Introduction

Us

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Our talk

Global L+D intervention

To challenge discriminatory beliefs about teachers' language backgrounds.

Focus on internal and external stakeholders, including marketing and customer service.

Poll

What are some examples and negative effects of native speakerism in your working context?

Why?

Why?

Context

- Legacy assumptions about our identity – stakeholder beliefs
- Discrimination (internal and external)
- The diverse language background of our teaching teams

Drivers

- Business
- Legal
- Moral

Further context – Future of English: Global Perspectives

"Graddol's [2006] prediction that there would be rising competition for non-native English providers has been verified by data sources."

"The paradigm shift away from English as a foreign language will continue, with pedagogies that emphasise global Englishes and multilingual realities gaining more ground."

How?

How?

Identify need

- Identify stakeholders
- Establish scope, timeline
- Draft specific but flexible session outcomes

Build team and knowledge

- Identify thought leaders
- Create broad team and collect data
- Research – create case studies

How?

Putting the knowledge into learning and development materials

- Creating the training materials
- Piloting
- Training the trainers

Close feedback loops and develop continuation

- Project on accent bias
- Cyclical EDI-focussed training
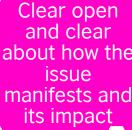
Discussion

Case studies

- An opportunity has come up to become an IELTS examiner and two coordinators are discussing it. One of the coordinators speaks English as a second language. The other coordinator remarks that the IELTS team are extremely demanding when it comes to IELTS examiners linguistic proficiency.

- A colleague is repeatedly chosen by his teaching centre to provide external teacher training because his accent is perceived by being a perfect model. This colleague is asked to record the teaching centre answer phone message.

- A teacher who is not British and whose first language is other than English, is complimented by a student on her "very clear, very traditional British accent". The teacher's accent is, in fact, closer to American English accents, though she keeps a lot of the phonology features of her first language, as identity markers.

- In a teaching centre's staffroom, a teacher has a doubt about a grammar point. He asks the colleagues who happen to be users of English as their L1 and ignores the one teacher whose L1 is other than English.

Feedback on training

High Direct Relevance to Real-World Situations

Strong Applicability for Customer-Facing Roles & Addressing Bias

Personal Validation and Support for Non-Native Teachers

Varied Relevance Depending on Role and Context

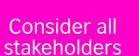Focus on Problem Identification vs. Solutions

Take aways

Raise awareness

Clear open and clear about how the issue manifests and its impact

Use case studies

Include the training as part of a broader EDI plan

Consider all stakeholders

Exploit drivers

Train trainers