

Open Access **Mini Review**

Exploring the Factors that Contribute to the Immigrant NNESTs' Self-Image in the TESOL Context of Canada

Tara Al-Hadithy^{1*}

Citation: Al-Hadithy, T. (2023). Exploring the Factors that Contribute to the Immigrant NNESTs' Self-Image in the TESOL Context of Canada. *The Interdisciplinary Journal of Student Success*, 2, 80-92.

Founding Editor-in-Chief: Masood Zangeneh, Ph.D.

Editors: Hamid R. Yazdi, Ph.D., Mona Nouroozifar, Ph.D.

Guest Editors: Maria Lucia Di Placito, Ph.D., Alyson R. Renaldo, M.A.

Received: 06/14/2023
Accepted: 07/05/2023
Published: 07/07/2023



Copyright: ©2023
Al-Hadithy, T. Licensee
CDS Press, Toronto,
Canada. This article is an
open access article
distributed under the
terms and conditions of
the Creative Commons
Attribution (CC BY)
license
(<http://creativecommons.org/licenses/by/4.0/>)

¹Sheridan College, Canada

*Corresponding author: Tara Al-Hadithy, Tara.alhadithy@sheridancollege.ca

Abstract: The rationale for exploring this research area is that there is limited information available on how TESOL (Teaching English to Speakers of Other Languages) teacher education programs in Canada address the needs of immigrant teachers. To further contribute to the Non-Native English-Speaking Teachers NNESTs discussion, it is essential to explore how immigrant NNESTs' self-perceptions, especially with respect to their ascribed or perceived non-nativity, impact their teaching practice and professional status within TESOL in Canada. The goal of this paper is to explore insight from selected contemporary, relevant, and empirical literature on INNESTs' perceptions within the TESOL context of Canada to draw implications for developing NNESTs' more positive self-perceptions via a community of practice that empowers them to gain self-advocacy, agency, and legitimacy. The exploration is driven by the intriguing question, what are the factors that contribute to the immigrant NNESTs' self-perceptions in the TESOL context of Canada?

Keywords: Self-image, Immigrant NNESTs, TESOL Canada.

Introduction

According to Zacharias (2018), many English teachers are NNESTs. However, they have not been represented in the literature until recently “as issues surrounding NNESTs discrimination, (in)equity, marginalization, legitimacy, and professionalism, among others have been openly discussed, deconstructed, researched, and challenged” (Zacharias, 2018, p. 1). In fact, “teachers’ sense of professional self or persona will affect their effectiveness in the classroom and their decision-making processes, as well as their relations with the learners” (Zacharias, 2018, p.1). Moreover, Zacharias (2018) emphasized that

Perceived self-efficacy and identity, teachers’ beliefs about their capabilities, are even more salient issues with NNESTs who have attempted, with varying degrees of success, to establish their legitimacy as English language users and teachers, since the theoretical and practical foundations of ELT [English Language Teaching] have traditionally, stereotypically, and categorically been constructed on the basis of the validity of a language user and/or teacher in essentialized terms, inscribed within binaries (NS vs. NNS or NEST vs. NNEST, insider vs. outsider, local vs. expatriate), and in relation to the prefix “non.” (p.1)

To further contribute to the NNESTs discussion, it is essential to explore how immigrant NNESTs’ (or INNESTs) self-perceptions, especially with respect to their ascribed or perceived non-nativity, impact their teaching practice and professional status within TESOL in Canada. The goal of this paper is to explore insight from selected contemporary, relevant, and empirical literature on immigrant NNESTs’ perceptions within the TESOL context of Canada to draw implications of developing NNESTs’ more positive self-perceptions. The exploration is driven by the following questions:

- a. What are the factors that contribute to the immigrant NNESTs’ self-perceptions in the TESOL context of Canada?
- b. How can ESL teaching Certification programs better prepare teacher trainees on how to handle discrimination in post-secondary Canadian ESL institutions?

My working thesis includes the following points:

- a. I argue that English nativity and non-nativity are not mutually exclusive and objective categories for INNESTs’ self-image; thus, factors impacting INNESTs’ self-image should be considered beyond this dichotomy.
- b. The above-noted binary does not account for INNESTs’ constantly evolving professional identity that is hybrid, translingual, transcultural, and existing within a fluid third space
- c. Reflective activities on self-image within second language teacher training programs should emerge from a hybrid perspective, not a binary one.

The rationale for exploring this research area is that at present, there is limited information available on how TESOL teacher education programs in Canada address the needs of immigrant teachers in the process of certification or beyond. Soheili-Mehr (2018) argued that despite the existence of research on immigrant teachers in different contexts, examining teachers' self-image with respect to the English native/non-native construct, their self-perceived language skills, teaching challenges, and the effect of self-perception on their teaching, little attention has been paid to the immigrant teachers' status in the field of TESOL in the Canadian context. Hence, this topic is timely and worthy of exploration.

Who is the Non-Native Teacher?

According to Medgyes (2000), a non-native English-speaking teacher (NNEST) is "a foreign language teacher, for whom the foreign language they teach is not their mother tongue; who usually works with monolingual groups of learners; whose mother tongue is usually the same as that of their students" (p. 444). Obviously, there are problems with this definition, especially within the TESOL context of Canada. First, NNESTs who teach in a multilingual environment may not share their students' mother tongue. Second, Medgyes (2000) admitted that NNESTs may not always teach monolingual learners. Third, since the native speaker construct is controversial (Note 1), one may question the validity of the term *non-native speaker* and its subordinate *non-native teacher*. Brutt-Griffler and Samimy (1999), in their endeavor to oppose any disempowering dichotomizing practice, suggested *international English professionals*. As an alternative to *non-native teachers* within the K-12 context, the term *Internationally Educated Teachers* (IETs) has been recently used in the Canadian context (e.g., Ontario College of Teachers, 2006). The term refers to teachers who completed their teacher training in countries other than Canada. I am cognizant that the label *non-native* is ideologically loaded (Holliday, 2005, 2006), problematic, and gives legitimacy to the native-non-native dichotomy (Farrell, 2015). However, I concur with Graham (2017) who stated that "the term still holds value in representing and advocating for the large population of marginalized teachers it represents. Calls for disuse of the term should remain on hold until the movement achieves its goals of equity for all English language teachers." In addition, for the purpose of this article, immigrant NNESTs is used since an alternative term may be problematic seeing that the term (NNESTs) is still predominately used in the TESOL literature.

Background: TESOL Canada Context

According to the Ontario Ministry of Finance (2016) Census, Canada is home to 7.5 million foreign-born residents (21.9% of the population). Immigrants enter Canada based on different programs including the Federal Skilled Worker Program. The main requirements for this category are that skilled workers have education, work experience, knowledge of English and/or French, and other abilities that will help them to establish successfully as permanent residents in Canada (Citizenship and Immigration Canada, 2020). However, meeting those

requirements does not necessarily mean that skilled professionals will be able to successfully pursue their profession in Canada. Immigrants in the skilled worker category who have successfully passed through Citizenship and Immigration Canada's (CIC) selection process face significant challenges. Morgan (1998) clarified these immigrants' ordeals that seem to persist to this day:

Many of them have been selected for citizenship by our government for their exemplary skills and education. Yet when they apply for the very jobs for which they were trained, they are told that they require 'Canadian experience' or 'Canadian accreditation' – a somewhat sophisticated form of discrimination that bureaucratically protects the perpetrator. Not surprisingly, those elite occupations with the greatest social power are able to perpetuate the myth that their 'special' training could not possibly be duplicated in a developing country. (p. 54)

Moussu (2018) stated that “[w]hile the majority of NNESTs are trained and find teaching positions in their own countries, recent studies show that about 40% of all TESOL students in the United States or Canada are non-native English speakers” (p. 3). In fact, these skilled worker immigrants in the field of TESOL in Canada “have generally earned their undergraduate and/or graduate degrees and worked as professionals in the field prior to their immigration” (Soheili-Mehr, 2018, p. 19).

Personal Motivation

I first encountered the *native speaker* construct when I started applying for my first ESL/EAP teaching position within the higher education context of the United Arab Emirates (UAE) after fleeing a war-ridden Iraq in 2006 with a freshly earned Ph.D. in Linguistics and Translation. My three major personal critical incidents of native speakerism that impacted my professional self-image (Note 2) include the following: Institutional impact on self-image prior to immigration, impact of students' perceptions on my self-image, and institutional impact on self-image post immigration.

Institutional Impact on Self-image Prior to Immigration

I qualified for my first job in UAE as an ESL/EAP instructor at the tertiary level based on my General Certificate of Secondary Education (GCSE) from Britain; not my highest degree, a Ph.D. in Linguistics and Translation from Iraq. Moreover, being considered as “native-like” but not “native enough”, if I were to submit research papers to Arab local/regional journals of Linguistics/Translation, my research would need to be first reviewed by any two native speaker faculty members who must originate from a BANA (Note 3) country, but do not necessarily specialize in English.

Impact of Students' Perceptions on My Self-image

Students in my two-week summer pronunciation LINC CLB 3-4 class asked if I am teaching them throughout the whole duration of the course or will one of the native speaker LINC teachers take over. Students were mostly newcomers to Canada and wanted to socialize in downtown Toronto using Canadian accented expressions. To meet my students' learning needs, I used YouTube videos (Note 4) on Canadian expressions. The students were happy and started on their own initiative, recording themselves and replaying the recordings for my feedback. "They trusted me!" I thought to myself as I tackled imposter-syndrome.

Institutional Impact on Self-image Post Immigration

To be eligible to apply for the MA Applied Linguistics Program at York University in 2019, graduate admissions insisted I take another English language proficiency test since my last IELTS expired. Graduate admissions disregarded my qualifications (Note 5), TESL Ontario certification (OCELT) (Note 6), TESL trainer (theory) certification, PBLA certification, CELTA, IELTS speaking examiner certification, LINC/ESL instructor current part-time experience, published peer-reviewed research articles, international conference papers on EAP, Linguistics, and Translation, and over 10 years of overseas EAP/ESL and Translation tertiary-level teaching experience! My self-perception of my professional identity was that I was the *other* who has a long way to go to prove herself worthy as an English Language Learners (ELL) teacher in Canada's world of TESOL.

Based on the several firsthand experiences and professional observations of native speakerism (Note 7) throughout my ELT career, I was enthusiastic to explore research on the professional experiences of immigrant NNESTs in Canada. My major motivation lies at the intersection of a) my initial experiences as a language teacher in UAE, which made me aware of the importance attached to the native speaker construct; b) my present status as a skilled worker immigrant NNEST in Canada, providing me with an emic perspective; and c) my experience as a practicing TESL Ontario certified teacher and my immigration journey, which have deepened my reflections as an ELLs teacher and triggered my critical deliberations of the issues facing immigrant NNESTs within the TESOL context of Canada. This paper is a further exploration of self-perception of immigrant non-native teachers of ELLs in the Canadian context.

Literature Review

During the past two decades, considerable research has been devoted to what relates to immigrant NNESTs' lives, experiences, and their challenges (Mahboob, 2010). The topic of self-perceptions of non-native teachers has also received scholarly attention. For example, Kamhi-Stein (2000) reported that non-NESTs have "low confidence and self-perceived challenges to professional competence" and "self-perceived prejudice based on ethnicity or non-native status" (p. 10). Reves and Medgyes's (1994) study revealed that an awareness of the differences between NESTs and non-NESTs especially affects non-NESTs' "general self-image and attitude to work" (p. 363). Kamhi-Stein (1999), therefore,

claimed that the TESOL curriculum should help non-native pre-service teachers improve their self-image and self-perception.

According to Zacharias (2018) “many studies of NNESTs’ self-perceptions have pointed to the correlation between teachers’ self-image as language-teaching professionals and their proficiency as second language users” (p. 2). Zacharias (2018) outlined four salient variables that impact the NNESTs’ self-perception which include, a. pronunciation, b. student’s expectations, c. self-perception of an ideal English teacher, and d. the damaging impact of *non-native* professional identity.

Pronunciation, according to Zacharias (2018) is considered the most salient variable because “many NNESTs have been evaluated by and subscribe to the *NS fallacy*, a deep-rooted belief that the native speaker of English is the best teacher and model of language use” (p. 2). Jenkins (2007) found that “her participants believed that having an NS-like accent would lead to greater career success, although relying on the NS model as the ultimate goal and norm was found to be unrealistic in the broader sociolinguistic context of English as a lingua franca” (as cited in Zacharias, 2018, p. 2). Students’ perceptions and expectations are other factors that affect NNESTs’ self-image. Zacharias (2018) reflected on how several studies have illustrated “how NNESTs teaching outside their home country often lose confidence when they are rejected simply because they are not seen by students as “authentic” representatives of what students imagine to be good models of English use and instruction” (p. 2). Zacharias (2018) also noted how NNESTs’ self-perception of an ideal English teacher can be a negative one due to “their attachment to the myth of the NEST as the ideal English teacher” (p. 2). Zacharias (2018) mentions the “non-native” label as her last factor and explains that although this label triggers a dialogue and highlights the issues surrounding bilingual teachers, “these teachers often limit their multicultural or professional qualities by associating themselves mainly with the prefix *non*, thus (in)advertently subscribing to the NS fallacy” (Note 8) (p. 2).

In what follows is an exploration of insight from the limited research found on immigrant NNESTs’ self-perceptions within the TESOL context of Canada. This research spans from 2000 to 2018 and it has been collected from the following databases: ProQuest, ERIC, and EBSCO. Of note, studies on IETs were not included since they are within the K-12 context. Two categories of research were included: selected journal articles of empirical studies and research, and theses and dissertations.

Journal Articles

In her study, *Reconceptualizing the Native/Nonnative Speaker Dichotomy*, Faez (2011) qualitatively examined the NS/NNS status of six linguistically diverse English teacher candidates in Canada. Faez captured the diversity and complexity that existed in the participants’ background and linguistic identities. Through probing the self-perceptions of her participants, she recognized six categories: bilingual; English as a first language speaker; second-generation English speaker; English-dominant; L1- dominant; and English-variety speaker. Unlike Zacharias’ (2018) fourth factor, which generalizes the impact of the NS

fallacy on NNESTs' self-image, Faez's findings on the diverse teachers' self-perceptions of their nativity status revealed that teachers' true linguistic identities surpassed the NS/NNS categorization.

Awan's (2014) article, "*Non-nativeness" and Its Critical Implications on Non-Native English-Speaking Teachers in an L1 Context*, focused on critical implications of the concept of 'non-nativeness' on NNESTs in terms of hiring and employability, their identity as teachers, and perceptions surrounding their proficiency. This small-scale qualitative study presented findings and critical analyses based on interviews conducted with a group of NNESTs in an L1 (English is spoken as the first language) situation where the context is Halifax, Canada, and the teachers are immigrants. The study explored the immigrant NNESTs' perceptions about their employability, their identity as teachers, and their proficiency. Findings showed that NNESTs undergo a period of fear of being a non-native, low expectations of being accepted, conformation to commonly accepted standards, as well as measure success by means of standardized methods of performance evaluation and teaching methodology. Awan (2014) recommended opposing *linguistic fixity* and challenging of the term *non-native* because of its ambiguity and connotations of power and marginalization. Awan (2014) proposed using the terms *bilingual* and *multilingual* and demanded "disfranchising" these terms from proficiency because how teachers look should not relate to how they perform as teachers (p. 104).

In his article, *It's Not Who You Are! It's How You Teach! Critical Competencies Associated with Effective Teaching*, Farrell (2015) suggested the dismantling of the infamous native speaker non-native speaker dichotomy. He eloquently argued that "it is not who you are in terms of your ethnicity, culture or race as a TESOL teacher, but what you know in terms of your effectiveness as a teacher regardless of your background" (p. 84). In what relates to TESOL teachers' self-perception, which Farrell (2015) terms as *self-knowledge*, the researcher emphasized that it can be accessed "by exploring, examining and reflecting on our background – from where we have evolved – such as our heritage, ethnicity, religion, socioeconomic background, family and personal values that have combined to influence who we are as language teachers" (p. 84). For Farrell, a teacher's self-perception is a means of forming the teacher's philosophy, which in turn is regarded as a level of reflection within his 5-level reflective practice framework.

Theses and Dissertations

Due to the limited published literature on the topic, I resorted to an exploration of theses and dissertations that investigated immigrant NNESTs in the TESOL context of Canada. Amin's (2000) dissertation seems to be the first major Canadian study conducted on non-native teachers in the field of TESOL. Amin interviewed five visible minority women about their teaching experiences in Canada and their self-perceptions of nativism. The way the participants perceived and negotiated nativism differed in relation to whether they came from expanding circle countries (seeing varieties of English as deviations from the standard) or outer circle countries (more accepting of World Englishes). Data

showed that “the participants feel that they are effective teachers despite their initial nonacceptance by their students and colleagues and despite being constantly judged against the native speaker norm” (p. 112). She pointed out that in general, “the women are not passive recipients of nativist acts but that they have agency in how they negotiate nativism, and that this negotiation is a continuous process of interaction between self and environment” (p. 219). The participants’ narratives indicated that “regardless of how they position themselves vis-à-vis the native speaker, the teachers build effective pedagogies on their ascribed nonnative status” (p. 211). These “nonnative pedagogies” included building communities with students based on commonalities of shared experiences that included English language learning, culture, experiencing “otherness”, and the immigration journey (p. 212).

Wang’s (2002) dissertation investigated Chinese immigrant teachers’ cultural dissonance and adaptation in the context of Toronto elementary and secondary schools. Through multiple case studies, Wang probed the participants’ self-perception of cultural adaptation. Relevant findings revealed that “for immigrant teachers, who teach in the Canadian school system, there is a need to function effectively in the Canadian educational environment as well as the desire to maintain their cultural identity” (p. 360) as that helped them maintain a positive self-perception.

Hodge’s (2005) thesis is a socio-historical exploration of the identity “work.” It investigated how 7 immigrant teachers working within the context of private ESL schools in Vancouver self-perceived their past self as opposed to their present self. The findings indicated that the immigrant NNESTs felt frequently silenced by dominant discourses in their work setting and placed in subject positions by that discourse (p. 140). “While that self might not be the same as the self of a prior script, individuals manage to ‘trace a route’ for themselves within this particular figured world; individuals are able to (re)write their individual scripts” (p. 141). The teachers in this study felt marked by their accent and by their skin color. Their identities in terms of themselves as successful L2 users were challenged by colonial and dominant society and business discourses, which present the native speaker as the preferred model for language learners. In fact, “teachers’ responses in the classroom are carefully attuned to what the industry and their students as consumers want, and thus influence their image of themselves” (p. 135). This totally resonated with my personal experience (see point 2 in the Personal Motivation section).

Zhang’s (2005) thesis, *Charting their course: Nonnative-English speaking teachers working in adult ESL programs in Canada*, adopted a case study approach with 6 immigrant NNESTs to explore their self-perceptions of what makes a good language teacher and compare them to stakeholders’ perceptions. Based on the research findings, Zhang emphasized that the empowerment of NNESTs does not just come from “within” and from the efforts of NNESTs themselves. Zhang argued that “it also comes from “outside,” from the critical reflections and actions of all stakeholders involved, such as administrators and students, from the debunking of misconceptions about NNESTs that are hidden

in many people's minds, and from a better understanding of the roles and contributions of NNESTs" (p. 180).

Sahib's (2005) thesis, *The un-fluency of my language": Non-Native English-speaking teachers' self-image and confidence in Second Language Teacher Education Programs*, adopted a mixed methods approach to investigate immigrant NNESTs' professional self-image within the context of second language teacher education programs in Canada. The findings revealed that "in spite of varying levels of confidence, NNESTs project a positive self-image as future teachers. Participants view themselves as good teachers because they already possess some of the inner qualities and characteristics of teachers (e.g., being a good storyteller, organized, hardworking, and having a desire to motivate others)" (p. 119). However, through second-language teacher education and graduate studies program, "NNESTs become aware of their perceived deficits in becoming effective language teachers because they are in classes with native speakers on their own turf" (p. 119).

Soheili-Mehr's (2018) dissertation investigated immigrant NNESTs in TESOL and how they negotiate their professional identities. The study adopted a mixed methods approach to explore the immigrant NNESTs' self-perception of their professional identity and of the native speaker construct. The results showed "dichotomization is persistent and INNESTs are placed on different sides of the NS-NNS dichotomy regardless of their language proficiency" (p. 312). The findings highlight the importance of self-image in negotiating teaching knowledge in the TESOL community. The researcher stressed that "the majority of the participants reported a high level of confidence by presenting a generally positive self-image" (p. 316). Soheili-Mehr concluded that INNESTs' professional self-image is important for three reasons. One, it speaks to the teachers' evaluation of their expertise, their level of self-esteem, and their self-efficacy. Two, teachers' professional self-image reflects their vision of their value in the TESOL community. Three, it projects teachers' self-advocacy in the teaching profession as they create an image of themselves as legitimate members of the professional TESOL community.

Implications

Despite the limitations of the literature reviewed, some implications of developing more positive self-perceptions can still be drawn. First, TESOL programs in Canada can encourage both pre- and in-service teachers to critically reflect upon and engage in conversations around practices based on the NS/NNS binary and their consequences for language users and teachers. Discussions around what bi/multi/translingual English speakers can bring to the classroom and the profession could help teachers deconstruct the "non-native" label (Zacharias, 2018), and give teachers the option of claiming multiple linguistic identities. In citing Garcia (2016), Lee and Canagarajah (2019) emphasized that "overcoming perceptions entrenched in monolingualism requires sustained reflection and "unlearning" for teachers who might have not questioned the dominant societal ideologies towards language difference" (p. 361). Moreover, since pronunciation is one of the most dominant factors mediating the positive self-perception of many

immigrant NNESTs, TESOL programs and professional development can highlight ways to complement the Canadian standard language model by comparing it with other models that students might encounter. Second, TESOL programs, through integrating reflective practices that delve into the causes of having a negative self-image, can help to cultivate a more empowering sense of self that is perceived through professionalism rather than birthplace, race, color, and citizenship (see Farrell, 2015). Third, TESOL programs are responsible for supporting immigrant teachers in their quest to bridge between their past experiences and future trajectories while staying focused on who they are at the present time. Reflexive tasks such as language learning journey or history can help teachers come to terms with the factors that impact their perceptions as immigrant NNESTs.

Concluding Remarks and the Way Forward

Based on the reviewed studies, it can be concluded that the construction of self-perception is quite complex and constantly evolving. Numerous factors beyond the four main ones mentioned by Zacharias (2018) could impact immigrant NNESTs' self-perceptions/self-image within the TESOL context of Canada. For example, Farrell (2015) discussed the role of background and teacher philosophy, Faez (2011) highlighted the role of self-labeling, Amin (2000) discussed the impact of "non-native pedagogies" and negotiating past self and present teacher identity, while Zhang (2005) emphasized the role of critical reflections and stakeholders' perceptions. Overall, factors that lead to immigrant NNESTs' negative self-perceptions are mostly rooted in native speakerism and NS fallacy. Conversely, a positive self-image was constructed when immigrant NNESTs bonded with their learners and when they functioned as professionals within the TESOL community. Immigrant NNESTs feel empowered by belonging to a community of practice within which they gain self-advocacy, agency, and legitimacy. Immigrant NNESTs' empowerment can also be fostered by enabling them to critically reflect on the factors that contribute to their negative or positive self-perception. Areas in the literature that I aspired to learn about but found were lacking attention include,

- The impact of mental health and emotional health on INNEST's in Canada,
- Empowering INNESTs through a community of practice,
- The shift in self-image over time based on INNEST's role in the TESOL community,
- The relevance of the TESOL teacher training program to the INNESTs' specific teaching goals, e.g., LINC, EAP, ESL, college/university English,
- The success stories of INNESTs within the TESOL community of Canada, and
- The impact of promoting a hybrid lens rather than a binary one in the TESOL community of Canada.

Hence, further research is strongly needed on immigrant NNESTs' self-image in the TESOL context of Canada.

Note1: Rampton (1990) coined *expert speaker and affiliation*. Jenkins (1996) suggests *bilingual speakers* to describe both fluent non-native speakers of English and English native speakers who are fluent in another language. Farrell (2015) opposes the use of these labels and suggests *effective teacher* instead.

Note2: The terms *self-image*, *self-perception*, and even the term [teacher's] *self-knowledge and awareness* (Pennington & Richards, 2016), are used to refer to the same construct since they all refer to teachers' awareness of their teaching strengths and weaknesses.

Note3: BANA: Britain, Australia, and North America.

Note4: For example, <https://www.youtube.com/watch?v=o34VzENNPic>

Note5: The language of instruction is English in the Department of Translation in Al-Mustansiriya University-Iraq issued all my higher

Note6: My TESL Ontario Certification had no weight because my training was done in a private college, namely, the Canadian College of Educators.

Note7: "Native-speakerism is an established belief that native English-speaking teachers (NESTs) set the ideal for both ELT and teaching methodology as they represent western cultures" (Holliday, 2005, p. 6).

Note8: *NS fallacy* refers to the native speaker fallacy (Phillipson, 1992) that gives authority to the native speaker.

Funding

None.

Conflict of Interest

The author declares no conflict of interest.

References

- Amin, N. (2000). *Negotiating nativism: Minority immigrant women ESL teachers and the native speaker construct* [Unpublished doctoral dissertation]. University of Toronto, Toronto, Ontario, Canada.
- Awan, S. (2014). “Non-nativeness” and its critical implications on non-native English-speaking teachers in an L1 context. *International Journal of Bilingual & Multilingual Teachers of English*, 2(2), 97-105.
- Brutt-Griffler, J., & Samimy, K. K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for non-native-English-speaking teachers in a TESOL program. *TESOL Quarterly*, 33(3), 413-431.
- Citizenship and Immigration Canada. (2020). *Six selection factors - Federal skilled worker program (express entry)*.
<https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/express-entry/eligibility/federal-skilled-workers/six-selection-factors-federal-skilled-workers.html>
- Faez, F. (2011). Reconceptualizing the Native/Nonnative speaker dichotomy. *Journal of Language, Identity & Education*, 10(4), 231-249. doi:10.1080/15348458.2011.598127
- Farrell, T. (2015). It’s not who you are! It’s how you teach! Critical competencies associated with effective teaching. *RELC Journal*, 46(1), 79-88.
- Graham, K.M. (2017, February). Questioning the NEST and NNEST dichotomy. *TESOL NNEST Newsletter*.
<http://newsmanager.commpartners.com/tesolnneast/issues/2017-01-23/2.html>.
- Hodge, K. (2005). *(Re)writing the script: How immigrant teachers (re)construct identity in a Canadian language school setting* [Unpublished master’s thesis]. Simon Fraser University, Burnaby, British Columbia, Canada.
- Holliday, A. (2005). *The Struggle to Teach English as an International Language*. Oxford, UK: Oxford University Press.
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60(4), 385-387.
- Jenkins, J. (1996). Native speaker, non-native speaker and English as a foreign language: Time for a change. *IATEFL Newsletter*, 131, 10-11.
- Kamhi-Stein, L. D. (1999). Preparing non-native professionals in TESOL: Implications for teacher education programs. In G. Braine (Ed.), *Non-native Educators in English Language Teaching* (pp. 145-158). Mahwah, NJ: Lawrence Erlbaum.
- Kamhi-Stein, L. D. (2000). Adapting US-based TESOL education to meet the needs of non-native English speakers. *TESOL Journal*, 9(1), 10-14.
- Lee, E., & Canagarajah, S. (2019). Beyond native and nonnative: Translingual dispositions for more inclusive teacher identity in language and literacy education. *Journal of Language, Identity & Education*, 18(6), 352-363. DOI: 10.1080/15348458.2019.1674148
- Mahboob, A. (2010). *The NNEST Lens: Non-native English Speakers in TESOL*. Newcastle upon Tyne: Cambridge Scholars Press.
- Medgyes, P. (2000). Native speaker. In M. Byram (Ed.), *Routledge Encyclopedia of Language Teaching and Learning* (pp. 436-438). New York: Routledge.
- Morgan, B. D. (1998). *The ESL Classroom: Teaching, Critical Practice, and Community Development*. Toronto, ON: University of Toronto Press.
- Moussu, L. (2018). Shortcomings of NESTs and NNESTs. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp.1-6). John Wiley & Sons, Inc.
 DOI:10.1002/9781118784235.eelt0044
- Ontario Ministry of Finance. (2016). *2016 census highlights factsheet 8*.
<https://www.fin.gov.on.ca/en/economy/demographics/census/cenhi16-8.html>

- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal*, 47(1), 5-23.
- Phillipson, R. (1992). ELT: The native speaker's burden? *ELT Journal*, 46(1), 12-18.
- Rampton, M. B. H. (1990). Displacing the 'native speaker': Expertise, affiliation, and inheritance. *ELT Journal*, 44(2), 97-101.
- Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. *System*, 22(3), 353-367.
- Sahib, A. H. (2005). "*The unfluency of my language*": *Non-native English-speaking teachers' self-image and confidence in second language teacher education programs* [Unpublished master's thesis]. University of Manitoba, Winnipeg, Manitoba, Canada.
- Soheili-Mehr, A.H. (2018). *Immigrant non-native English-speaking Teachers in TESOL: The negotiation of professional Identities* [Unpublished doctoral dissertation]. University of Toronto, Toronto, Ontario, Canada.
- Wang, T. (2002). *Cultural dissonance and adaptation: A study of Chinese immigrant teachers coping with cultural differences in Toronto schools* [Unpublished doctoral dissertation]. University of Toronto, Toronto, Ontario, Canada.
- Zacharias, N.T. (2018). Attitudes of non-native English-speaking teachers toward themselves. In J. I. Liantas (Ed). *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7). John Wiley & Sons, Inc. DOI:10.1002/9781118784235.eelt0044
- Zhang, F. (2005). *Charting their course: Nonnative-English-speaking teachers working in adult ESL programs in Canada* [Unpublished master's thesis]. University of Toronto, Toronto, Ontario, Canada.