

Comments or explanations you would like to offer for your previous response?

- [1.](#) It sounds like a fine effort to increase participation and communication of divergent thoughts in the organization.
- [2.](#) I think that Non-native English speakers have valuable lessons and perspectives to bring to WATESOL and their unique perspective should be developed
- [3.](#) In my travels abroad I have met some remarkable teachers who are non-native speakers of English. I am less familiar with this issue in the US. It's an interesting one.
- [4.](#) If I were a parent of a child living in the USA who needed ESOL services, I would only want a native English speaker as the TESOL. Non-native English speakers may have the education and experience to be TESOLs and do an excellent job in countries where English is not the native language. BUT in almost all cases a non-native speaker of English will not be able to match a native English speaker in the crucial fields of speaking and pronunciation of the language.
- [5.](#) I didn't realize that this was such an issue that it warrants an actual caucus within TESOL. Since it appears to be a point of concern among some members, I will vote in favor.
- [6.](#) It is a great idea !
- [7.](#) These issues should include native and non-native teachers because it is important for anyone teaching to hear the viewpoints and experiences. Non-native teachers eaxperiences can give insight to the problems ESL learners face in their own lives. We should all work together to help each other since there are those of us who teach EFL and face the same problems overseas.
- [8.](#) This is great!
- [9.](#) I agree in principle, assuming there are enough interested NNEST teachers to form a viable group.
- [10.](#) It's important for people to understand that an accent doesn't mean the person is not qualified to teach the language. It means that person is a role model for students. Both native and non-native teachers can learn from each other to best help the students.

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- [11.](#) I strongly support the creation of a NNEST Caucus in WATESOL. Ginny Lezhnev
- [12.](#) The reasons given above sound valid to me.
- [13.](#) Having done some English teaching training in Korea, I am in favorof the formation of such a group.

<a href="#"><u>14.</u></a>	NNESTs have issues unique to them. I imagine it would be useful to them to get together and discuss them, especially with the resources of WATESOL as a whole
<a href="#"><u>15.</u></a>	I think the fourth statement is very important: NNESTs need to be QUALIFIED. I have met some very highly qualified NNESTs that have flawless English and others who make simple subject/verb agreement mistakes. WATESOL needs to make a clear stand on this.
<a href="#"><u>16.</u></a>	Great idea. Should add to better understanding of the advantages of bilingual teaching, as well as improving services to our ELL students of all ages.
<a href="#"><u>17.</u></a>	We might want to ammend the discussion about employment descrimination to say something about "competent" or "highly proficient." Whereas, I happily hire NNEST's who meet the level of education that I'm seeking and who are highly proficient in English, I would set myself up for endless complaints if I hired NNEST's who did not meet these standards. This concession (about competent and proficient) NNEST's has already been discussed thourgh the e-mail / web discussions. I wholeheartedly support the establishment of the NNEST caucus.
<a href="#"><u>18.</u></a>	I would support all QUALIFIED teachers
<a href="#"><u>19.</u></a>	Although I am not a NNEST myself, I have experienced such "discrimination" when studying other foreign language and working with other speakers of the target language.
<a href="#"><u>20.</u></a>	NNEST have critical insights into language learning and cultural bridges that native speakers do not; together we can strengthen the schools and communities we serve.
<a href="#"><u>21.</u></a>	Although it's irritating to hear a colleague's pronunciation blunders that cause grammatical errors, she is an outstanding ESL teacher of reading and writing. Therefore, I believe it's necessary to pursue discussion about them, support them, and remember that huge numbers of (potential) teachers immigrate every month (day...year).
<a href="#"><u>22.</u></a>	It's always nice to have others with whome to rub shoulders. This caucus would create a group for this type of support.
<a href="#"><u>23.</u></a>	Absolutely - this issue is keeping me from being "employable". Employers like my resume but can't (won't) sponsor my work permit for understandable reasons, i.e why go through the trouble of extra paper work when they can get Americans for less hassle. Or then they are just lazy, like the dean of human resources at a local community college who wouldn't even respond to any of my lawyer's attempts to explein the process. Some of prospective employers have even had the nerve to suggest I get into a sham-marriage to get a work permit!
<a href="#"><u>24.</u></a>	It further distinguises between NNEST's and nons. It seems un-inclusive. Can't we address these issues in an inclusive environment, not set up a separate entity?

<a href="#"><u>25.</u></a>	It is not easy for a Non-native English speaker to be an ESL instructor in an English speaking country like the U.S.
<a href="#"><u>26.</u></a>	What concerns me most about the NNEST issue is that one ethnicity/nonEng group discriminates against another. This has happened where I teach and only the one predominant group gets the benefits and the others are left out. At least then the NEST people can iron it out and create some fairness.
<a href="#"><u>27.</u></a>	How could this be a bad thing? :) I fully support the creation of NNESTs Caucus.
<a href="#"><u>28.</u></a>	I think that this is a wonderful idea. I give my full support to the creation of a NNEST Caucus.
<a href="#"><u>29.</u></a>	It seems that the experiences, needs and motivations of NNEST are sometimes different from those of native speakers of English, and this caucus might afford an opportunity for increased support, research and defense against discrimination that is sometimes experienced. In the spirit of acceptance and support, I think that the formation of this caucus could help to provide a "safe haven" for professionals in our field that may benefit from a more close examination of the issues.
<a href="#"><u>30.</u></a>	great idea!
<a href="#"><u>31.</u></a>	As a profession, we need to raise awareness among our colleagues, employers, and the field of education about the importance of increasing the diversity of teachers from various linguistic, cultural, racial, and ethnic backgrounds. Who best to serve students who are going through similar experiences?