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Teaching English abroad, in the EU?
What language teachers think



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1635
since

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Do you think it is worth
for an English teacher
spending some time working abroad?

Yes – **no**.

Do you think it is worth
for an English teacher
spending some time working abroad?

If **yes**, then
working what?

Do you think it would be useful
for you only, or for
someone else, too?

Only for you –
it would be useful for someone else, too.

If it were useful for
someone else, too,
who/what would that be?

Why do we not have
a teacher exchange programme
organised by the
European Union (EU)?

Overview

- 1 Teacher exchange initiative at the European Commission (EC) – Slides 8-13
- 2 The native – non-native debate – Slides 14-19
- 3 Research on language teachers' attitudes towards long-term teacher mobility – Slides 20-40
- 4 The present situation of long-term mobility and prospects – Slides 41-46

1 Teacher exchange initiative at the European Commission (EC) – Slides 8-14

2 The native – non-native debate

3 Research on language teachers' attitudes towards long-term teacher mobility

4 The present situation of long-term mobility and prospects

EU teacher exchange initiative 1

2000s: European Commission (EC)'s strong agenda on multilingualism

- Barroso's 1st term: portfolio on multilingualism (Leonard Orban)
- policy planning on long-term teacher mobility (one-to-one AND indirect exchanges):
 - 2002-2009: 1st round of planning (target: language teachers; Williams-report 2006)
 - 2012: 2nd round of planning (target: all school staff; Ecorys-report 2013)
- target in both: public education (primary, secondary level)

Barroso

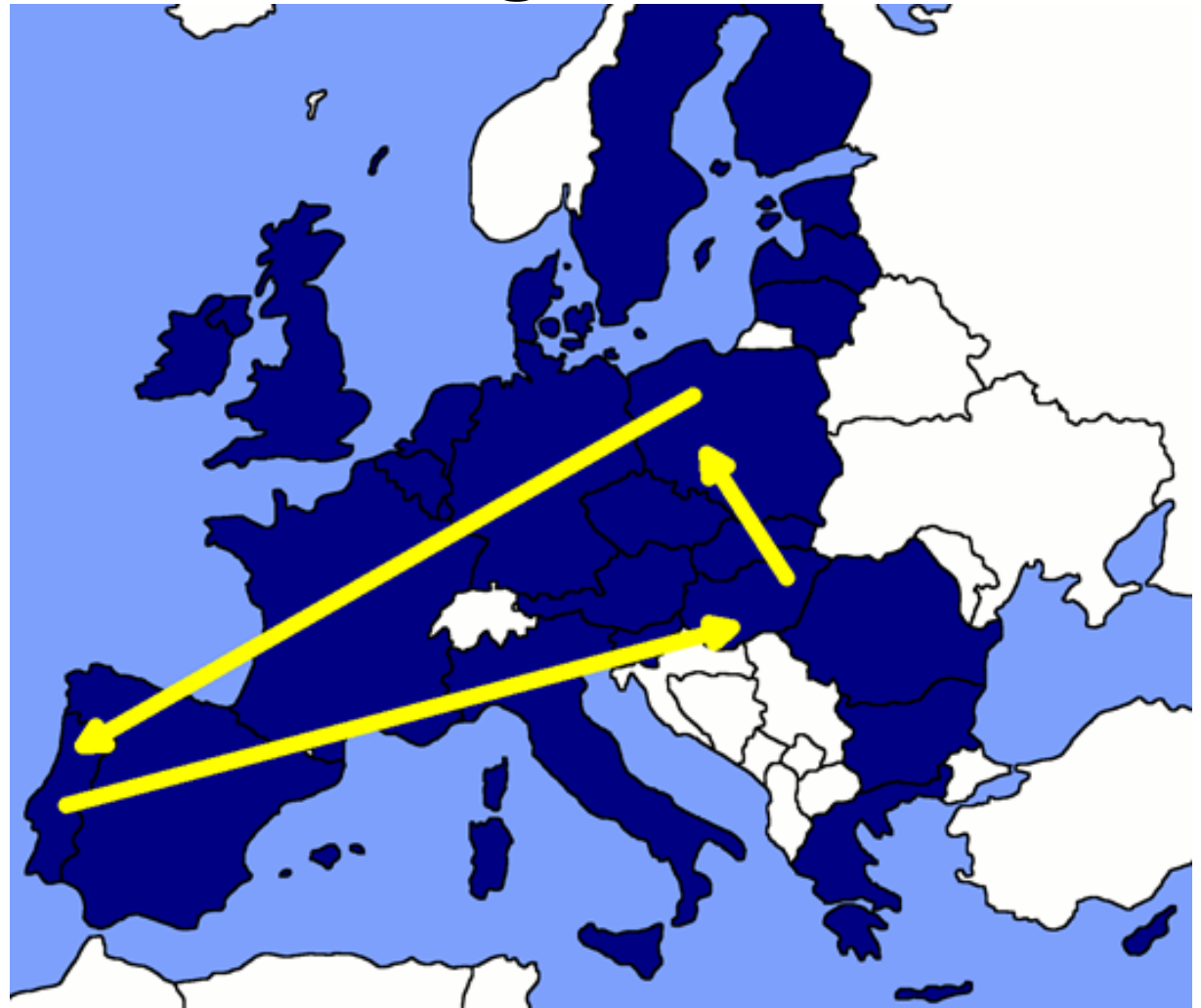


Orban



Example on an indirect exchange

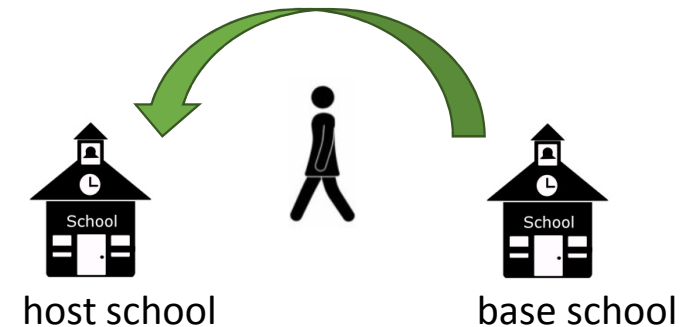
Example of an indirect teacher exchange of the planned centrally organised programme



The EC sees advantages of long-term teacher mobility for all stakeholders:

- the visiting teacher
- teachers (new colleagues) in the host school
- students in the host school
- students in the base school (after visiting teacher's return)
- teachers (old colleagues) in the base school (after visiting teacher's return)
- the host and base schools and the host and base school systems
- **Europe-wide integration and European identity formation**

(see e.g., Williams et al. 2006, Strubell 2009)



EU teacher exchange initiative 2



Lifelong
Learning
Programme

Lifelong Learning Programme (2007-2013)

- well-working short-term teacher mobility programme (in public education: Comenius) – 1-4 weeks
- no long-term programme (5-10 months), though usefulness acknowledged

EU teacher exchange initiative 3

Presently: **Erasmus+** (2014-2020)



- short-term mobility programme strengthened („Key Action 1”)
- long-term mobility as part of projects („Key Action 2”; 2-12 months):
(Erasmus 2016: 112)
 - only one-to-one exchanges between schools are possible
 - decided by the partner schools (= subsidiarity principle)which is good, but it excludes indirect exchanges



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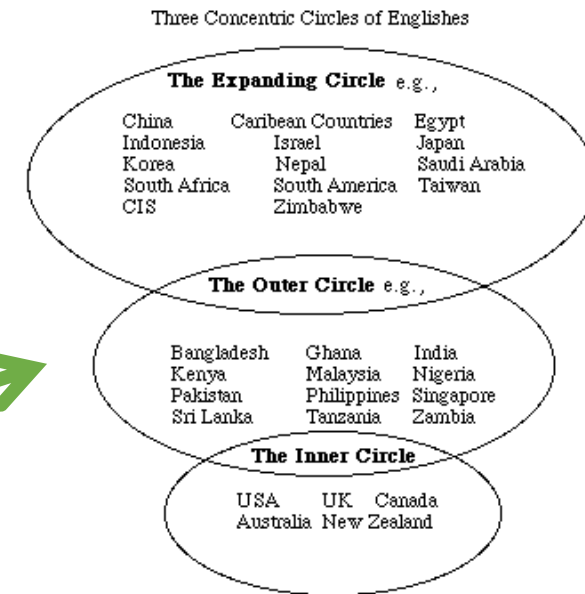
4 The present situation of long-term mobility and prospects

Idealising the native speaker

Who owns the English language?

cca. 400 million native speakers (NSs)

cca. 800-1200 million non-NSs (Crystal 2003)



Similarly, in terms of World Englishes (Kachru-Nelson 2011)

Inner Circle (UK, US, anglophone Canada, Australia, New Zealand, anglophone South-Africa): **380-400m**

Outer Circle (India, Singapore, Kenya, Nigeria, etc.): **150-300m**

Expanding Circle (China, Russia, Germany, Hungary, etc.): **500-700m**

Ratio of teachers: 1 native teacher (NEST) to 4 non-NESTs (Canagarajah 1999, estimate)

Idealising the native speaker

“This is how *the* native speaker would express it.”

“*The* native speaker would not say that.”

“*The* native speaker’s vocabulary is bigger than that.”

Idealising the native speaker

Native-speakerism:

„a pervasive ideology within ELT, characterized 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 2006: 385; on speakers in general 2008: 49).



Holliday

That is,

- differentiating NESTs – non-NESTs is not solely a language issue
- but a language ideology issue = a belief
- pervading the language and language teaching profession

Native speakerism

„*The native speaker always speaks English better.*”

vs.

McNamara (2011) and the ICAO language exam reform



McNamara

Native speakerism

Non-NESTs

- „impostor syndrome” (Bernat 2008): teachers & trainees of EFL may feel inadequate
- problems of employability internationally

but also:

- the birth of a progressive movement: English as a Lingua Franca (ELF)
- an EU-based strong long-term mobility programme could help!



Bernat

1 Teacher exchange initiative at the European Commission (EC)

2 The native – non-native debate

**3 Research on language teachers' attitudes towards
long-term teacher mobility – Slides 20-40**

4 The present situation of long-term mobility and prospects

Research question today

How do Hungarian English teachers construct their teacher identity

and

how does that relate to the success of a long-term mobility programme?

Method1: EU-wide online questionnaire (2006)

- part of wider research to prepare a long-term teacher mobility EU programme
- EU-wide online
- **N = 6,251 foreign language teachers; Hungary: 312 (5%*)**
- not representative of the language teacher population: enterprising, digi-literate teachers overrepresented
- 64-item questionnaire (DROFoLTA: „Detecting and Removing Obstacles to Foreign Language Teaching Abroad”)
- source of data: Williams et al. (2006), Strubell (2009)



*Population ratio: 9.8m (Hu) – 742.5m (EU): 1.3%

Method2: interviews (2010-2013)

- tape-recorded interviews following BAAL ethical standards (2016)
- **N = 67, active Hu-L1 EL teachers (EFL/CLIL), 4 fieldworkers (all ELTers)**
- 20 questions of varying complexity, following DROFoLTA questionnaire
- semi-structured interviews, mean length: 52.75 min
- transcribed
- coded for qualitative analysis:
 - with a group of ELT-MA students (2014, at Pázmány University)
 - following Creswell's method (2007): coding for emergent themes



Participants

| INTERVIEW Age/Gender | 23-30 | | 31-35 | | 36-40 | | 41-50 | | 51- | | Sum |
|---------------------------|-------|---|-------|---|-------|---|-------|---|-----|---|-----|
| | f | m | f | m | f | m | f | m | f | m | |
| Main school type | | | | | | | | | | | |
| Primary school | 4 | | 6 | | 8 | 1 | 3 | 1 | | | 23 |
| Grammar school | 2 | 1 | 5 | 1 | 1 | | 5 | | 5 | 1 | 21 |
| Other secondary | 2 | 1 | 3 | | 1 | | 1 | | | | 8 |
| Tertiary | | | | | 1 | | 2 | | | | 3 |
| Private language school | 2 | 2 | 2 | | | 1 | 1 | | 1 | | 9 |
| Private classes | 1 | | 1 | | | | 1 | | | | 3 |
| Sum | 11 | 4 | 17 | 1 | 11 | 2 | 13 | 1 | 6 | 1 | 67 |
| Interview proportions (%) | 23 | | 27 | | 19 | | 21 | | 10 | | 100 |

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| | f | m | f | m | f | m | f | m | f | m | |
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| Sum | 11 | 4 | 17 | 1 | 11 | 2 | 13 | 1 | 6 | 1 | 67 |
| Interview proportions (%) | 23 | | 27 | | 19 | | 21 | | 10 | | 100 |
| Questionnaire proportions (%) | 17.7 | | 28.9 | | | 32.6 | | 20.9 | | 100 | |

Main results

Willingness to teach abroad „next year” – extremely high:

- DROFoLTA questionnaire: 71.5%
 - Hungary : 84.5% (range: Austria 41% -- Poland 87%)
 - gender- and age-sensitive
 - geographical imbalance in prospective target countries (73% TEFL/TESOL)
- interviews: 94% -> becomes lower during the interview

vs.

general EU active population mobility willingness „some time in the future” (data collection around the same time):

- EU population: 17%, Hungary: 29% (Eurobarometer 2010: 14-15)

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Quantitative example: some distributions

| Question: | Questionnaire % | Interviews % |
|--|--------------------|-----------------|
| a. would go next year | 71.5 | 94 down |
| b. It would improve their knowledge of the language that they teach | 86.3 | 82 |
| c. They would learn about the culture associated with the language | 68.9 | 75 |
| d. They would learn about the education system and teaching practices of that country | 32.3 | 53 |
| e. It would improve their promotion prospects in their own country | 17.4 | 3 |
| f. They would have a break from their routine | 13.3 | 22 |
| g. It would give their family a chance to learn the language | 7.6 | 22 |

Williams et al. (2006:60)

Qualitative analysis

Identity construction:

„What do I think of myself as a teacher?“

„What do I want to show of myself as a teacher?“

„What do we figure out together as teachers?“

Disclaimer: not real possibilities of teaching abroad (= this is not reality),
but patterns in the construction of identity (= this is what people say)

Incomprehension 1

BSz* And „would you teach in another country if you had the chance?”

Babett Wow, that’s a good question. **So the question is if I would teach Hungarian to foreigners?**

BSz No, English, English. In one of the European Union countries, probably.

Babett **English?**

SzB És „tanítanál-e más országban, ha lenne rá lehetőség?”

Babett Húha, ez jó kérdés. **Igazából most akkor itt az a kérdés, hogy magyart tanítanék-e külföldieknek?**

SzB Nem, angolt, angolt. Valamelyik Európai Unió országban esetleg.

Babett **Angolt?**

Example 1. Babett 5:30-6:00

* Hungarian original translated to English. Informants: pseudonyms, fieldworkers: initials, quotation marks: DROFoLTA-statements read out (to be commented upon).

Incomprehension 2

Kinga Living abroad. That is, working abroad. I see, I see. To work abroad, that's not certain that. That is, what type of work. That is, if **an English teacher teaches English**, or **an English teacher works as an au pair**, or a would-be English teacher works as an au pair or **as a waitress** abroad. That is, it's useful if she is abroad, in the target country, working anywhere.

AR Anywhere?

Kinga Anywhere. Whether it is being an au pair or a waitress. I used to **wash hair at a hairdresser's** when I once was there [in the UK].

Kinga A kinn élés. Tehát, hogy kint dolgozni. Értem, értem. Azt, hogy kinn dolgozzon, az nem biztos, hogy. Illetve, hogy milyen munkát. Tehát hogy **egy angoltanár angolt tanítson**, vagy **egy angoltanár bébiszitterként** vagy leendő angoltanár bébiszitterként vagy **pincérnőként** dolgozzon kint. Tehát igenis, az jó, ha nyelvterületen van kint, akármit csinál.

RA Akármit.

Kinga Akármit. Akár bébiszitter, akár pincérnő. Én Angliában **haját mostam**, amikor egyszer kinn voltam. Example 2. Kinga 72:0

Direct native speakerism 1

Anett Well, I don't know. I think I would have **an inferiority complex** facing those teachers [= NESTs]. **Obviously, a native has a much higher level of knowledge and experience.**

Anett: Hát, nem tudom. Szerintem az ottani tanárokkal szemben nekem **kisebbségi [=kisebbrendűségi] érzésem** lenne. **Nyilván egy anyanyelvinek sokkal magasabb szintű a tudása vagy a tapasztalata.**

Example 3. Anett 25:30

Direct native speakerism 2

Karina It is **rather native speakers they fill in the English teaching jobs**. If there is an open position, **why would they** fill it in with a Hungarian teacher of English?

Karina **Inkább a native speaker-ekkel oldják meg az angoltanári problémákat**. Tehát, hogyha van valahol üresedés, akkor **miért pont egy magyar angoltanárral töltenék be** azt a helyet?

Example 4. Karina 12:50

Active rejection of native speakerism

Ditta „It would be difficult to have the status I have achieved accepted in the host country.” That is so. What you have achieved as an English teacher, that you know more than others, would not certainly be accepted abroad. [...]

AR Yes. So is it the same [whether it is a new job abroad or in Hungary]?

Ditta Probably yes. That is, **if I get a job now in Kecskemét [a country town in Hungary], it would be the same. It's irrelevant where.**

Example 5. Ditta 51:00

Ditta „Nehéz lenne elismertetni a szakmában kivívott státuszomat a fogadó országban.” Ez így van. Amit az ember itthon angoltanárként elért, és többet tud, mint más, az nem biztos, hogy külföldön is így lenne. [...]

RA Igen. [tehát hogy belföldön vagy külföldön,] az mindegy?

Ditta Az valószínűleg. Igen. **Tehát ha én most elkerülnék Kecskemétre, akkor ugyanez lenne a helyzet. Nem releváns, hogy hol történik pont.**

Theme: a reality -- „strange, funny”

Kata Well, it is also true that I can see **some development**. What I have never thought, a colleague of mine goes abroad, and has an English as a foreign language class in a language school, to learners who go to England to learn the language. And they have Polish, Hungarian and I don't know what other teachers of English. [...] **So I find this strange, for the time being.**

Kata Hát igen, bár az is igaz, hogy látom **a fejlődést**. Tehát amit sosem gondoltam volna, hogy az én magyar kollégám kimegy, és egy ottani nyelviskolában nyelvórárt tart, olyan diákoknak, akik különböző országokból Angliába elmennek, hogy ők nyelvet tanuljanak. És lengyel, magyar és nem tudom milyen nemzetiségű tanáruk van. [...] **Tehát ez nekem egyelőre furcsa.**

Example 6. Kata 1/69:00

Theme: As a reality – „degree unaccepted, useless”

Dóri **He had a masters degree in English teaching**, and when he went [to England], they couldn't classify him in terms of salary categories. Not even those simple CELTA, DELTA trainings, like teachers working there have. **He was put into the lowest, „not qualified” category**, though he had a five-year teaching degree in that.

Dóri **Neki tanári egyetemi diplomája van angolból**, és legelőször, amikor kiment, mivel nem tudták besorolni, tehát nem olyan kis gyorstalpalós képzései voltak, mint az ottani tanároknak szoktak lenni [CELTA, DELTA], **őt a legalsó kategóriába tették, hogy ő képesítetlen**, holott ott volt az ötéves nyelvtanári diplomája.

Example 7. Dóri

Theme: As a reality – „the unskilled labourer”

Kata The way I heard about this is that it [employing non-native teachers] is because teachers there [= Germany, England] will not do teaching any more. That's why they take teachers from abroad. [...] **Because there are a lot of types of work that only immigrants are ready to do.** In Germany, in England, because locals live so well that they would not do it.

Kata Ez énhozzám úgy jutott el, hogy mert az ottani tanárok már ezt sem hajlandóak csinálni. Tehát ezért fölvesznek külföldit is. [...] **Mert hogy van egy csomó olyan munka, amit már csak a bevándorlók hajlandók csinálni.** Németországban, Angliában, hogy mert hogy a helyi lakosság már olyan jól él, hogy ő azt már nem hajlandó megcsinálni.

Example 8. Kata

Discussion

In sum: though enthusiastic about a long-term mobility programme, most interviewees undervalue themselves as non-NESTs.

More specifically:

- some show direct, conscious native speakerism, feeling inferior to NESTs
 - others keep to this belief in a less conscious, less reflective way
 - another few reject the contrast
 - some face international teacher mobility as a reality, but tend to employ tropes („the unskilled labourer,” „my degree is useless”)
 - none of the 67 interviewees had been actually planning international mobility as a personal plan by the time of the interview
 - their command of English may affect their attitude in some cases, not in others
- vs.

63 claim at the beginning of the interview: would definitely or probably go (94%) – several of them become uncertain by the end of the interview

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Success?

How successful is the long-term mobility component in Erasmus+?

Funded strategic partnership projects led by Hu schools

| Date of application | No. of schools winning Erasmus+ support |
|---------------------|---|
| by April 30, 2014 | 63 |
| by March 31, 2015 | 6* |
| by March 31, 2016 | 57 |

* Most projects cover 24 months, thus the most enterprising schools were busy with their ongoing projects that year
Source: Erasmus (2016b), TKA (2016)

Funded strategic partnerships projects led by Hu schools

| Date of application | No. of schools winning Erasmus+ support | Including long-term mobility* |
|---------------------|---|-------------------------------|
| by April 30, 2014 | 63 | 0 |
| by March 31, 3015 | 6 | 0 |
| by March 31, 2016 | 57 | 0 |

Simplified translation: there is a long-term mobility component but it does not work.



*Source: Hungarian national agency (Tempus office), personal communication with Tímea Lampért-Kármán (thanks!)

My suggestion

Long-term teacher mobility in the EU

- should be placed on the EC agenda again!
- its organisation should be reconsidered!

Should we have
a teacher exchange programme
organised by the EU?

Yes – **no**.

Thank you!

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Do you have any questions?

