickly and kindly, calling me to let me know that she had some questions, and giving me her cellphone number.

During our phone conversation, which occurred in Spanish, she asked for more details about my study and the characteristics a participant should possess. She mentioned that she would send an email to the teachers who met the criteria I had specified. I also requested that she put me in contact with an ESOL teacher whose first language was English. Giselle sent an email to her teachers and included me in that communication right away. The two teachers in the PELP were Karen and Josie and both agreed to participate in the study. The NEST was Chelsea, and she agreed to be a complementary participant, as well.

I interviewed Karen by Zoom in April of 2023. In this initial interview, I met Karen. It was a bit challenging for us to communicate and understand each other. She only speaks Arabic and English, while I only speak Spanish and English. Our accents are quite pronounced when speaking English, our Lingua Franca, and at times, she had difficulty understanding my questions. To deal with this, we agreed to continue to clarify the interviews through text and email. The second interview was via Zoom, but there was communication between the first and second interviews through emails and text.

The other study participant, Josie, met the characteristics I was looking for, specifically that her first language was not English. However, Josie's class had been closed due to an insufficient number of enrolled students that semester. As I had already met Josie in a class, when we were enrolled in the same doctoral course, I contacted her through email to explain my study to her and ask for her participation. Our first interview was in January of 2023, and it was face-to-face. After this initial interview, we had the second interview through Zoom, because Josie had jobs all over the city, and was traveling and teaching all the time. We conducted the third reflective interview through email and videocalls. My interactions with Josie were less formal since we had the background of having been classmates.

In sum, I had to adapt Seidman's three-interview life-history approach to participants' busy lives and to deal with oral English miscommunication. I did this through Zoom, email, texts, and videocalls. The table 4 shows the number of interviews that I conducted with each one.

Table 4. Number of Interviews

Focal Study Participants					
Participant Pseudonym	**Program**	**Type of Instructor**	**Position**	**Number of interviews conducted with the participant**	**Language in which the interview was conducted**
Rebecca	TELLP	NNEST	Assistant director/Teacher	1	Spanish
Claudia	TELLP	NNEST	Teacher	1	Spanish
Sasha	TELLP	NNEST	Teacher	1	Spanish
Josie	PELP	NNEST	Teacher	3	English
Karen	PELP	NNEST	Teacher	2	English
Complementary Participants					
Melissa	TELLP	NEST	Director	1	English/Spanish/ Translanguaging
Giselle	PELP	NNEST	Program Manager	1	Spanish
Chelsea	PELP	NEST	Teacher	1	English

3.1.2. Participant Observation

Another data collection method I employed was participant observation. According to Merriam and Tisdell (2016), observations take place in the environment where the phenomenon of interest occurs naturally. Observational data represents a first-hand encounter with the phenomenon of interest, rather than a second-hand account of it, which is what would happen in a study that only used interviews for data collection.

I structured my observation guide by outlining what aspects of the classroom needed observation. This encompassed elements such as the physical environment, participants, the context, expected behaviors, space allocation, resources, technologies, and relevant participant characteristics. I also focused on activities and interactions, such as identifying ongoing activities, understanding the teachers' behaviors, examining how people engaged with the acts and each other, and uncovering the norms or rules guiding these interactions.

I carried out a total of 14 observations for this study. In the TELLP, I conducted three classroom observations with Rebecca, two of which were in ESOL 1311 Expository English Composition for Speakers of ESL class, and one in ESOL 1406 Basic English Sentence Structure. With Sasha, observed two sessions of her course, ESOL 1312 Research and Critical Writing for Speakers of English. I struggled to conduct observations with Claudia, as she did not respond to my emails. Consequently, I sought assistance from my chair, who emailed Claudia on my behalf. Claudia responded, indicating that I could observe her class ESOL 1309 Writing and Reading in English for Non-Native Speakers, and ESOL 1310 Reading English as a Second Language. After I conducted the observations of Claudia's classes, I tried again and again to arrange a time to observe more of her classes, but she did not respond to me.

Throughout these classroom observations in the TELLP, my role was that of an observer, and I did not actively participate in the classes. I made a deliberate effort to sit at the back of the classroom to obtain a comprehensive view of both the students and the instructor. However, occasionally, I engaged in conversations with some of the students in Claudia's class. These conversations were brief and involved inquiries about their experience in the class and the language of instruction. I asked informally what they thought about the classes and how the discussions were conducted. In Sasha and Rebecca's classes, however, I did not interact with the students.

Throughout my classroom observations, I endeavored to take detailed notes with my observation guide (see Appendix B). As my focus was on the instructors rather than the students, my interactions with students were minimal. In Chelsea and Karen's classes, each of them introduced me at the beginning of class as a doctoral student guest who was present to conduct observations for my dissertation research. This formal introduction set a context for my presence in the classroom and conveyed the purpose of my visit. It allowed the students to understand that my role was that of a researcher there, to gain research insights.

In the PELP, during one of the observations in Karen's classes, I had the opportunity to interact briefly with the students. They asked me about my role besides being a doctoral student. I explained that I was solely a participant observer in the classes. When I inquired why they were asking me about this, they mentioned that their teacher, Karen, had told them I was an evaluator. This caught my attention because Karen knew that I was only an observer gathering data for my research.

In Rebecca, Claudia, and Sasha's classes, they did not present me to the class or acknowledge me during the observations I conducted. The absence of an introduction in these

instances created a different dynamic, which meant I remained more inconspicuous. It was clear that students did not know what to make of my presence. While I was observing Claudia's class, some of them asked me if I was a new student. I said not in this class, but that I was a doctoral student. Unfortunately, during the period when I was collecting data, Josie's classes had been canceled because of low enrollment. Also at that time, she fell ill and required serious medical treatment in Mexico. For this reason, I could not conduct observations of her classes.

The difference between the observations in TELLP and PELP was that in PELP, I had the opportunity to conduct a total of seven class observations, which allowed me to get to know the teachers and students better. In fact, at the end of the semester, students presented their projects in Karen's and Chelsea's classes, and there was an end-of-class party that involved interaction among students from different ESOL classes, along with their instructors. As for the TELLP, I attempted to reestablish communication with them via email to resume observations and interviews, but I did not receive any responses.

In sum, I conducted 14 classroom observations, and I was understood as an observer in two of them, and I was not understood as an observer in three of them. In Table 5 which follows, I describe the participants and some of their characteristics, and I mention the number of observations that I conducted with each one.

Table 5. Number of Class Observations

Focal Study Participants							
Participant Pseudonym	Gender Identity	Self-Identified	First Language (s)	Program	Type of Instructor	Position	Number of class observations
Rebecca	Female	Mexican	Spanish	TELLP	NNEST	Assistant director/ Teacher	3
Claudia	Female	Latin	Spanish	TELLP	NNEST	Teacher	2
Sasha	Female	Latin	Spanish	TELLP	NNEST	Teacher	2
Josie	Female	French	French	PELP	NNEST	Teacher	0

Karen	Female	Saudi	Arabic	PELP	NNEST	Teacher	3
Complementary Participants							
Melissa	Female	White	English	TELLP	NEST	Director	0
Giselle	Female	Latin	Spanish	PELP	NNEST	Program Manager	0
Chelsea	Female	White	English	PELP	NEST	Teacher	4

3.1.3. Artifacts

It is important to mention that I intended to gather artifacts or materials used by teachers in their English language classes. However, the only resources I could access were the syllabi of the classes and the description of courses offered at Borderlands University. Melissa made it clear that we would discuss the document file that the instructors shared in the TELLP during our interview. However, she did not do that. Nor did she respond to my many requests about this.

In the case of Giselle, she sent me the syllabi of the classes. As for the PELP, instructors receive only a preliminary training with suggestions on how their classes should be conducted. I did, however, receive the book and syllabi for each of the courses from Giselle.

With these artifacts, I had the opportunity to conduct a comparative analysis of courses, having a syllabus for each course from every program. also, to know how instructors can continue their educational development.

3.2. Positionality as a Researcher

I am a Latino man and I have lived on the Mexican side of the border my entire life. I am a "native" speaker of Spanish. Before conducting this dissertation study, I was an English teacher in Mexico for about five years. I continue preparing myself and learning English, which is a lifetime process, and I am currently completing my doctoral studies in the United States. I am a qualitative researcher who was taught English, and I identify as a NNEST. This means I have also experienced what it means to be a NNEST in my professional life. In addition, I have

worked as an academic coordinator at a high school in Ciudad Juárez, where I oversaw NNESTs there and saw the problems they faced such as their need for further professional development in the areas of English and TESOL. My experience as a NNEST and as someone who has worked with other NNESTs in Mexico, as well as in the United States, has led me to become interested in understanding who they are, what they do, and what they experience in their professional lives.

In addition to my master's work in applied educational research, I have earned a certification called "Methodology for Teaching English as a Second Language." This program consisted of different courses, such as English phonetics, advanced grammar, English teaching, constructivist methodology seminar, translation and interpretation, and a materials development course. The purpose of this program is to prepare English teachers and to offer accreditation. I attended this program as part of my master's thesis work, and I listened to the voices of NNESTs and learned about their professional needs. In these conversations with other NNESTs, I heard stories of their experiences in which they shared struggles that were the result of limited knowledge of English, lack of collaboration with NESTs, and discrimination among colleagues from the community of NNESTs in Ciudad Juárez.

I also learned about the need for support in courses or programs for NNESTs. Later, I started my master's degree at the Universidad Autónoma de Ciudad Juárez (UACJ), where I did my research with NNESTs in the context of a program to teach English in Mexico. The NNESTs in my master's study expressed the need for more academic support in English and the findings were that although English teachers in the context of a public university in Mexico have initial training in the area of teaching English as a second language, they took it upon themselves to engage in continuing education, in order to fill in their educational gaps. That is, they looked for

ways to have continuous development through additional certifications and/or studies related to the teaching of English. They also continued their study in applied linguistics and teaching techniques, specifically learning to teach using the communicative approach (Larsen-Freeman & Anderson, 2013). The teachers met the requirements that the institution demanded of them to be hired and they continued their learning on their own. This showed me that teachers can continuously develop their skills as effective teachers of English, which is why they seek courses and training programs in English Language Teaching, even after having completed their degrees. My master's thesis study has led me to my dissertation study.

3.3. Unit of Analysis

The unit of analysis in this study is the individual. I conducted interviews with three NNESTs from the TELLP and two NNESTs from the PELP, all of whom were my primary participants. I conducted informal interviews with one NEST, who is a complementary participant. Finally, I also conducted interviews with the director of each of the two language programs where the study was situated.

It is important to remember that most research on NNESTs has been completed in the Middle East (Al-Hazmi, 2003; Motlaq & Elyas, 2017; Raza & Coombe, 2020; Saleh Mahdi & Sa'ad Al-Dera, 2013) and Southeast Asia (Inozu et al., 2007; Liu & Zhang, 2007; Mermelstein, 2015; Razmjoo, 2007), all in nations where English is not the dominant language. Also, there is no research on NNESTs that has been conducted in a bilingual (English and Spanish) context. What may make this study unique is, in part, that El Paso, which is located on the US-Mexico Border, is a bilingual community where English and Spanish are used frequently. A characteristic of bilingual communities throughout the world is that code-switching and

translanguaging are used in everyday conversation all the time. On the U.S.-Mexico border, Spanglish is also commonly employed.

Also, it is the case that there is limited scholarly literature on the experiences of NNESTs who are instructing English at the college level. That is, most of the extant research has focused on student perceptions of NNESTs and NESTs (Aslan & Thompson, 2017; Hadla, 2013; Liu & Zhang, 2007; Walkinshaw & Oanh, 2014). Therefore, it is essential to research NNEST identities, experiences, and ideologies. Specifically, it is particularly salient to understand the language ideologies held by NNESTs working on the U.S.-Mexico border, where translanguaging is common.

3.4. Population and Participants

The total population for this study is the eight ESOL teachers in the two English language programs from Borderlands University. Among those eight ESOL teachers, my focus was on teachers who are self-identified as NNESTs and there are five of them. There are three from the TELLP and two from the PELP. Interestingly, this means that 62.5 % of all ESOL teachers in these two programs are NNESTs.

3.5. Selection Criteria

Central to the selection criteria for this study was the requirement that participants self-identify as NNESTs and be actively engaged in teaching within the programs located in a university on the U.S.-Mexico border. I used purposive sampling, or sampling on purpose, as delineated by Suri (2011). This approach aligns with the qualitative nature of my research design.

3.6. Recruitment Procedures

As I mentioned in the interviews and observations section I established initial contact with the study participants through a collaborative effort with the directors of the respective programs, to whom I reached out first. These program directors served as crucial support to me because they possessed a deep understanding of the academic environment, and, most importantly, the instructors who met the stipulated inclusion criteria.

By leveraging the guidance of these program directors, I was able to contact potential study participants. After contacting them and explaining my study, I was able to establish a meaningful rapport with the NNESTs. The collaboration with program directors facilitated the initial contact with the NNESTs, setting the stage for a comprehensive exploration of their experiences and perspectives within the context of English language instruction at Borderlands University.

I contacted the coordinators of each program to help me identify potential study participants, whom I hoped to interview and observe in the classroom. In the case of the TELLP, the coordinator responded almost a week after my initial inquiry. The answer was that I could work with their three NNESTs. However, the coordinator pointed out that if the NNESTs did not agree to participate, I had to accept that decision. Of course, I agreed. In addition, I had planned to conduct six observations throughout the semester for each NNEST in the study. The TELLP coordinator raised concerns about that plan, noting that I should limit myself to three at most.

In the case of the PELP, the coordinator was a little more accessible and responded almost instantly. However, the difficulty I found there was that the teachers who were teaching at that moment were NESTs. Although they would be useful in developing the background for my research, they were not my primary participants, as I was looking for NNESTs. During that

period, a course was opened with an NNEST as the instructor. I contacted her, but she did not want to participate in my study, so I had to wait for another class to open and for the instructor to be an NNEST. This was a stressful time. Two classes were opened, and the instructors were both NNESTs. Fortunately, they agreed to participate. All their classes were between 8:00 AM and 2:00 PM, so I had to coordinate times and dates so that the observations and interviews did not overlap.

I sent the same recruitment emails to each of the potential participants. However, it is important to note that the responses and availability of the NNESTs varied. Of course, they all had different schedules and personalities. Some of them requested access to my IRB paperwork (beyond the consent form) to decide on their participation in the study.

Fortunately, I had patience in the recruitment process, and I was able to find five NNESTs who became primary participants in the study, along with one NEST, and the two coordinators, who were complementary participants. In the upcoming section, I delve into my data sources, illuminating the connections between my research questions and the selected data collection methodologies I employed to effectively address these questions.

3.7. Data Sources

The data sources I used were in-depth interviews (Seidman, 2019) and participant observation (Emerson et al., 2011). I conducted participant observation in each primary participant's classroom and the surrounding workplace. I did this because I wanted to observe them before and after class, as they interacted with their NEST colleagues, as well as their students. When conducting the observations, I took field notes. According to Emerson et al (2011), field notes are the writings that researchers record based on what they learn and observe from the actions of others.

Table 6. Relationship Between Research Questions and Data Collection Techniques

Research Questions	Data Collection Techniques
What are the professional experiences of NNESTs who work in a public university on the U.S. -Mexico border?	Interviews
How do NNEST in a public university on the US-Mexico border understand their professional identities to teach English as a second language?	Interviews
What are the language ideologies of NNESTs, especially in a bilingual border community?	Interviews
What have their work and social interactions been like with other members of the faculty (i.e., other NNESTs and NESTs)?	Interviews, and observations
What have their interactions with students been like?	Interviews and observations
Have they engaged in collaboration with NESTs? If so, how?	Interviews and observations
What challenges have they faced in order to be recognized as effective NNESTs.	Interviews, and observations

3.8. Data Analysis

3.8.1. Thematic Analysis

Based on the research questions and the themes that emerged from the interviews and observations, I employ coding and thematic analysis to understand my data. As outlined by Saldaña (2021), a fundamental concept in qualitative analysis is the "code," typically represented as a word or concise phrase.

Saldaña says just as a title encapsulates and conveys the primary content of a book, film, or poem, a code performs a similar function for individual pieces of data. The primary objective of qualitative coding lies in data condensation, a process distinct from reduction. This condensation paves the way for subsequent activities such as pattern identification, categorization, proposition development, theory construction, and other analytical procedures, all of which I did. In the realm of qualitative data analysis, a code essentially represents a

researcher's crafted interpretation, simultaneously symbolizing and translating the data. This transformative process endows each datum with new layers of meaning.

In line with the insights presented by Creswell & Creswell (2018), coding can be characterized as a systematic procedure for organizing data. It involves the segmentation of distinct elements and the assignment of representative terms denoting specific categories in the margins. This practice encompasses the extraction of textual data gathered during data collection, followed by the division of sentences (or paragraphs) or images into distinct categories. These categories are then labeled with terms, often derived from the language used by participants, a phenomenon referred to as "in vivo" terms.

Creswell & Creswell (2018), says that coding serves the dual purpose of creating a comprehensive representation of the context and individuals while generating categories or thematic components for analytical exploration. The descriptive process, integral to this analytical approach, involves meticulous rendering of information concerning individuals, places, or events within a specific setting. Researchers employ codes to facilitate this descriptive undertaking, which proves invaluable in crafting detailed descriptions suitable for case studies, ethnographies, and narrative research.

Furthermore, Creswell notes that coding serves the purpose of distilling a select number of themes or categories, typically ranging between five and seven, for a research study. These themes serve as the cornerstone of qualitative research findings and frequently serve as section headings in research papers, dissertations, or theses. They should encompass diverse perspectives from participants and be substantiated by a rich array of quotations and specific evidence.

Additionally, Creswell & Creswell (2018), underscores the value of visual aids, figures, or tables as supportive elements in qualitative discussions. In the realm of categorization,

Creswell identifies three distinct types of codes. Firstly, there are codes that pertain to topics that align with readers' expectations based on existing literature and common knowledge. Secondly, there are codes designed to capture unexpected findings, those that could not have been predicted before the study's initiation. For instance, in a study focusing on leadership within nonprofit organizations, codes related to the impact of climate change on the organization's infrastructure might emerge unexpectedly. Lastly, there are codes that correspond to unconventional ideas or concepts that hold particular interest for readers. Creswell & Creswell (2018), note that these ideas may surface unexpectedly during the research process, significantly enriching the analysis.

Creswell & Creswell (2018), also addressed a pivotal consideration in the coding process: whether researchers should allow codes to emerge organically from the data collected from participants, employ predetermined codes, and then align the data with them, or adopt a hybrid approach involving both emergent and predetermined codes. Traditionally, within the social sciences, the prevailing practice is to allow codes to emerge naturally during the data analysis process.

The interviews conducted for this study were conducted bilingually, encompassing both English, Spanish, and translanguaging as the primary languages of communication. Consequently, the excerpts presented in this analysis are transcribed in the language in which the interviewee responded to the questions. I have translated the excerpts originally in Spanish into English.

The analytical process involved a meticulous examination of the collected data, aligning it with the overarching research questions that guided this investigation. Each section of this chapter includes a descriptive subtitle that encapsulates the specific research question explored and I have woven in the corresponding themes that emerged within each category of analysis.

By adopting this approach, I aim to present a clear synthesis of the data, ensuring that the reader can easily navigate and understand the insights derived from my study. This organization not only facilitates a deeper understanding of the study's objectives but also underscores the inherent interconnectedness of the research questions and the themes that emerged in my analysis. I hope that the structure I have employed serves to illuminate the relationship between the research questions and the data, which I have organized as emergent themes, fostering a more nuanced understanding of the study's findings.

3.9. Summary

In this chapter I described the methodology I used in this qualitative case study. I explained my positionality as a researcher, and that my unit of analysis was. I also discussed the population, the selection criteria, the recruitment process, and my approach to data analysis. In the next chapter, I share my findings and an analysis of the data.

CHAPTER 4: FINDINGS

In this chapter, I present the findings and my analysis of the data of the five participants in my study. All of them are NNESTs who are teaching English in the United States. I consider their life histories, and I delve into their acquisition and learning of English, as well as their current teaching practices, working in a public university on the U.S. side of the U.S.-Mexico border. Three of the study participants work in the for-credit, Teaching English Language Learners Program (TELLP), and two work in the not-for-credit Practical English Language Program (PELP).

4.1. The TELLP Research Context

The first three participants teach in the Teaching English Language Learners Program (TELLP), and I refer to them as Rebecca, Claudia, and Sasha. Chelsea is a NEST, and I interviewed her as a complementary participant in the study.[3] The TELLP has an enrollment of approximately 500 students annually, with the goal of preparing English learners with the requisite language skills for their academic journey within the university. The program centers on the enhancement of students' grammatical acumen, as well as their proficiency in English reading and writing. Students in this program also learn writing practices, such as APA style, for use in undergraduate-level studies. It is pertinent to note that participation in this program is exclusively available to enrolled university students, and they are in the TELLP the based on decisions from the Office of Admissions and Recruitment.

The Office of Admissions and Recruitment determines if students join the ESOL program. This program is for students whose first language isn't English, or who didn't study in English during their previous education. To enroll in TELLP ESOL classes, students need

---

[3] The names of the study participants are pseudonyms they selected themselves, except Chelsea, a complementary participant, who preferred to use her real name.

permission from the Department of Languages and Linguistics and must take an English placement test. Currently, the ACT Compass-ESL test is used to determine a student's placement in the TELLP ESOL program. The ACT Compass ESL test is a computerized test that helps determine which ESL courses are suitable for students. The test has four sections: Grammar/Usage, Listening, Reading, and Essay Writing. Except for the essay section, this is a multiple-choice test, and there's no time limit. The essay section must be completed within 45 minutes and is scored based on organization, language use, grammar, and spelling. The ESOL course placement is determined by the test scores.

Depending on their test scores, students are placed into different ESOL courses. That is, if a student scores between 90 and 99 in reading and between 8 and 12 in listening, they will be enrolled in the following courses:

ESOL 1310: Reading English as a Second Language

ESOL 1311: Expository English Composition for Speakers of ESL

If a student scores between 70 and 89 in reading and between 0 and 7 in listening, they will be placed in the following courses:

ESOL 1309: Writing and Reading in English for Non-Native Speakers

ESOL 1406: Basic English Sentence Structure

If a student scores between 120 and 159 in reading and between 50 and 59 in grammar, they will be assigned to the course:

ESOL 1610: Intermediate English for Speakers of Other Languages – Level II

If a student scores below 120 in reading and below 50 in grammar, they will be enrolled in the course:

ESOL 1910: Intermediate English for Speakers of Other Languages I.

In addition, upon enrollment at Borderlands University, students must take the Test of English as a Foreign Language (TOEFL). This assessment serves a dual purpose, in that it evaluates their general English language proficiency, while also ascertaining whether enrollment in ESOL classes is warranted. The minimum for the TOEFL score is set within the range of 500 to 550 points. So, if they score lower than 500, they need ESOL classes.

4.2. The PELP Research Context

The next two participants teach in the Practical English Language Program (PELP), and I call them Josie and Karen. The PELP at Borderlands University provides non-credit courses to facilitate the acquisition of the English language for members of the El Paso community, or non-UTEP students. With an enrolment of approximately 25 students each semester, this program offers a diverse array of courses that cater to English learners of varying proficiency levels. The PELP also offers preparation for the Test of English as a Foreign Language (TOEFL) Internet-Based Test (IBT). Admission to the PELP is a distinctly separate process from undergraduate university admissions. Consequently, acceptance into the PELP cannot be conflated with admission into the Borderlands University itself.

The following table presents an overview of the study participants again, along with some background information.

Table 7. Study Participants

Focal Study Participants					
Participant Pseudonym	Gender Identity	Self-Identified Race/Ethnicity	First Language(s)	Program	Position
Rebecca	Female	Latinx	Spanish	TELLP	Assistant Director/ Teacher
Claudia	Female	Latinx	Spanish	TELLP	Teacher
Sasha	Female	Latinx	Spanish	TELLP	Teacher
Josie	Female	French	French	PELP	Teacher
Karen	Female	Saudi	Arabic	PELP	Teacher
Complementary Participants					
Melissa	Female	White	English	TELLP	Director
Giselle	Female	Latinx	Spanish	PELP	Program Manager
Chelsea	Female	White	English	PELP	Teacher

In addition to conducting life history interviews and engaging in participant observation of the five core participants' classroom teaching, I also conducted semi-structured interviews with the two program coordinators, Giselle (TELLP) and Melissa (PELP). This approach allowed me to gain a deeper comprehension of the programs in which the study participants teach, as well as to gather more information about the primary participants in the study. Additionally, I conducted an informal interview with Chelsea, a NEST who serves as an instructor in the PELP. The primary aim of this interview was to better understand information provided by the primary participants and to gain insights from Chelsea as a NEST within the program.

I have organized my data analysis about my research questions. I employed thematic analysis to understand my data. As outlined by Saldaña (2021), a fundamental concept in qualitative analysis is the code, which is typically represented as a word or concise phrase.

Saldana's approach to thematic analysis is in line with the insights presented by Creswell & Creswell (2018) who suggested that coding can be understood as a systematic procedure for

organizing data. It involves the segmentation of distinct elements and the assignment of

representative terms denoting specific categories in the margins. This practice encompasses the

extraction of textual data gathered during data collection. It is followed by the division of

sentences (or paragraphs) into distinct categories. These categories are then labeled with terms,

often derived from the language used by participants, a phenomenon referred to as in vivo terms.

The interviews conducted for this study were conducted bilingually, encompassing both

English and Spanish as the primary languages of communication. During my interviews with

Rebecca, Sasha, and Josie, a linguistic phenomenon known as translanguaging was evident in

their communication (Ofelia García & Wei, 2014). This involved the simultaneous use of both

English and Spanish in their everyday speech. I will delve into specific instances of this

translanguaging in the following sections of my analysis. Consequently, the excerpts presented in

this analysis are transcribed in the language in which the interviewee responded to the questions.

I have translated the excerpts originally in Spanish into English.

The analytical process involved an examination of the collected data, aligning it with the

overarching research questions that guided this investigation, and organizing data into themes.

Each section of this chapter includes a descriptive subtitle that encapsulates the specific research

question explored, along with corresponding themes that emerged within each category of

analysis, followed by representative examples of participant speech.

By adopting this approach, I aim to present a clear synthesis of the data, ensuring that the

reader can easily navigate and understand the insights derived from my study. This organization

not only facilitates a deeper understanding of the study's objectives but also underscores the

inherent interconnectedness of the research questions with the themes that emerged in my

analysis. I hope that the structure I have employed serves to illuminate the relationship between

the research questions and the data, which I have organized as emergent themes, fostering a more nuanced understanding of the study's findings. I begin my analysis with my initial research question, which centers on the professional experiences of NNESTs within the context of Borderlands University.

4.3. What are the Professional Experiences of NNESTS who Work in a Public University on the U.S.-Mexico Border?

The NNESTs in this study hail from diverse corners of the world, including Mexico, Saudi Arabia, and France. All of them have chosen to establish themselves along the U.S.-Mexico border, primarily driven by the promise of educational pursuits and employment opportunities. Each participant possesses proficiency in English, along with other languages, which include Spanish, French, and Arabic. They all boast university degrees in languages such as English or Spanish, as well as linguistics. The forthcoming chart provides insights into the diverse academic qualifications held by these NNESTs.

Table 8. University Degrees

Participants	Bachelor´s Degree	Masters' Degree	Ph.D. Degree
Rebecca	English Creative Writing	Spanish Literature	n.a.
Claudia	Psychology and Linguistics[4]	Applied Linguistics	Teaching, Learning and Culture
Sasha	Spanish	Spanish Literature	
Josie	Linguistics	Curriculum and Instruction	Interdisciplinary Health sciences (in progress)
Karen	English Language Teaching	Applied Linguistics (To drop out)	

---

[4] Claudia earned a double major in linguistics and psychology.

The themes I have identified and presented under the first question include: Learning English before Puberty; The Benefits of Knowing English; Feelings and emotions that arise among English teachers working in this border community; and the Motivation to Teach.

4.3.1. Early Exposure to English

Indeed, these NNESTs, despite their diverse geographical origins, share a common thread in their early encounters with the English language. These encounters, which occurred during their formative years, can be attributed to two distinct yet enriching pathways.

Firstly, Rebecca, Claudia, and Josie had the opportunity to attend private bilingual schools during their childhoods. These institutions offer a special environment where students are immersed in both their native language and English. I will discuss their experiences in more detail, below. Secondly, for Sasha and Karen, their exposure to the English language was facilitated by their presence in the United States. Living on the U.S. side of the U.S.-Mexico border provided them with the opportunity to immerse themselves in an English-speaking environment, where they not only honed their language skills, but also engaged in cultural exchanges with the local population. This immersion in English allowed them to experience firsthand the nuances of the American language and culture, further enriching their linguistic repertoires. I will also discuss their experiences, below.

In essence, the diverse journeys of these NNESTs converge on a common point of early contact with the English language, whether through private bilingual schooling or cultural immersion in the United States. These experiences have undoubtedly contributed to their linguistic proficiency, cultural competence, and readiness to embark on careers in English language teaching and cultural exchange.

To ground my exploration of the experiences of NNESTs who teach in the United States, I provide a comprehensive overview of the academic background and life history of each participant, beginning with Rebecca.

4.3.2. Rebecca

Born in Culiacan, Sinaloa, Rebecca's first language was Spanish. She spent most of her formative years in the bustling metropolis of Mexico City. However, her life was marked by a dynamic interplay of experiences that extended far beyond the city limits. The thread of Rebecca's narrative weaves through various locales, each contributing to her trajectory. Her childhood was punctuated by residence in places like Veracruz, Veracruz, Mexico, and as far afield as Boston, Massachusetts, in the United States.

Rebecca's enduring affection for the English language can be traced back to her earliest days, when she fondly recollected being in bilingual schools throughout her primary and secondary education, both in Mexico City and later in Veracruz. Both educational institutions she attended employed a bilingual curriculum, allowing her to develop her English proficiency from an early age. One noteworthy institution she attended during this time was Academia Maddox, in Mexico City, which is a school with roots in the British educational tradition. Under the guidance of the school's director, whom Rebecca explained upheld stringent standards, students wore ties and uniforms, exemplifying the institution's commitment to British tradition, specifically in terms of discipline and formality. Notably, when Rebecca was a student, Academia Maddox was an all-girls school.

A private Catholic institution, Academia Maddox spans the entire spectrum of education from preschool to high school and is aligned with the network of schools affiliated with the Legion of Christ Semper Altius. According to Kidstudia (2023), Academia Maddox is rooted in

the tenets of Christian humanism, its fundamental mission is to mold individuals of unwavering integrity and to nurture the emergence of dynamic leaders committed to fostering positive change in Mexican society. At the core of Academia Maddox's educational philosophy lies its innovative bilingual Spanish-English curriculum. Here, young minds are introduced to the art of robust oral communication in both languages. This immersive experience not only enhances their ability to assimilate and analyze language but also incorporates both languages into their daily lives. The result is the natural acquisition and learning of both languages, in a way that is akin to the effortless mastery or acquisition of one's mother tongue.

The approach to English education at Maddox School is tailored to the developmental stage of each student. In the preschool phase, instructors use games, songs, rhymes, and stories to captivate young learners, fostering a vibrant linguistic foundation. As students' progress into elementary school, literature takes center stage as the primary conduit for language acquisition. In the higher grades, the rigor of language learning intensifies, with the inclusion of explicit grammatical rules. Students who complete their entire academic journey at Academia Maddox achieve an English proficiency level akin to Level C1, as stipulated by the Common European Framework. This is a high level of fluency, ranking just below advanced. Studying at Academia Maddox leads to high levels of linguistic proficiency in both English and Spanish, along with rigorous study in all the disciplines, as well as character and leadership development Fields (Kidstudia, 2023).

Rebecca explained that the rigidity of the educational environment at Academia Maddox was palpable, especially in her English classes. That is, students were expected to engage with subjects with unwavering precision. For instance, in geography class, she explained that they memorized the map of Europe, with all the countries, and oceans exclusively in English.

Speaking Spanish within the confines of this institution was strictly forbidden, and any deviation resulted in the deduction of participation points or even grades. A bilingual system is implemented, where English is not only taught as a separate subject but is integrated into all subjects.

The aim is to enhance vocabulary, reading, writing, and pronunciation, and to increase the ability to incorporate the language more quickly and easily into daily life. This aspect of the school experience was stressful for Rebecca and left an indelible impression on her. While the Maddox school embraced a bilingual framework, the primacy of equipping its students with proficiency in the English language was an overarching priority. This commitment to imparting English fluency was evident in the school's rigorous approach to English language instruction during that time. Consequently, employing Spanish, even during leisure moments, was considered inappropriate to uphold the institution's dedication to fostering English proficiency among its students.

According to Kidstudia (2023), the Maddox school employs a bilingual system in its classes. This means that English is not just taught as a standalone subject but is woven into all aspects of the curriculum. The primary goal is to improve students' vocabulary, reading, writing, and pronunciation skills, with the intention of enabling them to integrate the language more seamlessly into their daily lives. The emphasis is on a holistic approach to language learning, incorporating the English language into all subjects rather than isolating it as a separate class.

Rebecca characterized her rigid education as a form of teaching that adheres to traditional, systematic, and stringent instructional methods. Moreover, Rebecca highlighted that her formative educational at-home background, particularly under the guidance of her father, was marked by a sense of strictness and discipline. Consequently, Rebecca has perpetuated and

incorporated this mode of conduct into her professional endeavors. The enduring influence of a structured and disciplined upbringing has shaped her approach to teaching English, reflecting a commitment to both rigor and order in her professional activities.

In the following excerpt, Rebecca emphasized that the education she received at Academia Maddox was characterized by its rigidity.

Excerpt 1. *Rigid Education*

Participant	Text	English Translation
Rebecca	Siempre me ha gustado el inglés y yo me acuerdo de que desde chiquita siempre nos enviaron a colegios bilingües ahí en la Ciudad de México y luego en Veracruz, también los colegios que íbamos siempre eran bilingües, entonces desde chiquita aprendí el inglés. Me fui después a una escuela en México ahora es diferente porque a mí me tocó que se llama la escuela Academia Maddox, pero en aquel entonces me tocó una educación rígida[5].	I have always liked English, and I remember that from a young age, we were always sent to bilingual schools in Mexico City, and later in Veracruz. The schools we attended were always bilingual, so I learned English from a young age. Later, I went to a school in Mexico, and it was different because I had attended a school called Academia Maddox, but back then, I had a rigid education.

It is important to clarify that when Rebecca mentions "Mexico" she is specifically referring to the State of Mexico, where the Maddox school is located. She is not referring to the entire country of Mexico. When she mentions studying in both "Mexico and later Veracruz," she indicates that she pursued her education in two distinct Mexican states: Veracruz and the State of Mexico.

---

[5] Giving a concrete definition of what rigid education is could be complicated and extensive to explain, however, according to Loszan (2022), rigid education is related to traditional education in which the student is a simple spectator, and the teacher is the one who teaches everything. The teacher takes control of the class and who imposes the rules repetitively and mechanically.

Despite these challenges, Rebecca's enduring passion for the English language never waned. Upon completing her education at Academia Maddox, she emerged as a balanced bilingual, which corresponds with the C1 level that Academia Maddox graduates must achieve. This pivotal moment in her life laid the foundation for her future experiences, including her transformative high school year in Boston, Massachusetts.

Her strong linguistic foundation in English paved the way for her continued love for the language, and her subsequent adventures in Boston, Massachusetts. It was during her sojourn to Boston, at the tender age of 15, that Rebecca's enduring love for the English language first took root. Her affinity for English had been nurtured since childhood, and her year in Boston served to kindle her passion further. During this transformative period, she not only honed her linguistic skills but also forged lasting friendships and established connections with her host family. The enduring bonds she formed during this time solidified her fascination with the English language and its cultural nuances. It was here that she realized that English, and English literature, was of real interest to her. She seized the opportunity to enroll in English literature courses, deepening her understanding of the language.

Rebecca's journey continued upon her return to Mexico City, where she joined the banking sector, specifically at City Bank in Mexico. She believes that this was influenced by her experience at the bank, leading her to pursue a degree in Business at the Universidad de las Americas in Mexico. However, after just a year, a friend informed her about scholarship opportunities for Mexican students at Borderlands University in El Paso, Texas.

Rebecca made the move to El Paso, initially starting her studies in business to give continuity to what she was studying at the Universidad de las Americas in Mexico. However, after the first semester, she decided to switch to a degree in English Creative Writing.

Successfully completing her bachelor's degree, Rebecca then pursued a master's degree in Spanish Literature.

In the next section, I share details about Claudia's academic background. I also dove into Claudia's life story.

4.3.3. Claudia

Claudia's life has been deeply influenced by her unique cross-border experiences, which led to her learning English before puberty, but in ways that were different from Rebecca's. Born in Ciudad Juárez, Chihuahua, Mexico, her first language is Spanish. What sets Claudia apart, like Sasha, is her frequent border crossings, facilitated by her immediate family's presence in El Paso, Texas. During her early education, Claudia spent a significant portion of her formative years in the United States. As a child, she transitioned from a legal resident to a naturalized citizen of the United States. However, her educational path took a turn toward Mexico, almost at the end of her primary school years, when she moved back to Ciudad Juárez. Throughout this period, Claudia's life was marked by regular border crossings, reflecting her dual-border existence.

Excerpt 2. *Regular Border Crossing*

Participant	Text	English Translation
Claudia	Realmente yo me hice residente cuando era niña y viví un tiempo acá, bastante tiempo acá en El Paso. Y luego ya después, cuando estuve más grande, como para terminar la primaria, más o menos me regresé a vivir a Juárez, pero siempre estuve como que, de los dos lados, bueno no siempre, pero… cruzando más bien dicho.	I became a resident when I was a child and I lived here for a while, quite a while, here in El Paso. And then later, when I was older, like finishing primary school, I returned to live in Juárez. But I was always like, on both sides, well not always, but rather… crossing.

Claudia's educational journey, both in and out of the classroom, is a testament to her bilingual upbringing. From kindergarten onward, she attended schools where English was a core component of the curriculum. Her elementary school was called Colegio Independencia, in Ciudad Juárez, and it had a strong bilingual focus. This private Christian institution not only instilled English language skills in students, but also introduced students to praying in English. Evaluations were conducted in an oral English format. The demand for proficiency in the English language was notably high, fostering a strong foundation in both spoken and written English.

The Independencia School offers comprehensive education, spanning kindergarten, Elementary, and Middle school, driven by a profound objective: to instill a thirst for continuous learning in students that is fostered through disciplined study habits. These study habits are grounded in critical thinking and reflection. With over six decades of educational excellence, the school proudly champions bilingual education, with an emphasis on *English as a second native language*, serving as the cornerstone for effective global communication.

At Colegio Independencia, the foundations for language mastery are laid out during the early years of Kindergarten and Elementary education. Here, young learners are introduced to this new linguistic terrain, gradually adapting to the processes of reading, writing, listening, and speaking in English and Spanish. For middle school students, a more advanced curriculum is presented, building upon their foundational language skills, and are expected to possess a basic command of the language, setting the stage for a comprehensive education that ultimately empowers them to communicate fluently and confidently in both Spanish and English.

The institution upholds a doctrine of the Protestant faith, which is imparted to students from preschool through middle school, although the school places paramount importance on the freedom to worship for students and their parents. While respecting and upholding this fundamental right, it is noteworthy that a significant number of parents choose to enroll their children in this institution, specifically for the Protestant education it provides.

Noor (2023), says that religious private schools in Mexico have garnered a prestigious standing, due to their steadfast commitment to traditional values and academic excellence. Consequently, these institutions draw students from more privileged socioeconomic backgrounds, who not only value their unique educational offerings but are also enticed by the inclusion of English language instruction in their curriculum.

In addition, during Claudia´s middle school years, she attended Escuela Secundaria Técnica No. 33, a public school in Ciudad Juárez, where English instruction is provided for an hour, three times per week. Claudia explained that the English language instruction offered there was constrained, and she observed that the teachers exhibited limitations in both their command of the language and their pedagogical skills. As a result, her parents transferred her to El Chamizal School in Ciudad Juárez for high school. An interesting facet of her time at El

Chamizal School was the presence of an English laboratory, where students had the opportunity to enhance their listening skills and engage in various English-language activities. The teachers there did possess a higher level of linguistic and pedagogical competence, which served her well.

Claudia's bilingual educational journey, intertwined with her border-crossing experiences, has enriched her linguistic and cultural perspectives. Her education, marked by bilingualism, and immersive language opportunities, is a testament to her unique life in the border region. Claudia's exposure to the English language extended beyond the confines of her school's classrooms, thanks to her transnational experiences in the border region between the United States and Mexico. In the ensuing section, I provide an explanation of Sasha's academic journey, delving into the details of her educational pursuits and a narrative of her life.

4.3.4. Sasha

Born in El Paso, Texas, Sasha's early life unfolded in El Paso, where her primary language was Spanish. She recounted that her life was intricately tied to constantly crossing the bridge connecting El Paso and Ciudad Juárez. However, it was in Ciudad Juárez that she firmly established herself, as that was where she attended a public elementary school known as Mexico Lealtad. During her elementary school years, her family relocated to El Paso, where she continued her early education at Zavala Elementary School. Because English was the language of instruction, she was placed a grade behind her age level. Her educational journey continued with middle school at Ysleta School in El Paso and attending high school at Del Valle High School. She had to return to Ciudad Juárez during her high school years, due to family circumstances. However, she returned to El Paso to complete her high school education at the Lidia Patterson Institute in El Paso, which is a private Methodist college-preparatory high school. Sasha noted that she lived in Ciudad Juárez during that time and traversed the bridge

daily from Juárez to El Paso, which makes her a back-and-forth transnational student, or a

transfronteriza (De la Piedra & Araujo, 2012).

Excerpt 3. *Soy Fronteriza*

Participant	Text	English Translation
Sasha	Nací aquí en El Paso. Pero pues soy fronteriza, toda mi vida es el cruzar el puente, El Paso, Ciudad Juárez. Pero nací aquí, en El Paso. Crecí más bien en Ciudad Juárez, fui a la primaria nada más a la primaria y luego ya nos mudamos para acá. Que fui a la secundaria, no, de hecho, me bajaron un año porque no hablaba inglés. Entonces tuve que hacer sexto. En la Zavala que está aquí por el centro, está ahora en la zona central, y luego me fui hasta Isleta y ahí hice en la secundaria y luego hice preparatoria en Del Valle, y luego me regresé a vivir a Ciudad Juárez, pero estuve en la escuela Lidia Paterson en El Paso, que es una escuela pequeñita privada en el centro, que son más bien puros estudiantes de Ciudad Juárez, que cruzamos todos los días.	I was born here in El Paso. But I'm a fronteriza. My whole life is crossing the bridge – El Paso [to] Ciudad Juárez. But I was born here, in El Paso. I grew up more in Ciudad Juárez. I went to Elementary school only and then we moved here. I went to middle school, but no, in fact, they dropped me a year, because I didn't speak English. So, I had to do sixth grade in Zavala, which is here in the downtown. It is now in the downtown zone, and then I went to Ysleta and I went to middle school there, and then I went to high school in Del Valle, and then I returned to live in Ciudad Juárez. But I was at the Lidia Paterson school in El Paso, which is a small private school in the downtown. All the students are from Ciudad Juárez. We crossed every day.

Sasha candidly shared that learning English was a difficult task for her, especially given

the bullying she encountered from classmates who made fun of her language use during her high

school years. While her home environment remained predominantly Spanish speaking, the

school demanded fluency in English, even though all the students who attended the school were

living in Ciudad Juárez. This motivated her to learn English very quickly.

Sasha noted that her determination to grasp English intensified during her undergraduate years, as she found herself surrounded by friends who spoke English almost exclusively. This social environment compelled her to embrace the language more comprehensively, ultimately enabling her to communicate effectively in English. It is interesting to note that despite Sasha's urgent need to acquire proficiency in English, she pursued her bachelor's and master's degrees in Spanish at Borderlands University. In the next section, I share some information about Josie's educational background, to understand both the academic study and the real-life experiences that make Josie who she is.

4.3.5. Josie

Josie's upbringing is marked by a unique blend of cultural and linguistic experiences. Born in Miami, Florida, United States, of French parentage, she holds dual citizenship in both the United States and France. Her formative years, France until the age of sixteen, were primarily spent in France. An interesting facet of her life is that she was adopted by her paternal grandparents and resided with them until her grandfather's passing. His death is what prompted her to move to the United States, which she did by herself, at sixteen. Josie recalled having spent limited, but influential time in Miami, where she had her initial exposure to English. However, she did not have precise recollections of the age at which this exposure occurred. Nor does she remember much about the process of acquiring English.

Josie spent the early years of her life – until she was about three years old – with her mother in Miami. Her mother faced issues with drug and alcohol abuse and supported the two of them as a sex worker. To secure the legal guardianship of Josie, her father decided to marry her mother. Through this marriage, he gained custody of Josie and took her to the south of France.

In the south of France, Josie lived with her paternal grandparents until she was nine years old. After that, he lived with a paternal aunt for a time, as well as in foster care. This was her life situation until she was 12 or 13 years old. Then, she was sent to a boarding school for her high school years called Lycée Agricole Marie Durand Rodilhan, which meant living away from her family.

The process of learning English for Josie was multifaceted. While she had formally studied English as a Second Language (ESL) during her growing-up years in France, her proficiency in English mainly developed through immersion upon her arrival in the United States, as a teenager. Despite her initial struggles as a language learner, exposure to the language in her daily life became the catalyst for her language acquisition.

Josie's journey with the English language traces its origin back to her formative years in France. She revealed that from elementary school onwards, schools in France incorporated English as a Second Language into their curriculum. This mandatory inclusion of English as a linguistic staple persisted until middle school when students were presented with the choice of studying a third language. In Josie's case, she opted to expand her linguistic repertoire by studying Spanish, as well.

Her educational trajectory began when she was enrolled in a public school in Vergeze, a small township in southern France, between Nimes and Montpellier. There, she embarked on her academic odyssey through kindergarten, elementary school, and a portion of middle school. It was at the College de la Guarriguette that Josie concluded her middle school education, thus shaping her early educational foundation.

As Josie advanced in her academic pursuits, she continued her studies at the Lycée Agricole, which is high school in Rodilhan, France. According to Josie, the Lycée school is

agricultural, indicating that the curriculum focuses on the study of subjects related to animals and plants. Josie found this to be beneficial, as she has a genuine fondness for animals. Since there were not many high schools in that area of southern France, there were many children who came to this school from other parts of France to study there and stay at the Lycée boarding school. According to Josie, those who did not stay at the boarding school typically left at 3:30 p.m. or 4:00 p.m. to return home. In contrast, those residing at the boarding school only left on weekends, allowing them to spend time outside the school environment.

However, because of her grandfather's death, which happened when Josie was 16, she decided to drop out of high school. It was at this juncture that Josie relocated, by herself, to the United States.

Excerpt 4. *Bad Student*

Participant	Text
Josie	Well, in France, we study it [English] as a second language, but I was a very bad student, so I really mostly learned it once I was in the United States, by exposure to it. I think my first language is French even though I was born in the United States, so I identify as a non-native English teacher.

Josie's grandmother provided her with money for her to travel to the United States, and she went not to Miami, but instead, to Dallas, Texas, where she found employment on a family-owned ranch. She lived on the ranch and was able to communicate with the family in English. Having enough knowledge of English, along with the necessity of using the language, were motivators for her. She recalled not having a difficult time learning and using English then. This family also played a crucial role in assisting Josie, in that they urged her to take the General

113

Educational Development (GED) test. The GED is an alternative to traditional schooling for those who have not followed the traditional trajectory of graduating from high school. Josie's GED journey symbolizes her determination to continue her education and obtain a credential in the American educational landscape.

Identifying her first language proves to be somewhat complex for Josie. Although she was born in the United States, she was not raised there for long, so she identifies French as her primary language. She noted that this self-identification may stem from her belief that she will always have a noticeable accent in English and may occasionally make linguistic errors, whereas her proficiency in French is better. Josie's current routine involves daily use of English, as she resides in El Paso Texas, and teaches ESOL there. She has taught English, French, and Spanish in El Paso. Her studies are conducted in English as well.

Josie embarked on her academic journey at Borderlands University, where she earned a bachelor's degree in linguistics, followed by a master's degree in curriculum and instruction. In 2022, had to leave her doctoral program in Teaching, Learning, and Culture, because of severe health issues and a lack of health insurance. She has been able to obtain healthcare in Ciudad Juárez, in part because of her fluency in Spanish, and her health has improved. This has allowed her to transfer to another doctoral program at Borderlands University, where many of her credits were accepted. Currently, she is working on her dissertation, which is an autoethnography about her search for a health diagnosis, in the doctoral program in Interdisciplinary Health Sciences at Borderlands University.

Josie moved from the ranch outside of Dallas to El Paso, because of her then-boyfriend, who is from El Paso. Upon arriving in El Paso, she lived with her boyfriend and his family, where the family primarily spoke Spanish. It was during this time that she further honed her

Spanish language skills. Having lived in El Paso for 21 years now, Josie regularly uses Spanish and has taught Spanish in the area. She noted that she speaks Spanish with many of her ESOL students, as well as with her French students. And because she has been receiving medical care in Ciudad Juárez, she uses Spanish in that context, as well. While French remains a significant part of Josie's life, and she communicates with French friends and family through WhatsApp, nearly daily, she is studying for her doctorate in English, and using Spanish with her ESOL students and in medical contexts in Ciudad Juárez. Josie is, indeed, a polyglot. In the next section, I discuss Karen's background and academic experiences.

4.3.6. Karen

Karen's educational journey began in Riyadh, Saudi Arabia, where she attended public schools for both elementary and middle school. It was in middle school, around the age of 12, that she had her first exposure to the English language.

At the age of 17, Karen and her family moved to the United States and settled in Raleigh, North Carolina. They spent a decade there. During this time, she studied at Ashworth High School, where she reignited her connection with the English language. She engaged in many activities throughout her U.S. high school years, all of which were in English. A formative experience for her was that after graduating from high school, she worked as an assistant for a children's speech therapist at the Tammy Lynn Center for Developmental Disabilities in Raleigh, North Carolina. She did this for five years. Because speech pathology and applied linguistics are deeply related (i.e., both speech-language pathologists and applied linguists take courses in general linguistics), this further enriched her language experiences.

Karen decided to go back to the Arab world to pursue a bachelor's degree in English Language and its Teaching Methods at the University of Gaza, in Palestine. Indeed, "English is

the most widely known and used foreign language in Gaza and the West Bank" (Bianchi &

Hussein-Abdel Razeq, 2017, 1993 Oslo Peace Accords section). Karen graduated as the

valedictorian of her class, and she excelled in a subsequent government English examination, in

which she secured the second-highest score among all test-takers in the Gaza Strip. This

achievement led to her being appointed as a permanent English language teacher at the Ministry

of Education and Higher Education in Palestine, which of course, is a great honor. Karen

explained that she acquired proficiency in English in her teens and that having an immersion

experience in North Carolina, a place where there are not many Arabic speakers, helped her a lot.

During her college years in the Gaza Strip, her fervor for ongoing English language acquisition

was powerful. In her teaching practice at Borderlands University, Karen has been influenced by

active learning theories, and she uses innovative teaching methods, which have earned her praise

from supervisors, as well as from fellow educators. She expressed that when she was in school in

Palestine, she came to deeply appreciate the supportive role played by textbooks in the language

classroom. She noted that high-quality textbooks have aided her teaching practice, along with her

passion for the English language.

Excerpt 5. *English is my Passion.*

Participant	Text
Karen	My first language is Arabic, Arabic. I like to learn English. Learning English is my passion. To be honest, during my university studies, the university books were among the best books that I benefited from, because of the author's explanations and his explanation, and his philosophy of explaining the most important point is in a creative way that the reader can understand and

	enjoy learning. So, you know, like, if you have the passion to do something and you love it, you will be successful at it.

In an effort to expand her pedagogical repertoire, Karen participated in a program called the Restoration and Empowerment of Preservice English Language Teachers (REPELT) which is supported by the Fulbright program and sponsored by the US Department of State. Focusing on the use of modern teaching techniques, she ended up teaching subjects beyond English after having completed that program. She spent time teaching English, as well as math and science at the Sorena Private School in Syria, along with at various other teaching agencies in the Arab world.

In 2022, Karen returned to the United States, a country she deeply loves for its constitutional principles and the warmth of its people. Despite having experienced the war in Gaza, Karen has dedicated herself to studying and teaching English. The intensity of her commitment to English language teaching has not gone unnoticed. A year before returning to the United States, Karen was selected by the United Nations Relief and Works Agency (UNRWA) for Palestinian Refugees as an English language teacher. This prestigious position offered her a higher salary than the government position she had previously held. The UNRWA is one of the largest United Nations programs, and its goal is to lift up "the voices, experiences, and humanity of Palestine refugees to secure American support for resources essential to every human being, for the promise of a better life"(UNRWA USA, 2023). However, driven by a desire for new opportunities, Karen left everything behind, including her in-progress master's degree in applied linguistics. Her return to the United States was marked by a strong affection for the country. Although she was on the brink of completing her master's degree, she chose safety and had no

plans to return to the Arab world. She feels firmly rooted in her appreciation for the opportunities

and democratic principles she has encountered in the United States.

Up until this point, it should be evident that all five participants, in different ways,

encountered the English language from a very young age. This early exposure played a pivotal

role in facilitating their acquisition of English. To explore this issue more deeply, the critical

period hypothesis must come into play. This, albeit controversial hypothesis sheds light on the

advantages of acquiring English or any language more rapidly during these formative years. This

contrasts with the challenges one might face when attempting to do so after puberty.

According to Gürsoy (2011), the critical period hypothesis initially focused on the first

language. However, it led researchers to investigate the learning of second languages at different

ages. Gürsoy argues that although there may be a critical period for acquiring a first language,

the idea that the brain undergoes significant changes and loses plasticity after puberty is

problematic and has prompted further research into second language learning and acquisition.

Gürsoy has been observed that the development of certain brain functions, like lateralization,

begins well before puberty. Gürsoy (2011) affirms that it is indeed possible to learn a second

language after this critical period, although the process might not be as rapid or efficient as

acquiring one's native language.

Additionally, Gürsoy (2011) argues that the completion of lateralization does not pose a

barrier to learning a language, and that research in this area has found that cognitive and

emotional factors are more convincing explanations for language learning ease or difficulty than

purely physiological or brain-related arguments. Furthermore, Gürsoy says that the cultural and

social contexts play a significant role in language acquisition. If second language acquisition

occurs within the cultural context of the second language, socio-cultural factors come into play.

This means that, regardless of age, individuals can go through a process of acculturation when learning a second language within its cultural context. That is, the interaction between language and culture creates a unique context in which individuals, both adults and children, have an optimal opportunity to become fluent in the second language.

This is particularly interesting in the case of Josie, whose native language is French. Her exposure to the cultural and linguistic diversity of Texas and the border region may have contributed to her acquiring high levels of fluency in both English and Spanish. Additionally, the fact that she resided in Miami for the first three or four years of her life, as well as for most of the last two decades in the border community, may have also played a role.

Similarly, Karen's exposure to the culture of the United States, along with the English language, contributed to her strengthening her proficiency in English. Being exposed to the border community where both English and Spanish are common has led Karen to learn some words and phrases in Spanish, she does not speak Spanish fluently. These cases highlight the complex interplay between linguistic and cultural factors in language learning experiences.

When discussing the experiences of NNESTs in this border community, it is essential to recognize the unique opportunities available to them. Being situated on the border has allowed them to be exposed to both English and Spanish. Additionally, their university credentials have paved the way for them to establish themselves professionally at Borderlands University.

Lethaby (2003), has pointed out that being bilingual offers numerous intellectual advantages, including competence and proficiency in social, academic, and commercial domains. Given the author's assertion that being bilingual offers numerous advantages, it can be inferred that Josie, who is the most multilingual of all study participants, has significant opportunities.

This is particularly important in a border context such as this one, where many people must navigate English and Spanish. However, not all multilingualism is created equally.

Delavan et al. (2021), talk about dual-language bilingual education aimed to counter the English-only movement and they explain and highlight the effectiveness of well-designed bilingual education programs, especially for multilingual language learners and marginalized students. These authors analyzed dual language bilingual education that was found to be beneficial for English-privileged students, contributing to its widespread adoption across the United States. Delavan et al. (2021), explain that throughout the past 20 years, dual language bilingual education has experienced rapid growth, driven by neoliberal reframing and increased participation by White families. Despite the acknowledged benefits of dual language bilingual education, there is a need to address the inequities accompanying its popularity. The concern is that elite White students have disproportionately benefited from dual language bilingual education, at the expense of Spanish-speaking immigrant students. This makes it necessary to propose strategies for redirecting the focus of bilingual education toward equity.

English proficiency is not merely a linguistic skill, but also a tool for success across various aspects of life, including academic and professional achievements. In the case of these study participants, knowing English and having exposure to it at a fairly young age has contributed to their academic and professional success. It has also enriched them both culturally and linguistically. Indeed, their professional experiences are a testament to their language-learning journeys. Life has led them to become accomplished professionals, employed not only at Borderlands University but also at other local universities and private language schools on the U.S. side of the border. In the next section, I address the second theme that arose in this section: The Benefits of Knowing English.

4.3.7. Schooling and Immersion

The second important theme that emerged from this data was the significant advantages participants have gained simply from having the opportunity to learn English. According to Lethaby (2003), some individuals who have had the chance to study English are immersed in English-speaking environments. Others have had the opportunity to attend schools or universities in English-speaking countries for their studies, not only to improve their language skills but also to hone their expertise in their chosen fields of study, which in turn, can lead to employment opportunities.

Haidar (2019) highlights the pivotal role of English in developing countries, noting that the educational systems in many countries in the Global South typically prioritize English as the primary medium of instruction. In the context of social mobility and economic survival, English can serve a crucial function. In the context of the U.S.-Mexico border, it is important to note that English has gained immense significance. Haidar affirms that English has become a mandatory requirement for securing professional jobs throughout the world, and it is regarded as a pathway to personal development and career success. It also serves as a prominent marker of social status. The ability to use English is frequently seen as a skill that is more important than learning many other languages.

Also, Haidar (2019) underscores that English is used as a mechanism to control access to higher education and key positions in many societies. However, the imposition of English in higher education and its perceived prestige poses additional challenges for students from lower socioeconomic backgrounds who often have limited access to the language, making access to English education a class issue. Nevertheless, it is noteworthy that the participants in this study have had the opportunity not only to learn English but also to study in the United States. Their

academic study, language proficiency, and social connections, seem to have allowed them to obtain positions at Borderlands University.

For example, Rebecca was an international student who came to the United States to earn a bachelor's degree in English Creative Writing. When she began her master's studies in Spanish, the Language and Linguistics department offered her the chance to teach an English as a Second Language class. She initially questioned why the department didn't offer her Spanish classes, given that Spanish was her native language and that she was studying for her master's in Spanish. However, her department chair offered to hire her as a teaching assistant and gave her the opportunity to teach an ESOL course. This marked the beginning of Rebecca's teaching journey.

Excerpt 6. *Good Luck!*

Participant	Text	English Translation
Rebecca	Yo entré a dar clases pero en aquellos años te estoy hablando te digo hace como unos 15 años, no, aquí llegaba uno y si entrabas de Teacher Assitant nada más te decían, bueno, vas a ver esa clase. Aquí están los libros y mucha suerte. Y cero preparación.	I started teaching classes, but in those years – I'm talking about fifteen years ago – no, you come here, and if you want in as teaching assistant, they would simply tell you, well, you're going to teach that class. Here are the books, and good luck. And zero preparation.

Rebecca has dedicated approximately fifteen years to teaching ESOL classes at Borderlands University. Over the course of her career, she has taught all the courses that are offered in the TELLP. At the time of this research, she was teaching two specific courses: ESOL 1406, which covers Basic English Sentence Structure and ESOL 1311, which focuses on Expository English Composition for Speakers of English as a Second Language.

Interestingly, these classes at Borderlands University are taught using a system known as HyFlex. This means that the courses are delivered over a two-week period with both synchronous face-to-face sessions as well as with online sessions. The HyFlex (i.e., Hybrid-Flexible) system allows students to attend face-to-face classes or complete activities for the course without being there in person. The HyFlex system is exclusively employed within the TELLP, while the PELP utilizes the traditional face-to-face instructional approach.

The significance of English in people's lives extends beyond its association with social status; it has become a necessity, especially for many people in developing countries. Haidar (2018) emphasizes that the global prevalence of English in various regions of the world is primarily due to globalization. Highlighting the practical implications of English proficiency, Haidar notes that particularly in employment settings where strong English skills are used for international trade, English can serve as a catalyst for career advancement. Haidar (2018) further asserts that having a strong command of English is an asset for individuals in their personal and professional lives, especially in countries like Mexico. In employment settings, companies often use English in exams and interviews, making fluency in the language an advantage in securing jobs. For those who already have employment, possessing strong English skills can open doors to leadership positions, such as school director or other professional roles. Rebecca's English proficiency, along with her teaching experience, has allowed her to not only secure a teaching position in the United States but also to assume the role of an assistant director, reflecting her commitment to professional growth and success.

It is crucial to highlight the unique aspect of this border community, where both NNESTs and students use both English and Spanish. This linguistic diversity has opened employment opportunities for participants like Rebecca, as well as Sasha, and Claudia to teach Spanish as

well as English. For example, the three of them have worked with the Texas Tech University Health Sciences Center (TTUHSC), a medical school in El Paso. In their work there, they assist healthcare professionals in improving their Spanish language skills. This underscores the availability of job prospects in this border region for individuals with academic expertise not only in teaching English but also in teaching Spanish. In this community, the use of both languages is widespread and common.

In Sasha's case, her experience parallels Rebecca's to some extent. While pursuing her master's degree in Spanish, Sasha found herself in a similar situation. She was selected to be a teaching assistant (TA) for an English class. The focus of this class primarily revolved around grammar, as well as academic writing in English. Sasha recalled that she was provided with five books for the courses, but there was no preparation or guidance available to her for this teaching role.

Excerpt 7. *Sure, and Here Are Five Books. Good Luck.*

Participant	Text	English Translation
Sasha	Cuando empecé la maestría. Me seleccionaron como TA. Yo asumí que iba a ser español. Me dijeron que si quería dar clases de inglés y yo dije ok. ¿Pues cómo le dices que no a los que van a ser tus jefes, no? Y dije bueno. Y 5 libros, que te vaya bien.	When I started my master's degree, they selected me as a teaching assistant (TA). I assumed it was going to be for Spanish. They asked me if I wanted to teach English, and I said OK. Well, how can you say no to your future bosses, right? So, I said, OK. And here are five books. Good luck.

From that moment forward, Sasha has been dedicated to teaching ESOL classes, and this commitment has continued for more than 15 years.

In Claudia's case, she also began her teaching journey as a teaching assistant. Her university degrees were in psychology and applied linguistics, which made her transition to teaching English relatively smooth. Because Claudia was assigned to teach a specific English class and was provided with all the necessary materials for the course, her background in applied linguistics had prepared her to teach English. This was much like Josie and Karen, who are also specialists in teaching English. For them, the focus was on delivering the curriculum using the provided materials.

In the context of the PELP, there were no courses offered to train teachers. Instead, the program opted to hire subject-matter experts like Josie and Karen to deliver the content. The program coordinator supervises teachers, and Josie and Karen were experienced teachers, so they did not require training. However, orientation was provided, to ensure they understood the program's expectations and how to meet them.

Karen shared that after all the accolades she had earned, as both an English student and an English language teacher, she found that her accomplishments made some of her colleagues in Palestine jealous of her success.

Excerpt 8. *A Permanent English Language Teacher*

Participant	Text
Karen	I graduated as valedictorian and had the highest average amongst my colleagues, despite the difficulty of the material and requirements. Unfortunately, it was this thing that created some enemies who hated my success. One year after graduation, the government in Gaza held a significant examination for the whole strip. The number of test takers was large. I got second place in the Gaza Strip and was

	assigned as a permanent English language teacher at the Ministry of Education and Higher Education. I've succeeded in teaching the English language in a creative way by using active learning theories and modern methods in a remarkable way that delighted students. The English language supervisor enjoyed every lesson he attended and recommended that English language teachers follow my lessons' explanatory steps.

While Karen came to teaching English in the PELP with a storied background, she had also run into conflicts with colleagues in her previous workplaces.

In Josie's case, her education and command of three languages (i.e., French, English, and Spanish) likely made it easier for her to obtain employment. However, she recognized that despite these qualifications, her personality and her strong language ideologies have sometimes made it difficult for her to maintain long-term employment. This recognition underscores the importance of not only professional skills, but also personal attributes in maintaining a successful career. She encouraged reflection on the delicate balance between paper qualifications and the more intangible qualities that contribute to compatibility and permanence in the workplace.

Excerpt 9. *An Unconventional Approach*

Participant	Text
Josie	It probably hasn't been that difficult to find a job because I know three languages. But...I am quite unconventional, and I tend to get into trouble. Now, do you understand why I don't last at work?

126

Josie mentions that her attire is neither formal nor suitable for a teacher. When one of her superiors advised her to dress more appropriately, she disagreed, resulting in her being fired from teaching classes. Furthermore, her friendly relationship with students has not received approval from her supervisors. Josie occasionally uses swear words in class, a practice deemed inappropriate. As she asserts, her professional identity deviates from the traditional norm. In addition to the health problems she faces, which have often compelled her to leave her job.

As I have pointed out, preparation and knowledge of the language have been crucial aspects for both Josie and Karen to develop professionally in this border community. Their commitment to perfecting these skills has not only prepared them for their profession but has also equipped them to function effectively in this border environment.

However, it is essential to note that formalized teacher preparation on how to deliver the content effectively did not exist for them in this context. While both Josie and Karen brought their subject matter expertise and qualifications to the classroom, there were no specific training or courses dedicated to pedagogy or strategies for conveying the material. The focus primarily revolved around subject expertise and utilizing provided resources to ensure students received a comprehensive education in the respective courses.

In exploring this topic, it becomes evident that there are clear advantages associated with English proficiency, and it has indeed proven beneficial for teachers in terms of their professional development. However, a significant observation emerges, revealing a distinct lack or, at the very least, *limited* formalized training provided to these teachers.

Seferoglu (2004) raises a crucial question: How can one expect an English teacher without any training to effectively teach English? Merely possessing a knowledge of English, and in some cases, having questionable proficiency, is not all that teaching English involves.

Seferoglu (2004) emphasizes that there might be insufficient training in pedagogy and teaching methodologies among many teachers. Teaching, as a profession, demands a multifaceted skill set.

Furthermore, Al-Hazmi (2003), highlights that the development of programs for English teachers extends beyond the mere implementation of standardized courses or training initiatives. Instead, a holistic approach is essential, which takes into consideration various critical factors. One such factor is a deep understanding of the specific needs and requirements of teachers in a particular region or context. This perspective is particularly pertinent along the US-Mexico border, where crafting a teacher preparation program tailored to the unique demands of this geographic and cultural setting becomes imperative.

Al-Hazmi also underscores the importance of evaluating and addressing the linguistic and professional competencies of teachers as a foundational step in designing effective programs. Essentially, this calls for a program that is not only responsive to the needs of educators but is also finely attuned to their skill sets and areas of improvement.

While Al-Hazmi's suggestions shed light on the essential components of program development, they ultimately emphasize the evident and urgent necessity for comprehensive preparation programs for English teachers. This underscores the importance of tailored, context-specific initiatives that consider the multifaceted aspects of teacher preparation, to enhance the quality of English language education. While English proficiency presents substantial advantages for teachers' professional growth, the absence of comprehensive teacher training is a critical issue. Addressing this lack could contribute to the enhancement of the overall educational experiences and outcomes for both teachers and students in this unique border community.

On the other hand, other themes that are equally important to consider are the emotions that teachers may grapple with. This topic serves as a segue into exploring the feelings, and emotions of these NNESTs in the context of their teaching.

As I have discussed above, while English proficiency can indeed open doors and lead to professional growth, it can also be accompanied by a range of emotional hurdles. These challenges can be particularly pronounced among individuals for whom English is not their first language, as is the case for all study participants, Rebecca, Claudia, Sasha, Josie, and Karen. And it is important to remember that all of them navigate teaching English in a predominantly English-speaking environment, something that is not discussed in the scholarly literature. I delve into these emotions in more detail in the next theme, where I seek to understand how emotions can influence the teaching experiences of NNESTs in this border community.

4.3.8. Feelings and Connections on the Border

Through interviews with these NNESTs, I have unveiled a significant theme related to their emotions. According to Lee et al. (2017), it is crucial to consider the emotional dimensions of teaching, as emotions can be transferred to students, thereby impacting their own learning experiences.

Empathy plays a pivotal role in fostering effective communication between teachers and students, especially when it comes to understanding the challenges of learning a second language and motivating students to embark on this linguistic journey. Lee et al. (2017), emphasize that teachers should strive to empathize with students' language-learning challenges.

Rebecca highlighted her own experiences of concern and anxiety, primarily stemming from how her students may perceive her during class. Rebecca expressed apprehension about students potentially possessing better communication or writing skills than she does. This

insecurity becomes apparent when she speaks in class or when she writes materials for classroom use, as she is concerned about making errors that might influence her students' perception of her proficiency in English.

Excerpt 10. *Intimidated*

Participant	Text	English Translation
Rebecca	Al principio, cuando comenzaba las clases, te digo, sentía un poquito, como de miedo, temor a que quizás ellos tuvieran mejor inglés que yo y yo iba ser la maestra. Tu sí te intimidas al principio. Al principio batallé mucho con la pronunciación cuando daba mis clases de inglés. Y eso era como un reto bastante difícil, porque pues una cosa es cuando sabes hablarlo y escribirlo, pero otra cosa es que lo puedas pronunciar bien.	At the beginning, when I started classes, I tell you, I felt a bit of fear, apprehension that perhaps they might have better English than me, and I was going to be the teacher. You do get intimidated at first. Initially, I struggled a lot with pronunciation when I taught my English classes. And that was quite a challenging task, because, well, it's one thing to know how to speak and write it, but another thing is being able to pronounce it correctly.

Furthermore, Rebecca acknowledges that she struggled a lot with pronunciation when teaching English. This posed a considerable challenge because it is one thing to know how to speak and write a language, but another to pronounce it accurately.

In addition, what Claudia shared about her language insecurities particularly stood out to me. She mentioned experiencing insecurities before pursuing her doctorate, which was done in English, in the Teaching, Learning, and Culture program, at Borderlands University, where I am also a student. Throughout her doctoral studies, the knowledge she gained during that time transformed her perspective and alleviated her insecurities. Claudia learned about theories of language, including translanguaging and codeswitching, and she delved into various topics related to language acquisition by reading a variety of scholarly works. This newfound

understanding led her to emphasize to her students the significance of their first language, Spanish. She came to empathize with the challenges they faced in acquiring a second language and, as a result, found ways to encourage them to communicate in the language they were most comfortable with, both among themselves and in the ESOL classroom.

Excerpt 11. *Fear*

Participant	Text	English Translation
Claudia	Al principio, cuando comenzaba sentí ese tipo de temor antes de hacer el doctorado. Muchas de las cosas que aprendemos ahí son como diferentes ideologías y realmente estoy muy abierta con los alumnos de siempre a decirles, que mi primera lengua no es el inglés, y que ellos pueden usar, cualquiera que sea su preferencia	At the beginning, when I was starting, I felt that kind of fear before pursuing the doctorate. Many of the things we learn – there are like, different ideologies – and I'm really open with the students to always tell them that English is not my first language, and they can use whatever language they prefer.

Although Claudia acknowledged having felt some fear or insecurity when facing her students as an NNEST at a particular stage in her professional life, she also clarified that recognizing and informing her students that her first language is Spanish made her feel more comfortable with herself and with them.

My observation of Claudia's ESOL 1310: Reading English as a Second Language class on February 23, 2023, provided evidence of how Claudia used Spanish in class with her students. It was a hybrid class focused on reviewing students' comprehension and analysis of a book. Claudia initiated the discussion by asking general questions about the book, such as their opinions about the book's main themes. As students responded, some did so in Spanish, while others used English. Claudia, who is adeptly bilingual, responded in both English and Spanish, extending and complementing students' answers. This approach fostered active student

131

participation and enabled them to contribute their thoughts and ideas more comfortably, ultimately enriching the discussion.

In addition, In Sasha's case, it's interesting that her first language is Spanish, and she doesn't feel insecure speaking English. However, when it comes to teaching or using Spanish in writing, she feels uncertain and needs to study or review it before instructing.

In the case of Karen, she acknowledged that having an Arabic accent, but still possessing a strong command of English grammar. Consequently, she felt confident when teaching grammar to her students and did not experience insecurity in this area. This was evident during my visits to her classes in April of 2023, where the central topic was the present perfect tense. The objective of the class was to understand the structure and usage of the present perfect tense, with activities that allowed students to practice using this tense. Karen conducted the entire class in English, and naturally, the students' participation also occurred in English. What set Karen apart from the other four NNESTs was that she primarily spoke English and Arabic. Therefore, the primary medium of communication in her class needed to be in English, as most students are Spanish speakers. This arrangement compelled the students to actively participate in English, there was more oral English usage among the students in her class creating a distinctive dynamic in her classroom compared to the other NNESTs.

However, things were different for Josie. Josie experienced unease when interacting with her NNEST and NEST colleagues. She attributed this to her French accent. This sense of anxiety and insecurity has, in turn, hampered her ability to collaborate with her colleagues, both the NNESTs and the NESTs. I will delve deeper into this issue of collaboration later in this dissertation. However, it is worth noting that Josie's insecurities do not seem to arise from her

students' concerns. Instead, these feelings stem from her insecurities about her interactions with fellow teachers.

These feelings are significant aspects of the NNESTs' experiences, and they shed light on the emotions these participants navigate in their roles as English teachers. The impact of these emotions on their teaching and interactions with students underscores the need for support and strategies to address these challenges effectively.

One of the intriguing facets that invariably surfaces when delving into the realm of emotions and feelings, particularly within the context of teaching, is the very particular nature of each participant and their motivation to educate. It is this very dimension of NNEST that I will now explore in greater detail, as I embark upon the subsequent theme.

4.3.9. Motivation and Rewards

Another significant theme emerging from the experiences of the NNESTs is their intrinsic motivation for teaching and the genuine pleasure they derive from being English teachers. This intrinsic motivation has played a pivotal role in propelling them to excel in their roles and address any shortcomings they may have encountered. Richards (2022), notes that there are emotional dimensions of both learning and teaching a second language. The author acknowledges that these activities are emotionally charged, emphasizing that the process of becoming a second language teacher is also imbued with emotional experiences. Richards (2022), says that the assertion that emotions play a crucial role in language teaching is rooted in the understanding that teaching is not solely an intellectual endeavor, but also a profoundly social one. The social aspect is highlighted by the notion of people coming together in a shared space, where emotions become integral to the dynamics between teachers and learners. This perspective aligns with Dörnyei´s (2005), assertion that emotions influence not only the

instructional practices of teachers but also the responses of learners to the teaching and learning experience.

Furthermore, Richards (2022) contends that emotions can significantly shape the teaching approach employed by teachers and impact the learners' willingness to apply what they have learned. This insight underscores the idea that effective language teaching encompasses not only the presentation of the subject matter but also the adept management of the emotional aspects inherent in the teaching and learning process. Teng´s piece (2017) adds weight to Richards' discussion of emotional awareness in teaching, suggesting that learning to teach involves not only the technical proficiency of conveying subject matter but also the nuanced skill of navigating and addressing the emotional dimensions within the classroom environment. Indeed, Richards' (2022) analysis delves into the intricate interplay between emotions and language teaching, offering a comprehensive exploration of how teachers' emotional experiences impact various facets of their profession. Richard begins by citing Reeve's definition of emotions, emphasizing their short-lived, feeling-arousal-purposive-expressive nature. This sets the stage for understanding emotions as dynamic phenomena crucial for adapting to life events, especially in the context of language teaching.

In addition, Richards (2022) mentions that professors experience both positive and negative emotions. Positive emotions, such as confidence and enthusiasm, are contrasted with negative ones like anxiety and frustration. This binary highlights the spectrum of emotions inherent in teaching. Richards underscores the profound impact of emotions on teaching practices and the ways that teachers' use of language, interactions with students, responses to unexpected incidents, and even choices related to classroom management and instructional activities can impact classroom practices.

Richards (2022) presents the concept of emotional competence, which refers to a teacher's ability to create and maintain an emotionally managed classroom. The ideal is a balance, where neither too much nor too little emotion is displayed by either teachers or students. Also, Richards (2022) discusses how different teaching contexts can create either favorable or unfavorable conditions that influence a teacher's emotional experience. These include class size, student motivation, administrative support, and collaboration among teachers. He discusses how these conditions can hinder teachers from realizing their ideal teaching identity, leading to frustration, and sometimes, disappointment. Richards sheds light on the intricate connection between emotions and language teaching, emphasizing the need for teachers to develop emotional competence to navigate the diverse challenges they may encounter in the classroom.

On the other hand, Han & Yin (2016), say that motivation is a complex psychological phenomenon that has garnered extensive attention in the fields of psychology as well as in education. It is generally defined as the internal energy or impulse that naturally propels individuals to engage in specific activities or pursuits. In the context of teaching, motivation takes on two distinct dimensions, as identified by the motivation to teach and the motivation to remain in the profession.

Also, Han and Yin (2016) add that the motivation to teach encompasses a teacher's interest in the act of teaching itself. It is driven by a genuine passion for imparting knowledge and fostering learning in others. On the other hand, the motivation to remain in the teaching profession relates to a teacher's commitment and dedication to growing in their career as an educator. It involves a sense of duty and responsibility towards the profession.

In the case of the NNESTs who participated in this study, their motivation for teaching seems to be connected to their unique borderland context. All of them expressed a deep

135

appreciation for the borderland community, highlighting how it has served as a powerful

motivator in their teaching careers. Their motivation stems from a genuine desire to help students

learn and develop a language that may not be their native tongue.

This intrinsic motivation has propelled them to overcome challenges, improve their

teaching skills, and continuously strive for excellence in their roles as English teachers. It reflects

their commitment to the profession and their dedication to the students they serve. The

motivation for teaching and the inherent pleasure derived from being English teachers have been

central to the experiences of the NNESTs at Borderlands University. Their motivation seems not

to be solely driven by external factors. Rather, it appears to be deeply rooted in their passion for

teaching and their genuine desire to support students in their language learning journeys. This

intrinsic motivation has not only facilitated their professional growth but has also contributed to

their effectiveness as educators. For example, Josie mentioned:

Excerpt 12. *Motivated to Teach*

Participant	Text
Josie	I feel very comfortable and motivated teaching, because it is the only place where I feel that I am not kidding myself and have the right intention.

Considering the above excerpt, it is evident that Josie's motivation stems from the deep

sense of appreciation she harbors for her students. Despite encountering challenges in her

professional relationships, particularly with some of her coworkers, Josie articulated a deliberate

strategy she employs to avoid coworkers who might incite trouble. Her strong commitment is

directed toward her students, representing a focal point that not only drives her daily efforts but

also serves as a source of motivation for her teaching profession. Her ability to navigate

interpersonal complexities with colleagues underscores her resilience and unwavering dedication to maintaining a positive and constructive environment for herself and, more importantly, for the students she teaches. Josie's focus on her students not only motivates her career path but also underscores the intrinsic rewards she finds in her chosen vocation.

In contrast, Claudia shares a deep sense of fulfillment and joy in her role as an English teacher. For her, teaching English is more than just a profession; it's a passion that she has embraced wholeheartedly. Unlike other subjects or classes, Claudia finds teaching English to be a uniquely rewarding experience, primarily because of the tangible progress she witnesses in her students as they acquire the language.

One of the aspects that greatly motivates Claudia is the unmistakable and gratifying transformation that unfolds in her students' language skills. She observes how, over time, her students develop their English proficiency, and this progress serves as a powerful source of motivation for her. The satisfaction of seeing her students excel in their language-learning journeys fuels her dedication to teaching.

Excerpt 13. *Feel Nice*

Participant	Text	English Translation
Claudia	Dar clase en general pienso que es una experiencia bien bonita, ahora que he tenido la oportunidad es muy refrescante, muy, muy bonito siento. Es muy notorio el avance a comparación de otros tipo de materias. Es muy evidente, como los puedes ayudar.	In general, teaching I think, is a very beautiful experience. Now that I have had the opportunity, it is very refreshing, very, very nice, I feel. The progress is very noticeable compared to other types of subjects. It is very evident how you can help.

In this situation, Claudia isn't talking about just one student. She is talking about all her students together. Claudia says that seeing a student who could not speak English at first but then

becomes fluent or improves a lot is what keeps her motivated. She is happy about teaching, and this feeling has been there since the very first day she started teaching. Claudia shared that she strongly believes that teaching is her true passion. She finds a lot of joy in sharing knowledge and watching her students get better at using language over time.

Claudia's perspective highlights the profound sense of fulfillment that comes with being an English teacher, as well as the genuine joy she derives from witnessing her students' linguistic growth. These sentiments underscore the role that passion and intrinsic motivation play in shaping the experiences and perspectives of NNESTs in their profession.

Sasha's motivation for her work is multifaceted, as it is a blend of both intrinsic and extrinsic factors that propel her forward in her professional journey. At a fundamental level, she described her initial motivation as what she affectionately termed the "amor al arte" She refers to the "amor al arte" as the genuine passion she harbors for her profession. It is that intrinsic, deep-rooted affection for the work she does, a love that transcends mere job duties and tasks and connects with her inner sense of purpose and fulfillment. This intrinsic motivation serves as a powerful driving force, infusing her work with enthusiasm and dedication.

Yet, Sasha's motivation extends beyond the realms of pure passion. She acknowledged the pragmatic aspects of her employment at Borderlands University. This includes the tangible benefits that come with her position, such as job security and compensation. These extrinsic factors, while not unimportant, certainly contribute to her overall job satisfaction and motivation. They provide her with a sense of stability and material reward, affirming the value of her professional endeavors.

Furthermore, Sasha highlighted the flexibility of her work schedule as an additional motivator. This flexibility allows her to effectively balance her professional responsibilities with

138

personal matters, granting her a level of autonomy and control over her time that enhances her

overall quality of life. In essence, Sasha's motivation is a nuanced interplay of her intrinsic love

for her profession and the practical rewards and conveniences that accompany her role at

Borderlands University. This blend of intrinsic and extrinsic factors contributes to her continued

commitment and dedication to her work, enriching her professional experience and fostering a

sense of purpose in her career.

In Karen's case, teaching English is more than just a profession; it is her true passion. She

describes her passion in terms of her enduring love for teaching, even in the face of various

barriers and challenges she has encountered throughout her teaching career, including living

through the war in Gaza. For Karen, it is a calling that transcends difficulties. Despite the

challenging circumstances, she has exhibited remarkable resilience and commitment to studying

and teaching English during that tumultuous period.

Excerpt 14. *Feel Happy*

Participant	Text
Karen	One of my motivations is my students. I like my students. They are special to me. Each one is unique, and I appreciate it when they do a good job. When they perform well, I like to praise them and say, "You did a great job. Such a smart student." They make me feel happy.

One of the challenges Karen openly acknowledged is when she has students with varying

levels of English proficiency in the same class, which is, of course, always the case. This

situation can be particularly demanding because she must cater to the needs of both advanced

students, those in the middle, and those who are beginners, simultaneously. It can be a

formidable task to maintain the engagement of advanced students while simultaneously providing thorough explanations to those who are still grappling with the basics of the English language. While students undergo placement exams, variations in abilities, accents, and learning levels persist within each level.

A case in point is the class I observed, in which I saw Karen work with a student from Turkey. The student's accent distinctly reflected the Turkish language. When prompted to participate, he encountered challenges in achieving understandable pronunciation. In response, Karen took time to assist him, recognizing the need for additional and very particular support. Karen's passion for teaching eclipses these challenges. She views them as part profession fuels her determination. It enables her to persevere through these situations, constantly striving to inspire and educate her students.

In the next section, I address another of my research questions, focusing on the professional NNESTs within a public university situated along the US-Mexico border. The central focus of this question pertains to how NNESTs perceive and define their professional identities in this border context of English as a Second Language instruction. Two key themes emerged here, one of which was generational differences in teaching approaches**.**

4.4. How do NNESTs in a Public University on the U.S.-Mexico Border Understand Their Professional Identities in Relation to Teaching English as a Second Language?

4.4.1. Generation and Teaching Approaches

The experiences of these NNESTs have led to varying perspectives on their identities as English teachers, with generation and teaching approaches emerging as significant sub-themes in their responses. While each teacher brings a unique approach to teaching, they share a common understanding that their academic backgrounds and years of teaching experience have evolved

over time. These changes are largely influenced by new ideas in the field, especially with the emergence of new generations of students who are motivated differently. Often, this means relying heavily on technology for teaching.

It is challenging to precisely identify the teaching approach employed by each participant in this research. As previously stated, each teacher incorporates their style, influenced by their academic background, professional experiences, and other factors. While it might be useful to label the teaching styles of each NNEST, based on general approaches to the ESOL teaching (Larsen-Freeman & Anderson, 2013), it is essential to recognize that teaching approaches are complex, sometimes eclectic, and molded by various factors, including the needs of the teacher, students, and the region, among others.

All five NNESTs recognized that adapting to this shift in student learning preferences, particularly in terms of technology integration, can be challenging. Some of the NNESTs found it less intuitive to incorporate technology into their teaching methods, which may have led them to adopt more interpersonal teaching styles and avoid technology altogether.

Sasha, for instance, speculated that generational status might play a role in shaping her teaching practices. Sasha and Rebecca began working in a period when classroom practices were focused more on teacher presentations of grammar, practicing grammar in workbooks, and writing on paper. Sasha noted that she does not utilize game-based learning platforms, for example.

Sasha's remark hints at a potential generation gap in terms of teaching practices. She described feeling somewhat uncomfortable when her students have previously taken classes with Claudia. She sees Claudia as an instructor who uses an interactive and more student-centered approach to language teaching. For Claudia, this includes game-based learning platforms and

encouraging students to engage in discussions. In contrast, Sasha holds a more traditional view that emphasizes students the teacher talking, and the students being quiet during instruction.

If we consider the teacher's role, as outlined by Larsen-Freeman & Anderson (2013). Rebecca and Sasha's approaches fit more with the Classical Method. In this method, the teacher is the authority in the classroom, and students learn exclusively from what the teacher imparts. The dynamics of student-teacher interaction is characterized by predominantly one-way communication, with most interaction originating from the teacher towards the students. Student initiated speech is limited, and there is minimal interaction among students. The primary focus of student work is on reading and writing, with comparatively less emphasis on speaking and listening. Pronunciation is given little or no attention, likely because the course is centered around academic reading and writing.

The observation I conducted in Rebecca's class essentially fit the Classical Method, as well. It encompassed the segment where she provided instructions about the course content, resulting in the entire class time being guided by Rebecca. The image in the figure below illustrates the classroom layout in her class, with students spread out across the classroom. The arrangement of the 20 students is directed toward the NNEST, the blackboard, and the projection of images. As an observer, I positioned myself at the back of the room, to better observe most students and their interactions with Rebecca.

The classroom was in the Classroom Building and was equipped with a computer, to facilitate online attendance for students who cannot or choose not to attend class physically. During the observation, there was one student participating online. I did not know exactly where the student was situated, and I could not see the computer monitor screen to confirm if the

student was present. I could only hear him when he participated or when the NNEST asked if there were any doubts or questions, and the student responded.
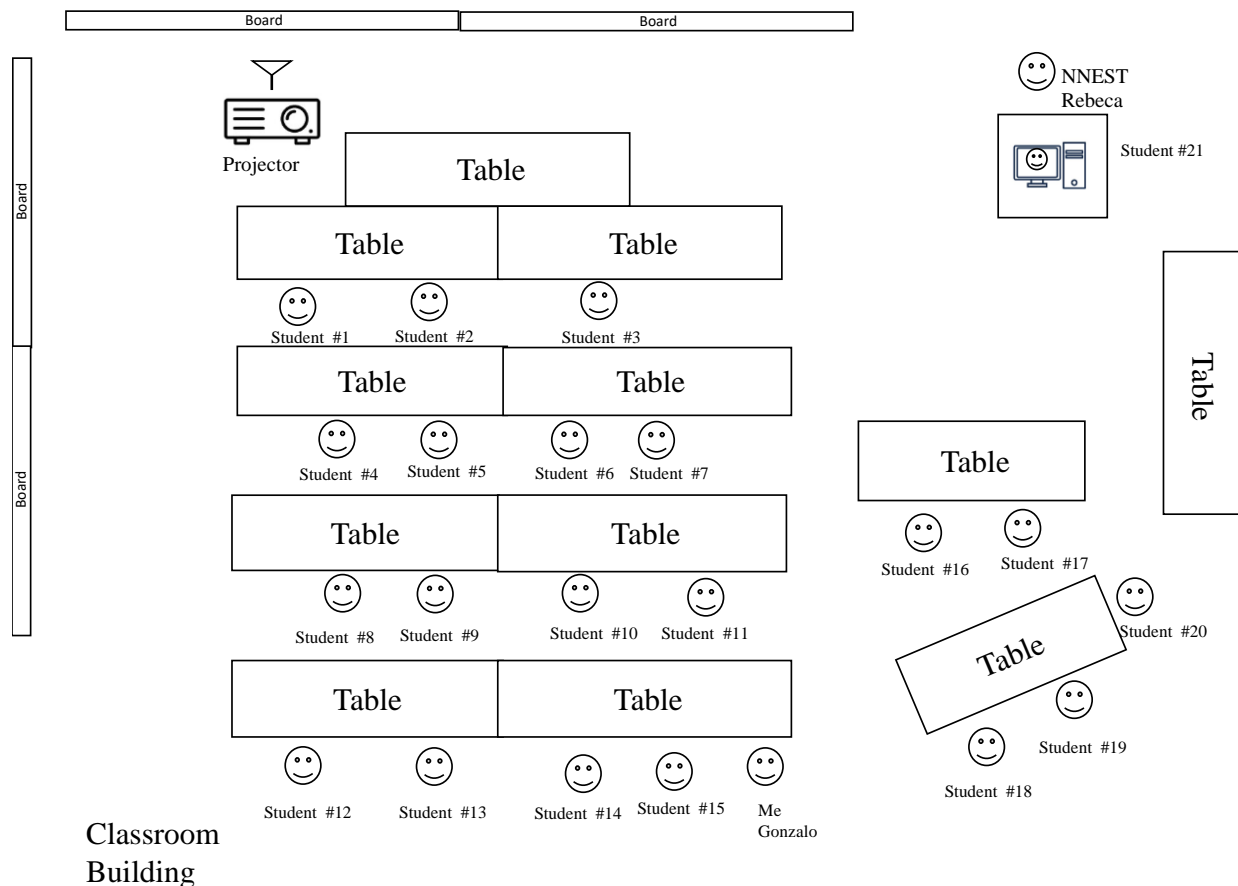
Figure 1. Rebecca's Classroom

Furthermore, during my observation of Sasha's class, I noticed that her teaching approach also reflected the Classical Method. However, given that observations are snapshots, this might be attributed to the fact that I observed the first class where she was presenting content, and this might require a more teacher-centered approach. The subject was ESOL 1312: Research and Critical Writing for Speakers of English as a Second Language. The next figure illustrates how the students were arranged in the class. They were all facing the instructor as she provided

instructions. Sasha assumed the role of directing the entire class and occasionally posed

questions. For instance, she asked the whole class simple questions to assess whether the

students were attentive or, as she put it, "on the same page" regarding the topic at hand. For

example, when she inquired about the instructor's name, a student responded with "Sasha." The

subsequent question about the course name, ESOL 1312, was answered by a student who raised

their hand. Sasha further asked about the location of the laboratory room, receiving no response.

Sasha then informed the class that it was in the Liberal Arts Building, room 238.
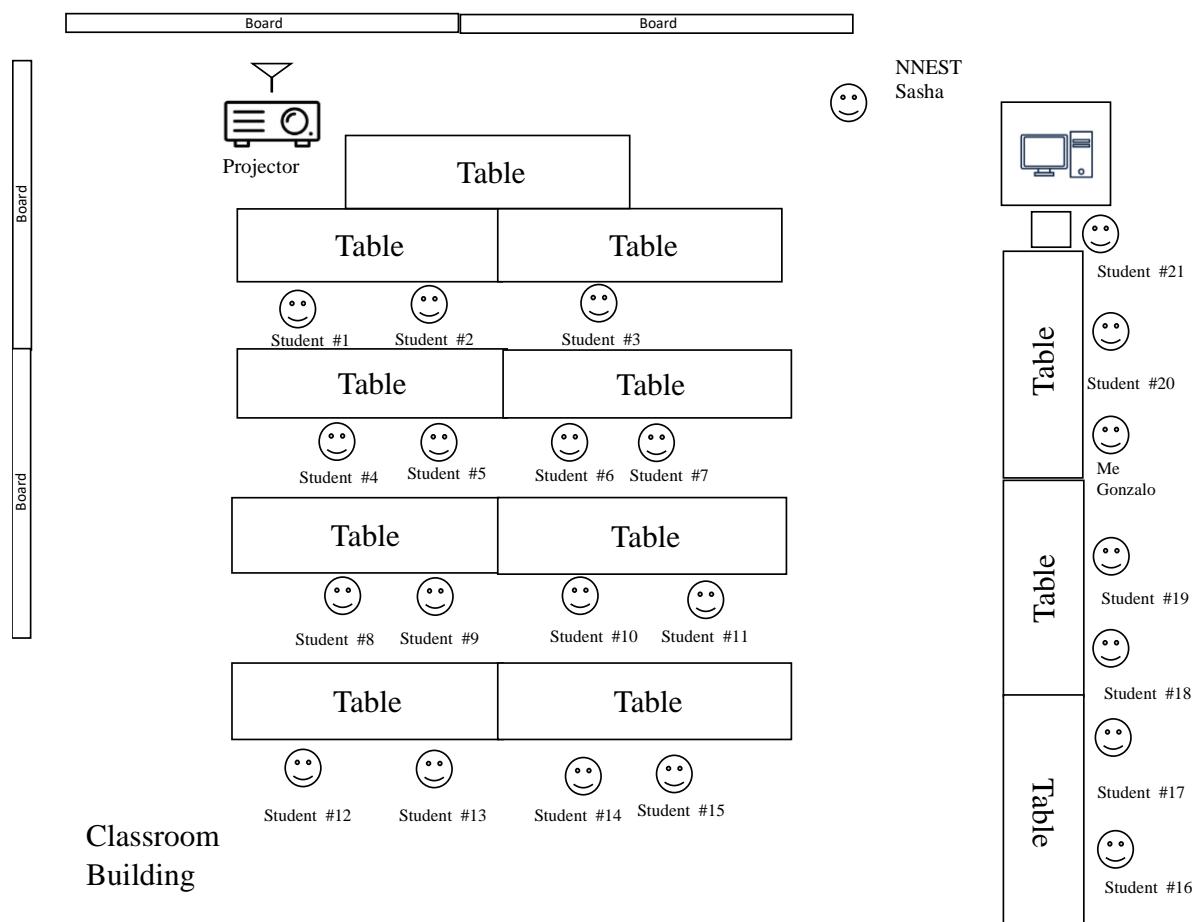
Figure 2. Sasha´s Classroom

In an interview with Sasha, she mentioned that she posed these simple questions, possibly causing some inconvenience to the students, but her goal was to ensure their understanding of the conveyed information.

Excerpt 15. On the Same Page

Participant	Text	English Translation
Sasha	Hago preguntas que son demasiado obvias. Que lo hago a propósito porque quiero escucharlo de ellos, nada más para saber que estamos en la misma página.	I ask questions that are too obvious. I do it on purpose because I want to hear it from them, just to know that we are on the same page.

This data underscores what may be generational differences in teaching identities, as both Sasha and Rebecca navigate an evolving educational landscape, the diverse needs of their students, and perhaps changes in the field of ESOL education.

Furthermore, Sasha acknowledged that her approach to interacting with students may be more teacher-centered and influenced by her generation. She also admitted that she is not open to allowing students to speak in class unless she calls on them. According to both Rebecca and Sasha, Claudia uses a more interactive, technological, and student-centered approach in her courses. Sasha observed that Claudia's students tend to be more participatory and engage in more class discussions than her own students. She shared that this is a situation that makes her feel uneasy.

Excerpt 16. *Play*

Participant	Text	Translate
Sasha	O sea, hay cosas que yo reacciono. ¿Sabes? O sea, estamos como más abiertos, pero en algunas cosas no tanto. Hay ciertas cosas, como que tanto juego. A veces me llegan	I mean, there are things that I react to, you know? In other words, we are more open, but in some things not so much. There are certain things, like how much play. Sometimes her students come to me because Claudia

sus estudiantes, porque Claudia los deja mucho hablar creo en clase, que está bien, si eso le funciona, mientras estén aprendiendo, pero a mí o sea por ser mayor, yo creo, o sea, creéme que cuando yo estoy hablando tienen que estar escuchando y a mí todavía sí me molesta eso. Ya he sido como un poquito más flexible porque tengo que adaptarme a las nuevas generaciones. No puedes llegar así con esa actitud de. "Se callan y yo hablo" o sea como un poquito más friendly.	lets them talk a lot, I think in class. That's fine, if that works for her. As long as they're learning. But for me, I mean, because I'm older, I think, I mean, believe me, that when I'm speaking, they have to be listening. And that still bothers me. I have already been a little more flexible because I have to adapt to the new generations. You can't arrive like that with that attitude. "Shut up and I speak." That is, like, a little more friendly.

On the other hand, Claudia's teaching aligns more closely with the communicative language teaching (CLT) approach, as well as with the emerging uses of technology in the language teaching and learning approach (Freeman & Anderson, 2013). CLT, as described by Larsen-Freeman & Anderson (2013), emphasizes enabling students to practice communicating in the target language. In this approach, students are expected to acquire knowledge of linguistic forms, meanings, and functions, understanding that linguistic forms can serve multiple functions. The goal is for students to select the most appropriate form, based on social context and interlocutors' roles. CLT emphasizes the process of negotiating meaning.

In the CLT framework, the teacher is a facilitator, creating situations conducive to communication. During activities, the teacher serves as an advisor, addressing student questions and monitoring performance. The instructor may note errors for future focus during accuracy-based activities, or actively participate as a 'co-communicator' in language use alongside students. According to Larsen-Freeman & Anderson (2013), students in a CLT environment are primarily communicators, engaged in negotiating meaning, even though they may be beginners.

Over time, the teacher's role becomes less dominant, and students take greater responsibility for their learning. CLT is characterized by a communicative intent in almost all activities, incorporating games, role-plays, and problem-solving tasks. Another hallmark of CLT is the integration of authentic materials, or realia. The approach values exposing students to real-life language use, aiming to develop strategies for understanding language as it is naturally employed.

In addition to CLT, Claudia also incorporated the emerging uses of technology in language teaching and learning approach in her classes. Larsen-Freeman & Anderson (2013), explain that this approach aims to provide students with access to authentic language, emphasizing interaction with others and the creation of knowledge. Utilizing technology supports autonomy in language learning, and the teacher's role is to plan activities conducted through technological means, supervise student work, and guide language learning.

In this approach, students actively engage in language use, take language risks by connecting with others, and explore information through the target language. Larsen-Freeman & Anderson (2013), highlight that learning through technology exposes students to authentic language that they generate themselves, emphasizing a non-linear and dynamic language learning process. Online activities typically involve reading and writing, but class time also includes speaking and listening in the target language, emphasizing that a language is learned by using it.

Larsen-Freeman & Anderson (2013), describe teachers as guiding the learning process, while students enjoy autonomy over focus and task accomplishment. Interaction between students takes various forms, such as working on websites, and blogs, editing writing, and participating in online discussions. Students are motivated by online assignments and have

autonomy in choosing how they represent themselves in social media profiles and online communities.

In this approach, language is viewed as a tool for social interaction, relationship-building, and knowledge creation, with patterns evolving through use. Students learn about daily life and culture through online interactions, such as electronic pen pals or virtual visits to different parts of the world. The emphasis is on personal statements, exchanging opinions or facts, reporting, and reflection. Technology use requires reading and writing skills, and assessment is done through electronic portfolios that are archived by teachers. Claudia implements both approaches in her classes, providing a comprehensive and dynamic language learning experience for students. Claudia successfully implemented these methods in her classes, as I observed on February 23, 2023.

That day, Claudia used Kahoot!, a digital learning platform designed to transform information into quiz-style games. This platform proved particularly beneficial for hybrid classes that incorporated both digital and in-person learning modalities. Kahoot! operates seamlessly across various devices and is accessible through web browsers. This allowed students to engage with it both in class and from home using laptops, tablets, or smartphones.

During this session, Claudia utilized the platform to pose questions related to vocabulary lessons, leveraging its interactive features to enhance student participation. The use of Kahoot! does not mean that Claudia is more modern in her teaching approach than Rebecca and Sasha. However, it is noteworthy that she demonstrated a dynamic teaching style, incorporating this game-based learning platform more frequently than the other teachers. During my observation in Claudia's class, the students appeared to be friendlier towards Claudia, and there was more

148

interaction among them, unlike in Rebecca's or Sasha's classes. Both Rebecca and Sasha seemed to exert greater control over their students.

In the figure below, I present an image depicting the arrangement of Claudia's classroom. Despite the class being set up with individual table-arm desks, Claudia ingeniously organized her students into teams for a collaborative exercise involving a questionnaire. During this activity, students were required to navigate the Blackboard platform, an online learning platform utilized by Borderlands University. Students accessed the platform to identify their team members and retrieve the questionnaire. The class was divided into five teams. Communication within these teams occurred in both English and Spanish. Claudia actively engaged with the teams, addressed their queries, and responded to them in both English and Spanish.
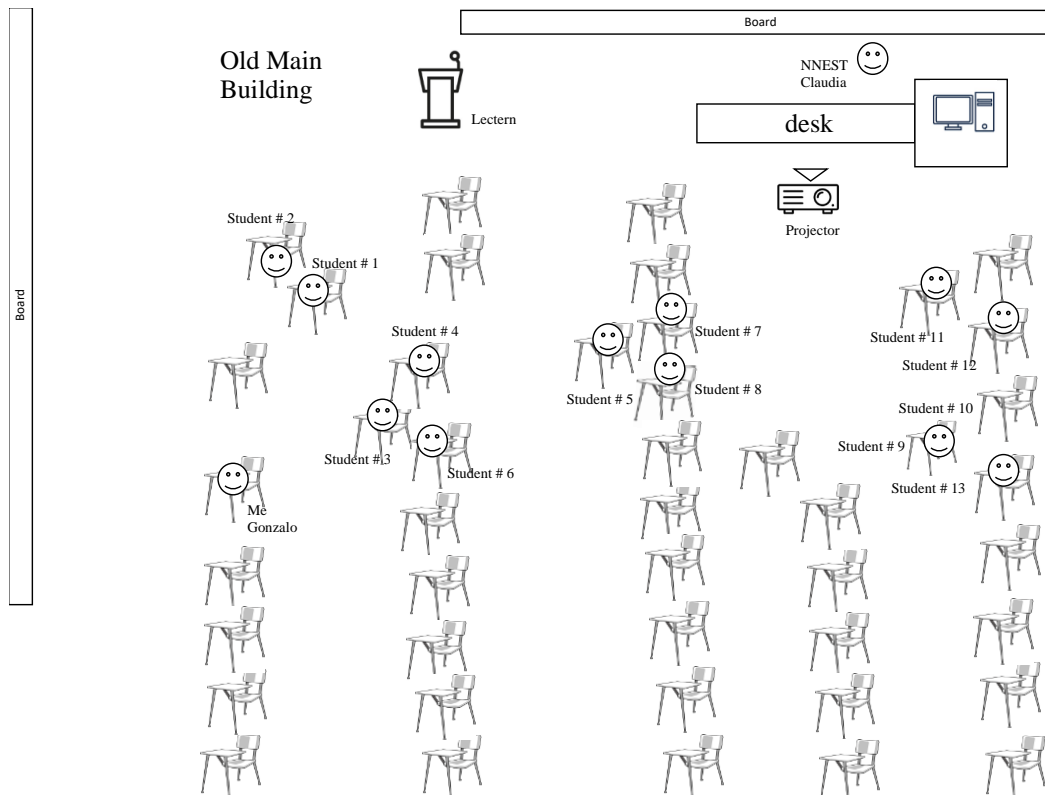
Figure 3. Claudia's Classroom

149

Otherwise, Karen's teaching approach focused on her control of the class, which seemed to align with the Classic Method, as well (Larsen-Freeman & Anderson, 2013). The following figure illustrates the classroom setup in Karen's class. Chairs were arranged so that Karen was at the center of the classroom, and students received instructions from her. However, it's notable to consider that Karen's class also exhibited elements of a content-based instruction approach, which I will discuss next.
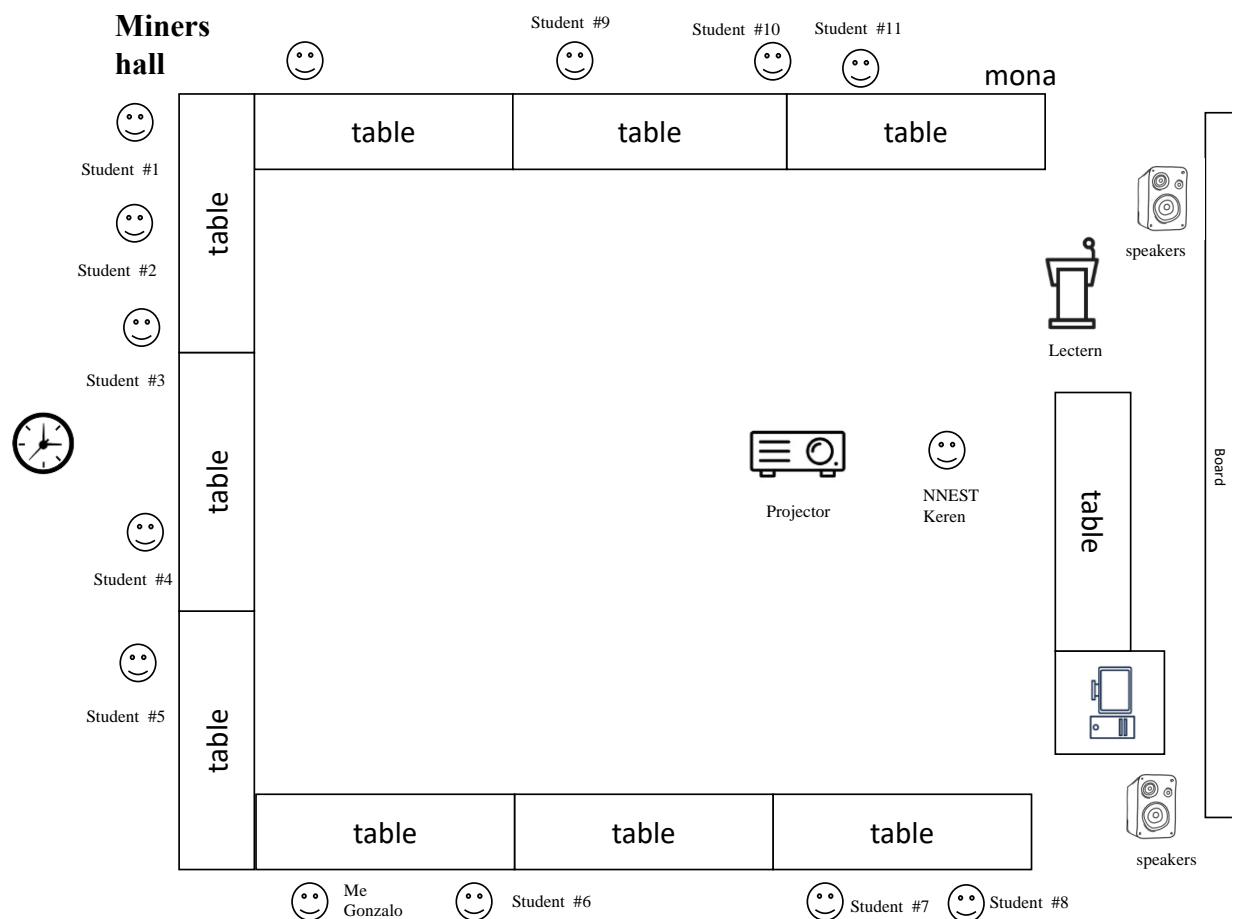
Figure 4. Karen´s Classroom

Content-based instruction emphasizes mastery of both language and content. The content can range from topics of general interest, such as current events or hobbies, to academic subjects, providing content for language study. In Karen's case, the book she used for instruction, was

from the National Geographic Society (Folse et al., 2020) and it incorporated a significant amount of cultural content, reflecting a teaching approach that integrates English with meaningful subject matter. Larsen-Freeman & Anderson (2013), note that teachers employing this method should establish clear learning objectives for both content and language learning. Activities are then designed to teach both aspects, integrating the necessary language skills for content study. Students are actively involved in engaging with both the content and language, leveraging one to learn the other.

In addition, Larsen-Freeman & Anderson (2013) emphasize that teachers should assist students in understanding authentic texts, by incorporating images and real objects, as well as examples drawn from students' experiences, such as are found in the book, *Great Writing* (Folse et al., 2020). Activities should address both language and content, with a focus on the discursive organization of content and specific language activities demonstrating how language functions in a particular subject. Students actively participate in learning both language and content, often through interaction with peers, and thinking skills are developed to aid in academic tasks, with graphic organizers serving as helpful tools.

In Karen's implementation of this approach, she combined elements of the classic method with content-based instruction. This created a dynamic learning environment that I documented in my observations of her classes that focused on the present perfect. The objective of the classes was to understand the structure and application of the present perfect through activities that allowed students to apply this grammatical concept. Students did this through exercises in the book, as well as in-class oral activities.

Unfortunately, I was unable to observe Josie's class, because the class she was scheduled to teach did not make it, as there weren't enough students enrolled for the class to be offered at

that time. However, relying on the insights garnered from the interview and Josie's statements, I can infer that her teaching approach is akin to Claudia's and that CLT and technology in language teaching and learning, as outlined by Larsen-Freeman & Anderson (2013). My assumption stems from Josie's expressed goal of prioritizing students and fostering a more friendly learning environment. She embraces the use of employing students' native languages in the classroom, leveraging her proficiency in French and Spanish to teach English. This translanguaging approach aims to ensure that students feel at ease and are free to use the language that best suits them, even within an English class.

In addition, Josie's recounted that in her classroom, she has encountered challenges in terms of speaking Spanish with students. That is, the PELP has an English-only policy in the classroom. Despite this, Josie uses Spanish in her English classrooms. She explained that she also ensures that the classroom is arranged in a semicircle, to encourage more interaction among students. If a whiteboard is available, she employs color-coded elements to draw attention. Josie has noted that students feel more at ease when they know what to expect, so she works to establish classroom routines. Depending on the subject matter, her teaching approach varies.

For reading and writing sessions, she explained that she provides students with the opportunity to read four times. The first reading is done individually in silence to enhance concentration and train attention. The second time involves listening to audio for pronunciation, allowing students to jot down any questions about vocabulary or grammatical structure. The third reading offers the chance for students to read aloud voluntarily, without coercion. Typically, she finds that students are eager to read a paragraph aloud. The fourth reading is dedicated to addressing any questions that students may have concerning vocabulary, structure, and grammar.

This structured approach aims to create an interactive learning environment that addresses various aspects of language development.

Excerpt 17. *Activities in Josie´s classroom*

Participant	Text
Josie	I have often gotten in trouble for speaking Spanish with students because it is not recommended in the PELP. I make sure the classroom is in a semicircle for more interaction with students and I make sure it is clean and looks comfortable. If there is a whiteboard, I like to use color-coded elements to draw attention. I try to implement a routine because I have noticed that students tend to feel more comfortable knowing what is coming. Hmm. What other thing? It depends on what exactly you are teaching. So, if I'm teaching reading and writing, I like to give them the opportunity to read four times. The first time they are alone in silence to train their concentration and regain attention whenever they get distracted, the second time they listen to the audio for pronunciation after giving them the opportunity to write down any questions they may have in terms of vocabulary or grammatical structure. The third time I give them the opportunity to read aloud, I don't force anyone. Usually, everyone wants to read a paragraph, and the fourth time is to address the questions that they have in terms of vocabulary, structure, and grammar.

Furthermore, Josie emphasized her inclination toward employing digital platforms for instruction, aligning with the principles of the technology in language teaching and learning method. She perceived no limitations in incorporating smartphones or digital platforms into her teaching strategies. Additionally, she mentioned using of Kahoot!!!, an interactive educational platform, showing her willingness to integrate innovative tools to enhance the learning experience.

Josie's primary goal is to nurture her students' well-being and happiness by creating an environment that encourages respect for differences, critical thinking, and collaborative dynamics rather than competition. Moreover, she frequently uses her own errors in English to underscore the inherent fluctuation and evolution of language. She emphasizes the overarching purpose of communication and asserts that employing multiple languages is not an issue if the objective of learning English is attained.

Excerpt 18. *Good Intentions to Teach*

Participant	Text
Josie	I think I have good intentions to teach for my students. The most important thing for me is that they are healthy and happy and that they practice respect for differences and critical thinking. I hope to provide a safe space for my students ready to collaborate instead of competing. I tend to take advantage of the fact that I don't speak English perfectly. I also emphasize that no one really realizes that language fluctuates and changes over time and that the goal of language is probably communication even if multiple languages are used to teach.

It appears that NNESTs of the newer generations see themselves as being equipped to entertain students during instruction, with the aim of capturing students' attention. Claudia and Josie seem to excel in fulfilling this role, demonstrating proficiency in both teaching and entertainment. Their ability to balance education with engaging methodologies seems to contribute to the learning experiences of their students.

The experiences and beliefs of NNESTs regarding technology integration in language teaching reveal a complex interplay of factors beyond age. While some NNESTs suggested that age might influence their teaching styles, research conducted by Mahdi & Al-Dera (2013), challenges this notion by emphasizing that age itself is not a significant enough factor in determining a teacher's ability to embrace technology. Instead, their study highlights that the effective integration of technology depends on various elements, including teacher education, individual attitudes toward technology, and beliefs about its role in language learning.

Mahdi & Al-Dera (2013), argue that technology is a powerful tool in education, facilitating language learning by providing flexible, convenient, and accessible resources. However, they contend that the successful use of technology requires teachers to be equipped with the necessary skills and competencies to utilize these tools effectively. Importantly, the researchers found that teachers' attitudes and beliefs played a pivotal role in their approach to technology in the classroom. Mahdi & Al-Dera (2013), also noted that younger teachers may exhibit greater enthusiasm and energy in their teaching, which can contribute to their readiness to explore and integrate technology.

In the context of Borderlands University, the experiences of NNESTs align with these findings. Claudia is seen by Rebecca and Sasha as dynamic and active, contributing fresh ideas for program implementation. Her approach reflects the enthusiasm often associated with younger

155

teachers, reinforcing the idea that attitude and adaptability are key factors in embracing technology in education.

In general, all five NNESTs have incorporated technology into their teaching methods to varying degrees. The extent of integration depends on individual skills, experience, and the nature of the specific course they are teaching. Berger et al. (2018), suggest that experienced teachers tend to exhibit greater confidence in their abilities. As teachers accumulate years of experience, they often become more adept at managing their classrooms and engaging students. This growing confidence allows them to view their role as educators through a lens of continuous improvement and problem-solving.

When I engaged in a more in-depth conversation with Sasha about the use of technology, she told me that a shift that has occurred with the advent of technology. She explained that in the past, students relied on dictionaries, but now they use smartphones to look up words. She saw the use of technology as providing students with convenience and instant information, but she also saw this ease of access as restricting students in both their learning and personal development. She thought technology made students less critical. In essence, Sasha faced the task of striking a balance between leveraging technology's benefits and nurturing her students' intellectual independence and problem-solving skills.

Josie exhibited enthusiasm and a friendly demeanor with her students, by integrating technology into her classes, especially cell phones as educational tools. Josie, like Claudia, incorporated Kahoot! for instructional purposes. Rebecca and Karen, on the other hand, acknowledged using technology, but not as frequently. This showcases their adaptability and openness to embracing technological advancements, dispelling the notion that age or traditional teaching styles inherently hinder the integration of technology into instruction.

In the context of this study, younger teachers or those more attuned to the preferences of new generations, such as Claudia and Josie, tended to align with teaching styles that incorporate digital tools more frequently. In contrast, Rebecca, Sasha, and Karen leaned more toward a more teacher-centered style, which was likely influenced by their generation.

The following table describes the age of the teachers, emphasizing the idea that probably their generation may influence their teaching approaches. It's essential to clarify that my observations do not imply a value judgment. nor do I affirm that this is so, I only mention that they could be influenced by their generational context.

Table 9. Age of NNESTs

NNESTs	Age
Rebecca	45-50
Sasha	44
Claudia	36
Josie	38
Karen	47

In conjunction with the overarching principles and recommendations that govern the pedagogical practices of educators, another layer of complexity arises in the form of specific program policies. These individual program requirements, distinct and integral to each educational context, warrant exploration to understand their implications.

4.4.2. Program Requirements

Indeed, it is undeniable that each academic program brings with it its own set of distinct prerequisites, policies, and demands. The professional identities of educators are shaped by the specific contexts in which they find themselves. In this border environment, where both English and Spanish are commonly employed in the world outside, as well as sometimes, inside the classroom, the fusion of these languages further molds the professional identities of NNESTs.

It is crucial to keep in mind the insights gleaned from my literature review in Chapter 3, particularly the perspectives and observations shared by the authors regarding professional identity. In the realm of teacher identities, Kayi-Aydar (2019), characterizes professional identities as intricate, multi-dimensional, and constantly evolving. These identities encompass teachers' ethnic, racial, cultural, and linguistic backgrounds, as well as the historical, socio-political, educational, and socioeconomic contexts they operate within.

According to Tsakissiris (2015), professional identity revolves around how individuals perceive themselves in relation to a particular profession and their membership in that field. This identity takes shape through individuals' beliefs, attitudes, values, motivations, and experiences. It serves as a way for individuals to define themselves with regard to their current or anticipated professional roles. The study of identity construction offers profound insights into the factors influencing an individual's career orientation, operating at individual, organizational, and group levels.

In addition, Tsakissiris (2015), further delineates professional identity into two interconnected components: the interpersonal aspect, encompassing the culture, knowledge, skills, values, and beliefs associated with a profession that an individual acquires, and the intrapersonal aspect, which focuses on how the individual perceives themselves within the professional context. These components facilitate the acquisition and comprehension of knowledge, skills, values, and dispositions pertinent to the profession.

Neary (2014), underscores that professional identity is a dynamic and fluid construct heavily influenced by how individuals perceive themselves, how they believe others perceive them, and how society at large views them. Additionally, how individuals identify themselves and communicate plays a pivotal role in defining their professional personality.

Therefore, when seeking to understand the identities of NESTs and NNESTs, there is a multitude of individual-specific factors, along with external influences, that contribute to their sense of identity. However, it is important to recognize that the professional identities of these NNESTs are not solely a product of this border linguistic context. They are also influenced by the program structures within which they operate. Teachers must adapt their professional experiences to align with the program's objectives and policies. To understand this, I have examined and compared sample syllabi from each of these programs. While each NNEST has its teaching approach, it is crucial to understand the specific requirements and policies of each program, based on the coordinators' explanations.

4.4.3. Policies in the TELLP

To begin, let's consider Melissa, the coordinator of the TELLP. When I asked about the qualities she looks for in her teachers, Melissa highlighted two types of positions within the program: part-time lecturers and full-time lecturers. Priority is given to teachers who can commit to an average of four classes. If the number of students necessitates opening more classes, she hires additional teachers. There have been few new full-time hires in this program, as long-time instructors like Rebecca and Sasha have more than 15 years in the program. Claudia has been full-time for more than a decade, as well.

In instances where additional teachers are required, Melissa seeks individuals with teaching experience, a master's degree, TESOL certification, and a track record of success. By "successful," Melissa means teachers who have maintained positive administrative relationships, fulfilled administrative responsibilities in the program and demonstrated professionalism in their teaching approach.

159

Excerpt 19. *Good Evaluations*

Participant	Text	English Translation
Melissa	Mis criterios para contratar gente es que ya había dado clase aquí y que haya sido exitosa, ese es mi primer criterio, que haya tenido buenas evaluaciones y que hayan quedado bien administrativamente. cuando yo contrato a alguien es contratar a personas que hayan tomado clases conmigo en TESOL que yo conozco y que de preferencia han trabajado en el laboratorio de TESOL.	My criteria for hiring people are that they have already taught here and have been successful; that's my first criterion. They should have received good evaluations and have been satisfactory administratively. When I hire someone, it's typically individuals who have taken classes with me in TESOL, whom I know, and preferably, they have worked in the TESOL lab.

Melissa is an instructor in a TESOL certification course at Borderlands University, and she often recruits individuals undergoing certification to work for the TELLP. According to Melissa, these teachers, having experienced the Borderlands University environment through the TESOL lab (details on the lab are provided later), are better acquainted with student dynamics, making it easier for them to adapt to the requirements and student management in that context.

In the TESOL program, students frequently get the chance to work as teaching assistants (TAs) and they may lead courses. Recognizing this, Melissa entrusts them with responsibilities, offering opportunities to teach TELLP courses. Melissa emphasized that teachers could add this teaching experience to their CVs, regardless of whether they are NNESTs or NESTs.

While the primary focus of the TELLP is on preparing students in reading and writing, the use of the laboratory allows for the development of listening and speaking skills, as well.

Considering the bilingual context of the U.S.-Mexico Border, some teachers, like Claudia, utilize Spanish as an instructional tool. When I asked about this, Melissa expressed support, emphasizing the importance of considering the purpose of language use. For the

160

TELLP, the primary goal is to equip students with reading and writing skills crucial for their academic journey at Borderlands University. Melissa does not view the use of Spanish as problematic, as long as it serves the purpose of inclusive communication and doesn't exclude students who speak languages other than Spanish or English.

Regarding the professional development of her NNESTs (i.e., Rebecca, Sasha, and Claudia), Melissa highlighted their commitment to taking courses offered by Borderlands University for ongoing preparation. She emphasized that a teacher's effectiveness lies in their ability to teach, to communicate in English, and to connect with students, irrespective of whether they are NNESTs or NESTs. Melissa recognized the unique teaching styles and advantages of both kinds of teachers. For instance, Melissa noted that a NEST can bring specific knowledge about cultural humor that is something only a NEST understands and uses. Melissa expressed that she thinks it is very difficult for a NNEST to understand humor in English. As a professional linguistics expert, Melissa advocated prioritizing effective communication over rigid ideologies of perfect standard English.

4.4.4. Expected Supplementary Input from NNESTs in the TELLP

Rebecca, Sasha, and Claudia are expected to adhere to the structure and objectives outlined in the TELLP. One of its principal aims is to facilitate students' progress in grammatical competence, alongside refining their English reading and writing proficiencies. That is, the emphasis of the TELLP is not on speaking and listening. Additionally, in the TELLP, students are introduced to academic writing, including utilizing the APA[6] style for crafting scholarly

---

[6] As per the guidelines provided by the American Psychological Association (2016), their manual offers comprehensive instructions pertaining to the preparation and submission of manuscripts for publication. At the university level, APA proves immensely beneficial in structuring written papers, encompassing document organization, citation practices, and the compilation of bibliographic references. The adoption of the APA format holds paramount importance as it ensures a high degree of clarity and cohesiveness in the presentation of academic materials.

documents. This component is vital in equipping students with the necessary skills to compose and present their academic work effectively.

In essence, while the program does encompass English instruction in the four skills, its central focus lies in bolstering students' grasp of grammar and nurturing their ability to write academically, including advanced reading skills. Consequently, the approach adopted by Rebecca, Sasha, and Claudia centers on imparting this specific brand of academic English instruction.

Within the instructional program, ESOL students could enhance their English proficiency through a diverse array of resources offered by the ESOL lab. Students enrolled in ESOL 1910, ESOL 1610, and ESOL 1406 are mandated to utilize the ESOL Lab located in Liberal Arts 238. Detailed instructions on lab attendance and completion of assignments are outlined in each course syllabus. The ESOL lab provides the following services:

Face-to-face ESOL tutoring.

Assistance with course assignments; and

Reading resources.

By engaging with copious amounts of accessible texts, students can enhance reading fluency, thereby improving their ability to read more efficiently in university classes.

Conversation Practice:

Various formats for practicing English conversation are available in the ESOL lab, as well.

Activities include thought-provoking discussions, individual or group speaking exercises related to diverse themes, and games for interactive speaking practice. There is also a Weekly Conversation Hour that features special guests who interact with ESOL students. There is also:

CALL Activities (Computer-Assisted Language Learning):

The ESOL lab guides students through useful websites for grammar, listening, writing, vocabulary, pronunciation, and more. ESOL tutors assist students in navigating the vast online resources to meet their specific language learning needs. The ESOL lab occasionally hosts special events, contests, and regular meetings the ESOL book club.

4.4.5. Policies in the PELP

Giselle clarified the policies governing the engagement of both NNESTs and NESTs in the PELP. She emphasized that instructors should possess a profound understanding of teaching an English class. Giselle asserted that students in the program are individuals with certain academic levels, whom she referred to as "educated people". Consequently, she believes these individuals are equipped with a knowledge of grammar in their native languages and have an expectation of high-quality language instruction in the target language.

Giselle outlined the qualifications she deems necessary for instructors, specifying that they should hold a degree in Language and Linguistics or a related field, and ideally, possess a minimum of two to three years of experience teaching English. Beyond formal qualifications, Giselle underscored the significance of having a passion for teaching. She emphasized the need for instructors who are willing to invest themselves fully in meeting students' needs. She noted that tired or financially motivated instructors are unlikely to provide the additional effort required for effective teaching.

Excerpt 20. *Passion to Teach*

Participant	Text	English Translation
Giselle	Pero el instructor debe tener la pasión de enseñar y poder entregarse a lo que los estudiantes necesitan, porque una persona cansada, una persona que solo viene por el dinero, no da ese extra por los	But the instructor must have the passion to teach and be able to give themselves what the students need, because a tired person, a person who only comes for the money, does not give that extra for the students. So, I hope so, that they are aware.

163

	estudiantes. Entonces eso espero que tengan conocimiento.	

Furthermore, Giselle mentioned that she provides instructors with the curriculum, expecting them to apply it based on their experience and knowledge. While instructors are permitted to make modifications, Giselle insists that these adjustments must align with the established model of the program.

Giselle brings an administrative background to her work as a coordinator, leveraging her organizational skills to structure the PELP meticulously. Her proficiency in organizing, evident in her step-by-step approach (from step one to subsequent stages), is reflected in the program's design. Giselle emphasized the importance of adherence to this structure and encouraged instructors to follow program guidelines. The program unfolds in a systematic manner, with each level having its assigned book, reinforcing the need for instructors to align with this structured framework.

Despite Giselle's administrative acumen, it's important to note that she doesn't have a teaching background or possess formal training in language instruction. As a result, she doesn't consider herself equipped to teach an English class. This revelation became apparent during our interview when she expressed unfamiliarity with certain terms, such as "translanguaging." This lack of familiarity might explain the stringent policy against the use of the first language, particularly Spanish, even when it's the primary language for many Latino students in the region.

Unlike Melissa, who embraces translanguaging and recognizes the value of incorporating students' first language into the classroom for effective learning, Giselle's approach remains more traditional. She imposes a restriction on the use of the first language by instructors. Giselle also

imposed a limitation on the use of YouTube in the classroom, restricting it to no more than two minutes per class.

Giselle emphasized that students are paying for English instruction, and consequently, instructors must seek appropriate methods to fulfill their professional responsibilities without resorting to the use of Spanish. According to Giselle, using the students' first language in class not only undermines the purpose of learning English, but also displays a lack of respect for those students who may not understand either Spanish or English. She believes that instructors should explore effective tools but refrain from utilizing the first language in the classroom.

In addition, Giselle also expressed concern about an excessive reliance on technological tools like YouTube. While she acknowledged its potential as a learning resource, she cautions against an overdependence on such platforms. Giselle contends that students are paying for direct English instruction, and if they were to learn through YouTube, they might as well do so independently at home. In her view, the classroom setting should prioritize focused, instructor-led English learning experiences rather than substituting them with online tools.

4.4.6. Expected Supplementary Input from NNESTs in the PELP

In the cases of Josie and Karen, it is imperative to recognize that their respective program, the PELP, has different students and objectives. Firstly, none of their students is exclusively enrolled at Borderlands University. In fact, the program they are part of is open to the public. Consequently, the overarching purpose of this program is evidently not confined to traditional university-bound academic pursuits, but instead, is tailored to extend English education to a broader and more diverse audience.

The fundamental goal of this program, therefore, is to furnish students with a practical mastery of the English language. This means proficiency in grammar, as well as the four skills:

listening, speaking, reading, and writing. The program intentionally accommodates individuals

spanning a wide spectrum of English proficiency levels, ranging from novices to advanced

learners who are gearing up for higher education endeavors. Significantly, it's important to

emphasize that the primary aim here is not solely to prepare students for academic pursuits in

English, but rather to impart a holistic and versatile command of the language that transcends

academia.

The table below provides an overview of program-specific teaching policies, highlighting

the distinct requirements set forth by each program coordinator for both NNESTs and NESTs

engaged in teaching within their respective programs.

Table 10. Program-Specific Teaching Policies

TELLP	PELP
Teaching Expertise	A strong grasp of English class instruction
Master's degree holder	Bachelor's degree in Language and Linguistics or a related field
Certified in TESOL	Two to three years of prior experience in English teaching
Track record of success	Passion for Teaching
Professionalism teaching approach	Addressing the educational requirements of students effectively
The use of Spanish and translanguaging is not problematic in the teaching context	Proficiency in Spanish or any other language, including translanguaging practices, is not permitted in teaching

4.4.7. Syllabus Comparison

To clarify these distinctions more vividly, consider the table below that elucidates the contrasting syllabi of a class that bears a similar name and superficial content resemblance. This comparative analysis serves to highlight the unique content focus of the programs and sheds light on the rationale behind NNESTs forging their own professional identities within different programs operating within the same border region.

Table 11. Syllabus Comparison

Programs	
PELP	TELLP
Course	
Writing Level 2	ESOL 1312: Research and Critical Writing for Speakers of English as a Second Language
Course description	
Writing course is designed to provide students with the structure they will need in a variety of writing situations. The program is rigorous and students that go through the entire program will go from barely being able to occasionally identify isolated words and/or major phrases when strongly supported by context to being able to follow essential points of written discourse at a superior level in areas of special interest or knowledge. Upon finishing the program, students will be able to understand parts of texts that are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. They will also be able to comprehend the facts to make appropriate inferences.	Students in this class conduct reading, writing, and research activities that promote critical and analytical thinking by exploring specific issues or topics through genre-based assignments, group discussions, and in-class presentations. Through these tasks, students improve their understanding of text genres, discourse communities, academic written discourse (including analysis, evaluation, and argumentation), as well as basic research procedures and college-level writing conventions. Major assignments include a genre analysis paper, a research proposal, a review of literature, a research project report, and an in-class project presentation. Students also engage in journal writing, generate progress reports, and take an in-class essay writing exam to demonstrate their competency in both academic discourse and standard written English.
Books and materials to use in class	

Folse, K. S., Solomon, E. V., & Clabeaux, D. (2020). Great writing (5th Editio). National Geographic Learning, Cengage Learning Company.	Hacker, D., & Sommers, N. (2015). A writer's reference (with resources for multilingual writers and ESL), 8th Edition. Bedford/St. Martins. Hacker, and any current monolingual collegiate dictionary such as Merriam-Webster's, Oxford, or Longman
Weekly Lesson Plans	No Weekly Lesson Plans
Course Evaluation	
4 Chapter Exams Vocabulary quizzes, Participation and home/classwork	Genre analysis Literature review Research Proposal & Paper Oral presentation: Homework/assignments 2 In-class writing exams ESOL Lab Departmental writing exam

The purpose of conducting a syllabus comparison is not to pass judgment on the relative completeness or quality of one program over another; rather, it serves as a means to gain insight into the different program goals.

In the context of the TELLP, as previously mentioned, its design centers on the teaching of academic writing. The core instructional materials employed in this course help students in college-level writing, with an emphasis on fostering critical reading and writing skills. The assignments and tasks assigned to students revolve around the analysis of books or articles, while also encompassing critical elements such as literature reviews and research proposals.

It is evident that this class is primarily tailored for university-level students. Sasha, who serves as the instructor for this course, shared her perspective on teaching it, saying that she is steadfastly centered on equipping her students with the necessary tools to excel in writing at the university level, in alignment with Borderlands University's academic criteria, including the use of APA style.

Conversely, the PELP adopts *Great Writing* (Keith S. Folse et al., 2020), which offers lucid explanations, abundant models, and ample practice exercises to facilitate the development

of students' writing skills, encompassing the creation of exemplary sentences, paragraphs, and academic essays. While the program does indeed touch upon academic writing, it does not make this its primary focus. Instead, it aspires to cultivate outstanding writing skills in the broader context of the English language. When inquiring about her experience teaching this class, Karen, an instructor in the PELP, noted that she confidently asserted her expertise in grammar and noted that instructing her students in the art of writing has not presented a formidable hurdle.

In sum, the juxtaposition of these two programs illustrates the diversity in course content and objectives, with one tailored specifically for university-level students with an academic writing emphasis (TELLP) and the other (PELP) prioritizing excellence in English writing skills in a broader sense. This comparison serves as a valuable lens through which to comprehend the varying experiences and roles of NNESTs within these distinct educational environments.

4.5. What are the Language Ideologies of NNESTs in a Bilingual Border Community?

Language ideologies, as described by Cisternas (2017), encompass a complex set of beliefs held by speakers about language. Language ideologies or linguistic ideologies, also include beliefs about the *speakers* of a language. (Kroskrity, 2004, p. 501) clarifies the notion of language ideologies even more, noting that language ideologies refer to a cluster of concepts. He identifies the concept as having five levels. "They are:

1. Group or individual interests.

2. Multiplicity of ideologies.

3. Awareness of speakers.

4. Mediating functions of ideologies; and

5. [The] role of language ideologies in identity construction."

A common language ideology is what Lippi-Green, (2000), and others (Macswan, 2020; Milroy, 2001 interalia) have identified as the standard language ideology. This is common, particularly among individuals who view themselves as protectors of "Good English" and defenders against linguistic change. This is an ideology that is common among ESL/EFL teachers. Lippi-Green, (2000), notes that the social domain of Standard English is established as the language of the educated, especially those with a high level of expertise in written language. However, this definition is fraught in many ways, and it becomes especially complex when regional variation is considered.

Another language ideology that is held by some, often unconsciously in bilingual and multilingual communities, is the ideology of translanguaging. Hillman et al. (2019), discuss the concept of translanguaging, which involves the language-mixing practices of bilingual individuals in bilingual communities. Translanguaging involves using all the languages in one's repertoire, mixing them at various levels (i.e., the word level, phrase, sentence, and so on) to communicate. Translanguaging sees the languages in one's mind not as separate codes that are switched on and off in different circumstances (i.e., codeswitching), but as one linguistic repertoire. Translanguaging challenges the notion of separate languages (García & Wei, 2015). As a pedagogy, translanguaging is described as empowering both learners and teachers, transforming power relations, and emphasizing meaning-making, enhancing experiences, and fostering identity development. While the standard language ideology and the translanguaging ideology are just two among many that exist, these are two key ideologies that arose in this study. I found that participants in this study acknowledged the existence of diverse linguistic ideologies, and that they were willing to share their own.

4.5.1. The Standard Language Ideology

While the standard language ideology encompasses the productive skills of speaking and writing, Lippi-Green (1994), emphasizes the role of accent in the standard language ideology, as well. Karakaş (2019), notes that given the growing significance of English as a Lingua Franca (ELF) in applied linguistics and the diverse sociolinguistic profiles of non-native English speakers (NNESs) in particular, the standard language ideology, especially in relation to accent, remains strong. Karakaş (2019), underscores employers' persistent preference for NESTs, influenced by hegemonic standard language ideologies in English language teaching. Karakaş (2019), recommends that teacher education programs incorporate courses on World Englishes and ELF to enhance trainees' awareness.

When inquiring about the ideologies prevalent in the border environment of Borderlands University, Sasha acknowledged the persistence of certain beliefs favoring standardized English and the notion that classes should exclusively be conducted in English. She expressed the view that, in the context of learning English, it's important to convey classes solely in English. However, concerning the ideology of perfect English, she believes that an accent merely signifies bilingualism and, therefore, should be acknowledged and celebrated.

Sasha emphasized the importance of correcting errors *after* achieving communication. She contends that there's no reason to idealize perfect English; instead, one should take pride in being bilingual, whether with or without an accent. According to Sasha, the emphasis should be on effective communication rather than striving for an unrealistic notion of flawless language proficiency.

Excerpt 21. *Bad Accent*

Participant	Text	Translate
Sasha	Para mí un acento, simplemente comprueba que esa persona es mínimo bilingüe. Eso, o sea, es celebrarlo. O sea, pienso que sí te puede afectar cuando no te entienden lo que estás diciendo, ahí sí hay que trabajar el acento, el minimizar un poquito el acento, pero si te puedes comunicar, que es lo que yo trato de decirle a mis estudiantes, digo que, si tienen un acento, no cualquiera es bilingüe, o sea, es algo que deberían de estar orgullosos.	For me an accent, simply shows that that person is at least bilingual. That, that is, it is celebrating it. I mean, I think it can affect you when they don't understand what you're saying. There you must work on the accent minimizing the accent, a bit, but you can communicate, which is what I try to tell my students I say that if they have an accent, not everyone is bilingual, that is, it is something they should be proud of.

While Sasha holds the ideology that accents are important signals of bilingual knowledge and identity, if communication is achieved, that is not the case for everyone. Shuck (2006) contends that prevailing discussions about race in the United States influence arguments about language. He notes public discourse on nonstandard English varieties and non-English languages in the United States is racialized and argues that the relationship between discussions on language and race is co-constructed through ideological structures that enable the systematic association of language and race.

Shuck, (2006) also says that the central to the intersection of language and race is the ideology of nativeness, which divides the linguistic world into native and non-native speakers as mutually exclusive groups. This ideology envisions the world's speech communities as naturally monolingual and monocultural, where one language is semiotically linked to one nation. Shuck (2006) points out that simplified native–nonnative categories, stemming from this monolingualist model, are mapped onto other social hierarchies such as class, ethnicity, and race. These categories construct a social order intricately linked to language use. While Sasha did not discuss

these hierarchies, it may be the case that these ideologies are less prevalent on the U.S.-Mexico border.

Claudia pointed out that she knows English teachers who do not believe in the standard English ideology or the English-only ideology in the classroom. But what Claudia *has* noticed is that students who are advocates of the standard language ideology often come from Juárez and enroll at Borderlands University. She has observed that they believe they should learn standard English (i.e., no colloquial English), and that their classes should be taught only in English. Claudia emphasized the contrast between these student expectations and the more flexible perspectives held by many teachers regarding language and teaching methodologies.

Excerpt 22. English Only

Participant	Text	Translate
Claudia	Algo que he notado es que no necesariamente los profesores son los que tienen estas ideas, pero los alumnos vienen con esas ideas, particularmente si vienen este de Juárez, vienen con eso de que tienen que hablar puro inglés.	Something I have noticed is that not necessarily the teachers are the ones who have these ideas, but the students come with those ideas, particularly if they come from Juárez, they come with the notion that they have to speak only English.

While Claudia focused on English learners' standard language ideologies and their beliefs in an English-only classroom, there are other approaches to the use of the L1 in the ESL classroom. Huerta-Macías & Kephart (2009), found that in their study on the use of the L1 in ESL classrooms on the U.S.-Mexico border, that in spite of program policies against the use of Spanish (L1), students, and sometimes teachers did use Spanish for the following activities: translating a word or phrase; comparative grammar analysis; and to promote a positive affective environment in the classroom.

Rebecca holds the belief that language ideologies are significantly influenced by geographical location. Having had the chance to reside in various parts of the United States and engage with diverse students through her classes, she has come to realize that standard English is not exclusive to White people and that not all white people necessarily speak standard English. According to Rebecca, stereotypes linking proficiency in English with a person's race have been established, associating White people with English language expertise. However, she asserted that this stereotype does not hold true in reality. She emphasized the need to challenge and dismantle such misconceptions and acknowledge the diversity of linguistic abilities across different racial and ethnic groups.

Excerpt 23. *Whiteness and English*

Participant	Text	English Translation
Rebecca	Oh sí, creo que depende de dónde estés. Siento que la percepción del inglés perfecto a menudo se asocia con las personas blancas. Sin embargo, he tenido experiencias con individuos que no necesariamente son blancos, pero nacieron aquí, lo que los hace completamente estadounidenses. No han sido naturalizados y hablan exclusivamente inglés. Esto demuestra que las reglas siempre están sujetas a excepciones de una manera u otra porque eso es la vida, es parte de la vida, entonces. No percibo el inglés perfecto como algo exclusivo de las personas blancas. De hecho, hay personas blancas que no hablan bien inglés. Así que podrías encontrarte con alguien que nació aquí, es blanco, y sin	Oh yeah, I think it depends on where you are. I feel that the perception of perfect English is often associated with white people. However, I've had experiences with individuals who are not necessarily white but were born here, making them fully American. They haven't been naturalized, and they exclusively speak English. It goes to show that rules are always subject to exceptions in one way or another because that's life – it's part of life, then. I don't perceive perfect English as exclusive to white people. In fact, there are white individuals who don't speak English well. So, you might encounter someone who was born here, is white, and yet, you notice spelling mistakes or a lack of fluency in English. It highlights the diversity of language proficiency within different racial and ethnic groups, challenging the stereotype associated with language skills and ethnicity.

embargo, notas errores ortográficos o una falta de fluidez en inglés. Esto destaca la diversidad de habilidades lingüísticas dentro de diferentes grupos raciales y étnicos, desafiando el estereotipo asociado con las habilidades lingüísticas y la etnia.	

Rebecca acknowledged the connections between the standard language ideology and Whiteness, but she saw its limits, as well. Shuck (2006) suggests that the discourse of Whiteness maintains its power by appearing diverse on the surface. He advocates for greater attention to the ways these discursive practices are interconnected with broader societal discourses.

Josie does not believe in the concept of performing the standard language perfectly, whether it is English, Spanish, or French. She rejects perfection in anything, for that matter. She strongly opposes standard languages, as she sees them as creating more barriers for minorities than anything else. She shared that she believes these language boundaries are intentionally set by those in power, and that the persistence of the standard language in any form upholds those in power, typically White, straight, conservative, wealthy males who seek to safeguard their privileges.

Josie often finds herself labeled as French. "Even when people inquire about my background…despite holding dual citizenship," she said, "I am guilty as charged". She tends to respond by saying "I'm French." She does not always mention her U.S. citizenship. She noted that it is disheartening to see students born in the United States being labeled as non-American, just because they speak Spanish, have an accent, or have names originating from Mexico or other places. Josie's language ideologies are aligned with those of Shuck (2006), and this may have to

do with her having studied for a doctorate for several years, in the Teaching, Learning, and Culture program at Borderlands University.

Subtirelu (2015), says that NNESTs teaching in English language programs in the United States often face complaints, which research on language ideologies in the United States suggests can be seen as part of a broader project of social exclusion. This exclusion operates through the construction of NNESTs as an incomprehensible "Other." Subtirelu (2015), investigated the presence of these ideological presuppositions in student evaluations of 44 university instructors on the website, RateMyProfessors.com. Combining statistical analysis, quantitative corpus linguistic techniques, and critical discourse analysis, Subtirelu (2015), confirmed the existence of disadvantages associated with instructors' race and language, particularly those categorized as Asian.

He found that RateMyProfessors.com evaluations reflected language ideologies in subtle, previously undescribed ways. Subtirelu (2015), raises questions about the justification, fairness, and legitimacy of these evaluations and acknowledges the difficulty of separating the evaluation of language from broader sociopolitical circumstances that shape perceptions. Asian instructors were more likely to receive negative evaluations than colleagues with common U.S. surnames. This must prompt reflection on the impact of the ideology of nativeness.

Excerpt 24. *Perfect English or Spanish*

Participant	Text
Josie	I don't think there is such thing as perfect English, perfect Spanish, or perfect anything and I am highly against the standardization of Languages. I think that it's putting boundaries for minorities more than anything. I also tend to think that it's absolutely intentional to

> put those boundaries there. And I think this label continues to dominate because the people in power tend to be. White, straight, conservative rich males who want to protect their privileges. Yes, I tend to get labeled as French because I have a French name and a French accent, and also perhaps because when people ask me where I'm from, even though I have double citizenship, I am guilty as charged. I tend to answer that I am French, and I don't necessarily mention that I'm also a citizen of the United States. Yes, I have had students born in the United States who get labeled as not being American because they speak Spanish because they have an accent because their name comes from Mexico other places.

Josie is against the hegemony of standard languages, and she is clear on their connections to race and nation. Jenkins (2009), delved into the ongoing discourse surrounding the importance of native-like pronunciation and accent performances in the realm of English as a Lingua Franca. While English is undoubtedly recognized as a dominant global language, the issue of idealized English pronunciation and native-speaker-like accents remains a topic of considerable.

The concept of English as a Lingua Franca has gained increasing prominence in the field of linguistics and language education in recent years. Scholars such as Curran & Chern, (2017), and Marlina & Xu (2018) have shed light on this as a linguistic phenomenon born out of necessity in a globalized society, where people must interact and collaborate despite not sharing a common first language.

However, it's worth noting that the topic of English as a Lingua Franca is not without controversy. Jenkins (2009), points out that while English as a Lingua Franca is not intended to promote a unique and standardized English, there are individuals who advocate for such standardization. This divergence of views underscores the need for further research and the reconsideration of entrenched language ideologies.

Within this bilingual border community, I suggest that ideologies of translanguaging, as well as a focus on pronunciation (as opposed to writing), as a key component of the standard language ideology, take center stage.

Pronunciation concerns, as an essential element of language instruction, were primary in my examination of NNEST language ideologies. Within the bilingual border community, where the interplay of languages is dynamic, NNESTs often confront distinctive pronunciation challenges. These challenges may stem from the nuanced differences between the English spoken within the educational environment and the localized variations or colloquial forms influenced by the border community's bilingualism.

According to Karen, asserts that the learning process takes a longer time to achieve proficiency in a target language when individuals use their first language.

Excerpt 25. No Mixing Languages

Participant	Text
Karen	Keep mixing Language should be avoided because I as I told you. This leads to slowing down the learning process if you use your first language and the takes longer time to be proficient in their target language.

Karen suggests that it's a good idea to refrain from frequently switching between languages. As she mentioned earlier, this habit can impede the learning process, especially when using your first language. The consequence is an extended period required to achieve proficiency in the target language. In essence, maintaining consistency in language usage facilitates a more effective and efficient learning experience.

4.5.2. Translanguaging Ideology

The NNESTs in this study grappled with the question of how to address translanguaging within the classroom. They pondered whether to embrace it as a cultural expression, discourage it as a potential barrier to English language proficiency, or to find a delicate balance that acknowledges its existence while nurturing formal and more standardized language usage.

Vaish (2020), says that translanguaging involves students alternating between languages for both receptive and productive use. This can mean that a bilingual teacher intentionally uses both English and the student's language. This can look like having students read in English and summarize what they read in Spanish. This is what was done with English and Welsh in Vaish's (2020) study. Despite traditional language pedagogies that advocate for the separation of languages in the classroom, without a theoretical basis, the Welsh educators in this study were committed to bilingual identities, and they found bilingualism to be a valuable tool for language learning and proficiency development.

Colin Baker, a prominent scholar in bilingual education, was quoted in the Vaish piece (2020), in relation to his work on the four pedagogical functions of translanguaging. Baker sees translanguaging as promoting a deeper understanding of the subject matter, aiding in the development of the weaker language, facilitating home-school links and cooperation, and assisting the integration of fluent speakers with beginning learners. Vaish (2020), found that

translanguaging was the only or dominant approach in about one-third of the observed lessons in Wales, indicating its significance in educational practice.

García's book Bilingual Education in the 21st Century (2009) elaborates on translanguaging practices, expanding them beyond the Welsh context, and reinforcing the importance of bilingual education, particularly for minoritized students. García challenges prevailing instructional assumptions in both bilingual and monolingual English programs, arguing that monolingual schooling is inadequate in the linguistically complex global community and advocating for bilingual education as the equitable option for all students. García promotes a heteroglossic perspective, viewing bilingual students along a continuum, allowing them to utilize their entire linguistic repertoire for academic tasks. This perspective, encapsulated by the concept of translanguaging, challenges normalized instructional assumptions in both bilingual and monolingual language programs. Her approach also aims to promote social justice by recognizing and affirming the legitimacy of students' language practices and communities. Rebecca was surprised by the prevalence of translanguaging upon arriving at the U.S.-Mexico border. While she saw the blending of English and Spanish as a fascinating linguistic phenomenon, she personally termed it Spanglish and does not use it in the classroom. The differing perspectives on the use of translanguaging reflect the ongoing dialogue within the field of language education.

In thinking about what Rebecca calls Spanglish, I link it to García's (2009) work on translanguaging. Translanguaging isn't about keeping languages apart. Rather, it's about learners using all the linguistic repertoires available to them, to communicate and learn better. I think of it like using all the colors in a paint palette to create a beautiful picture.

For both Claudia and Josie, their doctoral studies had a profound impact on their teaching philosophies. They embraced the theory of translanguaging wholeheartedly and have applied it to their classroom teaching. This raises an intriguing question: Does one's level of education and academic background influence their teaching approach? My participant observation revealed that they indeed communicated regularly with their students in Spanish, sparking consideration about the potential effects of their higher education on their teaching practice.

Sasha, however, held a different perspective. She believed that using the students' first language, in this case, Spanish, in an English learning environment was not ideal. Sasha recounted an incident where a student felt uncomfortable because classmates were conversing exclusively in Spanish, and he couldn't understand them. When Sasha resorted to explaining something in Spanish, this student expressed discomfort. To avoid making any student feel excluded, Sasha opted not to use Spanish in her classes.

While Sasha had used Spanish, albeit infrequently, on the other hand, Karen maintained a strict policy against using her native language for teaching purposes. She believed that the target language, in this case, English, could be adversely affected if the teacher incorporated their native language into the lessons. This may also have been influenced by the fact that Arabic is not commonly spoken on the border. However, as Huerta-Macías & Kephart (2009), note there is no theoretical evidence upon which to base the English-only English classroom. Given that Claudia had completed her doctoral degree and Josie had completed much of her coursework in the same doctoral program, it is not surprising that they embraced a translanguaging pedagogy in their classrooms. Rebecca, Sasha, and Karen, none of whom had studied for a doctoral degree, embraced an English-only approach. When I inquired more deeply about Rebecca, Sasha, and Karen's language ideologies, they talked about what they had commonly observed in their border

community. While they acknowledged the prevalence of Spanish and English in everyday language use at Borderlands University, these teachers felt compelled to instruct in English only.

Rebecca provided insights into the linguistic landscape of border towns like Ciudad Juárez and El Paso, recognizing the inevitable presence of translanguaging. Even when faced with the reality of Spanglish and translanguaging in her classrooms, Rebecca consciously refrains from using Spanish, aiming to maintain an English-only environment.

Claudia, on the other hand, expressed an affinity for translanguaging. Understanding the unique context her students inhabit, she sees translanguaging as a valuable pedagogical strategy. She believes that allowing students to use both languages while learning English enables them to broaden their linguistic capabilities without unnecessary constraints.

Excerpt 26. *Fan of Translanguaging*

Participant	Text	Translate
Claudia	A prendí a ser como muy fan del Translanguaging. Entonces, obviamente, esa es mi razón principal, porque yo sé que no se van a limitar , y desde antes el de vivir en la frontera y el que ellos estén aprendiendo inglés en El Paso es una situación bien particular. O sea, ellos a donde vaya, realmente se van a poder seguir comunicando en español, aquí en El Paso, eso no es ningún secreto.	I learned to be a big fan of Translanguaging. So, obviously, that's my main reason because I know they won't limit themselves. Even before, living on the border, and them learning English in El Paso is a very particular situation. I mean, wherever they go, they'll really be able to continue communicating in Spanish, here in El Paso, that's no secret.

I frequently cite Claudia's examples because she extensively incorporated translanguaging into her classes compared to the other participants. While I think Josie did as well, I was unable to observe her classes. During the interviews, Claudia's colleagues shared that they know she uses translanguaging in her classroom and she is not in favor of students being led to believe that an English-only classroom is the sole path to learning the language.

Sasha shared her perspective on the prevailing ideologies of standard, or perfect English. Despite acknowledging the persistence of this ideology, she is more lenient when it comes to accents, emphasizing effective communication over native-speaker-like pronunciation. While she refrained from speaking Spanish in class, she did not criticize her colleague, Claudia, who uses translanguaging. Rather, she recognizes this as another teaching method.

Excerpt 27. Phrasal Verbs

Participant	Text	Translate
Sasha	Aprender mucho con las phrase verbs es como que no tienen nada de sentido, pero están dominando el idioma. Es lo que van a usar phrase verbs, esos	Learning a lot with phrasal verbs is like they make no sense, but they are mastering the language, that's what they are going to use. Phrasal verbs, those are super super confusing

| | son súper súper confusos porque no tiene ningún sentido, pero al ver la televisión y ves que se está volviendo más como el idioma natural. Y hasta en presentaciones académicas las escuchas, a pesar de que son informales. | because they make no sense, but when you watch TV, you see that it's becoming more like the natural language. And even in academic presentations, you hear them, even though they are informal. |

In class, Sasha did not use translanguaging. However, I saw in Sasha´s interviews throughout this investigation, that the use of translanguaging was common for her. In addition, Josie mentioned that she considers herself a *Pocha Francesa*, and a Chicana. She explained that this was her way of identifying as a polyglot and user of translanguaging.

Excerpt 28. *Pocha, Francesa, Chicana*

Participant	Text
Josie	¡Si!, ¡Claro! translanguaging Pocha, Francesa, Chicana. However, I think that students need to use whatever tools they have, meaning the language that they create is included or mixing. I am totally for it.

Josie mentioned that she employs translanguaging depending on the context. When teaching French, she typically combines it with English. However, when teaching English, particularly given the context of Borderlands University, she incorporates Spanish. Occasionally, her Latinx students, driven by curiosity, encourage her to speak in French, and she accommodates their requests.

In contrast, Karen strongly disagrees with the use of translanguaging. She advocates for utilizing all available means to teach students, without resorting to their first language. Acknowledging the linguistic diversity of the U.S.-Mexico border region, where Spanish and

English predominate, Karen, who speaks Arabic and English, has opted for alternative teaching

tools such as gestures, visual aids, and audio resources, to bridge understanding without using

students' first language, which she does not speak.

Excerpt 29. It´s not Good

Participant	Text
Karen	They do not use their language, and it's not good even if sometimes they talk to each other. Most of the time, I can show them gestures, visuals, definitions, and audio support to make information more understandable.

Drawing on her teaching expertise and leveraging her considerable English as a second

language skills, Karen endeavored to create an environment for productive communication in

English. She did not engage in discussion of the translanguaging ideology, beyond noting that

she disagrees with it.

Sasha mentioned that in general, students come to her with strong English skills.

However, she recounted an experience with a particular student from Africa who presented a

challenge to her, due to his distinct African accent. When this student spoke during

presentations, his classmates remained silent. She noted that their serious expressions suggested

difficulty in comprehension. Sasha admitted to facing challenges in understanding him herself

due to her being unfamiliar with his accent.

Excerpt 30. *Difficult Accent*

Participant	Text	Translate
Sasha	Por lo regular los estudiantes vienen con muy buen inglés, sin embargo, tuve un estudiante africano. Yo si batallaba mucho con él porque tiene un acento muy difícil, o sea, cuando presentaba, los estudiantes también no decian nada pero se quedaban todos serios. Muy amable el muchacho, pero sí era muy difícil a veces entenderlo.	Usually, students come in with very good English; however, I had an African student. I did struggle a lot with him because he has a very difficult accent, you know, when he presented, the other students wouldn't say anything, but they all looked very serious. The young man was very kind, but it was indeed very challenging at times to understand him.

In an earlier excerpt, Sasha pointed out the challenge posed by the student's difficult-to-understand accent, as well. Consequently, when the student gave classroom presentations, both she and the other students struggled with comprehension. As the teacher, Sasha assumed the responsibility of voicing her confusion, and worked with the student to improve his pronunciation, so that she and the rest of the class could understand him.

In summary, the phenomenon of translanguaging and the associated debates surrounding its use as a pedagogical approach among the study participants, reveals the rich tapestry of linguistic ideologies in this border community.

In the following section, I present data from one of the NEST colleagues who works in the TELLP. I was particularly interested in understanding the perspectives of a NEST regarding language ideologies. Seizing this opportunity, I gathered additional information, which I expound upon below.

4.5.3. The Perspective of a NEST

Chelsea's father served in the U.S. Army, which led to her being stationed in places around the world. Chelsea was born in Japan and has lived on military bases in Europe and the United States. Chelsea earned her bachelor´s degree in English and her master´s degree in English, also in United States.

She identifies as White and Caucasian. English is her first language. Chelsea said she learned the English her parents spoke at home, Midwestern English, characterized by a very standard regional dialect of American English. According to WorldAtlas (2023) Midwest is associated with the regions of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Chelsea described her experience at Borderlands University as unique in comparison to living in another country. She explained that there is a coexistence of two cultures, similar to her upbringing her on military posts, where the military culture represented American culture, and there was also the influence of the country where the military post was located. In her current situation, she perceives a blend of American and Mexican cultures, with a bridge connecting both, forming a distinct Mexican-American culture. Chelsea believes that being in this setting allows her to learn a lot. The constant exposure to Spanish and the interactions with various cultural elements, such as people bringing tamales to potlucks, provides her with diverse experiences that she appreciates. Overall, she finds this multicultural atmosphere to be enriching and enjoyable.

Excerpt 31. *It´s Unique*

Participant	Text
Chelsea	It's unique. I told my husband it's almost like living in another country again because you have two cultures coexisting. And since I grew up on a military post, you know, the military was always like the American culture and then you had the country where the military post was. And here it feels like the same, it's like American culture and then Mexican culture and then you have the bridge between both like the Mexican American. Culture. So, it's like three different cultures, you know? And I think for me it's very, very cool and it's very cool. It's a Hispanic Serving University. Yeah, I think that I learn a lot, you know, because I'm not existing in my own speech environment, I'm hearing Spanish all the time. People bring tamales or other things into our potluck classes. I get to try different, you know, experiences, so I like it a lot.

Chelsea expressed her dissatisfaction with the language ideologies that underlaid her bachelor's degree program at the University of Missouri, where she studied English. She mentioned that many students, particularly Black students from Chicago, aspiring to become TV reporters or news reporters, were instructed not to speak in African American vernacular, but to adopt the standard Midwestern regional dialect, which she described as a White dialect. The reasoning behind this instruction was supposedly for better comprehension, assuming more people would understand them this way.

However, Chelsea disagreed with this approach. She argued classes should be offered to English speakers on how to speak non-native varieties of English, as that is more reflective of the language as it is used globally. She went on to express her hope for a progression in embracing accents in the English language. She believes that for English to continue evolving, it needs to welcome a more diverse vocabulary and accent. Chelsea's opinions are related to what Bolton (2013) discusses, regarding the evolution of discussions of the various forms, varieties, or dialects of the English language spoken around the world. They are known as Englishes, plural, which is a shift from the normative lexicon based on the distinction between 'native' and 'non-native' speakers. Bolton (2013) highlights the historical perception of Englishes (e.g., U.S., Australian, and New Zealand, for example), as branches of a 'Greater British' family, while Asian and African Englishes have faced challenges, due to complex multilingual settings and contentious colonial histories in those regions. The World English paradigm has contributed to recognizing the importance of varieties but needs to evolve even more, given the ongoing sociolinguistic changes driven by globalization. Bolton calls for a reconceptualization of the sociolinguistics of globalization, emphasizing the dynamic nature of language contact and linguistic flow.

In addition, Bolton says the effects of globalization are visible in educational patterns, with young people from countries like China, Hong Kong, India, Malaysia, and Singapore pursuing high school and university education abroad. They are often multilingual, navigating multiple worlds and cultures. The rise of English acquisition through the Internet, pop music, and computer games is noted, emphasizing the need for research to keep pace with the changing linguistic landscapes. In essence, Bolton argues for a dynamic understanding of linguistic ecologies in the era of globalization, suggesting that research must adapt to the changing

189

linguistic worlds of societies and individuals, particularly in multilingual contexts characterized by rapid change and increasing mobility.

On the other hand, in her teaching, especially when discussing vowels, for example, Chelsea offers her students the choice: to speak like a native speaker or to focus on being understood. While she prioritizes clear communication, she acknowledges that some students are keen on learning the nuances of native-like English speech.

Chelsea predicted that NNESTs will become the majority in the future, as she observes the decline of native-like English speech, due to the increasing number of non-native speakers. Chelsea advocates for more NNESTs in the field of TESOL, and even suggests prioritizing them, emphasizing that the language is becoming more fluid and welcoming because of them, and this change is a positive development. She also expressed her belief that the teaching landscape is evolving, and she sees more non-native English teachers than native English teachers. She shared her prediction that, in the future, non-native English will take precedence as the primary variety, and become the model in English language education. In order to continue to thrive, the English language needs to embrace different accents, in Chelsea's opinion.

Chelsea illustrates this point with a linguistic example, highlighting how some Spanish speakers in her class tend to pronounce the past tense "-ed" at the end of words with two syllables, as opposed to the standard one syllable. For instance, consider the contrast between 'talked' (1 syllable) and 'talk-ed' (2 syllables). Chelsea emphasizes the fluidity and openness of the English language, stating that this characteristic makes it enjoyable to learn and teach. Her view is that there should be more non-native English teachers, and she even advocates prioritizing them in the field. Chelsea believes this shift is positive and aligns with the changing dynamics of the English language.

In response to a question about collaboration, Chelsea shared that she believes she was hired for her native speaker status. While she acknowledges working with non-native teachers, she suggests that more collaboration should occur. She shares experiences of collaborating on field trips and expresses a desire for academic collaboration, specifically mentioning efforts to work with the linguistics department for material assessment and improvement.

Towards the end, Chelsea touched on the idea that the appearance of being a native speaker can influence hiring decisions. She contrasted this with her Korean-American friends who, despite being bilingual, faced challenges in getting English teaching jobs in Korea because they didn't fit the expected appearance of a native English teacher. Chelsea argued that assumptions about language teaching ability based on appearance are flawed, emphasizing that speaking a language and teaching it are distinct skills.

Chelsea discussed the advantages of collaborating with non-native English teachers in her teaching context. She emphasized that non-native teachers have a unique perspective, as they've experienced the process of learning the language themselves. Chelsea, being a native speaker, acknowledges that she doesn't fully understand the challenges learners face, such as pronunciation or vocabulary struggles. To gain insights into her students' difficulties, she collaborates with non-native instructors like Karen and Giselle. Chelsea values their feedback, especially during oral presentations, where they share their own learning experiences and highlight consistent difficulties, like the pronunciation of certain sounds.

I observed Chelsea's class on April 13, 2023. The main objective was to assess the final presentations of the students, scheduled from 10:30 AM to 1:20 PM During this class session, other instructors and their students from different levels of the PELP were invited to participate

and deliver presentations. Chelsea's class included Karen's class and Caro[7]'s class. The attendees, including myself as the observer, were requested to contribute food for a potluck. There were around 36 students, three instructors, and me as an observer.

Each student had five minutes for their presentation; however, not everyone managed to present on that day due to time constraints. At the conclusion of each student's presentation, the instructors provided feedback on the student's English language proficiency during the presentation. For Chelsea, this collaborative activity with her NNEST and NEST colleagues was a valuable opportunity for sharing and learning among them. In the figure that follows, I describe the setup of Chelsea's classroom.

---

[7] "Caro" is a pseudonym for a Native English-Speaking Teacher (NEST) who also works in the PELP.

window   Board   window

Miner building

Student #10

Table

NEST Chelsea

Table

Projector

Student #33   Student #34

Table

Student #13   Student #11

Student #6   Student #7   Student #8

Table

Table

Student #12   Student #16

Table

Student #1   Student #2

Table

Table

Student #15

Student #14

Table

Student #3   Student #4

Table

Student #17   Student #18   Student #19

Table   Table

Student #29   Student #30   Student #31   Student #32

Table   Table

Student #26   Student #27   Student #28

Table   Table

Student #22   Student #23   Student #24   Student #25

Student #6

Table   Table

Student #20   Me Gonzalo   Student #21

NNEST Karen

NEST Caro

Table

Board

door

Figure 5. Chelsea´s Classroom

When asked about feedback and evaluation, Chelsea mentioned that she receives feedback from students and anticipates hearing from Giselle if there are negative comments. However, she noted a lack of specific feedback on her teaching methods or styles, which highlights a potential problem within the program. Chelsea shared her personal motivation for improvement, often seeking research insights from linguistics colloquia and engaging in self-driven research.

Chelsea expressed a keen interest in understanding her students' goals. She believes in tailoring instruction based on individual goals, whether it's preparing for the TOEFL exam, pursuing higher education, or improving communication skills for various purposes like parent-

teacher conferences or business interactions. Chelsea criticizes the TOEFL exam's timed and standardized nature, arguing that it doesn't align with effective language comprehension evaluation, as supported by linguistic research. She emphasized the importance of functional form in teaching, balancing grammar (syntax) and meaning (comprehension). Chelsea also stressed the need to prioritize what is most important for each student, considering the diverse purposes for learning English. She acknowledged that some instructors may focus on prescriptive methods like the TOEFL's right-or-wrong approach, but she leans towards concentrating on comprehension, understanding, relationship building, and practical language use. In summary, Chelsea advocated for a personalized and functional approach to English language instruction, drawing on collaboration with non-native teachers and seeking insights from diverse linguistic and educational perspectives.

The next question endeavors to delve into a comprehensive understanding of the experiences of NNESTs in the realm of their professional endeavors. Furthermore, it seeks to shed light on the intricate dynamics that characterize their social interactions within the broader faculty community, encompassing both their relationships with fellow NNESTs and NESTs.

4.6. What Have the Participants' Work and Social Interactions Been Like with Other Members of the Faculty (i.e., Other NNESTs and NESTs)?

Verplaetse (1998), underscores the profound significance of affording ESOL learners, ample opportunities for meaningful interaction. Such opportunities hold a pivotal role in shaping not only linguistic proficiency but also the holistic development of the learner. Given that reality, the same is true for NNESTs. As NNESTs engaged in negotiation with their students and their colleagues, I sought to explore the professional and social interactions among NNESTs themselves, as well as with their NEST colleagues, within the distinctive context of the U.S.-

194

Mexico Border community. It is within this contextual crucible that I sought to unravel the multifaceted dynamics of the NNESTs' workplace interactions.

The three participants who teach in the TELLP – Claudia, Rebecca, and Sasha –are notably distinct from those of PELP instructors, Josie and Karen. This is due to their longstanding collaboration, spanning approximately a decade. Their cohesion as a well-established group engenders a deep familiarity within both their professional and social interactions.

Rebecca underscored the positive nature of her social and professional relationships with her colleagues, Sasha, and Claudia. Their extensive history of acquaintance has cultivated an atmosphere of camaraderie and mutual understanding.

Excerpt 32. *Three Friends*

Participant	Text	Translate
Rebecca	Nosotras tres Claudia, Sasha y yo sí nuestro idioma es el español. Y ya tenemos muchos años, entonces ya nos conocemos muy bien. Cuando trabajamos en persona si estamos en juntas siempre vamos a manejarnos en inglés pero si ya estamos, vamos a decir de uno a uno, pues vamos a hablar en español porque ese es el idioma materno, pero si es una junta oficial donde haya alguien adicional a nosotras sí lo hacemos en inglés cuando estamos con Giselle. Bueno, también hay veces que hablamos español con ella porque ella también habla muy bien el español casi no tiene acento ella, sin embargo, cuando cuando ya son puntos oficiales nos manejamos en inglés	The three of us, Claudia, Sasha, and I, share Spanish as our native language. And we have known each other for many years, so we know each other very well. When we work in person, if we are in meetings, we will always communicate in English. However, if we are just chatting one-on-one, then we'll speak in Spanish because that is our native language. But if it's an official meeting where there is an additional person, we communicate in English when we are with Giselle. Well, there are also times when we speak Spanish with her because she also speaks Spanish very well and hardly has not an accent. Nevertheless, when it comes to official matters, we communicate in English.

Additionally, Rebecca emphasized her harmonious working relationship with the program director, who is a NEST. This friendly and familiar environment serves as a conducive backdrop for effective interaction and collaborative work. Rebecca stated that her communication with colleagues is in English, especially during formal activities or meetings where outside guests may be present. However, on a personal level, her individual interactions are conducted in Spanish. Rebecca referred to this language-choice dichotomy, such as "official points" or "formal activities," as activities related to work, such as meetings to review syllabi, programs, course content, and materials. Additionally, emails that are written must be sent in English. Rebecca notes that all documented activities must be in English.

In addition, Sasha shared her perspective on her relationships within the group. She revealed that her association with Rebecca dates to their time as master's degree students, fostering a positive communicative bond and a friendship, one that is primarily conducted in Spanish. Similarly, her rapport with Claudia is characterized by professional cordiality and Spanish communication in informal settings. Sasha placed significant value on the respect she holds for her colleagues' opinions and suggestions, particularly in relation to course development and teaching approaches.

Sasha emphasized the cultivation of a warm and respectful atmosphere because of this mutual respect, which is maintained among the four members of this TELLP, Melissa as the director, and Rebecca, Sasha, and Claudia as NESTs.

Excerpt 33. *Respectful*

Participant	Text	Translate
Sasha	Me gusta que compartimos actividades. Que a veces funcionan, a veces no. Porque todo depende, es bien extraño, porque cada clase tiene su	I like that we share activities. Sometimes they work, sometimes they don't. Because everything depends, it's quite strange because each class has its own personality. So, you know, an

propia personalidad. Entonces ya sabes una actividad que es mucho movimiento, juego y todo eso te va a funcionar en una clase paro no en otra. Entonces, me gusta tener como esa variedad de actividades. Me gusta que tenemos mucha comunicación, por ejemplo, yo con Rebecca voy y le digo cómo te está yendo con este ensayo o cómo lo presentasté o cómo, qué te funcionó, qué no te funcionó? Hay muy buena comunicación en este sentido. Te digo, me gusta que somos muy respetuosas de cada quien de su estilo. Nunca vamos y cuestionamos, yo nunca voy a cuestionar su trabajo. También la doctora Melissa es muy respetuosa de cómo cada quien presenta la materia.	activity that involves a lot of movement, games, and all that may work in one class but not in another. Therefore, I like having that variety of activities. I appreciate that we have a lot of communication. For example, with Rebecca, I go and ask how it's going with this essay or how you presented it, or what worked and what didn't? There is very good communication in this sense. I tell you; I like that we are very respectful of each other's styles. We never question, I will never question her work. Also, Dr. Melissa is very respectful of how each person presents the material.

Sasha said reminded me of what Larsen-Freeman & Anderson (2013), explained when discussing teaching methods. They clarified that their discussion did not aim to promote one teaching method over another, emphasizing an agnostic stance towards language teaching methods. They rejected the idea of a single best method and avoided endorsing any specific method in the book. Their intention was to encourage educators to reflect on their own beliefs about the teaching-learning process. Freeman and Anderson highlighted the importance of using the book as a tool to make explicit one's beliefs, shaped by experience, professional training, and familiarity with research.

Larsen-Freeman & Anderson (2013), said that the inclusion of methods in the book is based on their contemporary relevance and their representation of diverse perspectives on teaching and learning processes. For this reason, they encourage readers to confront this

diversity, examine thought-in-action links presented by others, and develop their conceptualizations of how thoughts guide actions in teaching and how teaching influences desired learning outcomes in students. The ultimate criterion for choosing among techniques and principles, according to the authors, is the impact on learning outcomes.

So, much like Freeman and Anderson, these teachers aimed only to present the methods without imposing one. Instead, they highlighted the strengths of each. Thus, Sasha's approach towards her colleagues, recognizing that each person has a unique teaching style and professional identity, has involved leveraging the strengths of each one with respect.

Claudia also continues to expand on her professional interactions, extending beyond her immediate colleagues, to encompass other English teachers from at Borderlands University. She attributes her enriched teaching strategies to these cross-program relationships. Claudia vividly recalled an instance where she observed a NEST playing the guitar to teach English to her students. She was impressed with this, despite her own lack of musical prowess. Inspired this experience, Claudia embarked on her own creative teaching journey, singing to her students, unafraid of making mistakes.

Claudia emphasized the teacher's guitar playing as an example of originality in teaching her students, and Claudia has done the same think, although not with music. She explained that she looks for ideas on Instagram to enhance her class presentations.

Excerpt 34. *Play Guitar*

Participant	Text	Translate
Claudia	Saco ideas de Instagram de cosas que he visto en otras clases y me gustan, y las voy como adaptando. Pero sí, pues sí, ahora salen muchas cosas en las redes sociales. Yo siempre he sido así como que creativilla,	I get ideas from Instagram, things I've seen in other classes and liked, and then I adapt them. But yeah, well, now there are a lot of things on social media. I've always been kind of creative, but now with the internet, you just put something in, and you

pero pues hay en Internet ya nada más lo pones aquí y quiero dar la clase de quién sabe que y qué ya existe y ya hicieron todo. Muchos de mis compañeros que he tenido También como a través de los años hay profesores que son súper súper creativos, entonces ya nada más como que se adapta a otra clase. Cosas que he visto que hacen en otras clases mejor que yo no, o no las había hecho. Este recuerdo mucho a una profesora que me encantaba y ella tocaba la guitarra con los alumnos, pero yo no sé tocar la guitarra, yo les canto, no me importa hacer el ridículo, pero se me hacía padrísimo eso que ella se llevaba la guitarra y les tocaba la guitarra.	want to teach a class on who knows what, and there it is, someone has already done it all. Many of my colleagues, over the years, there are professors who are super creative, so it's just a matter of adapting to another class. Things that I've seen them do in other classes better than I can, or I hadn't done before. I remember a lot a teacher I loved; she played the guitar with the students, but I don't know how to play the guitar, so I sing to them. I don't mind making a fool of myself, but I thought it was cool that she brought her guitar and played for them.

In the context of the PELP, the relationships and professional interactions between Josie and Karen are strikingly contrasting, largely influenced by the structure of the program. Specifically, they don't know each other. Josie, in general, expressed her preference to avoid any form of collaboration or relationship with her coworkers.

During data collection for this study, members working on the PELP included Giselle as director, two NESTs (including Chelsea), and two NNESTs, Josie and Karen. Karen had just started her first year, while Josie's class did not happen, due to an insufficient number of students, resulting in Josie not working during that period. Consequently, Josie had no contact with Karen. Josie´s interactions with Giselle, the director, were limited to mere cordiality.

Excerpt 35. *Put on a Mask*

Participant	Text

Josie	I do have to put on a mask whenever it comes to administrators and that is very difficult for me to do. The way I dress, the way I walk, the way I talk, I must watch everything. Therefore, I avoid certain interactions. I am ashamed to say that I have not collaborated with coworkers much throughout my career, mostly because I'm afraid that they will judge me because I'm teaching English and because I'm quite unconventional and I tend to get in trouble for that, and so I don't work with peers as much as I should. And yes, I have had coworkers who have looked down on me because I teach English. This is one of the reasons I'm very insecure and I tend to work better on my own, collaborating with students actually much more than I do with my coworkers.

Karen expressed satisfaction about working with Giselle, describing her as a wonderful person and a valuable asset. Karen wanted to express gratitude to Giselle for her assistance and cooperation. During a specific situation, Giselle played a crucial role in guiding the team through the initial steps, preventing confusion about what needed to be done. Giselle organized a meeting where direct communication took place, not only with her but also among the team members.

Karen emphasized the trust that has developed within the team, a sentiment fostered by Giselle's guidance. Karen herself engaged with her team members, noting that she spoke with them twice. She perceived her team members as open, and honest, both in their thoughts and

actions, contributing to a positive and effective working dynamic. Overall, Karen conveyed a

sense of teamwork, appreciation, and mutual trust within her professional environment.

Excerpt 36. *We are Good.*

Participant	Text
Karen	I enjoy working in a team environment. I get along well with my colleagues. The manager Giselle she's a wonderful person, she's very helpful. I just want to thank her for her assistance and for her cooperation, she actually guided us to the first step of what to do, so we didn't get confused about what we should do. She conducted a meeting and we communicated directly with her and with the other colleagues. So, we actually trust my team members. I talked to them twice I think, and I believe that they are open, honest, and in their thoughts and actions. And we are good.

In summary, participants' experiences within the PELP underscore the diverse and

multifaceted nature of teacher-teacher relationships and the extent to which they are shaped by

individual backgrounds, program structures, and personal motivations. Josie's isolation and

challenges due to perceived discrimination highlight the need for greater inclusivity and support,

while Karen's budding interactions exemplify the potential for meaningful professional

connections to develop over time within this unique educational context.

As I venture further into the intricacies of the participants' educational experiences, it is

imperative to shift my attention toward a fundamental aspect of teaching: the interaction between

NNESTs and their students. This facet raises compelling inquiries concerning how NNESTs

effectively foster and navigate these interactions within the classroom environment. Consequently, the ensuing question endeavors to delve into the diverse array of experiences that characterize the dynamic between NNESTs and their students.

4.7. What Have Their Interactions with Students Been Like?

Sasha's experiences as an English teacher in the TELLP have been marked by the ever-changing dynamics of her student groups. She knows that most of her students have Spanish as their first language and that it is common for them to interact with each other in Spanish. However, she has also taught students who speak Swedish, French, Chinese, Korean, and Japanese.

In her classes, Sasha strives to create an inclusive environment where all students, regardless of their linguistic background or nationality, feel welcome and engaged. She believes that to achieve this, she must make a conscious effort to conduct her classes exclusively in English. This approach not only encourages students to use and practice English, but it also minimizes potential feelings of exclusion that may arise when students from non-Spanish-speaking backgrounds join the class.

Sasha's commitment to ensuring that students do not feel isolated due to language barriers is evident in her teaching practices. She recalled an instance where a student from Bangladesh expressed discomfort with joining group activities because the other students spoke in Spanish, a language he did not understand.

Excerpt 37. *Students Feeling Uncomfortable*

Participant	Text	English Translation
Claudia	Actualmente, tengo un estudiante de Bangladesh que, al preguntarle, expresó una preferencia por trabajar de manera individual. Esto se debe a que el grupo se comunica principalmente en español, un	Currently, I have a student from Bangladesh who, when asked, expressed a preference for working individually. This is because the group primarily communicates in Spanish, a language he doesn't understand. To ensure he doesn't feel uncomfortable

| | idioma que él no entiende. Para asegurarme de que no se sienta incómodo o excluido, en esa clase, por ejemplo, no se utiliza el español. | or excluded, Spanish is not utilized in that class, for instance. |

As demonstrated in the excerpt, Sasha works hard to ensure that students who don't speak Spanish do not feel uncomfortable in her class. She actively motivates students not to speak Spanish among themselves *and* to speak in English. Sasha's experiences underscore the significance of adaptability and inclusivity in language education, particularly in diverse and dynamic environments such as the US-Mexico border region. Her commitment to establishing a supportive and English-immersive classroom environment reflects her dedication to assisting students from diverse linguistic backgrounds in succeeding on their language learning journey.

Excerpt 38. *Forced to Use the Language*

Participant	Text	Translate
Sasha	Los forzo un poquito, porque rápido me quieren hablar en español. Así aprendí yo el inglés, de cierta forma un poquito como forzada, pues tienes que porque no hay otra, yo lo intenté, o sea, no hay de otra, tienes que hablarlo porque sí y practicarlo, si no, no lo vas a hablar.	I forced them a little, because quickly they want to speak to me in Spanish. That's how I learned English, in a certain way, kind of forced, well, you must, because there's no other way, I tried, that is, there's no other way, you have to speak it just because, and practice it, if not, you're not going to speak.

When Sasha mentioned that she *forces* her ESOL students to speak English, she is referring to the motivation and encouragement she provides to get them to speak in English. Drawing from her own experience, she explained that being placed in an environment where her

teachers exclusively spoke English was instrumental to her own English acquisition. She does the same with her students.

It's important to clarify that Sasha's reference to forcing doesn't involve punitive measures, but rather is a way to create an immersive English-speaking environment. Instead, her focus is on fostering a positive and engaging English-speaking atmosphere in her classes. While there is a historical context in which students on the border have been penalized and punished at school for speaking Spanish, this research doesn't delve into this topic in detail.

In the realm of language education, the approaches, and perspectives of educators like Karen and Josie bring to light nuanced discussions surrounding the use of students' first languages in the classroom. While both educators share the goal of fostering effective language learning, their viewpoints and experiences reflect the complexity of this issue and the varying beliefs around the use of native languages in the ESOL classroom.

Karen actively encourages her students not to use their first language in class for learning English, although she acknowledges the value of first languages and endorses theories that support their use only when deemed necessary. In contrast, Josie acknowledges the benefits of students using their first language to make connections and support their learning. However, she is also cognizant of the fact that the PELP she is a part of may not fully endorse or incorporate this approach of using Spanish or translanguaging in class.

In analyzing the positions of Josie and Karen, I find that both educators, based on their individual beliefs and experiences, work with what appears correct to them. Also, the experiences and perspectives of educators like Karen and Josie serve as a reminder that language education is a multifaceted field, shaped by institutional policies, teacher beliefs, and student needs. Balancing the use of first languages as a pedagogical tool requires careful consideration of

these complexities, and educators must navigate them thoughtfully to provide effective language instruction.

As an example, Josie posited that using translanguaging produces positive results with students, by giving them the opportunity to select their identity, thus fostering respect for individual choices. Additionally, Josie highlighted the importance of engaging in discussions about these options. She believes that open dialogue contributes to greater understanding and respect for diverse ways of life among students and the broader community.

Excerpt 39. *Translanguaging and Language Mixing*

Participant	Text
Josie	I encourage translanguaging, and language mixing. Again, they choose their identity, and what I want to teach and practice myself is to respect people's choices and to discuss them so that we can be more understanding and respectful of people's ways of life.

The experiences of educators like Rebecca, Sasha, Claudia Karen, and Josie highlight the need for a thoughtful approach to language instruction, considering institutional policies, teacher beliefs, and student needs.

The example with Josie further emphasized the positive results of using translanguaging as promoting student identity and fostering respect for individual choices. The call for open dialogue aligns with the broader theme of understanding and respecting diverse ways of how students learn a Second Language and how teachers teach a Second Language.

In the upcoming section, I explore collaboration with other NNESTs and delve into the nature of these collaborations. Furthermore, I analyze the outcomes derived from such collaboration.

4.8. Have They Engaged in Collaboration with NESTs? If so, How?

4.8.1. Collaboration in the TELLP.

Rebecca's account of her collaborative work with colleagues illuminated the significance of cultivating a friendly and supportive workplace environment within the TELLP. She emphasized the camaraderie that has flourished among her colleagues.

In the context of the TELLP, these bonds of friendship and mutual support not only contribute to a positive work atmosphere but also positively impact the overall educational experience for both instructors and students. The value of these relationships extends beyond mere cordiality; it encompasses the exchange of experiences, ideas, knowledge, and materials. Additionally, there are suggestions on how to present activities in class, all with the overarching goal of enhancing the quality of teaching and learning within the TELLP.

Excerpt 40. *Excellent Collaboration*

Participant	Text	Translate
Rebecca	Mis colegas son excelentes colaboradoras afortunadamente porque pues sabemos que en cualquier lado y en todos los trabajos siempre puede haber relaciones laborales difíciles, pero no en su caso. Somos muy afortunadas porque no solo nos conocemos de muchos años, sino que también sí somos, pues somos responsables. No tenemos que andar batallando ni con una ni con la otra.	My colleagues are excellent collaborators, fortunately because we know that anywhere and, in all jobs, there can always be difficult labor relations, but not in our case. We are fortunate because not only have we known each other for many years, but also, we are responsible. We don't have to go around battling with one another.

Rebecca's acknowledgment of the high level of trust among her colleagues and their willingness to seek each other's assistance highlights the strength of their collaborative bond. This mutual trust formed between Rebecca and her colleagues is a solid foundation for a supportive working relationship, where individuals feel comfortable turning to one another for guidance and support. This not only fosters a positive working environment but also enhances the effectiveness of their teaching practices.

In recognizing Claudia's expertise in technology and digital tools, Rebecca underscored the complementary skills that each team member brought to the table. This type of specialization within a close-knit team can be invaluable, as it allows educators to leverage each other's strengths for the benefit of their students. Claudia's proficiency in technology, internet usage, and platform management adds a valuable dimension to their collaborative efforts.

Rebecca noted that Claudia collaborates by imparting her knowledge of these skills to the team. Claudia actively shares her ideas during team meetings, offering support to her colleagues on how to use specific tools or activities that she has successfully implemented in her own classes. While Rebecca did not provide specific examples of this collaboration, she did mention that during these meetings, each participant contributes their ideas about activities that have been implemented in class and have yielded positive results in student learning. The discussions also involve insights on how to implement these activities, allowing others to apply them in their own classes.

Rebecca and Sasha's longstanding friendship and professional partnership offer another perspective on the significance of relationships in the workplace. Their shared history, including

pursuing their master's degrees together, has further strengthened their collaborative relationship at work.

Claudia's perspective aligns with Rebecca's, emphasizing the close-knit nature of their team and the positive atmosphere that has developed over their years of working together. The ongoing meetings within the TELLP serve as a platform for sharing innovative ideas, which underscores the collaborative spirit that characterizes their professional interactions.

Regrettably, I was unable to attend any of their team meetings, during which they discussed the needs and situations of the TELLP and explored ways to enhance them.

Excerpt 41. *Strength*

Participant	Text	Translate
Claudia	Tienen muy buenas ideas siempre, yo creo que nos hacemos fuertes las unas a las otras.	They have very good ideas. I always believe that we make each other strong.

Claudia is expressing a positive sentiment about her group of coworkers. When she says, "They have very good ideas," she is acknowledging and appreciating the creative and positive contributions that these individuals bring to the TELLP.

The second part, "I always believe that we make each other strong," suggests a belief in mutual support and empowerment within the group. Claudia is expressing the idea that the collective strength of individuals comes from their ability to support and strengthen one another. It reflects a sense of collaboration, shared strength, and a belief in the collective power of the group.

In addition, Sasha is expressing her appreciation for the shared activities among the TELLP group. she is referring to. She values the variability in the success of these activities, acknowledging that sometimes they work well, while other times they may not be as effective.

Excerpt 42. *Shared Activities*

Participant	Text	Translate
Sasha	Me gusta que compartimos actividades, que a veces funcionan, a veces no, porque todo depende, es bien extraño, porque cada clase tiene su propia personalidad. Entonces ya sabes una actividad que es mucho movimiento, juego y todo eso te va a funcionar en una clase pero para otra no.	I like that we share activities, that sometimes they work, sometimes they don't. Because it all depends, it's very strange because each class has its own personality. So, you already know an activity that is a lot of movement, games, and all that will work for you in one class but not for another."

The availability of a materials file further supports instructors in their class preparation. Having access to a repository of teaching materials provides a valuable resource for designing lessons and enhancing the learning experience for students. The collaborative environment, where instructors freely share ideas during meetings, fosters creativity and innovation in teaching practices.

4.8.2. Collaboration in the PELP

Chelsea mentioned that they have been making efforts to collaborate with the linguistics department at Borderlands University, where the TELLP is located. The goal is to engage graduate students from the linguistics department in assessing the materials used in their classes. The aim is to determine if the materials can be improved and are suitable for their purposes. Chelsea expressed a desire to see the reading and writing classes combined into a single class,

believing that this instructional approach would be more effective. However, she acknowledges the need for resources, research, and support to facilitate such a change.

Excerpt 43. *Better Instruction*

Participant	Text
Chelsea	Recently we've been trying to work with the linguistics department here at Borderlands University because they have the TELLP department falls under them. To try and get their grad students or doctoral students to be involved in assessing the materials we use. Umm. To see if we can improve them, you know, or if they're appropriate. And that sort of thing. I would love to see like the reading and writing classes merged to become one. I think it's a better instruction style. But we have to have the resources, the research you know, and the support to do that.

In this section, I provided the example from Chelsea, because Karen was relatively new to the program. The collaboration that Karen mentioned was primarily focused on her relationships with her coordinator, Chelsea, and Caro, whom she was still in the process of getting to know. On the other hand, it's worth recalling that Josie expressed a dislike for collaborating with her colleagues.

4.9. What Challenges Have They Faced to Be Recognized as Effective NNESTs?

For teachers to be recognized as effective, they undergo various evaluations, encompassing assessments by students, program coordinators, or supervisors (such as Melissa from the TELLP and Giselle from the PELP). They also produce annual report that is submitted to each

department of Borderlands University. The annual report is also scrutinized by program

coordinators. However, it's worth noting that in the case of the PELP, the annual report doesn't

apply, as its NNESTs don't work continuously throughout the entire year.

4.9.1. Student Evaluations

Student evaluations involve a digital survey. Typically, students complete it near the end

of the semester. This student evaluation applies equally to both programs, TELLP and PELP.

This evaluation assesses whether the instructor exhibited a strong commitment to effective

teaching by clearly defining and explaining course objectives and expectations. It gauges if there

was adequate preparation for each instructional activity, contributing to a well-organized and

structured learning experience. It also explores whether effective communication skills were

consistently applied, facilitating comprehension of course material.

Additionally, the survey examines whether the instructor actively encouraged student

participation, creating an environment where students felt motivated to take an active role in

their learning. The availability of the instructor, both electronically and in person, is considered,

promoting open communication and support. Furthermore, the survey explores whether the

instructor successfully sparked students' interest in the subject, enhancing the overall learning

experience. Assessing the course's impact, students evaluate if it was intellectually challenging

and fostered meaningful personal growth and learning. Finally, students provide an overall grade

for both the course and the instructor.

4.9.2. Evaluation in the TELLP

Melissa conducts classroom observations for her teachers and gathers the results from student

evaluations. Utilizing this information, she offers feedback to her NNESTs, typically at the onset

of each ESOL course. This feedback loop allows for constructive insights and improvements in teaching practices, ensuring continual enhancement.

Claudia expressed that the observations and feedback provided by Melissa regarding her work in presentations seem fair. She specifically pointed out that Melissa is objective in her feedback. Claudia highlighted that Melissa not only identified areas for improvement but also suggested alternative approaches to activities, emphasizing constructive input. According to Rebecca, the information from student evaluations is forwarded to the Dean's office in the College of Liberal Arts. Subsequently, the evaluations undergo scrutiny by a committee established for this purpose. Rebecca noted that the department chair forms this committee to meticulously review the evaluations.

Additionally, faculty members are obligated to submit an Annual Report to the Liberal Arts department. This Professional Achievement Report (PAR) is an annual requirement for all faculty in the Liberal Arts department. Although NNESTs cannot share actual examples due to privacy constraints, they can furnish information about the typical content found in the report.

Excerpt 44. *Evaluations*

Participant	Text	Translate
Rebecca	En general son los cursos de evaluación de cada fin de semestre y esas evaluaciones llegan hasta la oficina de del Decano. Y entonces pasan primero por el comité que checa las evaluaciones que recibiste. El Chair crea un comité de quien va a ver las evaluaciones. Entonces nosotros tenemos algo, cada año, tenemos que preparar lo que le llamamos PAR. Es este es un documento que tenemos que prepararlo los instructores que tengamos tiempo completo,	In general, they are the end-of-semester course evaluations, and these evaluations reach the Dean's office. So, they first go through the committee that checks the evaluations you received. The chair creates a committee to review the evaluations. So, we have something, every year, we have to prepare what we call the PAR. This is a document that instructors with full-time positions are officially required to prepare. We need to summarize what we did in the academic year, meaning each year starts in January

tenemos de manera oficial que resumir, qué es lo que hicimos en el año académico, o sea, cada año empezó en enero y en diciembre acaba. Entonces por ahí de marzo, febrero o marzo del año que viene, se pide se exige que tú entregues ese documento. Y el cual también incluye las evaluaciones que tenemos de alumnos, entonces es un poco de todo lo que tu certificas qué hiciste, qué servicio diste a la universidad o a tu departamento.	and ends in December. So, around March, February, or March of the following year, it is requested, demanded that you submit this document. It also includes the evaluations we received from students, so it's a bit of everything that you certify you did, what service you provided to the university or your department

Also, Rebecca added that the PAR is a comprehensive document created by full-time instructors, summarizing their activities throughout the academic year, which spans from January to December. This includes a reflection on student evaluations. Subsequently, the amassed information is submitted to the committee established by the department chair. The committee reviews the entirety of an instructor's history and assigns a grade based on the submitted information.

In addition, Sasha mentioned that, in order to complete this report, she has actively sought out and enrolled in courses offered by Borderlands University or other educational institutions. As an illustration, Sasha cited the Hyflex course, which she included in the report. She actively searches for course-related activities and additional tasks to supplement and enrich the content of the report.

4.9.3. Evaluation in the PELP

Giselle asserted that the student evaluation process is practical and results oriented. She has access to the evaluation outcomes, enabling her to provide feedback on students' input and highlight pertinent aspects for the instructor's enhancement of the class. Additionally, Giselle

conducts periodic observations to assess the teacher's guidance in the classroom. She actively

participates in class, posing questions to gauge the instructor's responses.

Excerpt 45. *Evaluation and Feedback*

Participant	Text	English Translation
Giselle	Veo qué es lo que como los estudiantes nos dan el feedback o la retroalimentación que nos dan a nosotros de sus maestros. Y es cuando vemos este, ah, no, pues este maestro, está bien en esto, necesita un poquito de esto y nos sentamos a veces con él. ¿Sabes qué? Te falta esto o hay que trabajar en esto, hay que enfocarse un poquito en esto en esto. Esto es con los surveys. además lo que hacemos también es, en una semana, por decir algo, nos metemos en la clase de Reading y nos sentamos ahí cómo va la clase. Llego le digo que todo está bien, nada más que estoy haciendo algunas anotaciones, pero todo está bien, continúa con la clase. Veo cómo se está llevando la clase que muchas veces no son del agrado dependiendo qué maestro y yo hago preguntas ahí mismo en la clase. No es un día específico ni en específica hora. Y nos sentamos un ratito, unos 10 minutos, 15 minutos.	I see what it is that, like students, they give us feedback or feedback about their teachers. And it's when we see this, um, well, this teacher is good at this, needs a little of this, and sometimes we sit down with him. You know what? You're missing this, or we need to work on this; we need to focus a little on this and this. This is with the surveys. Additionally, what we also do is, in a week, for example, we go into the Reading class and sit there to see how the class is going. I arrive and say that everything is fine, just making some notes, but everything is fine, continue with the class. I see how the class is going, which many times depends on the teacher's preferences, and I ask questions right there in the class. It's not a specific day or specific now. And we sit for a while, about 10 minutes, 15 minutes.

Typically, these observations span approximately 10 to 15 minutes long. However,

Giselle acknowledged that not all teachers are receptive to being observed during class.

4.9.4. Educational Innovation to Teach English and Professional Development

In the realm of professional development for educators, Buendía & Macías (2019) discuss forms of ongoing professional learning undertaken by in-service English teachers, beyond their initial formal teacher training. This continuous growth and learning among educators are important in terms of adapting their pedagogical practices.

Rebecca shed light on the challenges faced by teachers in the TELLP where professional development is not provided. As a result, they must proactively seek out opportunities for professional development from those offered across the university. In her case, she is pursuing the TESOL certification offered by Borderlands University as a means of enhancing her teaching skills. This certificate is requiring the successful completion of four graduate courses. To gain admission to the program, applicants must submit an official transcript and a degree plan, with the necessity of completing 12 credits to obtain the certification.

The table below illustrates the courses in the TESOL certification, along with their corresponding characteristics.

Table 12. Certificate in TESOL

Code	Course	Description
Required:		
LING 5301	Principles of Linguistic Analysis	The course titled "Principles of Linguistic Analysis" (3-0) offers a comprehensive exploration of the principles and methodologies employed in modern linguistic analysis. Special emphasis is placed on foundational aspects of phonetics, phonology, and syntax. Under the Department of Linguistics, the course carries a weight of 3 Credit Hours, encompassing a total of 3 Contact Hours, solely dedicated to lectures. There are no lab hours associated with the course, making up a total of 3 Lecture Hours and 0 Other Hours. This course provides students with a fundamental understanding of linguistic analysis and its core components.
LING 5308	Second Language Teaching	The Second Language Teaching course offered by the Linguistics Department is a comprehensive exploration of the fundamental principles that underlie

		contemporary methods of instructing second languages, with a focus on practical applications. This three-credit-hour course encompasses a total of three contact hours, all dedicated to lectures that delve into the theoretical frameworks, pedagogical strategies, and effective techniques relevant to second-language acquisition. Devoid of lab sessions, the course places a strong emphasis on theoretical understanding and its real-world implementation, providing students with a solid foundation in the field of second-language teaching.
LING 5310	Pedagogical Issues in English Structure	The Pedagogical Issues in English Structure course, offered by the Linguistics Department, delves into the intricacies of English grammar with a specific focus on pedagogical considerations. Spanning three credit hours and three contact hours through dedicated lectures, the course examines the structural elements of English grammar from an instructional standpoint. Omitting lab hours, the emphasis lies in understanding the theoretical aspects of English grammar and how they translate into effective teaching methodologies. This course equips students with the knowledge and tools necessary to address pedagogical challenges related to English language structure, enhancing their ability to impart linguistic knowledge in educational settings.
Plus one of the following:		
LING 5331	Teaching Second Language Composition	The Teaching Second Language Composition course, offered by the Linguistics Department, is a comprehensive exploration of the writing process in second-language learners, coupled with an in-depth examination of the principles and practices involved in teaching composition to this specific population. With three credit hours and an equivalent three contact hours, exclusively delivered through lectures, the course aims to equip students with a profound understanding of the intricacies of second-language writing. Devoid of lab hours, the emphasis is placed on theoretical insights and practical strategies for instructing composition effectively. This course empowers participants with the knowledge and pedagogical tools necessary to navigate the challenges inherent in teaching writing skills to second-language learners.
LING 5348	Second Language Acquisition	The Second Language Acquisition course, housed within the Linguistics Department, is a comprehensive

		exploration into the findings and methodologies of contemporary research in the field of second language acquisition. This three-credit-hour course, comprising three contact hours delivered through lectures, scrutinizes the latest insights into how individuals acquire a second language. The curriculum places particular emphasis on the practical implications of research findings for second language teaching. With no lab hours allocated, the course offers students an opportunity to engage deeply with the theoretical and empirical dimensions of second language acquisition, fostering a nuanced understanding of effective teaching strategies informed by current research outcomes.
LING 5374	Language Testing	The Language Testing course, situated within the Linguistics Department, is a comprehensive exploration of the principles underpinning effective language testing, with a specific focus on assessments in the context of second-language acquisition. Comprising three credit hours and three contact hours exclusively through lectures, the course delves into the theoretical foundations and practical considerations essential for designing and implementing robust language assessments. With no lab hours designated, the curriculum emphasizes the nuanced aspects of language testing, ensuring students gain insight into the intricacies of evaluating language proficiency. This course equips students with the knowledge and skills needed to construct valid and reliable language tests, with particular attention to the unique challenges and considerations associated with assessing second-language learners.

To earn the TESOL certificate, teachers complete: Principles of Linguistic Analysis, Second Language Teaching, and Pedagogical Issues in English Strategies. The fourth course is an elective, which allows students to choose from the following options: Teaching Second Language Composition, Second Language Acquisition, or Language Testing.

Rebecca, Claudia, and Sasha face the additional requirement of meeting annual criteria to remain in their respective programs. This regular evaluation adds a layer of pressure to their professional lives. In contrast, Josie and Karen's evaluations are tied to specific courses, leaving

them with little room for error. Employment insecurity looms for them, making it imperative to meet the stringent course-specific requirements.

In conclusion, the challenges faced by NNESTs in the Borderlands University context are numerous and demanding. They grapple with an unclear evaluation process, the need for continuous professional development, and the evolving expectations of the modern classroom. Navigating these challenges is essential for their professional success and job security, making their dedication to the field all the most commendable.

CHAPTER 5: CONCLUSION AND IMPLICATIONS

The purpose of this study was to explore the experiences of five NNESTs who work in a public university on the U.S.-Mexico border, with a focus on their identities and language ideologies. I conclude this dissertation by discussing the following:

1) The ways in which this study contributes to the scholarly literature in the field of TESOL.

    a. Language ideologies that prevail among NNESTs on the U.S.-Mexico border;

    b. Identity construction among NNESTs teaching in a bilingual community in the United States;

2) The limitations of this study;

3) Implications of this study for educational practice; and

4) Implications of this study for future research on NNESTs in TESOL.

As I conclude my study, I return to my theoretical framework, considering the role it played in realizing this dissertation. LangCrit (Sembiante et al, 2020) grew from the intersection of the Critical Theory of Race (CRT) and the field of TESOL, offering a lens to explore issues of race and racism through language, identity, and belonging. It enables a critical investigation into how individuals express themselves, make language choices, and construct their identities.

5.1. The Ways in Which This Study Contributes to the Scholarly Literature in the Field of TESOL

This study explores the experiences of ESOL teachers at the university level, whose native language is a language other than English, and who teach on the U.S.-Mexico border, specifically within a public university in the United States where English holds sway. Notably, the majority of ESOL teachers at Borderlands University are Non-Native English Speaking Teachers (NNESTs).

Existing literature on NNESTs often delves into their professional identities in regions such the Middle East (Bianchi & Hussein-Abdel Razeq, 2017; Canagarajah, 2011; Hadla, 2013; Raza & Coombe, 2020), where English is considered a foreign language. In addition, other studies shed light on NNESTs in Southeast Asia (Inozu et al., 2007; Liu & Zhang, 2007; Mermelstein, 2015), where teachers may face challenges, as there is a strong preference for NESTs. In my study, conducted on the U.S.-side of the U.S.-Mexico border, where English is the dominant language, being a NNEST did not seem to pose problems for the participants. My study looked at NNESTs' professional identities and ideologies in a bilingual community within the United States, which is something that had not been done previously.

In this research, all participants acknowledged that the phenomenon of translanguaging is a part of their daily life on the border, and two participants employed translanguaging pedagogies in their classrooms. Also, another thing that makes this research stand out is its concentrated attention on teachers, addressing a crucial gap in understanding their identities and ideologies. Most of the research on NNESTs focuses on the perspectives of students whose teachers are NNESTs (Aslan & Thompson, 2017; Liu & Zhang, 2007; Walkinshaw & Oanh, 2014; Zhang, 2016). In contrast, this study delves into the firsthand experiences of teachers, in an attempt to understand their professional journeys. In doing so, it not only enriches the TESOL literature, but also paves the way for a more comprehensive understanding of the situations in which NNESTs find themselves.

Throughout this study, the designations NNEST and NEST did not hold significant relevance for the participants. Josie expressed that she was not clear about what her native language was, nor was she clear on the usefulness of the terms NNEST and NEST. Similarly, Rebecca, Claudia, and Sasha questioned what I meant by these terms, and whether they were

categorized as NNESTs, solely because English wasn't their first language. They saw these terms as unimportant. Karen never employed the term NNEST about herself, either.

A focus on grammar and writing emerged as particularly crucial components in the TELLP, given its emphasis on college preparation. This led to a lessened emphasis on the oral aspects of language use. However, according to Melissa, the coordinator, all of the TELLP faculty possessed excellent English skills in both productive and receptive skills. Giselle, who coordinated the PELP, also noted that Karen and Josie had high-level productive and receptive skills in English, as well.

5.1.1. LangCrit: Language and Whiteness on the U.S.-Mexico Border

According to Crump (2014), LangCrit acknowledges prevailing ideologies that favor standard English and the strong association between Whiteness and standardized, perfect English. Also, as I have made clear in my literature review, scholars such as Canagarajah (2006), Hadla (2013), and Mahboob (2010) have underscored that the terms "native" and "non-native" have tended to favor native English-speaking teachers (NESTs), contributing to the establishment of a social and academic hierarchy that confers authority in the field of language teaching upon NESTs. This bias favors NESTs, regardless of their formal training in language pedagogy. Furthermore, the studies mentioned above have brought attention to negative stereotypes surrounding NNESTs, particularly in regions where English is not the primary language.

According to Crump (2014), LangCrit theory matters because Whiteness is associated with being a NEST, even though there are many "native speakers" of English who are people of color. An important finding of this study is that this association between English and Whiteness is rejected in the U.S.-Mexico border community, specifically by the five participants, as they

221

did not connect Whiteness with being a Native English speaker. It is important to note that neither their program coordinators nor their students seemed to connect English and Whiteness.

Moreover, except for Josie, most of the participants did not feel discriminated against as NNESTs, a finding that differs from existing literature. That literature highlights discrimination against NNESTs (Hadla, 2013; Kayi-Aydar, 2019; Lippi-Green, 1994; Sembiante et al., 2020, 2020). Also, the participants did not discuss any complaints from students regarding their oral English proficiency. This observation stands in contrast to extensive literature that often discusses challenges in this area. But in general, no evidence of discrimination against participants was found at Borderlands University. However, I did run into issues in terms of building rapport with study participants, and this may have impacted their willingness to share these experiences with me. They may also have been concerned about their program coordinators reading my study, and consequently, have chosen not to talk about experiences with discrimination.

5.1.2. Language Ideologies That Prevail Among NNESTs on the U.S.-Mexico Border

This study unveils a diverse range of language ideologies among NNESTs on the U.S.-Mexico border. These ideologies are shaped by factors such as the academic training, and professional, and personal experiences of each NNEST. Additionally, this study identifies translanguaging as an ideology that was employed by two of the five participants.

Conducting this study in the United States, at a university situated on the U.S.-Mexico border, in the heart of a bilingual community where English and Spanish are the primary languages, and exploring the ideologies and identities of NNESTs, revealed language ideologies that include the standard language ideology as well as the translanguaging ideology. Stereotypes that link English proficiency to race were challenged by this study (Goldstein, 1987; Macswan,

222

2020; Maum, 2002; Shuck, 2006), underscoring the fact that while this association is prevalent throughout the United States, it may be less so on the border. Furthermore, the concept of standard or perfect English was rejected by all study participants, especially in the realm of pronunciation. Indeed, the belief that NNESTs need "perfect" English was not an ideology shared by any of the study participants.

LangCrit (2014) is concerned with understanding the power dynamics of linguistic resources and spaces, exploring how individuals use language, the values associated with language, and the potential identities that emerge from the interplay of power and language in specific contexts.

Two of the study participants expressed their belief in and use of the translanguaging ideology and pedagogy in their ESOL classrooms. However, for the other three participants in this study, utilizing Spanish, the student's first language, in an English learning environment was something they saw as negatively impacting the language acquisition process of students studying a target language. However, Sasha, Rebecca, and Claudia all used translanguaging in their interactions with each other, using this approach to language in their meetings and faculty discussions in the TELLP group. In the PELP, Karen shared the belief in an English Only approach to ESOL teaching, perhaps in part, because her languages are English and Arabic, and Arabic is not widely used on the U.S.-Mexico border. However, it is significant that the other two participants, Sasha and Rebecca, both of whom are Spanish speakers, actively rejected the translanguaging ideology. While the program director for the TELLP, where Sasha and Rebecca work, embraced this ideology, they did not. Interestingly, while the program director for the PELP did not believe in the translanguaging ideology, Josie used this approach, taking a risk with her position within the program.

Nevertheless, the prevalence of translanguaging along the U.S.-Mexico border constitutes an important linguistic phenomenon that is common in bilingual communities (Araujo et al., 2023). It is noteworthy that while translanguaging pedagogy is increasingly employed in bilingual education contexts (O. García & Wei, 2015; Ofelia García & Wei, 2014; Hillman et al., 2019; Seltzer & de Los Ríos, 2018), there is limited research demonstrating its application in ESOL contexts within the United States. Therefore, it becomes imperative to align with the assertion of Tian et al. (2020), that the use of translanguaging in ESOL/EFL education can foster linguistic diversity, while also serving to challenge prejudices and promote more inclusive and socially just educational practices.

In the unique context of the U.S.-Mexico border, two of the participants, those with the highest educational attainment, believed in the translanguaging ideology, and they both viewed it as a valuable pedagogical strategy that enables students to develop their language skills without unnecessary limitations.

LangCrit scholars, Sembiante et al. (2020) argue that racism as an integral part of everyday society in the United States. They make clear that where social constructions are fluid, local languages connect with society at large. This approach underscores the racialization of language use. Within the context of Borderlands University, seemed not to be the case, as most participants did not report instances of discrimination based on physical appearance or language.

The one exception was Josie, who talked about encountering instances of discrimination. She attributed these negative experiences to her French accent, her attire, which she perceived as less formal than the standards expected of a teacher, and her friendly approach to students in class. Interestingly, Josie was the only participant who actually hailed from Western Europe. She would be considered the Whitest of all the study participants. That is, the other participants are

224

from Mexico and Saudi Arabia, and while they identify as White, they may be seen by others as Brown. While the participants expressed to me that they felt neither privileged nor disadvantaged because of their "native language" in this context, they all acknowledged the persistence of these ideas in the larger society.

5.1.3. Identity Construction among NNESTs Teaching in a Bilingual Community in the United States

In my literature review, I discussed studies that showed how teachers' attitudes toward teaching significantly influence their behavior in the classroom (Wengrowicz, 2014; Rahimi and Zhang, 2015; Zhang, 2016). These characteristics encompassed classroom organization, teacher-student interaction, instructional approaches, and the personal style that each teacher possesses. It also included scholarship on teacher autonomy and the decisions related to teaching and the learning environment that teachers continually make. The concept of teacher identity was also examined, emphasizing that linguistic and pedagogical skills, along with factors such as gender, race, class, training, and professional experience, shape professional identities, which tends to remain relatively stable, once established.

Examining the situation at Borderlands University, I found that participants' experiences significantly influenced their perspectives on their roles as English teachers. Each participant displayed a unique teaching style, that had evolved with their academic training and teaching experiences. Rebecca, Sasha, and Karen employed a Classic Method, likely attributed to their generation and educational backgrounds. This approach is characterized by being teacher-centered, with the teacher exerting greater control over instruction and student dynamics. In contrast, Claudia and Josie adopted a more interactive, student-centered approach, incorporating

225

the Communicative Language Teaching Approach. Their approaches may have also been influenced by their generation and their educational backgrounds.

Tian et.al., (2020), whose scholarship looks at translanguaging in TESOL, found that using labels such as L1/L2, EFL/ESL, and NNEST/NEST are insufficient, as they do not describe individuals' complex linguistic profiles and environments. They think these terms are too simple to describe the different ways people use and learn languages.

Also, Tian et.al., (2020), point out that when people learn another language, it doesn't always mean they are accepting the cultural ideas that come with that language. Sometimes, they learn the language to understand those ideologies better and even challenge them. For that reason, Tian et.al., (2020) propose using a translanguaging approach in the TESOL field to enhance individuals' language skills, flexibility, and identities. Translanguaging, chosen for its rich theoretical and practical insights, including its impact on policies and assessments, is seen as a promising way to reshape traditional views of language, challenge native speakers' dominance in the field, and to break down monolingual approaches in TESOL instruction and assessment. This aligns with what happens at Borderland University, where the use of translanguaging happens throughout the university, and in some ESOL classes. Even though three of the participants did not use translanguaging pedagogy in their classes, they acknowledged the reality of this phenomenon on the US-Mexico border, and two of them used it in faculty meetings.

In contrast to previous studies (Mahboob, 2005, 2010; Motlaq & Elyas, 2017; Nabilla & Sutrisno, 2023), I have found in this study that the environment at Borderlands University, and on the U.S.-Mexico border, may be different from other contexts where NESTs are seen as superior to NNESTs. The five participants at Borderlands University are able to grow professionally, whether it is through programs like TELLP and PELP, or other avenues within

Borderlands University. Participants were not hindered from pursuing continuous professional development.

Accurately characterizing each participant's teaching approach proved challenging, due to individualized styles shaped by academic training and professional experiences. Attempts to categorize these teaching styles based on general TESOL approaches underscored the diverse nature of teaching methods, which are influenced by individual teachers, as well as the needs of students, and the specific, bilingual context of the U.S.-Mexico border region.

The five study participants acknowledged the need to adapt to students' learning styles, particularly in relation to the integration of technology. While some found it easier to incorporate technology into their teaching methods, others, despite facing difficulties, made concerted efforts to embrace technology integration. I speculated about the role of generational status in shaping technology integration into the classroom, although this may be more individual.

5.2. The Limitations of This Study

The limitations in this research stemmed from challenges in participant recruitment. Despite expectations of a shortage of NESTs internationally, in this context, there was a scarcity of both NNESTs and NEST available to conduct this research. Also, there were times when study participants appeared defensive in their interactions with me. Even though I made it clear that I was observing their classrooms, not evaluating them, some of them continually referred to me as an evaluator. This defensive stance may have prevented me from obtaining more authentic responses. This suggests a need for more time to nurture relationships in future studies.

Access to materials and observations was restricted to me, as well, possibly due to participants and coordinators feeling that I was assessing their classroom teaching and their

227

programs. This limitation affected the depth of data collection, pointing to the importance of establishing trust and ensuring participants' comfort to foster a more open and genuine dialogue.

For future research, it would be important to investigate how the level of education and academic training of NNEST influences their teaching approaches. Alternatively, exploring the potential effects of their education on their teaching practice could provide valuable insights.

Also, future research would benefit from a more diverse participant pool, as these study participants shared the same gender and heterosexual sexual orientations. However, there was diversity in terms of class backgrounds, national origin, and "native" languages. Exploring the experiences of men and individuals with different sexual orientations, as well as Black NNESTs could provide valuable insights into the intersectionality among NNESTs.

5.3. Implications of This Study for Educational Practice

Throughout this research, an analysis of the literature on translanguaging was undertaken, (Hillman et al. 2019; García and Wei, 2015). It was concluded that translanguaging involves understanding the language-mixing practices of bilingual individuals in bilingual communities. It encompasses the utilization of all languages in one's repertoire, blending them at various levels (e.g., word, phrase, sentence) for communication. Translanguaging approaches languages in the mind not as distinct codes activated and deactivated in different circumstances, such as in code-switching, but rather as part of a complete linguistic repertoire (Garcia, 2009). Sasha proposed embracing and taking pride in bilingualism, as long as one's accent does not hinder effective communication. In the context of the TELLP, the primary focus tended to be on honing skills related to reading and academic writing. However, it is crucial to recognize that the true essence and pride of bilingualism go beyond mere linguistic proficiency. Bilingualism, in this context, is

not merely about the ability to communicate effectively in two languages but extends to a profound engagement with reading and writing academic content in both languages.

In the context of Borderlands University, a bilingual environment where both English and Spanish are widely used, translanguaging is a prevalent practice in the study participants' daily lives, and it significantly impacted some classroom dynamics and interactions. Notably, Claudia and Josie used translanguaging practices in their classes. This is significant, as at the United States-Mexico border, translanguaging emerges as a prevailing phenomenon, underscoring its importance in the linguistic landscape. This approach serves to empower both students and teachers, facilitating a transformation in power dynamics, emphasizing the creation of meaning, and fostering the development of identity. Moreover, this finding underscored that engaging in discussions about the various options for using translanguaging is crucial.

This open dialogue contributes to a greater understanding and respect for diverse ways of life among students and the broader, border community. Although Rebecca, Sasha and Karen did not use translanguaging in class, they acknowledged that the phenomenon of translanguaging is present in this context, and Sasha discussed the beauty of accents in English, as they signal bilingualism.

5.4. Implications of this Study for Future Research on NNESTs in TESOL

According to Tian et al., (2020), the TESOL field persists in promoting the teaching and learning of English with a deeply ingrained monolingual bias in communities with marginalized languages. To counteract this trend, Tian et al. (2020) use a translanguaging lens to dismantle the notion of English as a monolithic entity, challenge the pervasive ideology of the "native speaker," and move away from an exclusive focus on "English only" as a pedagogical orientation.

The findings of this research align with Tian et al.'s (2020) assertions, as it was not observed that standardized or "perfect" English was promoted among the teachers to their students. Despite three of the participants not utilizing translanguaging in their classrooms, one of them expressed great pride in her bilingualism. She argued that the accent someone has when speaking English should merely signify their bilingualism, and it should be celebrated. Within this U.S.-Mexico border context, the use of translanguaging did not pose any issues among the participants, and it even facilitated effective communication in faculty meetings, because Sasha, Rebecca, and Claudia using translanguaging in that setting.

5.5. Conclusion

This study aimed to explore the experiences of five NNESTs working in a public university on the U.S.-Mexico border, with a specific focus on their identities and language ideologies. This dissertation concludes by discussing the contributions to the TESOL literature, the limitations of the study, implications for future research, and implications for educational practice.

The study unveils a diverse range of language ideologies among NNESTs on the U.S.-Mexico border, challenging prevailing beliefs favoring the monolingual ideology as well as standard, or "perfect" English. Examining identity construction among NNESTs in a bilingual community, this study highlights the multifaceted influences of personal backgrounds and social, cultural, and linguistic factors on their identity construction.

The limitations stemmed from challenges in participant recruitment, defensive interactions, restricted access to materials and observations, and a lack of professional development opportunities for participants in both programs. These limitations emphasize the need for more time in relationship-building, trust establishment, and addressing the gap in professional development.

230

While future research could explore how the level of education and academic training influences NNESTs' teaching approaches, a more diverse participant pool, including different genders, sexual orientations, and racial and ethnic backgrounds, would provide valuable insights into the intersectionality among NNESTs.

This study emphasized the prevalence of translanguaging in the bilingual context of Borderlands University. Acknowledging the presence of translanguaging in this context, even if not universally adopted, contributes to a greater understanding of diverse teaching approaches among NNESTs.

In conclusion, this research, situated within the LangCrit theoretical framework, significantly contributed to the TESOL literature by offering insights into language ideologies and identity construction among NNESTs in a unique bilingual context. The study recognizes its limitations, highlighting the need for further research diversity and professional development opportunities. The implications for future research and educational practice underscore the importance of recognizing and embracing translanguaging as a valuable pedagogical strategy in the U.S.-Mexico border region.

5.6. Summary

This research, framed within the LangCrit theoretical framework (Crump, 2014), utilized a qualitative case study approach to investigate the professional experiences, identities, and language ideologies of five Non-Native English Speaking Teachers (NNESTs) in a bilingual border community. A distinctive aspect of this study was its focus on NNESTs in the United States, setting it apart from most research on NNESTs which typically concentrate on countries where English is not the dominant language. Taking place in the U.S.-Mexico border context, where the majority of residents speak both English and Spanish at home, I aimed to uncover the

challenges faced by NNESTs, their interactions with students, and their collaboration with NESTs.

The application of the LangCrit framework provided a valuable perspective for examining intersections of identity in the field of language teaching. The study's findings significantly enhanced our understanding of NNEST dynamics and their influence on language education, disrupting and breaking free from conventional stereotypes that continue to persist.

REFERENCES

Abriel, R. (2015). *How Perceptions and Attitudes Towards Native and Non-Native English Speaking Teachers influences Pedagogy* [University of Toronto]. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf

Akcan, S. (2016). Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching (Reflexiones de profesores novatos y no nativos del inglés sobre sus programas de formación y sus primeros años de instrucción). *Issues in Teachers' Professional Development*, *18*(1), 55–70.

Al-Hazmi, S. (2003). EFL teacher preparation programs in Saudi Arabia: Trends and challenges. *TESOL Quarterly*, *37*(2), 341–344.

Alba, R., Logan, J., Lutz, A., & Stults, B. (2002). Only English by the third generation? Loss and preservation of the mother tongue among the grandchildren of contemporary immigrants. *Demography*, *39*(3), 467–484.

Alftberg, A. (2009). *British or American English ? - Attitudes , Awareness and Usage among Pupils in a Secondary School*. University of Gävle.

An MacLeod, A., Fabiano-Smith, L., Boegner-Page, S., & Fontolliet, S. (2012). Simultaneous bilingual language acquisition: The role of parental input on receptive vocabulary development. *Child Language Teaching and Therapy*, *29*(1), 131–142.

Anderson, K. (2021). *When #CRT Legislation Hits the Language Learning Fan*. https://blogs.memphis.edu/benhooksinstitute/2021/07/01/when-crt-legislation-hits-the-language-learning-fan/

Ann Long, K. (2003). *Nonnative Speaking Teachers of English as a Foreign Language* [Portland State University]. https://doi.org/10.1007/978-0-387-30424-3_107

Araujo, B., De la Piedra, M. T., & Esquinca, A. (2023). Learning about translanguaging in two bilingual teacher preparation programs. *Language and Education*, 1–3.

Armenta-Delgado, I. (2010). Student´s Views of Mexican Nationals as English Teachers. *Ra Ximhai Revista de Sociedad, Cultura y Desarrollo Sustentable*, *6*(2), 313–320.

Aslan, E., & Thompson, A. S. (2017). Are they really "two different species"? Implicitly elicited student perceptions about NESTs and NNESTs. *TESOL Journal*, *8*(2), 277–294.

Avalos-Rivera, A. (2016). *Mexican English Teachers´Identity Negotiations: A Narrative Study*. Ocklahoma State University.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749–764. https://doi.org/10.1016/S0742-051X(00)00023-8

Berger, J. L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). Teaching Experience, Teachers' Beliefs, and Self-Reported Classroom Management Practices: A Coherent Network. *SAGE Open*, *8*(1). https://doi.org/10.1177/2158244017754119

Bianchi, R., & Hussein-Abdel Razeq, A. (2017). The English language teaching situation in Palestine. English language education policy in the Middle East and North Africa. *English Language Education Policy in the Middle East and North Africa*, 147–169.

Bolton, K. (2013). World Englishes, Globalisation, and Language Worlds. In *Of butterflies and birds, of dialects and genres* (pp. 227–251). N-L Johannesson, G Melchers, B Björkman, and Acta Universitatis Stockholmiensis.

Braine, G. (2018). Non-Native-Speaker English Teachers. *The Encyclopedia of Applied Linguistics*, 1–5. https://doi.org/10.1002/9781405198431.wbeal0871.pub2

Bremner, N. (2020). What Makes an Effective English Language Teacher? The Life Histories of

13 Mexican University Students. *English Language Teaching*, *13*(1), 163–179.

https://doi.org/10.5539/elt.v13n1p163

British Council. (2019). *Annual Report and Accounts 2018-19*.

https://www.britishcouncil.org/sites/default/files/2018-2019-annual-report-final.pdf

Brown, J. D. (1998). *The Self*. Routledge.

Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, *7*(4–5), 585–614. https://doi.org/10.1177/1461445605054407

Buendía, X., & Macías, D. (2019). The professional development of English language teachers in Colombia: a review of the literature. *Colomb. Appl. Linguist. J.*, *21*(1), 98–111.

Butler, Y. G. (2012). Bilingualism/Multilingualism and Second-Language Acquisition. In T. Bathia & W. Ritchie (Eds.), *The Handbook of Bilingualism and Multilingualism: Second Edition* (second edi, pp. 109–136). Blackwell Publishing. https://doi.org/10.1002/9781118332382.ch5

Canagarajah, A. S. (1999). Interrogating the "Native Speaker Fallacy": Non-Linguistic Roots, Non- Pedagogical Results. In G. Braine (Ed.), *Non-Natives Educators in English Language Teaching*. Lawrence Erlbaum Associates, Inc., Publishers.

Canagarajah, A. S. (2006). Negotiating the Local in English As a Lingua Franca. *Annual Review of Applied Linguistics*, *26*, 197–218.

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *Modern Language Journal*, *95*(3), 401–417. https://doi.org/10.1111/j.1540-4781.2011.01207.x

Carless, D., & Walker, E. (2006). Effective team teaching between local and native-speaking English teachers. *Language and Education*, *20*(6), 463–477. https://doi.org/10.2167/le627.0

Celce-Murcia, M., Brinton, D., & Snow, M. (2014). *Teaching English as a Second or Foreign Language* (Fourt Edit). National Geographic Learning.

Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, *33*(November), 3–18. https://doi.org/10.1017/S026719051300007X

Chang-Bacon, C. (2021). Monolingual Language Ideologies and the Idealized Speaker: The "New Bilingualism" Meets the "Old" Educational Inequities. *Teachers College Record*, *123*(1). https://doi.org/10.1177/016146812112300106

Cisternas, C. (2017). Ideologías Lingüísticas: Hacia una Aproximación Interdisciplinaria a un Concepto Complejo. *Lenguas y Literaturas Indoamericanas*, *19*, 101–117.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). SAGE.

Crump, A. (2014). Introducing LangCrit: Critical language and race theory. *Critical Inquiry in Language Studies*, *11*(3), 207–224.

Curran, & Chern. (2017). Pre-service English teachers' attitudes towards English as a lingua franca. *Teaching and Teacher Education*, *66*, 137–146.

De la Piedra, M., & Araujo, B. E. (2012). Literacies crossing borders: transfronterizo literacy practices of students in a dual language program on the USA-Mexico border. *Language and Intercultural Communication*, *12*(3), 214–229.

Delavan, M. G., Freire, J. A., & Menken, K. (2021). Editorial introduction: A historical overview of the expanding critique (s) of the gentrification of dual language bilingual education. *Language Policy*, *20*(3), 299–321.

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.

Elyas, T., & Alghofaili, N. M. (2019). Native English speakers versus non-native English speakers: The impact of language teachers on EFL learner's English proficiency. English Review. *Journal of English Education*, *7*(2), 27–38.

Emerson, R. (2011). *Writing ethnographic fieldnotes*. Chicago Press.

Emerson, R., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. Chicago Press.

Faez, F., Karas, M., & Uchihara, T. (2019). Connecting language proficiency to teaching ability: A meta-analysis. *Language Teaching Research*, *September*. https://doi.org/10.1177/1362168819868667

Fatmawat, D., Ma'rifah, U., & Palapin, P. (2023). Thai Primary Students' Perceptions Towards The Effectiveness Of A Non-Native English Teacher (NNET). *Proceeding Universitas Muhammadiyah Gresik Social Science and Humanities Internasional Conference*, *2*(1), 264–277. https://doi.org/ISSN:2775-8508

Florence Ma, L. P. (2012). Advantages and Disadvantages of Native- and Nonnative-English-speaking Teachers: Student Perceptions in Hong Kong. *TESOL Quarterly*, *46*(2), 280–305. https://doi.org/10.1002/tesq.21

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, *82*(2), 149–171.

Floris, F. D., & Renandya, W. A. (2020). Promoting the Value of Non-Native English-Speaking Teachers. *Pasaa*, *59*, 1–19.

Folse, K. S., Solomon, E. V., & Clabeaux, D. (2020). *Great writing* (5th Editio). National Geographic Learning, Cengage Learning Company.

Folse, Keith S., Muchmore-Vokoun, A., & Vestri Solomon, E. (2020). *Great Writing* (5th Editio). National Geographic Learning, a Cengage Learning company.

García, O. (2009). *Bilingual Education in the 21st Century*. A Global.

García, O., & Wei, L. (2015). Translanguaging bilingualism, and bilingual education. In *The handbook of bilingual and multilingual education* (pp. 223–240).

García, Ofelia, & Wei, L. (2014). Translanguaging and education. In *Translanguaging: Language, bilingualism and education* (pp. 63–77). Palgrave Pivot.

Gates, H., & Appiah, K. (1995). *Identities*. University of Chicago Press Journals.

Goffman, E. (1959). The Presentation of Self in Everyday Life. In D. Newman & J. O´brien (Eds.), *Sociology: Exploring the Architecture of Everyday Life Readings*. Pine Forge Press.

Goldstein, L. M. (1987). Standard English: The Only Target for Nonnative Speakers of English? *TESOL Quarterly*, *21*(3), 417. https://doi.org/10.2307/3586496

Guion, L., Diehl, D., & McDonald, D. (2006). Conducting an In-depth Interview. *Boards*, 1–4.

Gulledge, R. (2012). *Controversies Over Native vs. Non-Native ESL Teachers (Continued)*. Inquiry Blog.

Gürsoy, E. (2011). The Critical Period Hypothesis Revisited: The Implications for Current Foreign Language Teaching to Young Learners. *Journal of Language Teaching and Research*, *2*(4), 757–762. https://doi.org/10.4304/jltr.2.4.757-762

Hadla, Z. (2013). *Student and Teacher Perceptions of Native and Non-Native English Speaking Teachers in the Lebanese Context*. The University of Exeter.

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, *3*(1). https://doi.org/10.1080/2331186X.2016.1217819

Han, T., Tanriöver, A. S., & Sahan, Ö. (2016). EFL Students' and Teachers' Attitudes toward Foreign Language Speaking Anxiety: A Look at NESTs and Non-NESTs. *International*

Education Studies, *9*(3), 1. https://doi.org/10.5539/ies.v9n3p1

Hillman, S., Graham, K. M., & Eslami, Z. R. (2019). Teachers Translanguaging Ideologies and

Practices at an International Branch Campus in Qatar: English Teaching and Learning.

Engl. Teach. Learn., *43*(1), 41–63.

Hsu, K. (2019). *International Faculty 's Lived Experience of Teaching: A Multiple-Case Study of*

Taiwanese Professors in the United States. University of Nevada, Las Vegas.

Huerta-Macías, A., & Kephart, K. (2009). Reflections on Native Language Use in Adult ESL

Classrooms. *Adult Basic Education and Literacy Journal*, *3*(2), 87–96.

Inozu, J., Tuyan, S., & Surmeli, E. C. (2007). Overcoming Affective Barriers for Continuous

Language Learning. *Asian EFL Journal*, *9*(4), 175–188.

Islam, M. (2011). Collaboration between native and non-native English-speaking teachers.

Studies in Literature and Language, *2*(1), 33–41.

Jenkins, J. (2009). *(UN) Pleasant ? (IN) Correct? (UN) Intelligible? Elf S Peakers ' PErceptions*

of THeir accents.

Karakaş, A. (2019). Preferred english accent and pronunciation of trainee teachers and its

relation to language ideologies. *Pasaa*, *58*(December), 264–294.

Kayi-Aydar, H. (2019). A language teacher's agency in the development of her professional

identities: A narrative case study. *Journal of Latinos and Education*, *18*(1), 4–18.

https://doi.org/10.1080/15348431.2017.1406360

Kidstudia. (2023). *Academia Maddox*. https://kidstudia.com/escuela/academia-

maddox/#google_vignette

Kim, D., Twombly, S., & Wolf-Wendel, L. (2012). International Faculty in American

Universities: Experiences of Academic Life, Productivity, and Career Mobility. *New*

Directions for Institutional Research, *2012*(155), 27–46. https://doi.org/10.1002/ir.20020

Kroskrity, P. V. (2004). Language Ideologies. In A. Duranti (Ed.), *A companion to linguistic antropology* (pp. 496–517).

Kroskrity, P. V. (2010). Language ideologies–Evolving perspectives. *Society and Language Use, 7*(3), 192–205.

Larsen-Freeman, D., & Anderson, M. (2013). *Techniques & Principles in Language Teaching* (Third Edit). Oxford University Press.

Lee, M., Schutz, P., & Vlack, S. (2017). Non-native English-Speaking teacher´anxieties and insecurities: Self Perceptios of their communicative limitations. In *Native and Non-Native Teachers in English Language Classrooms: Professionals Challenges and Teacher Education*. Trends in Applied Linguistics.

Lethaby, C. (2003). Private English/Spanish bilingual education in Mexico: Looking at our reality. *MexTESOL Journal*, *26*(3/4), 1–9.

Lewis, R. (2020). *Native vs. Non-Native English Teachers - Which Should you Choose*.

Liang, J., & Rice, S. (2006). Chapter 9: Forging New Identities : A Journey of Collaboration between Native- and Nonnative-English-Speaking Educators. *Counterpoints*, *298*, 161–181.

Liceras, J., Mendez, N., & Moreno Mancipe, L. (2017). Perspectives on L2 Teacher´s near-nativeness: Linguistic, psycholinguistic, contact linguistics and pedagogical approches. In J. de D. Martinez Agudo (Ed.), *Native and Non-Native Teachers in English Language Classrooms: Professional Challenges and Teacher Education*. Mouton de Gruyter.

Lippi-Green, R. (1994). Accent, standard language ideology, and discriminatory pretext in the courts. *Language in Society*, *23*(2), 163–198.

Lippi-Green, R. (2000). Reprint the standard language Myth. *Voice and Speech Review, 1*(1),

23–30.

Liu, M., & Zhang, L. (2007). Student Perceptions of Native & Non-native English Teachers' Attitudes, Teaching Skills Assessment and Performance. *Asian EFL Journal*, *9*(4), 157–164.

Llurda, E. (2014). Native and Non-Native Teachers of English. *The Encyclopedia of Applied Linguistics*, 1–5. https://doi.org/10.1002/9781405198431.wbeal1419

Louis, D. A., Thompson, K. V., Smith, P., Williams, H. M. A., & Watson, J. (2017). Afro-Caribbean Immigrant Faculty Experiences in the American Academy: Voices of an Invisible Black Population. *Urban Review*, *49*(4), 668–691. https://doi.org/10.1007/s11256-017-0414-0

Macswan, J. (2020). Academic English as standard language ideology: A renewed research agenda for asset-based language education. *Language Teaching Research*, *24*(1), 28–36.

Mahboob, A. (2004). Native or non-native: What do the students think? *Learning and Teaching from Experience*, 1–31.

Mahboob, A. (2005). Beyond the native speaker in TESOL. *Culture, Context, & Communication*, 60–93. http://www.moussu.net/nnest/articles/Mahboob.pdf

Mahboob, A. (2010). *The NNEST Lens: Non Native English Speakers in TESOL*. Cambridge Scholars Publishing.

Mahdi, H. S., & Al-Dera, A. S. A. (2013). The Impact of Teachers' Age, Gender and Experience on the Use of Information and Communication Technology in EFL Teaching. *English Language Teaching*, *6*(6), 57–67.

Marlina, R., & Xu, Z. (2018). English as a Lingua Franca. *The TESOL Encyclopedia of English Language Teaching*, *May*, 1–13. https://doi.org/10.1002/9781118784235.eelt0667

Maum, R. (2002). Nonnative-English-speaking teachers in the English teaching profession. *ERIC Digest*, 1–7.

Medgyes, P. (1999). Language Training A Neglected Area in Teacher Education. In G. Braine (Ed.), *Non-Natives Educators in English Language Teaching*. Lawrence Erlbaum Associates, Inc., Publishers.

Mermelstein, A. D. (2015). Perceptions of Native and Non-native English Teachers by Taiwanese University EFL Students. *MEXTESOL Journal*, *39*(3), 1–18.

Merriam, S., & Tisdell, E. (2016). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). Jossey-Bass.

Milroy, J. (2001). Language Ideologies and the consequences of standarization. *Journal of Sociolinguistics*, *5*(4), 530–555.

Mora-Pablo, I. (2011). *The Native Speaker Spin: The construction of the English teacher at a language department at a university in central Mexico*. University of Kent at Caterbury.

Motlaq, A., & Elyas, T. (2017). Decoding the Myths of the Native and Non-Native English Speakers Teachers (NESTs & NNESTs) on Saudi EFL Tertiary Students. *English Language Teaching*, *10*(6), 1–11.

Moussu, L. (2018). Shortcomings of NESTs and NNESTs. *The TESOL Encyclopedia of English Language Teaching*, *July*, 1–6. https://doi.org/10.1002/9781118784235.eelt0044

Musha Doerr, N. (2009). Investigating "native speaker effects": Toward a new model of analyzing "native speaker." In N. Musha Doerr (Ed.), *The Native Speaker Concept: Ethnographic Investigations of Native Speaker Effects*. Mouton de Gruyter.

Nabilla, B., & Sutrisno, D. (2023). I am NNEST and I am proud": Narrative Exploration of ESL Teacher Identity Construction. *ELE Reviews: English Language Education Reviews, 3*(1),

1–16.

Neary, S. (2014). Professional Identity : what I call myself defines who I am. *Career Matters*, *2*(3), 14–15. http://hdl.handle.net/10545/324124

Noor. (2023). *Everything to Know About Private Schools in Mexico*. TeachBullion. https://techbullion.com/everything-to-know-about-private-schools-in-mexico/

Novianti, A. (2018). NoNative Versus Non-Native English Speaking Teachers: An Insight into Indonesian Students' Voices Title. *Jurnal Pendidikan Bahasa Dan Sastra*, *18*(1), 44–57.

Oliveira, L. C., & Clark-Gareca, B. (2017). Colaboration between NESTs and NNESTs. In J. de D. Martinez Agudo (Ed.), *Native and Non-Native Teachers in English Language Classrooms: Professional Challenges and Teacher Education*. De Gruyter Mouton.

Oliveira, & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *The CATESOL Journal*, *73*(1), 123–134.

Omi, M., & Winant, H. (2014). *Racial formation in the United States*. Routledge.

Piller, I. (2015). Language Ideologies. *The International Encyclopedia of Language and Social Interaction*, 1–10. https://doi.org/10.1002/9781118611463/wbielsi140

Priya, A. (2020). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *SAGE*, *70*(1), 94–110.

Putri, V. A. (2020). Experiences and challenges perceived by Indonesian EFL teachers as non-native English speaker teachers (NNEST) in Thailand. *Vision (Placeholder1) Journal*, *9*(1), 61–79.

Rahimi, M., & Zhang, L. J. (2015). Exploring non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication. *System*, *55*, 111–122. https://doi.org/10.1016/j.system.2015.09.006

Rao, Z., & Chen, H. (2020). *Teachers' perceptions of difficulties in team teaching between local and native-English-speaking teachers in EFL teaching. Journal of Multilingual and Multicultural Development. 41*(4), 333–347.

Raza, K., & Coombe, C. (2020). What Makes an Effective TESOL Teacher in the Gulf? An Empirical Exploration of Faculty-Student Perceptions for Context-Specific Teacher Preparation. *Journal of Ethnic and Cultural Studies*, *8*(1), 143. https://doi.org/10.29333/ejecs/538

Reis, D. (2014). Making sense of emotions in NNESTs' professional identities and agency. In *Advances and current trends in language teacher identity research* (pp. 31–43). Routledge/Taylor & Francis.

Richards, J. C. (2022). Exploring Emotions in Language Teaching. *RELC Journal*, *53*(1), 225–239.

Robertson, C. M. (1992). Professional identity. *Christian Nurse International*, *8*(4), 8–10. https://doi.org/10.7208/chicago/9780226768366.003.0004

Rosa, J., & Flores, N. (2017). Unsettling race and language: Towards a raciolinguistic perspective. *Language and Society*, *46*(5), 621–647.

Şahin, İ. (2005). The Effect of Native Speaker Teachers of English on the Attitudes and Achievement of Learners. *Journal of Language and Linguistic Studies*, *1*(1), 29–42. https://doi.org/10.17263/jlls.41781

Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers*. SAGE Publications Ltd.

Saleh Mahdi, H., & Sa'ad Al-Dera, A. (2013). The impact of teachers' age, gender and experience on the use of information and communication technology in EFL teaching. *English Language Teaching*, *6*(6), 57–67. https://doi.org/10.5539/elt.v6n6p57

Saville-Troike, M., & Barto, K. (2017). *Introducing Second Language Acquisition* (Third Edit). Cambridge University Press.

Scheaffer, K. (2022). UTEP reaffirmed as a top research university. *The Prospector*.

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* (5th ed.). Teachers College Press.

Selvi, A. F. (2014). Myths and Misconceptions About Nonnative English Speakers in the TESOL (NNEST) Movement. *TESOL Journal*, *5*(3), 573–611. https://doi.org/10.1002/tesj.158

Sembiante, S. F., Salinas, C., Ramírez, J. A., Vásquez-Colina, M. D., & Silva, Y. (2020). Different when i opened my mouth: Experiences, reflections, and perspectives of faculty members with foreign english accents in higher education. *Meridians*, *19*(2), 295–320. https://doi.org/10.1215/15366936-8308398

Shuck, G. (2006). Racializing the Nonnative English Speaker. *Journal of Language, Identity & Education*, *5*(4), 259–276. https://doi.org/10.1207/s15327701jlie0504_1

Silva-Corvalan, C. (2014). The acquisition of Spanish by third generation children. Informes del observatorio. *Observatorio Reports*, 1–27.

Snow, C. E., & Hoefnagel-Hohle, M. (1978). The Critical Period for Language Acquisition: Evidence from Second Language Learning. *Child Development*, *49*(4), 1114–1128. https://doi.org/10.2307/1128751

Solórzano, D. G., & Huber, L. P. (2020). *Racial microaggressions: Using critical race theory to respond to everyday racism*. Teachers College Press.

Subtirelu, N. C. (2015). She does have an accent but…": Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors. com. *Language in*

Society, *44*(1), 35–62.

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming

racial microaggressions: Microintervention strategies for targets, white allies, and

bystanders. *American Psychologist*, *74*(1), 128–142. https://doi.org/10.1037/amp0000296

Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research

Journal, 11*(2), 63–75.

Swales, J. (1993). The English language and its teachers: Thoughts past, present, and future. *ELT

Journal*, *47*(4), 283–291. https://doi.org/10.1093/elt/47.4.283

Swift, M. (2020). "First they Americanize you and then they throw you out": A LangCrit

Analysis of Language and Citizen Identity. *Journal of Belonging, Identity, Language, and

Diversity*, *4*(1), 57–80.

Tajeddin, Z., & Adeh, A. (2016). Native and nonnative English teachers' perceptions of their

professional identity: Convergent or divergent? *Iranian Journal of Language Teaching

Research*, *4*(3), 37–54.

Tarvin, L. D. (2014). *Communicative Competence: Its Definition , Connection to Teaching , and

Relationship with Interactional Competence* [University of Central Missouri].

https://doi.org/10.13140/RG.2.1.3214.2807

Teng, M. (2017). Emotional development and construction of teacher identity: narrative

interactions about the pre-service teachers' practicum experiences. *Australian Journal of

Teacher Education*, *42*(11).

Tian, Z., Aghai, L., Sayer, P., & Schissel, J. (2020). Envisioning TESOL through a

Translanguaging Lens in the Era of Post–multilingualism. In *Envisioning TESOL through a

Translanguaging Lens: Global Perspectives* (pp. 1–20).

Todd, W., & Pojanapunya, P. (2009). Implicit attitudes towards native and non-native speaker teachers. *System*, *37*(1), 23–33.

Tsakissiris, J. (2015). *The Role of Professional Identity & Self - Interest in Career Choices in the Emerging Ict Workforce*. Queensland University of Technology.

U.S. Census Bureau Quick Facts. (2021). *QuickFacts El Paso County, Texas*. https://www.census.gov/quickfacts/fact/table/elpasocountytexas/HSG445219#HSG445219

UNRWA USA. (2023). *Showing Palestine refugees that Americans care.* https://www.unrwausa.org

Urrieta, L. (2007). Figured worlds and education: An introduction to the special issue. *Urban Review*, *39*(2), 107–116. https://doi.org/10.1007/s11256-007-0051-0

Ute, L. (2015). *Language acquisition versus language learning*. Ute´s International Lounge. http://www.utesinternationallounge.com/language-acquisition-versus-language-learning/

UTEP Strategic Plan. (2021). *The University of Texas at El Paso America's Leading Hispanic-Serving University 2030 Strategic Plan Executive Summary*. https://www.utep.edu/strategic-plan/_Files/docs/2030_UTEP_Strategic_Plan_Summary.pdf

Vaish, V. (2020). *Translanguaging in Multilingual English Classrooms An Asian Perspective and Contexts*. Springer Nature Singapore.

Verplaetse, L. (1998). How content teachers interact with English language learners. *TESOL Journal*, *7*, 24–28.

Walkinshaw, I., & Oanh, D. H. (2014). Native and non-native English language teachers: Student perceptions in Vietnam and Japan. *Sage Open*. https://doi.org/10.1177/2158244014534451

Wang, L. Y., & Lin, T. Bin. (2014). Exploring the identity of pre-service nnests in taiwan: A

social relationally approach. *English Teaching*, *13*(3), 5–29.

Ward, N., & Batalova, J. (2023). *Frequently requested statistics on immigrants and immigration in the United States.* Migration Policy Institute. www. migrationpolicy. org/article/frequently-requested-statistics-immigrants-and-immigration-united-states# unauthorized.

Wengrowicz, N. (2014). Teachers' pedagogical change mechanism - Pattern of structural relations between teachers' pedagogical characteristics and teachers' perceptions of transactional distance (TTD) in different teaching environments. *Computers and Education*, *76*, 190–198. https://doi.org/10.1016/j.compedu.2014.03.020

Wordspath. (2023). *86 Countries with English as the Official Language*. http://www.wordspath.com/countries-with-english-as-the-official-language/

WorldAtlas. (2023). *Where Is The Midwest?* https://www.worldatlas.com/articles/where-is-the-midwest.html

Worldometer. (2020). *Current World Population*. https://www.worldometers.info/world-population/

Zhang, Y. (2016). Reviewing non-native English-speaking teachers' professional identity. *International Journal of Languages' Education*, *4*(3), 320–335. https://doi.org/10.18298/ijlet.644

Appendix A: Sample Interview Questions

First set questions (90 minutes)

1) Tell me about your growing up years.
2) Tell me about your experiences in your family.
3) Did you cross the border during your growing-up years? If so, tell me about it.
4) Tell me about learning your first language.
5) Tell me about learning English.
6) Do you identify as a NNEST? Why or why not?
7) Tell me about the languages you use daily. Where do you use them?
8) Tell me about your citizenship status.
9) Tell me about your experience at school (K-12).
10) Tell me about the neighborhood where you grew up.
11) Tell me about your experiences in college.
12) Tell me about your degree(s).
13) What did you major in? Why?
14) Tell me about your work experiences.
15) How long have you taught English at Borderlands University in this department?
16) Tell me about your students.
17) Tell me how you identify in terms of race.
18) Tell me how you identify in terms of ethnicity.
19) Tell me how you identify in terms of gender.
20) Tell me how you identify in terms of sexuality.
21) Tell me how you identify in terms of ability.
22) What pseudonym would you like me to use for you?

Second set questions (90 Minutes)

23) Tell me about your experiences teaching English at Borderlands University.
24) Tell me about your work with the colleagues in your department.
25) Tell me about your social interactions with the colleagues in your department.
26) Tell me about your interactions with students at Borderlands University.
27) How do you identify in terms of language?
28) Have you ever been discriminated against because of being a non-native speaker of English? If so, could you tell me about your experiences?
29) Have experienced discrimination for speaking a language other than English outside of work? If so, could you tell me about your experiences?
30) Tell me about a typical day at work.
31) Do students mix Spanish and English in your classroom? If so, could you give me an example?

32) Tell me your opinion about language mixing in your classroom. Do you have a policy? If so, what is it? Is it written, oral, implicit, or a combination?
33) What do you think about the use of bilingual and multilingual dictionaries in your class?
34) What do you think about students drafting their written work in their first language?
35) What do you think about having translanguaging or language-mixing time in class?
36) What do you think about note taking in a combination of languages?
37) Have you experienced difficulty in teaching grammar? Speaking and listening? Reading and writing? Pronunciation?
38) If you have experienced challenges in some of these areas, what have you done?
39) Tell me about the structure of your department, in terms of positions.
40) Are there opportunities for advancement in your department? If so, what are they?
41) Do you have a contract in your department? If so, how long is it? Can it be renewed?
42) How are you evaluated at work?
43) What have your experiences been as NNEST in your department?
44) What have your experiences been as a NNEST outside of your department?
45) Have you felt like you had to adopt a particular way of being in your position teaching English in the department? If so, what is it?
46) What are your beliefs about the use of Spanish and English in your classroom?
47) What do you think that the linguistic ideologies of perfect and standardized English are connected to the identity of an American citizen and why does this label continue to dominate?
48) If you have a U.S. citizen, do you ever get labeled as a non-U.S. citizen? If so, tell me about it.
49) Do your students ever have that experience? If so, tell me about it.
50) Have you collaborated with NESTs at work? I'm thinking of sharing materials, research, developing classroom activities, or program-level work. If so, how?
51) If there has been collaboration with your colleagues, what benefits have arisen from this collaboration? and what disadvantages have arisen from this collaboration?
52) Have you collaborated with other NNESTs at work? I'm thinking of sharing materials, research, developing classroom activities, or program-level work. If so, how?
53) If there has been collaboration with your colleagues, what benefits have arisen from this collaboration? and what disadvantages have arisen from this collaboration?
54) Have you faced challenges from your NEST co-workers, regarding your ability to teach English? If so, tell me about those experiences.
55) Have you faced challenges from your NNEST co-workers, regarding your ability to teach English? If so, tell me about those experiences.
56) What teaching qualities are most valuable to you?
57) Any additional comments about your experience as NNETS or NEST?

Third set questions (90 Minutes)

In this section, the questions will be made based on the answers of sections one and two and on the observations. The questions will be focused on understanding the meaning that the teacher wanted to convey.

For example:
58) What did x mean to you?
59) How did x matter to you?
60) What were you thinking about x (behavior of a student or teacher) that I had witnessed in the classroom?
61) What do you mean with…?

Appendix B: Observation Guide

What to observe?
What is the physical environment like?
Who are the participants ?
What is the context?
What kinds of behavior is the setting designed for?
How is space allocated?
What objects, resources, technologies are in the setting?
How many people are present?
When do they arrive ?
What are their roles ?
What brings these people together?
Who is allowed here?
Who is not here that I would expect to be here?
What are the relevant characteristics of the participants ? Young people
What are the ways in which the people in this setting organize themselves?

Activities and interactions :
What is going on? They are playing spelling words
Is there a definable sequence of activities?
How do the people interact with the activity and with one another?
How are people and activities connected?
What norms or rules structure the activities and interactions?
When did the activity begin? How long does it last?
Is it a typical activity, or unusual?

Observer comments:
What's my role as an observer?
How is my role, whether as an observer or an intimate participant, affecting the scene I am observing?
What do I say and do?
What thoughts am I having about what is going on?

VITA

Gonzalo Hugo Favela Camacho is an academic with a strong educational background. He holds a bachelor's degree in Turismo and a master's degree in Investigación Educativa Aplicada, both earned from the Universidad Autónoma de Ciudad Juárez (UACJ).

Dr. Favela's pursuit of knowledge led him to obtain a Ph.D. in Teaching, Learning, and Culture, at The University of Texas at El Paso (UTEP). During his doctoral studies, he demonstrated his commitment to both research and teaching by serving as a research and teacher assistant in the Department of Education at UTEP.

Dr. Favela's contributions to the field of education extend beyond the classroom, as evidenced by his notable publications. He authored a compelling book review titled "Native and Non-Native Teachers in English Language Classrooms: Professional Challenges and Teacher Education" (Favela, 2021), published in the journal Latinos and Education. Furthermore, he collaborated with his siblings on an article titled "Intermediación del conocimiento: Construyendo el puente para cerrar la brecha entre la investigación científica y la práctica" (Favela, S., Favela S. & Favela G., 2021), featured in CULCyT.

Notably, Dr. Favela is known for his close collaboration with his brother and sister, actively participating in educational research activities geared toward practical applications in the industry. His holistic approach to research and education underscores his passion for bridging the gap between theory and practice, making him an asset to the academic and professional communities alike.

Contact Information: gonzalofavela@hotmail.com