

Non-Native English-Speaking Teachers as Human Capital:

Equity through hybrid language concepts

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Abstract

This is a research project in which I seek to get an insight into NNEST perceptions of pedagogic change within ELT, with a focus on ELF and translanguaging being incorporated more into the curriculums in the field. The project links this to the current of neoliberalism running through ELT policy and how this may be defied by NNESTs by embracing hybrid language concepts, which can be defined as embracing multiple linguistic concepts that serve the same communicative objective. The enhancement of their portfolios to attract credit as ‘investors of the self’ is an aspect of human capital that can be adopted by NNESTs to enhance their self-esteem and encourage potential investors to view NNESTs as relevant players in a global landscape that appreciates linguistic diversity and pluralism as well as transnational experience. Ultimately, the research will shed light on novel and innovative methods that can be embraced to ensure the enfranchisement of NNESTs. Narrative interviews were employed to gain data that would give insights into NNEST perspectives on the issues discussed in this research. In analysing the ELT institutional websites content analysis and critical discourse analysis techniques were used to discover the apparent contradictions in the discourse.

The findings demonstrate that NNEST awareness of hybrid language concepts and how these can aid their quest for equity in ELT is low. The participants had seldom been exposed to these concepts in their education and training, so knowledge was limited on the theoretical backgrounds and pedagogical application of ELF and translanguaging. However, there was recognition that

these concepts were being utilised and practiced in their social and professional lives daily even if they were unaware of the terminology. There was agreement that the incorporation of these concepts into ELT pedagogy would aid both themselves and their students, thus enhancing their self-esteem and status within their chosen field, but there was not a consensus that these should be immediately applied for there was a degree of scepticism among the NNEST participants. Regarding ELT institutional website analysis, it could be seen that the increase in NNEST recruitment outside of their countries of origin is likely due to financial motivations rather than a shift in pedagogic ideologies towards more plural concepts such as the incorporation of ELF and translanguaging. It was also revealed that a form of discrimination based on the locating of NNESTs within Japan is being practiced.