



The Profits of Non-Native Teachers that Native Teachers are Not Good at

Annas Surdyanto

Pamulang University

annas.surdyanto@gmail.com

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Abstrak

The article discusses the profits of non-native English teachers based on literatures. Although native and non-native teachers are teachers who teach language with purpose to enable students communicate in a target language, they are not the same in some learning aspects. Non-native language teachers have more than one language that native teachers precisely have no much understanding on it. One of some advantages coming from non-native teachers is good methods in teaching and explaining grammar. Another profit of non-native teachers is a gift as motivating teachers that are able to give motivation to students. In addition, benefit of non-native teachers who are also the second language learners is the ability for translating word and sentence. Besides, having an ability to understand second language learner problems is also the advantage of non-native teachers. The article assumes that native English teachers are not always more superior than the non-native ones. There are advantages that make them considerable in language teaching. The advantages are the ability to understand second language learner problems, motivation, teaching method selections, translation skill. This study is expected to neglect that mainstream perspective on non-native speakers claiming that non-native teachers are not a considerable selection. Finally, this article is not intended to downgrade native teachers since they have, however, better language exposures and modelling.

Introduction

Superiority between native and non-native language teachers always becomes an interesting topic and study in the linguistic field. It attracts many linguists to compare both of native teachers and non-native teachers. Study about this comparison results that most students like better studying with native teachers then studying with non-native teachers (Christen 2009: 9). It may occur because of the different ways of teaching between native and non-native teachers. Although native and non-native teachers are teachers who teach language with purpose to enable students communicate in a target language, they are not the same in some learning aspects.

Non-native language teachers have more than one language that native teachers precisely have no much understanding on it. The language of non-native teachers does not leave a model of target language that they teach to their students. In contrast, native teachers may supreme due to the model they have as a target of language learning. Imitating a model

of native speaker is always accepted in second language learning (Sato 2009: 277). Nevertheless, there are some profits comes from non-native teachers which native teachers are not good at.

Grammar Teaching Methods

One of some advantages coming from non-native teachers is good methods in teaching and explaining grammar. As a part of language learning, grammar must be understood by the teachers before they decide to be the teachers of language. Non-native teachers of English are eternally aware the profit of mastering English grammar (Cowan 2008: 1-2). This awareness comes from the process of grammar learning when they were learners. Further study that supports this profit is an acknowledgement from Llorca (2006). It provides the information that the more controlled method in teaching grammar is possessed by non-native teachers (Llorca, 2006: 206). Moreover, the study of Christen (2009: 4) also confirms that the profit of non-native teachers is also to give explanation of vocabulary and complex grammar in class. Grammar and vocabulary are not considered to be problems that non-native teachers are not good at (Llorca 2006: 145). In addition, there is an explicit evaluation of grammar understanding between non-native speaker teachers of English, non-native speaker prospective of English, English native speaker and native speaker prospective of English held by Andrews (1999). The result of this evaluation informs that non-native English teacher extensively more superior than the others.

Motivating Students

Another profit of non-native teachers is a gift as motivating teachers that are able to give motivation to students. According to (Christen 2009: 4), non-native teachers can give motivation by exposing that achievement of high expertise in second language is possible to reached. In addition, Braine (2010: 33) also confirms that motivation is a basic of motivation for the students that non-native teachers possessed.

Translation Skill

In addition, benefit of non-native teachers who are also the second language learners is the ability for translating word and sentence (Braine 2010: 33). It is also stated by Pennycook (2012: 84) that a second language learner is able to obtain equal fluency, intuition, and ability for translating and so on. Based on those studies, it can be picked up the point that the ability for translating possessed by non-native teachers is one of some power that he has.

Ability to Understand Second Language Learner Problems

Having an ability to understand second language learner problems is also the advantage of non-native teachers. Non-native language teachers are precisely the persons who have learned the language from the very low level. As a result, it leaves experience of learning that naturally gives much understanding of learning problems. The study of Braine in Christen (2009: 4) has shown the power of non-native teachers that the native teachers are not good at. The result shows that non-native teachers have experienced the same learning process, problems and mistakes as their students and those experiences makes him able to be ideal models of language learner for their students. Besides, Braine (2010: 33) also confirms his own statement that non-native teachers have more understanding of learning problems; they are able to help students in learning. When students have difficulties in the process of learning, non-native teachers generally know what should be given to the students in order to solve the difficulties. In addition, non-native teachers claim that the one profit of non-native teachers is the ability to predict and help the difficulties that may emerge on the students of second language (Choi 2007: 183). Anticipating problems of learning that appear

from the experience of second language learning is also the benefit that becomes visible from non-native teachers.

Conclusion

In conclusion, there are some profits comes from non-native teachers that most native teachers are not good at. The first is having good approaches in teaching and explaining grammar and the second is motivating students. Besides, having ability for translating and having good understanding of learning problems are also the profits of non-native teachers. Therefore, non-native teachers cannot be lightly considered in language learning.

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