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## *Non-Native Educators in English Language Teaching*

**Review by Beniko Mason**

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*NON-NATIVE EDUCATORS IN ENGLISH LANGUAGE TEACHING.* George Braine (Editor). Mahwah, NJ: Lawrence Erlbaum, 1999. pp. 208. \$24.50.

Generally speaking, native speaker (NS) teachers are thought to be better qualified and more effective for language teaching than non-native speaker (NNS) teachers. Because of this myth, NNS professionals experience unjust treatment. This condition must be recognized and corrected not only for better working conditions for NNS teachers, but also for better education for learners.

This book reminds us that NNS professionals are not equally welcomed in classrooms by students, at work by colleagues, in professional organizations by NS colleagues, and in the job market by employers, due to their language deficiencies, the color of their skin, and/or their accent, even though some are even from countries where English is commonly spoken in the community and schools.

The book contains thirteen articles by authors from various countries, and is divided into three parts. In Part One, authors describe their ideas about NS-NNS dichotomy. One author challenges the idea that there is only one right English spoken by special people (p. 7). In Part Two, authors discuss how NNS professionals are excluded in the profession. NNS students with a graduate degree have little chance of obtaining a position. NS teachers have less respect for NNS teachers; therefore, students in the classroom follow the examples that NS teachers show. Students regard NNS teachers less qualified (p. 102). The Japan Association of Language Teaching (JALT) still uses English as the working language in a large part of JALT activities (p. 107), and excludes the Japanese members (45% of the total membership) from the decision-making procedures by using Robert's Rules of Order as the standard parliamentary procedure of the organization (p. 110).

The authors believe that a solution is to educate the graduate students. In Part Three, they stress the importance of incorporating curricula related to non-native professionals in the TESOL field (p. 146). Research findings show that NNS graduate students believe that educating and training highly competent non-native speaker teachers

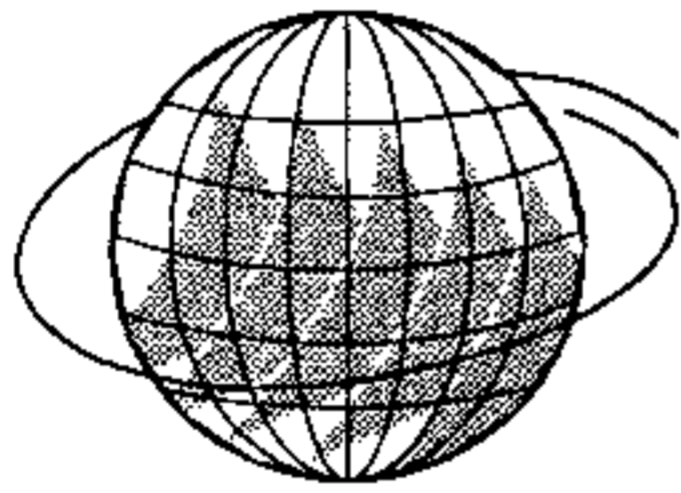
in the following areas are necessary: language proficiency, classroom language resources, and cultural understanding.

I value the opinions and feelings of these authors. It is an achievement that the editor took the leadership to organize a TESOL caucus for non-native educators and put this book together. *Non-Native Educators in English Language Teaching* should be read by everyone in the TESOL profession for further productive discussions and movement in improving the TESOL teaching and learning environment.

### About the Reviewer

*Beniko Mason (International Buddhist University in Habikino-shi, Japan), is interested in the development and evaluation of efficient and effective language curricula.*

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