HELPFUL DIGITAL TOOLS FOR NNES COMPOSITION TEACHERS

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

MOVIE EDITOR

DIAGRAM CREATOR
- "draw.io" - Online Diagram Creator
- MS PowerPoint
- Screenshots (for Mac & Windows)
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.
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.
A teacher can make his/her lesson better structured by using videos and figures.

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

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

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.


QUESTIONS? COMMENTS?
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