

NNEST in the K-12: Issues and Practices

Presented at TESOL 2010, March 27, 2010

Abstract: This colloquium, designed for instructors of all linguistic background, assembles various professionals to explore the role of the NNEST in the K-12 system in the ESL and EFL context. Presenters will describe challenges and walk audience members through concreted strategies in a variety of settings.

Proposal: This colloquium, designed for instructors of all linguistic background, assembles six professionals to explore the role of the NNEST in the K-12 system in the ESL and EFL context from the perspective of an instructor, researcher, teacher trainer, and educational policy maker. It is hoped that in this discussion, audience participants will meet like-minded colleagues, exchange information, and share resources and strategies, building communities of mutual support.

Presenters: George Braine, Davi Reis, Tunde Csepelye , Masaki Oda, Aiden Yeh and

Janet Orr will discuss training strategies that rely on effective instruction to help teachers overcome classroom constraints, administrative/societal pressures and lack of English in the students' environment. Cases from Africa, South America and the Middle East will be presented for comparison.

Short Bibliography:

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Llurda, E. (ed.) 2005: *Non-Native Language Teachers. Perceptions, Challenges and Contributions to the Profession.* New York: Springer.

Llurda, E. and Huges, A. (2003). Self-Awareness in NNS EFL Primary and Secondary School Teachers. *Language Awareness*, 12:3, 220-233.

Sifakis. (2008). Challenges in teaching ELF in the periphery: the Greek context. *ELTJ*: 57:1

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Contact: jkorr@tealservices.net for more information: www.tealservices.net