

PERSONAL CASE REPORT

**HELPFUL DIGITAL TOOLS
FOR NNES COMPOSITION
TEACHERS**

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BACKGROUNDS

NNES COMPOSITION TEACHERS IN THE US

Increasing Number of Non-Native English Speaking (NNES) Composition Teachers in the US College Contexts

80% of English Teachers around the world are NNESTs (Canagarajah, 1999).

In the US, **more international students** who aspire to be English teachers have been **entering graduate programs in English** where TESOL or relevant fields are housed (Park, 2012, 2017).

International graduate teaching assistants of composition (Liu, 2005; Zheng, 2017) and **international composition teachers who work as faculty members** (Ruecker, Frazier, & Tseptsura, 2018; Shehi, 2017) are increasingly investigated.

There will be **an increasing number of NNESTs of composition** (i.e., international composition teachers) in a future. Indeed, the landscape of college composition teaching is changing.

DILEMMA

MY PERSONAL EXPERIENCE

NNES Composition Teachers have Various Assets/Pedagogical Resources, and yet...

While NNES composition teachers' **translingual or interdisciplinary backgrounds** (Zheng, 2017) and their **diverse sociocultural backgrounds** (Liu, 2005) can be rich pedagogical resources and assets, it is also true that NNES composition teachers encounter negative reactions from their native-speaking students (e.g., Liu, 2005).

One Chinese teaching assistant of composition in Liu (2005) stated, "My accent and my mistakes in speaking made me frustrated" (p. 162).

10/10/2017

POOR

2.0 OVERALL QUALITY

3.0 LEVEL OF DIFFICULTY

ENG101

For Credit: Yes
Attendance: Mandatory

Textbook Used: Yes
Would Take Again: No
Grade Received: N/A

TOUGH GRADER PARTICIPATION MATTERS GRADED BY FEW THINGS

You only have two types of grades - class participation and four different papers. We only learn about different types of genre, and that's it. Its hard to not fall asleep as well. The language barrier is tough to get by, and he grades really tough because of this. Definitely would not take his class again.

3 people found this useful 12 people did not find this useful

report this rating

DILEMMA

MY PERSONAL EXPERIENCE

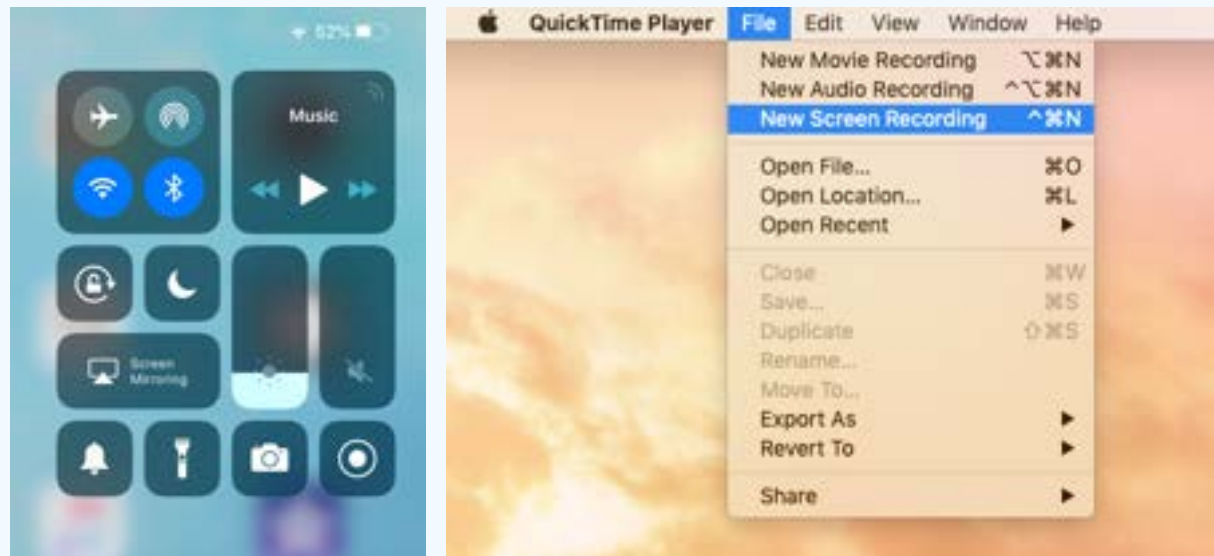
NNES Composition Teachers have Various Assets/Pedagogical Resources, and yet...

As an international composition teacher myself, **I do not buy into ideological dichotomy of NEST-NNEST in any educational context.** However, at the same time, I want my students to understand my lesson contents **effectively.**

The solution I found is "**using technologies more**" to go beyond simple oral explanations, and to help students' comprehension "**visually.**"



DIGITAL TOOLS FOR EFFECTIVE TEACHING



SCREEN RECORDERS MOVIE EDITOR

- Screen Recorder on iPad
- Quick Time Play on Mac
- iMovie on iPad/Mac
- Other Softwares/Applications for Windows Users (e.g., Screen-O-Cast)

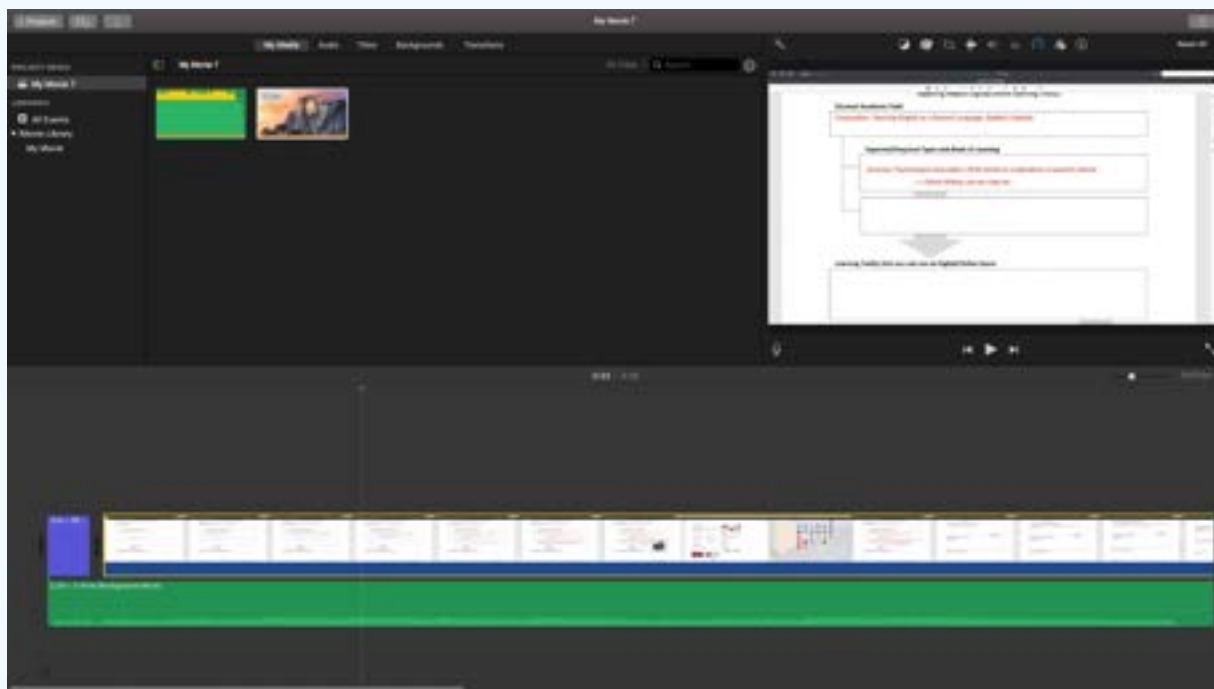


DIAGRAM CREATOR

- "draw.io" - Online Diagram Creator
- MS PowerPoint
- Screenshots (for Mac & Windows)

VIDEOS FOR DEMONSTRATION

SHOWING HOW TO WORK ON ACTIVITIES

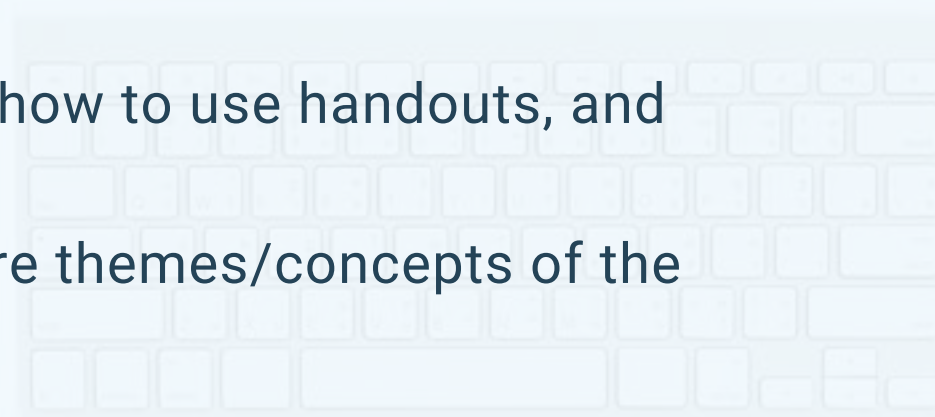
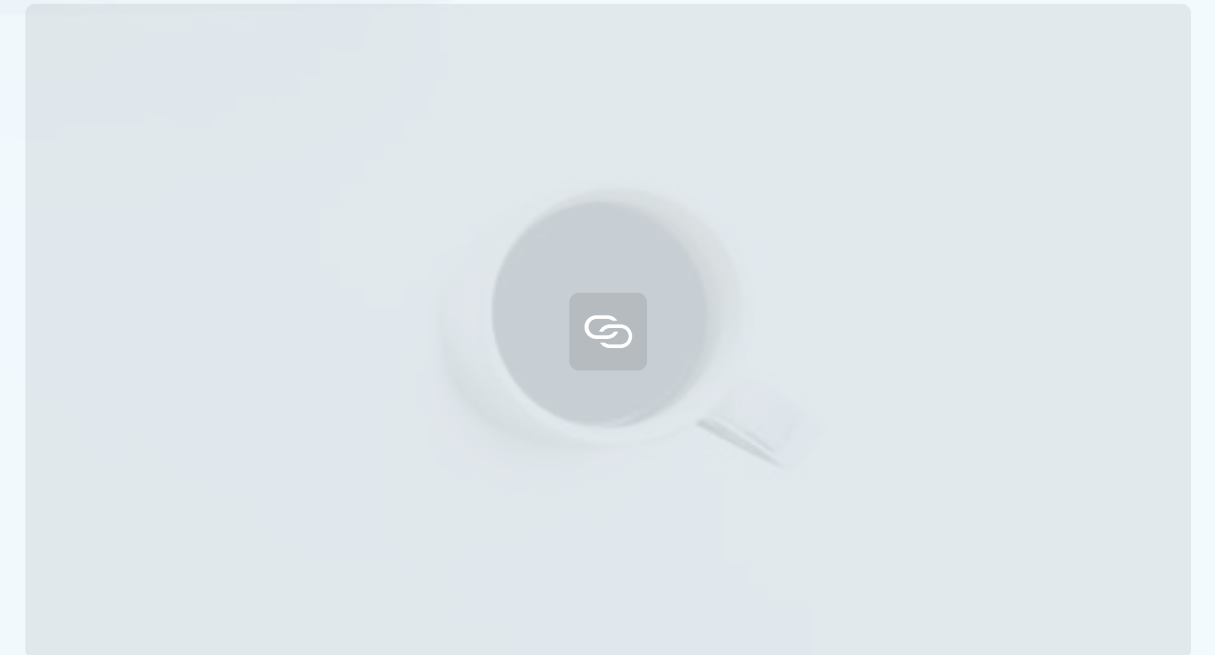
- When I ask students to work on a handout for an activity, I always show my demonstration video. The demonstration video is taken on my iPad (Screen Recording). Using PDF Expert and Apple Pencil, I actually work on the handout. This demonstration usually helps students better understand what they are expected to do for the given activity.
- I also record my computer screen to demonstrate how to use some softwares/applications for writing (e.g., Evernote, Mendeley, Qualtrics, etc.). Recorded videos from iPad and Mac are edited on iMovie to adjust speed and to add background music.



CREATING FIGURES AND DIAGRAMS

VISUAL AIDS FOR EFFECTIVE LESSONS

- To help students' better understanding of my instruction, I use two tools: (1) screenshots of the computer screen, and (2) diagrams and figures as visual aids.
- Screenshots are mainly used: (1) to explain how to use handouts, and (2) to talk about assignment guidelines.
- Diagrams and figures are used to explain core themes/concepts of the lesson.



PERCEIVED BENEFITS

1

ORGANIZED

A teacher can make his/her lesson better structured by using videos and figures.

3

LOW ANXIETY

A teacher can lower his/her anxiety in teaching by using various visual aids such as videos and figures.

2

VISUAL AIDS

Offering visual aids such as videos and figures helps students better comprehend what a teacher says.

4

GAINING TRUST

A teacher can gain trust from students by preparing a lot of visual aids.

CONCLUSION

MY PERSONAL EXPERIENCE

Tentative Conclusion by Using Videos and Figures in my Composition Classrooms...

Some technology tools like video editing applications, online diagram generators, or various designing tools in MS PowerPoint helped me effectively teach composition courses. By using these technology tools, I could gain trust from students, and also receive various positive comments from them (i.e., on my course evaluations).

NNES composition teachers are hence recommended to apply more technology tools/items in their composition classrooms.

The screenshot shows a course evaluation form for ENGL202. The date is 12/05/2018. The overall quality is rated 5.0 (AWESOME) and the level of difficulty is 4.0. The form includes a section for 'CARING' with the text 'SKIP CLASS? YOU WON'T PASS.' and a paragraph of feedback: 'Mr. Akiyoshi is a young professor, originally from Japan. As I'm aware at the time of this writing his is working on his graduate degree. For those who have said he cant be understood are exaggerating. I took his ENGLISH 202 class in which the entire course was structured on developing a single research paper. He had clear, concise PPT. He's great!'. There are also fields for 'For Credit: Yes', 'Attendance: Mandatory', 'Textbook Used: No', 'Would Take Again: Yes', and 'Grade Received: Not sure yet'. At the bottom, it says '0 people found this useful' and '0 people did not find this useful'.

12/05/2018

ENGL202

CARING SKIP CLASS? YOU WON'T PASS.

Mr. Akiyoshi is a young professor, originally from Japan. As I'm aware at the time of this writing his is working on his graduate degree. For those who have said he cant be understood are exaggerating. I took his ENGLISH 202 class in which the entire course was structured on developing a single research paper. He had clear, concise PPT. He's great!

0 people found this useful 0 people did not find this useful

report this rating

For Credit: Yes
Attendance: Mandatory

Textbook Used: No
Would Take Again: Yes
Grade Received: Not sure yet

AWESOME

5.0 OVERALL QUALITY

4.0 LEVEL OF DIFFICULTY

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QUESTIONS? COMMENTS?

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