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Long-term teacher mobility in the EU



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IATEFL-Hu Creative Café
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Mingle questions 1

1. *First ask:* Have you ever lived abroad? [“lived” meaning more than a month]

Then ask: Have you studied abroad?

Ask additionally if needed: Did you possibly spend an obligatory term abroad during university? Or did you study in an Erasmus/Comenius programme?

2. Have you ever applied for a professional programme for teachers abroad, like:

- a. a study trip,
- b. a training programme,
- c. work?

3. Have you ever taught English abroad?

Suggest additionally: Have been on a teaching assistantship with Comenius/Erasmus?

Mingle questions 2

4. Would you teach English in another country if you had the chance? Why (not)? If yes, for how long would you go?
5. Would you teach English in another country if you had the chance? Why (not)? If yes, which country would you go to?
6. Would you like for your child to have an English teacher from another EU country for a year or half a year in your child's school?
7. Do you know of any programmes that organise long-term teacher mobility, that is, teaching abroad or teacher exchange for half a year or a full school year
 - a. in the EU countries,
 - b. elsewhere?

8. What would be the advantages of such an experience, that is, teaching English abroad
- a. in an English-speaking country?
 - b. elsewhere?

List as many advantages you can think of.

EU teacher exchange initiative 1

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

- Barroso's 1st term: portfolio on multilingualism (commissioner: Leonard Orban)



Barroso



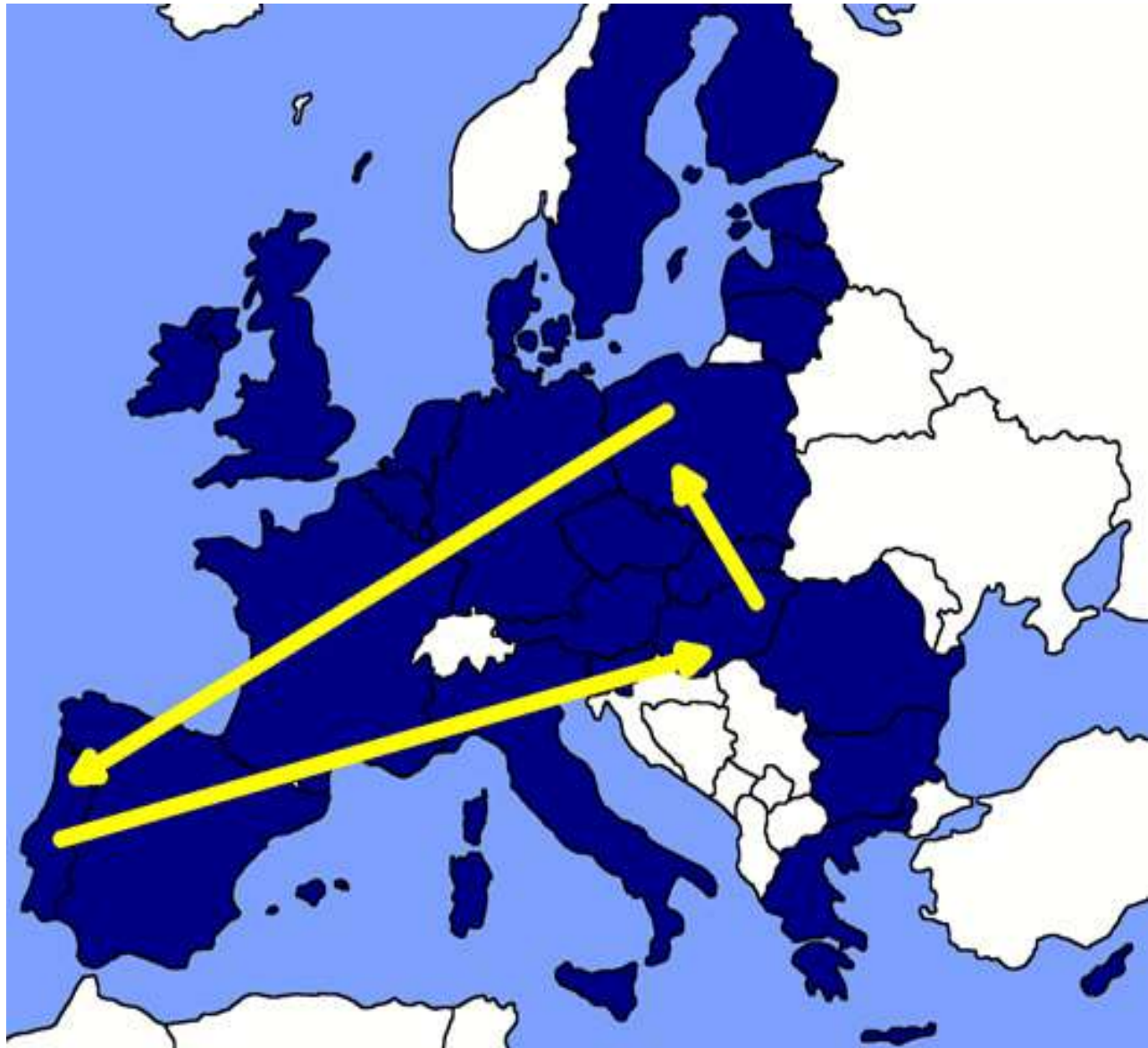
Orban

EU teacher exchange initiative 1 (cont.)

- policy planning on long-term teacher mobility (one-to-one AND indirect exchanges):
2004-2009: 1st round of planning (target: non-first language teachers)
2010-2013: 2nd round of planning (target: all teachers)
2014- : Erasmus+ (target: all school staff)
- target in both:
public education (primary, secondary level)
so this program is unrelated to the well functioning university level Erasmus programme

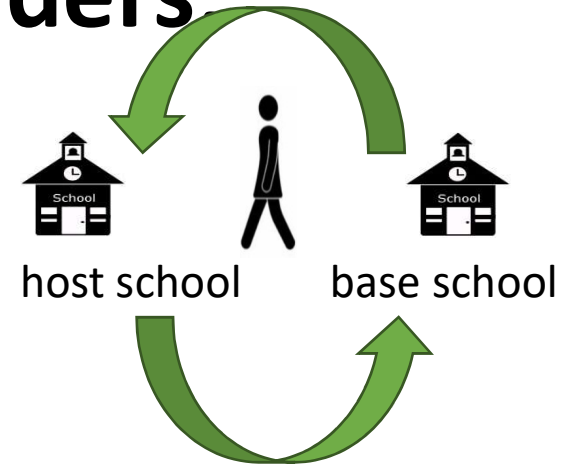
Example on an indirect exchange

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



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



EU teacher exchange initiative 2



Lifelong Learning Programme (2007-2013)

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

EU teacher exchange initiative 3



Erasmus+

Presently: **Erasmus+** (2014-2020),
an overall name for both the university level and public
education

In public education two programme types:

- 1 „Key Action 1”: short-term mobility programme --
strengthened
- 2 „Key Action 2”, including international cooperation of
schools on projects; long-term mobility for teachers is
possible (2-12 months):
 - only one-to-one exchanges between schools are
possible
 - teacher mobility decided by the partner schools
 - which is good, but it excludes indirect exchanges



Data on teacher willingness 1:

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 as enterprising, digi-literate teachers overrepresented
- 64-item questionnaire (DROFoLTA: „Detecting and Removing Obstacles to Foreign Language Teaching Abroad”)



Data on teacher willingness 2: interviews (2010-2013)

- tape-recorded interviews*
- **N = 67, active Hu-L1 EL teachers (EFL/CLIL)**
- 4 fieldworkers (all English teachers)
- 20 questions of varying complexity, following DROFoLTA questionnaire

* following BAAL ethical standards (2016)



Main results: willingness

Willingness to teach abroad „next year” is high:

- DROFoLTA questionnaire:
all EU **71.5%** would go, Hungary: **84.5%**
(range: Austria 41% -- Poland 87%)
gender- and age-sensitive
geographical imbalance in prospective target
countries (73% are teachers of English as a FL)
- interviews:
94% -> becomes lower during the interview
vs. general mobility willingness „some time in the
future” (data collection around the same time):
- EU population: **17%** Hungary: **29%**

Eurobarometer 2010: 14-15

Example: some more numbers

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)

own data

Let's see a few more questions

- 10. Would you take your family with you?
- 11. Do you think your relationship with your family would change? And with your colleagues?
- 12. Do you think you would get all necessary information about the host country? Where would you get that from?

- 13. Why would such an experience (teaching English abroad) be a disadvantage?
- 14. What difficulties would you expect?

Possible problems

- A. It would not be easy to find another teacher to substitute for me.
- B. My superiors would not like the idea.
- C. The administrative services that manage these transfers are inflexible.
- D. After returning, relations with my colleagues might worsen.
- E. I would not be accepted in the host school as I am not a native speaker teacher.
- F. I might lose my present position if I went to work in another country.
- G. I might have problems adapting to the education system and teaching practices in the country I am visiting.
- H. It would be difficult for me to obtain the necessary information about the legal and social security requirements for working in the host country.
- I. Working abroad could interfere with my relationship with my spouse/partner or with my family.
- J. My partner would not be in a position to give up his/her current job.
- K. It would be hard for me to find a place to live in the host country.
- L. What to do with my current home would be a problem for me.
- M. It would be hard for me to find a school (or preschool education) for my children.
- N. I would have to pay out of my pocket part of the costs attached to moving abroad.
- O. The process of selecting candidates for mobility initiatives is somewhat vague and opaque.

Other problems

Teachers selection: decentralised or centralised:
the subsidiarity principle or reliable teacher selection?

All staff or only teachers who can teach their subject in a
foreign language?

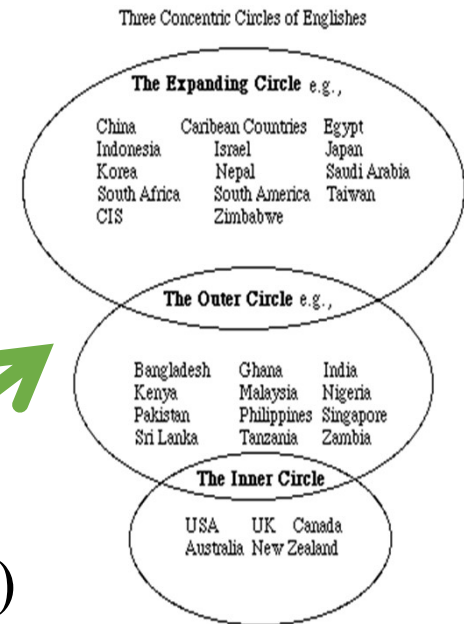
Language teachers: *native speakerism*

Idealising the native speaker

Who owns the English language?

Let's count!

- 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**

The proportion of teachers is similar:
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 English language teaching, 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).



That is,

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

Holliday

Native speakerism

Common belief: „*The* native speaker always speaks English better.”

VS.

McNamara (2011) and the ICAO language exam reform:

- native speaker mistakes in aviation control (e.g. cohesion, pronoun referencing, lack of factual information)
- communication is a joint effort between native & non-native participants (pilot – control tower)



Tim McNamara

Native speakerism

Non-NESTs

- „impostor syndrome” (Bernat 2008)
- 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!

Eva Bernat



Non-native English teachers?

In the reality of teaching EFL (especially in monolingual classroom settings) non-NESTs have an advantage over native speakers because non-NESTs

- examples, role models: „it’s possible!”
- more effective in teaching language learning strategies
- more language-conscious (learnt, didn’t acquire it)
- because of their experience, more empathic
- if teaching the same L1 learners, can exploit that

Different strengths, both should be employed in a school

Qualitative analysis of the interviews

What teachers say about their identity:

„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?“

The interviewed teachers often focus on their teacher identity as being a non-native teacher (non-NEST).

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 **kisebrendűségi érzésem** lenne. **Nyilván egy anyanyelvinek sokkal magasabb szintű a tudása vagy a tapasztalata.**

Example 3. Anett 25:30

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

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.**

- 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.**

Example 5. Ditta 51:00

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 nyelvórát 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

Success?

Let's see how successful the long-term mobility component is that was introduced 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

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, 2015	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)

My suggestion

Long-term teacher mobility in the EU

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

A final question to discuss

Do you believe that all foreign language teachers should work for an academic year in a country where that language is spoken?

Come on, why don't we have
a teacher exchange programme
organised by the
European Union (EU)?

Thank you!

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Do you have any questions?

