

## Non-native English Students' Linguistic and Cultural Challenges in Australia

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### Abstract

*This paper looks into the effect of use of international English on non-native students' dignity in Australian academic and social contexts. The study was undertaken through in-depth interviews with 28 participants from 13 countries. The results partly revealed that there was neither speech convergence nor culture convergence between non-native and native speakers. When native speakers linguistically converged towards non-native speakers, it appeared to backfire as mocking behavior. There was an expectation that host tutors, lecturers and classmates would adjust their speech to a level accommodating non-native speakers, but they did not. Failure to effectively converge linguistically and culturally led to failure in intergroup communication. The failure concomitantly affected participants' self-worth, motivation and identity in a way that diminished their dignity and motivation, impinging on their identity.*

**Key Words:** International Students, Academic and Social Context, Dignity, Non-Native English Speaker

English is the most powerful international *lingua franca*, a language of globalization, a great economic and political source of power and a contributing factor to the growth of intercultural communication in the global context (Hatos, 2006; Tsuda, 2008). Its status has created a rich English language teaching (ELT) industry, which has opened up employment opportunities for both native and non-native speakers of English. As well, the rise of English has motivated non-native speakers to study the language at home and/or abroad in order to acquire fluency and utilize these English language skills as effectively as they can in the globalized professional world. Of the English-speaking countries, Australia ranks the third largest provider of international education after the US and the UK (Novera, 2004).

According to Australian Education International (2011), 240,644 international students were enrolled in the Australian Higher Education Sector. Generally, when these international students enter a new social environment, they are taking an intercultural crossing journey, which can be difficult and challenging because it involves coping with unfamiliarity and anxiety. They may find many cultural differences between their host country and their home countries (Gu & Maley, 2008). If they cannot adjust themselves to the differences in such a disorienting environment, they will experience culture shock (Sussman, 2000). Adjustment during an initial transitional stage appears to be a primary and challenging issue for them when coming to an English-speaking country (Bigg, 2003). Language competence is predicted as having a strong impact on international students' post-arrival adaptation (Andrade, 2006). This is not just because the

host language is not their mother tongue. It also follows from the different approaches to language learning pedagogy, where a more traditional focus on grammatical rules and usage (Sawir, 2005), rather than on using the language for real communicative purposes, may not equip them well for their new environment. Given that language and culture are intertwined, the more their first language and culture differ from the host's, the more difficulty they have in coping with academic and social life.

In Australia, international students in general have difficulty understanding Australian English (AE) which leads them to feel psychologically distant from the host society and encounter language shock (Tanamuraksakul, 2009b). In consequence, they lose confidence (Sawir, 2005) and tend to become confused, embarrassed or lost which tends to hinder their focus and undermine the energy required to learn a second language (Holliday, Hyde & Kullman, 2004). Eventually, they may feel deprived of opportunities to use their mother tongue, partly risking their sense of intrinsic dignity and self-worth (Tsuda, 2000; Tanamuraksakul & Hall, 2011).

Tsuda (2000) particularly reveals his own personal experiences as a non-native-English-speaking professor of International Communication in English-speaking settings where he experienced more than minor inconveniences; he felt his personal sense of human dignity suffer as a result of language challenges. Non-native speakers consider English language learning as a vehicle for a sense of accomplishment (Crystal, 2003) and a source of their dignity (Tanamuraksakul, 2009a) and

# Non Native English Students Linguistic And Cultural

**George Braine**



## **Non Native English Students Linguistic And Cultural:**

*Native or Non-native speakers. Who are the better English teachers?* Svenja Christen, 2010-01-25 Seminar paper from the year 2008 in the subject Didactics for the subject English Miscellaneous grade 1 language English abstract In today's globalised world language knowledge becomes more and more important for good and skilled communication Especially the knowledge of one language the world language English is necessary to be competitive and able to communicate worldwide The status of English as a world language is obviously due to its large amount of native speakers all over the world but also its simplicity in grammar structure and vocabulary makes it to one of the most important languages in the world There are approximately 380 million native speakers of English and more than 700 non native speakers of English all over the world which results in large parts of today's communication taking place in English Thus good English language knowledge is a precondition for many jobs and educations This places great importance on today's English language education It has to be of high quality and learners have to acquire the language as good and as fast as possible But who can perform the job of an English teacher best There has been lots of discussion in the past years about whether native or non native speakers are better at language teaching Due to globalisation also the amount of English teachers available is rising steadily Today's English teachers come from a broad range of different countries and thus have differing cultural and linguistic backgrounds Those backgrounds have again influence on the teachers teaching styles and methods and their general understanding of the teaching context and their students Moreover today's English teachers have different levels of knowledge of the target language and culture In this paper I will thus have a look at the following question Native speakers of English or non native speakers of English who are the better English teachers Native speakers on the one hand know their language perfectly faultlessly and naturally Non natives on the other hand are more familiar with the students language learning process and have a better understanding of the learners needs Thus who is the ideal language teacher for the challenging task of teaching the world language English

### **Higher Education Internationalization and English Language Instruction**

Xiangying Huo, 2020-11-07 This book offers new understanding of the implications of pluralism and of transnational movements to higher education and the construct of a native speaker within contemporary globalization processes Theoretically it calls for a revisioned English as an International Language EIL pedagogy and a wider acceptance of EIL and of World Englishes It challenges the postsecondary education sector to change the discourse around language proficiency to one that engages the pluralism of English As for the applied significance the book contributes to the work on neo racism which means racism goes beyond color to stereotypic foreign cultures nationalities and exotic accents based on cultural distinctions instead of merely skin differences The book contributes to higher education policy and practice pushing a revisioning of ESL in conceptual and pedagogical ways such as designing more culturally oriented curriculum implementing culturally responsive pedagogy and valuing the teaching proficiency more than the language proficiency

*Public Speaking*

*in American English* Nancy Grass Hemmert, 2008 Through discussion of culture language and diversity *Public Speaking in American English A Guide for Non Native Speakers* offers real world advice about overcoming the most pressing relevant and stress provoking speaking issues non native students face Designed specifically for non native English speakers this book follows the traditional public speaking textbook format but also offers students a sense of the larger community of non native English speakers LEP and ESL students who face the same struggles challenges and concerns Every chapter is infused with discussion about the relevant cultural and linguistic issues students are likely to face as well as concrete suggestions on how to address compensate for and or overcome these difficulties Specific exercises and activities both within the chapter and at the end of each chapter allow students to work on their own or in a class to improve their skills set Additionally the writing style though easy to read challenges the non native English speaker without frustrating the reader **Bilingualism and**

**Bilingual Education: Politics, Policies and Practices in a Globalized Society** B. Gloria Guzmán

Johannessen, 2019-01-14 This volume presents a multinational perspective on the juxtaposition of language and politics Bringing together an international group of authors it offers theoretical and historical constructs on bilingualism and bilingual education It highlights the sociocultural complexities of bilingualism in societies where indigenous and other languages coexist with colonial dominant and other prestigious immigrant languages It underlines the linguistic diaspora and expansion of English as the world's lingua franca and their impact on indigenous and other minority languages Finally it features models of language teaching and teacher education This book challenges the existent global conditions of non dominant languages and furthers the discourse on language politics and policies It does so by pointing out the need to change the bilingual multilingual educational paradigm across nations and all levels of educational systems *Critical*

*Perspectives on Equity and Social Mobility in Study Abroad* Chris Glass, Peggy Gesing, 2021-07-22 This edited volume brings together the perspectives of a diverse group of international scholars to explore the intersections of study abroad and social mobility In doing so it challenges universalist assumptions and power imbalances implicit in study abroad across the Global North and South and explores the implications of COVID 19 for equity within study abroad programs policy and practice going forward Offering empirical theoretical and conceptual contributions *Critical Perspectives on Equity and Social Mobility in Study Abroad* foregrounds critical reflection on the stratification of access to study abroad and examines the varied outcomes of international study in relation to graduates entry into domestic and international labor markets Focusing on the experiences and outcomes of students from varied backgrounds chapters identify a number of power imbalances relating to student race ethnicity religion local and international policies and politics and put forward valuable recommendations to ensure greater equity within the field Against the backdrop of growing criticism over the power imbalances in international exchange this text will benefit researchers academics and educators with an interest in higher education international and comparative education and multicultural education Those interested in educational policy and the sociology of education

more broadly will also benefit from this book **Reimagining Dialogue on Identity, Language and Power** Ching-Ching Lin, Clara Vaz Bauler, 2023-12-12 In this book dialogue is used as a research knowledge sharing and community building tool in which participants engage with each other in reflecting upon the perspectives of self and others challenging complementing and contradicting each other as critical peers The book aims to be an enactment of sociological reimagination as a way to reimagine public conversations that inspire criticality innovation and multimodality around the intersection of identity self language mediating mechanism and power sociocultural domain Each chapter illustrates the use of dialogue as a participatory research tool as a way in which the sharing of knowledge and the growth of understanding occurs through meaning and strategy making processes Together they present dialogue as an integrative model of self inquiry and social activism and provide a valuable standpoint to understand the participatory nature of our very effort to question and investigate our sense of self in the world **Principles and Practices for Teaching English as an International**

**Language** Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Willy A. Renandya, 2012-04-23 This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries **An Assets-Based Approach to**

**Serving Multilingual International Students in Higher Education** Laura Mahalingappa, Hayriye Kayi-Aydar, Nihat Polat, 2026 This guide will help higher education institutions create a more purposeful and supportive learning and cultural environment for their multilingual international students Through a lens of equity and social justice this volume offers a comprehensive look at the education of multilingual international students MISs in higher education Featuring contributions from leading scholars this collection tackles issues of inequity in admissions language testing mentoring mental health and more It provides critical insights into the diverse experiences of MISs on multilingual and multicultural campuses along with evidence based practices and policy recommendations As universities increasingly recruit international students this book will help a wide range of professionals to address the specific linguistic academic and sociocultural needs of this student population Book Features Designed as a practical resource for faculty administrators advisors and decision makers Fills a crucial gap in higher education by centering the voices goals and needs of MISs and advocating for more just and inclusive institutional policy and practices Offers a focus on the intersection of both international students and multilingual learners addressing their unique characteristics Brings together research active experts and topics from different fields counseling and mental health trauma teaching pedagogies that are not often integrated into one resource Linguistics and Language

Behavior Abstracts, 2008 *Options for the Teaching of Foreign Languages, Literatures, and Cultures* Warren C. Born, 1978

**Non-native Educators in English Language Teaching** George Braine, 2013-10-08 The place of native and non native speakers in the role of English teachers has probably been an issue ever since English was taught internationally Although ESL and EFL literature is awash in fact dependent upon the scrutiny of non native learners interest in non native academics

and teachers is fairly new Until recently the voices of non native speakers articulating their own concerns have been even rarer This book is a response to this notable vacuum in the ELT literature providing a forum for language educators from diverse geographical origins and language backgrounds In addition to presenting autobiographical narratives these authors argue sociopolitical issues and discuss implications for teacher education all relating to the theme of non native educators in ETL All of the authors are non native speakers of English Some are long established professionals whereas others are more recent initiates to the field All but one received part of the higher education in North America and all except two of the chapters are at least partially contextualized in North America Particularly relevant for non native speakers who aspire to enter the profession graduate students in TESOL programs and teacher educators the unique nature of this book s contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT and all those who are concerned with the role of non native speakers in English language teaching

**Insights in Healthcare Professions Education: 2023** Lynn Valerie Monrouxe, Jacqueline G. Bloomfield, 2024-07-17 We are now entering the third decade of the 21st Century and especially in the last years the achievements made by researchers across the world have been exceptional leading to major advancements in the fast growing field of Healthcare Profession Educations Frontiers has organized a series of Research Topics to highlight the latest advancements in science to be at the forefront of knowledge in different fields of research This editorial initiative of particular relevance led by Dr Jacqueline Bloomfield and Lynn Monrouxe Specialty Chief Editors of the Healthcare Professions Education section focuses on new insights novel developments current challenges latest discoveries recent advances and future perspectives in the field of Healthcare Professions Education The Research Topic solicits brief forward looking contributions from scholars that describe the state of the art outlining recent developments and major accomplishments that have been achieved and that need to occur to move the field forward Authors are encouraged to identify the greatest challenges in the sub disciplines and how to address those challenges

**From Linguistics to Cultural Anthropology** Samuel Gyasi Obeng, Cecilia Sem Obeng, 2006

**Transactions of the Asiatic Society of Japan** Asiatic Society of Japan, 2006 List of transactions v 1 41 in v 41

*Teaching English as a Second Language* Wallace L. Goldstein, 1975 Indian Orphanages Marilyn Irvin Holt, 2001 This work interweaves Indian history educational history family history and child welfare policy to tell the story of Indian orphanages within the larger context of the orphan asylum in America It relates the history of these orphanages and the cultural factors that produced and sustained them

**Native and Non-Native Teachers in English Language**

**Classrooms** Juan de Dios Martinez Agudo, 2017-05-08 Despite being highly debated in applied linguistics and L2 teaching literature the controversial issue of non nativeness still remains unresolved Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm which still exerts a strong influence in the language teaching profession Written by well known researchers and teacher educators from all over the world both NSs and NNSs the selected

contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind the improvement of second language teaching and teacher education In today s world being a NS or NNS should not really matter but rather teachers professional competences This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students

**The Culture and Manufacture of Indigo** Walter Maclagan Reid,1887 Modern Language Teaching ,1913 120 Content Strategies for English Language Learners Jodi Reiss,2012 Provides 120 easy to follow strategies that examines different aspects of teaching ELL secondary students from building background knowledge to assessing learning Explores methods of presenting basic information about types of tests demonstrates test taking skills and discusses the use of accommodations Each chapter contains a summary and discussion questions

## Decoding **Non Native English Students Linguistic And Cultural**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Non Native English Students Linguistic And Cultural**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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