Practising VE 'in action' with VETSDELT (Virtual Exchange as a Third Space to Decolonise ELT)
Topic: Native-speakerism

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Aims

- Provide a 'taster' from project VETSDELT (Virtual Exchange as a Third Space to Decolonise English Language Teaching)

  Further details at Hildeblando Júnior (2023)

- Topic native-speakerism

- Aim: to stimulate a discussion on of native-speakerism and its impact on ELT

Objectives

- To engage in interaction on the topics covered in the Breakout rooms (BoRs)
- To engage with the activities set (pre-reading text, BoR task, Padlet report, Socrative Quiz)
- To reflect 'in' action
  - Try and reflect while you are in the session: how are you feeling? How is interaction happening? What is working and what is not? (one of you to summarise the main points of your discussion on the Padlet)
  - Then one of you will report back on your experience in each room ('on' action) – 2 mins max
  - Then we will have a plenary discussion ('for' action)

The project

This VE/COIL project aimed to **provide students** in English language teacher education (some pre- and some in-service) and **English language teachers** and **trainers** with the opportunity to **re-examine** and **reflect** on their **existing belief systems about English and ELT**

- To **investigate the potential** of Virtual Exchange (VE) to **stimulate a critical discussion** on how to **decolonise** English Language Teaching (ELT), focusing mainly on the native-speakerism ideology (in the context of English teacher education)

- To **deconstruct** the 'native-speakerism' ideology (Holliday, 2006) through a dialogic intercultural VE

Session structure

- 10 minutes – introduction

- 30 minutes – BoRs with an e-mediator

- 20 minutes – reporting back/summary (2 mins per BoR)

- 10 minutes – discussion/wrap up

Native-speakerism (Holliday, 2006)

"Native-speakerism is a pervasive ideology within ELT, characterised by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology" (Holliday, 2005)

- NS is a belief system that asserts the advantage of individuals considered 'native speakers' as the ideal English models and educators

- NS perpetuates the idea that there is a single 'correct' way to speak English

- NS reinforces the dominance of certain varieties of English (e.g., American or British English) over others

Consequences of native-speakerism
Real job ads

Requirements:
- Native Speaker (English)
- No experience required
- Conversational Spanish as a second language (Preferred)
- TESOL, TEFL, CELTA or equivalent (Preferred)
- Must be able to communicate in English both clearly and professionally, both orally and in writing
- Proficiency with Microsoft Suite , ability to quickly master various online communication and instruction tools
- Comfortable in a dynamic work environment

Perks and Salary:
- Work from Home / Online
- Youthful Atmosphere
- Hourly Payment / Average monthly wage in ranges of 8,000 to 11,000 net mexican pesos.

We are an equal opportunity employer and value diversity at our company. We do not discriminate on the basis of race, religion, color, national origin, gender, sexual orientation, age, marital status, veteran status, or disability status.

Human Partners
@humanpartnersjo

In today's world language knowledge becomes more important for good and skilled communication and it helps you access a greater number of job opportunities.
The best way to practice and learn English is being taught by a native speaker.
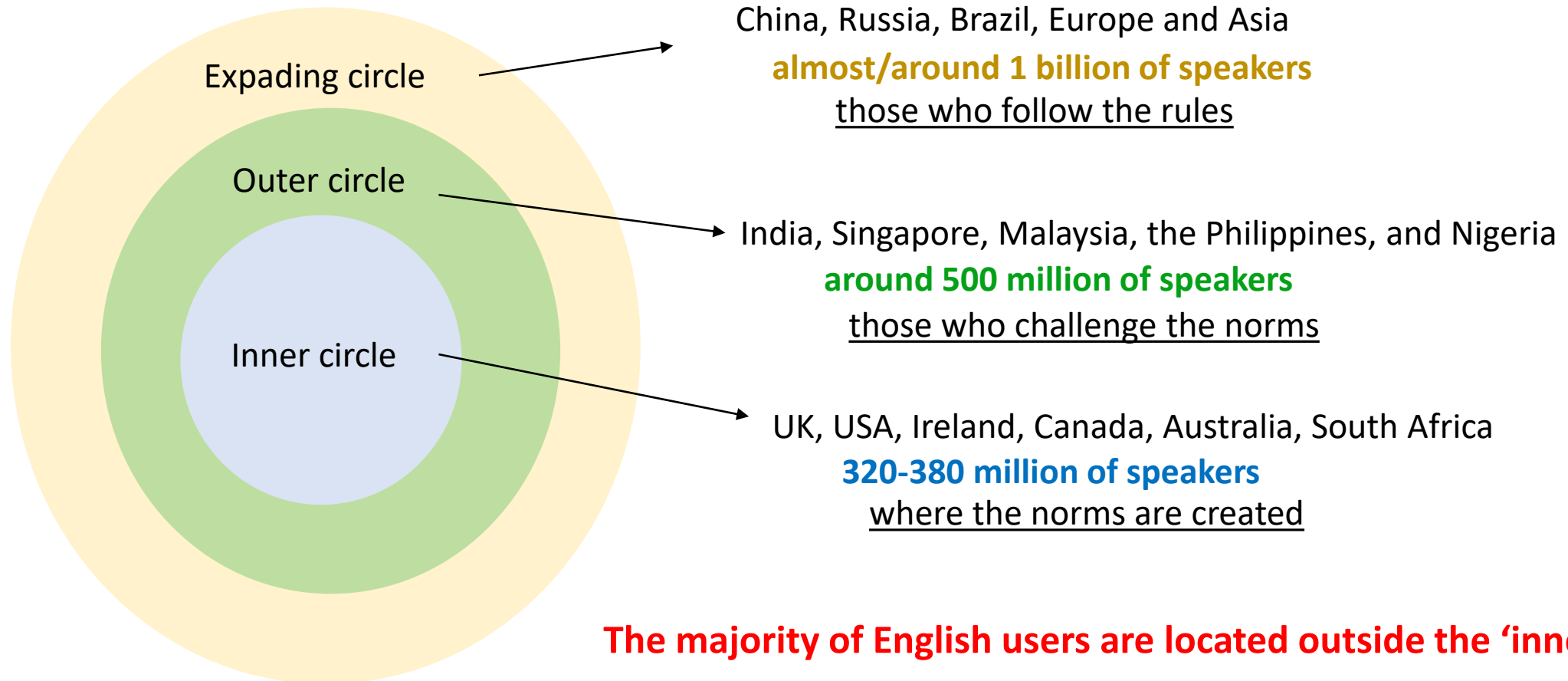
Traduzir Tweet

11:03 AM · 22 de abr de 2021

Huma... ⟨ · 22 de abr de 2021 ···
Em resposta a @humanpartnersjo
conversation with native speakers will give an insight into the English language, this can improve your reading, speaking and listening skills, they can easily detect grammatical errors and help you if there is something unclear.
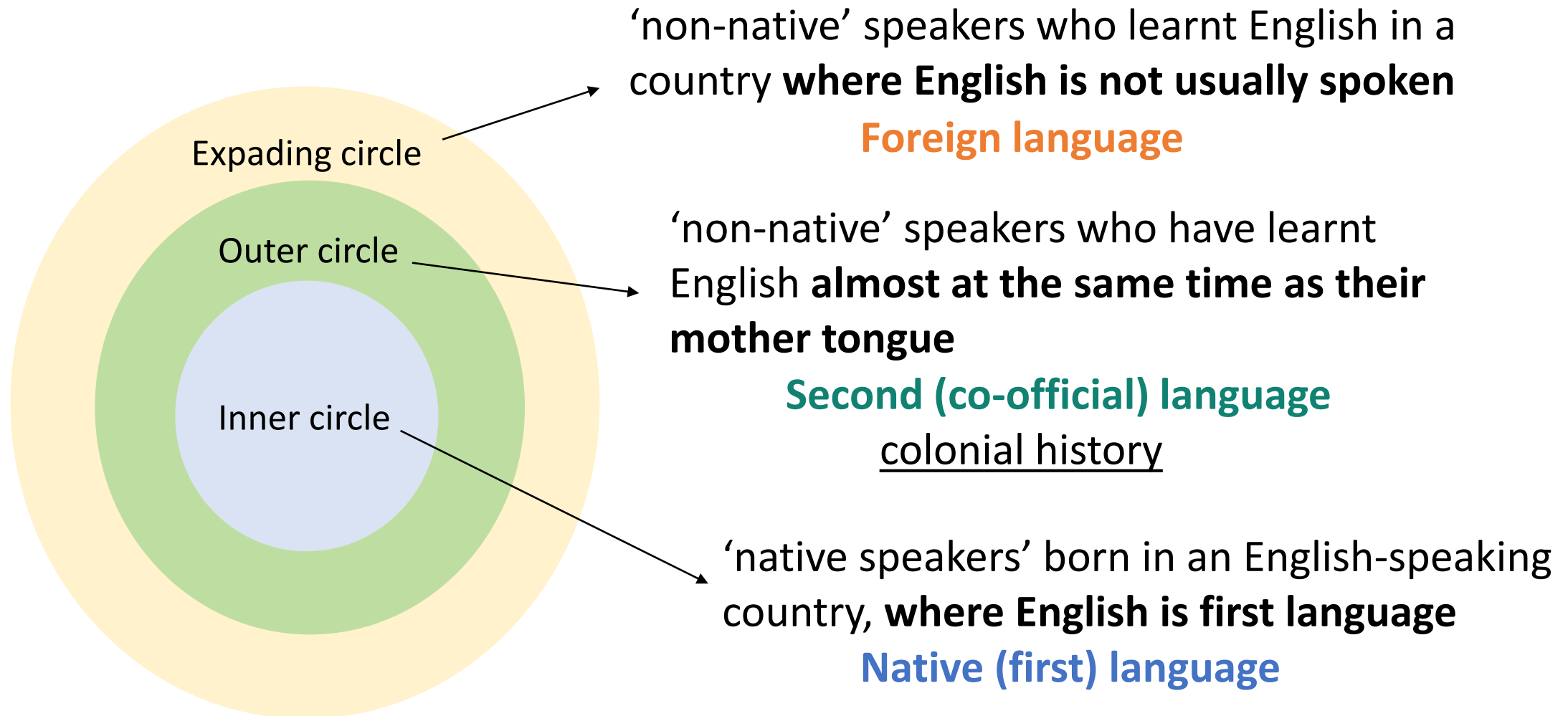
Kachru's Model "The Three Circles of English"

aka: Three circle model of World Englishes

Expading circle

Outer circle

Inner circle

China, Russia, Brazil, Europe and Asia
almost/around 1 billion of speakers
those who follow the rules

India, Singapore, Malaysia, the Philippines, and Nigeria
around 500 million of speakers
those who challenge the norms

UK, USA, Ireland, Canada, Australia, South Africa
320-380 million of speakers
where the norms are created

The majority of English users are located outside the 'inner circle'

The model classifies speakers as:

Expading circle

Outer circle

Inner circle

'non-native' speakers who learnt English in a country **where English is not usually spoken**

Foreign language

'non-native' speakers who have learnt English **almost at the same time as their mother tongue**

Second (co-official) language
colonial history

'native speakers' born in an English-speaking country, **where English is first language**

Native (first) language

BoR reflection

BREAKOUT ROOM AND
PADLET

https://shre.ink/DRrG

LET'S REFLECT!

30 MINUTES

- Each group is to write in their own section
- Each room team to have a **scribe** to post the reflections on the group's Padlet wall
- Each room team to elect a **speaker** to report back for **two mins max**
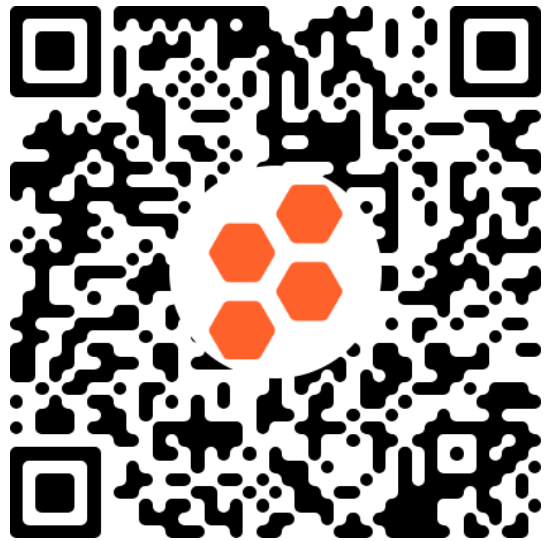- E-mediators, please share the Padlet in the BoR
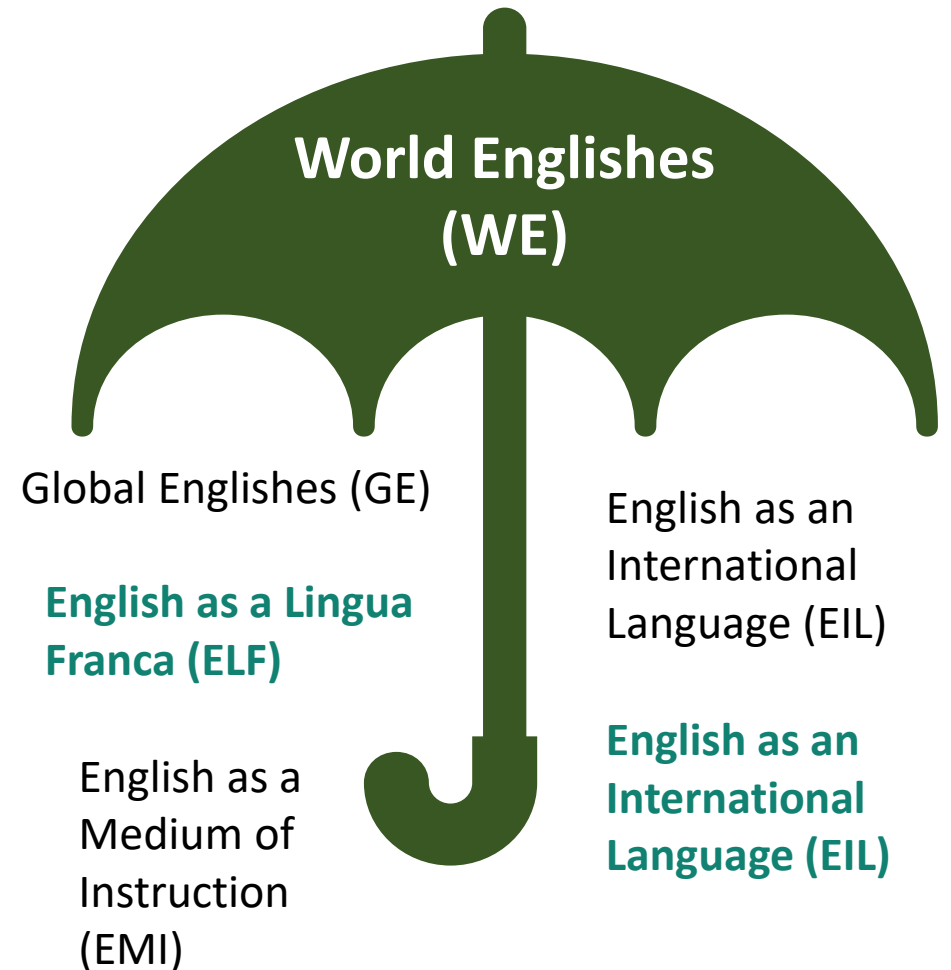
Reporting back from the BoRs

2 MINUTES PER GROUP
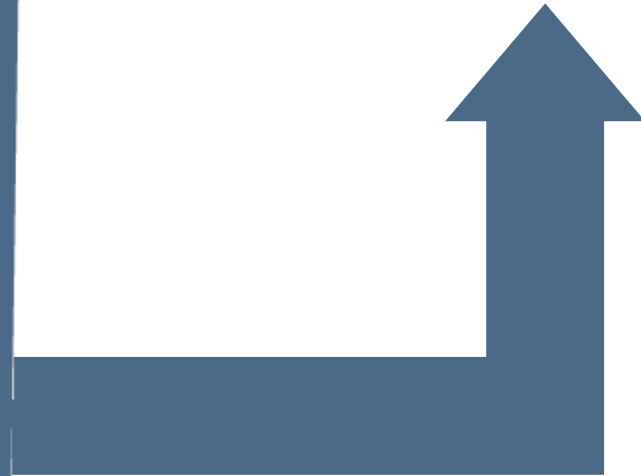
SOCRATIVE QUIZ

Visit gosocrative.com
and enter room name
VETSDELT

New paradigms:

- They stand in clear opposition to traditional ELT, which is based on the 'native speaker' model and British/American English and culture

- Expose students to diverse world Englishes that might meet the needs of future communicators in real-life situations

- English is not a monolithic and homogeneous language anymore

World Englishes (WE)

Global Englishes (GE)

English as a Lingua Franca (ELF)

English as a Medium of Instruction (EMI)

English as an International Language (EIL)

English as an International Language (EIL)

MICROSOFT FORM

Give us your feedback

https://forms.office.com/e/cKN2garmYK

References

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