

The Target Language Program – An Experience-Based Study

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Introduction

The topic of non-native versus native teachers has been largely discussed in modern language research. At a northern U.S. college, this discrepancy is clearly expressed in favor of the latter because solely international native speakers are hired to teach introductory language classes, such as first semester 1010 or second semester 1020 there. However, the key feature that all of those teachers share is that they are teaching novices with little to no experience in the field. Because of that, the formerly mentioned discrepancy is extended by the topic of novice versus expert status. While this college seems to choose inexperienced native speakers, so called Target Language Experts (short TLEs) over experienced non-native speakers, the question that arises centers around the topic of program effectiveness. Although many studies have been conducted in the overall research field, few have focused on the perception of the teaching assistants. The aim of this study is to do so while discussing the effectiveness of the program with respect to general organizational theory as well as the native versus non-native and novice versus expert debate in this specific context, a small, private liberal arts college with a mandatory foreign language component for all undergraduate students. Working with a sample size of two Target Language Experts of different languages including the author herself and the embedding of her personal experiences, open interview questions served to gather the second TLE's perception qualitatively. The study reaches conclusions with respect to the strengths and flaws of the program as well as the influence of native, non-native, and novice, expert teachers on the foreign language class room. An additional component will be teacher training because the TLEs do not receive any kind of training, as of 2019. Despite the reduced sample size, the aim is to give TLEs a voice and to help enhance similar programs in their best possible way. Thus, the college's unique language program will be presented and analyzed. Compiled strengths and weaknesses will help to advocate the program but also to improve the

overall quality as previously mentioned. The goal of the following section is to lay a theoretical foundation represented as literature review.

Literature review

Organizational Theory

Two perspectives

According to Owens and Valesky (2017), there are two major approaches to conceptualize organizations and how they function (p. 112). The bureaucratic way emphasizes strict rules and control. Furthermore, a clear hierarchy is fundamental. The communication is vertical and orders always come from above. The rules need to be followed by all parties at all times. There are also clear plans and schedules as well as constant control from supervisors (Owens & Valesky, p. 113).

Human resources development views are the countermovement to the information above. In this respect, the organization's work is viewed as a team effort. Employees are free to explore, share their opinions, and have the option to develop and grow as human beings. Their views are appreciated and their individual abilities are seen as an advantage to the organization. If the individual's and the organization's views are congruent, there will automatically be motivation which is why control and clear rules are secondary (Owens & Valesky, 2017, p. 117-118). The following section centers around the topic of induction.

Induction

In his book *Creating Great Schools*, Schlechty (2005) elaborates on the six critical systems. Among them are the recruitment and induction system. Commitment to the organization, peer support, skilled members and low turnover rates are crucial for effective induction (Schlechty, 2005, p. 68). According to Schlechty (2005), "it is easy to confuse an effective recruiting system with a system able to attract enough people to fill the existent vacancies" (p. 74). In light of the school context, Schlechty (2005) notes that there has always

been a teacher shortage and insufficient overall teacher quality due to the low salaries (p. 75).

The next section introduces the topic of effective schools.

Effective schools

Owens and Valesky (2017) identify five crucial elements of effective schools. The essence of school and its primary goal is to teach (p. 172). “Student’s progress in knowledge, skills, and attitudes” provides the basis to measure whether this goal is fulfilled or not (Owens & Valesky, 2017, p. 172). In doing so, the organization demonstrates responsibility for the students’ success. Furthermore, a teaching- and learning-friendly environment must be guaranteed. Schools must always be treated as a whole and the teachers’ attitudes and behaviors must meet the organization’s. The literature review will continue with language and teaching related aspects.

The native non-native debate

Walkinshaw and Oanh (2014) discuss the advantages and disadvantages of native and nonnative speakers as foreign language teachers. One hundred students from two different countries answered qualitative short-response questionnaires which were later quantified for analytical reasons. Native speakers scored in light of their pronunciation, correct language use, and cultural knowledge but lacked strategies to explain complex grammar issues and were not sufficiently fluent in the students’ L1. For nonnative teachers, however, the results were the opposite.

Similarly, Liehr’s German article from 1994 discusses the advantages of native and nonnative teachers in general. The article further elaborates on two studies conducted at the University of Wisconsin in Madison. Main interest was to find out whether native speakers (here of German) serve as better teachers or teaching assistants in the U.S. The researchers chose a mixed-methods approach in the form of questionnaires with both open and closed questions to grasp the teachers’ perceptions at first and then students’ in the next step. The

findings showed that there is no preference for either native or nonnative teachers but that both groups have their advantages and disadvantages as reflected in the results of the other study mentioned discussed above.

The two selected articles provide useful background information concerning native and nonnative teacher aspects despite the language and context-related differences of the current study. Their findings may be used to phrase interview questions for students of international teaching assistants in a follow-up study. While some studies only showed slight or no preferences with respect to nativeness, the detailed findings of Walkinshaw and Oanh (2014) would be well worth investigating in the future regarding the teachers' pronunciation, correct language use, cultural knowledge, strategies to explain complex grammar issues, and fluency in the students' L1.

Teacher training

Brandl (2000) provides a brief literature review concerning the training of teaching assistants in higher education including possible ways of doing so. He further elaborates on his study which depicts the training preferences of foreign language teaching assistants at the University of Washington. The research question focused on the teaching assistants' perceptions with respect to the trainings they find most influential along their way to become successful language instructors. Brandl used a mixed-methods approach; fifty-six participants responded to a five-point Likert scale in the first place and twenty-three were additionally interviewed. The teaching assistants rated preservice training, informal discussions with peers and supervisors, end-of-term student evaluations, and small-group student interviews in class the highest. The article also suggests that teaching assistants seek concrete feedback from the students. This study was substantial in creating the interview questions (See Appendix B). In addition to Brandl's (2000) contributions, Kanno and Stuart's (2011) study on novice teachers revealed that teacher identity is based on teaching (not language) expertise which

also directly affects authority. The subsequent parts will introduce the school setting and the program.

The school setting

The college was founded in 1847 and it is located on the shore of Lake Michigan in a small town between Chicago and Milwaukee. Its goal is to provide students with access to opportunities and to enable them to thrive in a dynamic world. The small, liberal arts college is affiliated with the Lutheran church and there are currently 2,600 undergraduate students; the student teacher ratio is 12:1. Approximately a quarter of the school's student body self-identified as American Indian, black, Asian, Hispanic, Pacific Islander, or multiracial in 2018, which makes the school predominantly white. All the information provided was taken from the institution's website and stated in a paraphrased manner. For privacy reasons the reference will not be included but can be obtained upon inquiry. The next section will provide details about the Target Language Expert program.

The Target Language program

At this college, native speakers teach all introductory modern language classes as well as some advanced conversation classes. To actualize this, the college hires recent university graduates from around the world. The Target Language Experts (short TLEs) are simply teaching assistants, as other schools would call them; the only difference is that the college coined its unique title. The TLEs typically come from China, Japan, Colombia, Germany, France, Mexico, and Spain. According to the website, they bring their mother tongue, modern classroom ideas as well as enthusiasm which motivates the students with them. Typically, there are ten to fifteen TLEs each term and each of them stays for a period of two years. This way, they are able to complete a Master's degree in education while teaching their language. To be considered for the program, applicants are required to have a Bachelor's degree and must be fluent in English. During their stay at the college, the TLEs receive a stipend, free

housing and board, as well as a scholarship to take classes in the Master's program at no cost. The benefits will be further explained in the designated section and as previously mentioned, the reference will not be included due to privacy concerns. The subsequent parts will deal with the implementation of the program.

Implementation of the program

To implement the program, the college determined a director who was also influential to get the program started by convincing the modern languages department of its strengths in the first place. Due to the department's connections to universities abroad, it is rather uncomplicated to find partner schools and thus, a big pool of potential candidates. The different language teachers connect with universities and colleges where they had done their language studies in the past. These connections advertise the program, interview applicants and then, send their hiring recommendations to the college. This step is followed by a telephone interview with the department chair, one professor of the target language, and the potential TLE. The visa process is managed by the international office that has experience in the field due to incoming international undergraduate students. The housing situation was solved by repurposing old professor houses accommodating two to three people each and allowing the TLEs to use them during their stay at the college. The assistant director, assigned by the program director, makes sure the TLE are taken care of at all times. He organizes their transport from the airport, makes sure their rooms are ready, helps them with organizational necessities, buys a few welcome gifts, and serves as the daily person of contact in any regard. Supervision of the TLEs teaching is assigned to different professors of each language every semester. Next, the impact of the program will be discussed.

Impact of the program

For organizational reasons and clarity, the following section is divided to discuss the impact the program has on each of the three main stakeholders separately.

Students

The first and most obvious advantage to students is that they get to learn with an authentic model speaker who can provide them with a variety of the language that represents the real world. Due to that, the students can have an easier transition when using the knowledge and skills they build in order to communicate in the foreign language outside the college. Furthermore, the cultural aspects including norms, celebrations, views, etc. can be learned in a more realistic way due to the TLE's lifelong experiences in the specific language community. Another key factor is that the contact with the TLEs enlarges the students' horizons. Some of them have never left their states; meeting someone from overseas and hearing how the world works there can be very moving to young adults. Due to the college's preference for hiring recent graduates the TLEs are most commonly in their mid to late twenties. The decreased age difference between students and teachers removes some barriers making the TLEs more relatable. Because of similar interests, the students should find themselves in lessons that are more targeted towards them.

Due to the native speaker's and the students' difference in L1 (native language) and L2 (foreign language), there can be lack of awareness and understanding which can make it more difficult for students to receive the support they need. As to the students' obvious problem might not be detected by the native speaker, for example. Furthermore, the TLEs are not ought to have a teaching background which could lead to pedagogically inefficient instruction and intervention. Both aspects, lack of understanding and teaching skills, might mean to the students that they are not getting their dollars' worth, i.e. overpaying for low quality education. The reduced age gap might also affect the performance in a negative way because of potential lack of respect. For the students, the impact is rather mixed with potential satisfaction as well as discontent depending on the situation, student, and TLE.

College

One of the programs clear strengths is that it enables the college to set itself apart from other colleges creating an enticing basis for advertisement. To students and parents, this could be very influential if there is a strong interest in languages on the student's side. Learning a language from a native speaker seems certainly appealing from an outsider's perspective. Who would not want to learn a craft from someone who masters it more or less flawlessly? The biggest advantage, however, lies in the financial aspect. The college gets native speakers for significantly reduced out-of-pocket cost. Housing, meals, and enrollment in the graduate program do not pose a financial burden unto the school since all resources are existent anyway. The only out-of-pocket costs are the TLE's stipend and their health insurance, which is not a bad deal considering that a three-hour class consisting of fifteen people generates approximately forty-five thousand dollars.

The college's risk lies in the uncertainty of the TLE's teaching skills and overall behavior as well as to possibly loose them as staff members at any point of the school year. This, however, can be the case with any teacher on top of increased cost, which makes the TLE program lucrative for the college. The advantages clearly outweigh the drawbacks.

Target Language Experts

For the TLEs, there are certain incentives to make the program more attractive. First of all, they receive five thousand five hundred dollars per year, free housing and board, a free Master's degree as well as free health insurance (See Appendix A). This way the TLEs are thoroughly taken care of in light of having money to spend, not worrying about housing, food as well as medical care, and on top of that, a Master's degree with zero student debt. And all that for the trade of teaching two classes totaling six hours per week. In addition, they get to explore the U.S. and to teach in a judgement-free environment. The teaching gives them

room to try out methods and to grow personally and professionally. Their English speaking skills may also be positively affected after two years of constant exposure to the language.

Depending on the person, the only potential drawbacks are being separated from family and friends, being anxious about teaching due to missing pedagogical knowledge and skills as well as the risk to waste time – one of the most important things humans possess. Nevertheless, the program is portrayed as a stress-free adventure with little to no risks. The next parts of the paper deal with the reality the TLE's faced after starting the program followed by the application to the theory and conclusion.

Interview review

To represent the voice of the TLEs a phone interview was conducted. The fully coded script is attached to the paper (See Appendix B). The interviewee is a twenty-three-year-old Spanish TLE who graduated with a Bachelor's degree in English literature from a university in Spain.

The interviewee confesses in the course of the conversation that his primary motivation for the program was to pursue a doctoral program in the U.S. afterwards due the high reputation of American education. Additionally, he mentions that he had never taught before. He is not convinced of his performance as a teacher and calls it "shaky" (See Appendix B). To his advantage, as he puts it, the college did not check his teaching skills before they hired him. His answers vary drastically going from not being satisfied with himself to being happy at the moment. His approach to teaching is showing empathy and building trust, as he emphasizes the importance of being there for the students. He thinks the students notice that he cares, which according to him, helps to balance his pedagogical shortcomings. The interviewee acknowledges the advantage of nativeness for the language teachers but he makes it clear that it would possibly be better to have non-native speakers who know how to teach. He states that he did not receive any kind of training and even though he did not see the need of training in

the beginning he expresses the wish to change the program by proving training towards the end. Either this answer was triggered by the interviewer or the interviewee realized that there is an actual need for training in the course of the conversation. He may have never thought about it due to his limited contact with the topic of quality teaching and how to master it. He concludes that he is not an advocate of the program but that the program helped him regarding his future career. The fact that nobody makes sure whether he is doing his job right worries him.

Author's contributions

First of all, it must be noted that the differences in qualification for a teaching position differed significantly among the TLEs of the fall semester in 2018. While the Chinese, Japanese, and German TLEs brought a teaching background to the job, the other half of the thirteen people did not. For some it worked out, but others were struggling severely including one case of diagnosed depression. This person expressed the need of additional support but the only change that was made was to have him teach same class again as opposed to moving on to the next level in the coming semester. The problem, however, is not the lack of experience but the absence of an intensive teacher training, at least, prior to the start of the semester.

In addition to that, the supervision of the different languages was not uniform as well. The three more or less experienced groups of TLEs were constantly monitored including weekly meetings, classroom visits, and lesson plan justifications. This might be based on the fact that for the Germans, for example, the department chair was in charge. Due to the lack of control in other languages, there was no effort in making sure the students were receiving a good education. The only direct feedback the school received from the students were end of term teacher evaluations.

One of the seemingly good aspects of the program – the free housing was unacceptable due to constant pest infestations. The insurance was similarly disappointing; out

of my \$3,000 doctor bills approximately, \$192 were covered. In regards to turnover, two TLEs left the college within the first year including myself.

Nevertheless, for me personally, it was a great experience. I enjoyed teaching motivated students in modern facilities, the included meals as well as the opportunity to take Master's classes at no charge. For the TLEs, the program is good deal depending on the personal goal and expectations. The school obtains most benefits due to cheap advertizable labor. Unfortunately, nativeness is not a guarantee for good teaching which imposes the biggest pitfall to the students who pay thousands of dollars to be there.

Application to theory

In accordance with Owens and Valesky's (2017) conceptualization, the Target Language Expert program meets the requirements of both views. However, that is based on the missing unity in the program. The three mentioned TLE groups are rather micromanaged. They have the rules to follow, routines as well as constant control from above which also speaks for the hierarchal structure. The treatment of the other fifty percent of the group matches the human resources development way since all the factors previously mentioned above do not apply. The TLEs have the freedom to explore the teaching mystery on their own and receive trust or indifference about what they are doing. Under good circumstances including teacher preparedness, this could be a motivating element of the program. The lack of exchange, however, would not support this theory. The structure of having a director, assistant director, and language supervisor resembles the bureaucratic approach.

None of Schlechty's (2005) elements of effective induction apply to the TLE program. The way the college handles the hiring process (through connections) creates the opposite of a holistic picture; the college fills vacant positons with the desired native speakers who accept the low salary or stipend. Effective recruitment would at least take the backgrounds and skills into consideration.

In light of Owens and Valesky's (2017) elements of effectiveness, the school has little to no matches. The primary goal of teaching could already be out of the picture since the school possibly puts ineffective people into the classrooms. Knowledge, skills, and attitudes of the students are, if at all, measured by the TLEs. The rest of the department only looks at the numbers. The organization shows clear irresponsibility for the students. Even though the environment is given through the design of the facilities the environment must also be created by the teacher, which is also not guaranteed. Since the TLEs are students and teachers at the same time, they also deserve a learning-friendly environment for themselves to which the housing situation does not contribute. LE's housing situation does not contribute to the learning-environment as well since the TLEs must be considered as teachers and students. The treatment as a whole is not realized due to the differences in TLE treatment. The attitudes and behaviors of the TLEs with the college may also be incompatible.

The fact that college solely hires native speaker can have its advantages and drawbacks as explained in Walkinshaw and Oanh's (2014) article. The TLEs bring good pronunciation, correct language use, and cultural knowledge to the classroom. However, they might not see the need for intervention due to the difference in L1 or the lack of teaching awareness, in general. According to Liehr (1994), there is no preference for either natives or non-natives. Teaching basics should still be the basis and if that is the case, indifference about the native non-native debate may be legitimate. A follow-up study examining the students' perceptions would be necessary to elaborate on this dichotomy.

Brandl's (2000) recommendations concerning teacher training should be considered to be make the program more effective. Both TLEs of the study complained about the lack of training. The existence of this form of professional development may enhance the TLEs' teacher identity formation including the establishing of authority in the classroom based on

expertise, as suggested by Kanno and Stuart's (2011). The following conclusion may summarize the findings.

Conclusion

The research question regarding program effectiveness must be answered from three perspectives. From the perspective of the school, it is highly effective because it gets the job done while the impression of selling a high quality product is created. Sometimes, that might be the case but it is hit or miss. The students may find themselves in a good language program or receive a poor quality product that is not worth their dollars. Depending on the personal goals of the TLEs, the program may be satisfying as it enables them to travel, study, and potentially start to learn or immerse in the art of teaching.

According to the chosen organizational theories, the program would be considered highly ineffective. In order to ensure that the TLEs know how to teach their language, to give them confidence, to offer a good product to the students, and to create a genuine reputation the program officials would need to incorporate some form of professional development. Additionally, satisfaction of the TLE team may increase if a unified game plan and treatment would be created and implemented.

Another way of increasing the chances of having qualified TLEs in the program would be through a different, more selective approach of recruitment and hiring. The native non-native debate is an aspect of the study well-worth investigating in the future. This study, however, has insufficient information to provide clear results.

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Appendix A

Official acceptance letter from the school

Thank you for speaking with [REDACTED] and me recently about your application to [REDACTED] College's Target Language Expert Program. We were very happy with your application and with our conversation and would like to extend an invitation to you to join us at [REDACTED] for two years beginning in August 2018. We are very much looking forward to having you with us and think you will be an excellent TLE (or Target Language Expert, as you will officially be titled).

As a TLE, you will be enrolled in [REDACTED] Master's in Education (M.Ed.) program and will take classes related to foreign language teaching. At the same time you will be teaching German classes with the close supervision and support of the faculty of the Modern Languages Department. We will work together before the semester begins, and then you will meet with one of us at least once a week during your first semester to discuss your classes, lesson plans, and your students. [REDACTED] (the other German professor) and I have not yet made the final decision on teaching assignments, but you will probably be teaching first-year German students and German Conversation this fall.

[REDACTED] College will provide the following support:

- = tuition for all four semesters
- = a single furnished room in campus housing (including furniture, beddings, towels, lamps)
- = credits to use in campus food establishments which can cover all meals
- = free books for classes you take as a student and classes you teach
- = basic health insurance
- = regular support and advising from a German faculty member
- = a stipend of \$ 5,500.00 during the first year at Carthage and \$ 7,500.00 during the second year at Carthage (paid in monthly installments during the semester)

Appendix B

Interview guide, transcript, and codes

- | | |
|--|---|
| 1. Why did you decide to become a TLE? | CODE:
MOTIVATION |
| 2. How much teaching experience did you bring to the job? | CODE:
EXPERIENCE |
| 3. Did or do you receive any training? | CODE:
TRAINING |
| 4. What kinds of training methods would be helpful in your opinion? | |
| 5. How do you feel about your teacher identity with respect to your age? | CODE:
FEELINGS
ABOUT SELF |
| 6. How do you feel about teaching your language as a native speaker? | CODE:
NATIVENESS |
| 7. How do you feel about your overall teaching performance? | |
| 8. How do you feel about your students' acceptance of you as a teacher? | CODE:
INTERPRETATION OF
STUDENTS'
FEELINGS |

- 9. How satisfied are you with yourself as a teacher and the TLE program in general?
- 10. If you could change something about the TLE program with respect to teaching what would it be?

CODE:
PERCEPTION OF
THE PROGRAM

Transcript

Interviewer:	why did you decide to become a TLE #00:00:06-6#	
Respondent:	<p>hmm: because it ope- so it's e-experience as a teacher #00:00:13-8#</p> <p>and it's important to me to immerse in a language #00:00:16-4#</p> <p>and then it's mostly because this is where I can get to ah: do a PhD in the states #00:00:23-8#</p> <p>(.) which has more like standing than the Spanish one #00:00:28-1#</p> <p>(.) so it's mostly interested #00:00:28-1#</p>	<p>"it's important to me to immerse in language"</p> <p>"this is where I can get a PhD"</p> <p>"more standing than the Spanish one"</p>
Interviewer:	okay so do I understand right that you are saying that (..) one of the main goals was to come to the U.S. basically? #00:00:35-2#	
Respondent:	not as much coming to the U.S. as getting (..) as taking advantage of their (..) of the status that their higher education has (..) in other countries #00:00:44-1#	<p>"taking advantage of [...] the status</p>
Interviewer:	okay so coming to the U.S. for its education that it has to offer? #00:00:49-0#	<p>that their higher education has in other countries"</p>
Respondent:	for the name (..) the name that it has behind it (..) yes #00:00:51-2#	
Interviewer:	and how much teaching experience did you bring to this job? #00:00:56-2#	
Respondent:	<p>uhm none whatsoever I tried to (..) to a bit of English to my (..) to my sister #00:01:04-5#</p> <p>she gave up like soon #00:01:07-2#</p> <p>(..) I don't think it was my fault but maybe #00:01:08-2#</p>	<p>"none whatsoever"</p>

Interviewer:	uhm: and that's basically it #00:01:12-2# maybe some to classmates but yeah that's it #00:01:16-8#	"I never taught"
Respondent:	I never taught #00:01:16-8# so you would consider yourself a novice (..) is that correct? #00:01:20-4#	
Interviewer:	yes #00:01:22-3# okay #00:01:26-3#	
Respondent:	did you receive any kind of training from the college? #00:01:29-1# uhm no er: we are getting quote on quote training er: right now #00:01:38-4# but it's not as much training as things that we should not do #00:01:41- 5# and like theories but we are free to apply them #00:01:44-9# so it's good because I can see how I can how I do things by myself #00:01:49-9#	"it is not as much training as things that we should not do"
Interviewer:	but I am not getting a training I think #00:01:51-5# okay #00:01:51-8#	"I am not getting a training I think"
Respondent:	uhm do you have an idea of what kind of training methods you would find helpful in the position you are in right now #00:01:57-2# uhm: I don't think so I'd like to I think this is the best way for me to (.) to learn #00:02:10-8#	"I don't think so" (training = helpful?)
Interviewer:	(..) if I had to decide how to teach to teach I wouldn't know where to start with it's- just I keep finding questions when they keep appearing to me in the classroom #00:02:21-9#	
Respondent:	uh huh? #00:02:23-7#	
Interviewer:	(..) yeah I don't know #00:02:26- 4# okay so what do you think about preservice training such as a methods class or like a methods training that introduces you to methods you could	

Respondent:	possibly use in the classroom #00:02:41-3# do you think that could be helpful or #00:02:42-3#	“I would like it”
Interviewer:	I would like it? #00:02:46-0# uhm #00:02:46-5# (..) uhm I think it would be helpful if it (..) was like practice oriented #00:02:50-8#	“I think it would be helpful if it was like practice oriented”
Respondent:	uh huh #00:02:50-8# if it was theoretical maybe it would give me ideas #00:02:53-7# but I’m getting ideas now so I don’t think it would be so different	
Interviewer:	#00:03:00-3#	
Respondent:	do you use any specific methods in your classes #00:03:00-9# uhm not er: I try to be empathetic with the students so that they trust me #00:03:11-6# when they trust you they listen to you more it’s easier to get to them #00:03:15-5# so I think I’m relaxed as teacher with my advantages as a person that apparently people like to trust me #00:03:26-0#	“I try to be empathetic with my students” “when they trust you they listen to you more it’s easier to get to them” “I think I’m relaxed as a teacher with my advantages as a person and apparently people like to trust me”
Interviewer:	sounds good uhm so if you think about your personal teacher identity with respect to your age #00:03:34-2# how do you feel about it #00:03:36-4#	
Respondent:	uhm I feel good about it but I feel like maybe I am too dependent on uhm being oh fuck #00:03:43-4# (..) uh: of having an (..) of being mostly uhm of a similar age to to my students #00:03:51-3# (..) maybe in ten years if I have to start teaching at uhm being thirty-two instead of twenty-two I think I would have a much harder time #00:04:03-8#	“I feel good about it but I feel like maybe I am too dependent on being [...] of a similar age to my students” “maybe in ten years [...] I would have a much harder time”

Interviewer:	<p>because it's like there is more distance between them (.) and me #00:04:03-4#</p> <p>(..) uhm I kind of (..) I am kind of in a rush to actually learn how to teach now that I have this thing to cover for me when I mess up #00:04:12-9#</p>	<p>“I am kind of in a rush to actually learn how to teach”</p>
Respondent:	<p>hmm: so but what you are saying is that it helps you that you are younger because you feel like you are closer #00:04:20-2#</p> <p>yeah #00:04:20-8#</p>	
Interviewer:	<p>it helps me a lot but I think that it might be (..) my main asset and that's not good because it doesn't last #00:04:27-9#</p> <p>(..) no I mean yeah- #00:04:30-6#</p> <p>yeah that's right #00:04:32-8#</p> <p>(..) okay so uhh (..) how do you feel about teaching your specific language as a native speaker to non-native speakers? #00:04:42-5#</p>	<p>“it might be my main asset [age] and that's not good because it doesn't last”</p>
Respondent:	<p>do you see any problems or do you feel like it is (..) helpful for them (..) like what's your thought on that #00:04:51-6#</p> <p>I think eh: being a native speaker of course it has its advantages but I think in most cases like people like me that don't know how to teach think that just being native it's enough to make- do for that (..) they (..) we are too dependent on that #00:05:12-8#</p> <p>(..) so I think it's better to have a well-trained teacher even if he is not uhm uh: native speaker than having a native speaker that doesn't know how to be a teacher #00:05:19-4#</p> <p>and I think uh: with the same training they can be as good uh: #00:05:25-7#</p>	<p>“being a native speaker of course has its advantages”</p> <p>“it's better to have a well-trained teacher even if he is not [...] native speaker than having a native speaker that doesn't know how to be a teacher”</p>
Respondent:	<p>so you do think that the training is necessary at some point #00:05:30-3#</p>	<p>“I don't know about training”</p>

	<p>uhm I don't know about training .. learning how to actually be a teacher (..) yes #00:05:36-6#</p>	<p>“not necessarily through training”</p>
Interviewer:	<p>not necessarily through training maybe through practice and through reflection you can get the same results #00:05:39-6#</p>	<p>“I think training would be beneficial”</p>
Respondent:	<p>uh huh #00:05:39-6#</p>	
Interviewer:	<p>I don't know I think training would be beneficial (..) yes #00:05:42-5#</p>	
Respondent:	<p>so you are basically saying that a native with no teaching experience (..) is worse than a non-native speaker who actually knows how to teach #00:05:53-5#</p>	
Interviewer:	<p>yes #00:05:53-9#</p>	
Respondent:	<p>okay good #00:05:54-5#</p>	<p>“shaky [teaching performance]”</p>
Respondent:	<p>(..) alright and uhm how do you feel about your overall teaching performance #00:06:02-7#</p>	<p>“I don't think I'm good enough to be just because”</p>
Respondent:	<p>shaky uh: uhm (laughs) #00:06:04-5#</p>	<p>“luckily for me they didn't check my abilities before hiring me”</p>
Interviewer:	<p>(..) I think I'm learning- I think I'm better than when I started I don't think I'm good enough to be hired just because of my abilities #00:06:15-4#</p>	<p>“I don't think I deserve it yet”</p>
Respondent:	<p>.. uhm luckily for me they didn't check my abilities before hiring me #00:06:21-6#</p>	
Respondent:	<p>(laughs) #00:06:22-3#</p>	
Interviewer:	<p>so that's uhm I'm trying to deserve it (..) I don't think I deserve it [yet #00:06:27-2#</p>	
Respondent:	<p>okay] #00:06:27-2#</p>	<p>“As bad or at least mediocre as teacher as I am right now</p>
Respondent:	<p>(..) uhm (..) how do you feel about your students' acceptance of you as a teaching I mean you already kind of said you feel like you are closer to them so they probably can relate to you better but do you feel like they accept you as their teacher #00:06:46-9#</p>	<p>[...] I think they know</p>
	<p>I think so yeah because as bad or at least mediocre as teacher as I am right</p>	

Interviewer:	<p>now uhm I (..) I think they know that I care about them or at least that I try for them to learn and I think they (..) they know of a lot of teachers that don't (..) I mean if their experience is like mine that happens a lot #00:07:12-4#</p> <p>so (..) at least I'm not the worst thing which is a thing that they appreciate at least that's my impression but maybe that's not true #00:07:25-9#</p> <p>so would you (..) I mean you already also said you feel a little bit shaky about it but would you say you are satisfied with respect that you are basically a novice and you don't have that much experience (..) so are you</p>	<p>that I care about them or at least that I try for them to learn and I think they [...] know of a lot of teachers that don't"</p> <p>"I mean if their experience was is like mine that happens a lot"</p> <p>"at least I'm not the worst thing which is a thing that they appreciate at least that's my opinion"</p>
Respondent:	<p>satisfied or (..) does it bother you and #00:07:42-8#</p> <p>it bothers me but I'm satisfied because I think I'm making progress and I'm not as bad as I thought #00:07:47-5#</p> <p>so (..) I (..) I don't want to feel satisfied yet because I think that I don't want to break my heart (?) and I could be worse but for now I am happy with how I</p>	<p>"it bothers me but I'm satisfied because I think I'm making progress and I'm not as bad as I thought"</p> <p>"for now I am happy with how I am doing"</p>
Interviewer:	<p>am doing #00:07:59-0#</p> <p>and (..) would you say you are satisfied with the TLE program in general? #00:08:06-9#</p>	<p>"I'm getting what I wanted"</p> <p>"it feels a bit sketchy sometimes"</p>
Respondent:	<p>uhm: (..) okay I'm getting what I wanted (..) that's a (.) a very good thing for me I think it's as good as it could be (..) it feels a bit sketchy sometimes they just throw us threw us at some students and the students are (..) happy because I don't think they realize native speakers are not necessarily good [teachers</p>	<p>"they just throw us [...] at some students and the students are happy because I don't think they realize native speakers are not necessarily good teachers"</p>
Interviewer: Respondent:	<p>#00:08:30-4#</p> <p>(laughs)] #00:08:30-5#</p> <p>so (..) I don't think it's a very good program (..) I think it's a very good opportunity for me #00:08:41-5#</p>	<p>"I don't think it's a very good program"</p> <p>"it's a very good opportunity for me"</p> <p>"I am doing the best I can do but if I didn't I don't think anyone</p>

<p>Interviewer: Respondent:</p>	<p>(..) I am doing the best I can do but if I didn't (..) I don't think anyone would notice and that worries me because like we're supposed to be here to help students improve (..) I don't think anyone is making sure that we do #00:08:54-9#</p>	<p>would notice and that worries me" "I don't think anyone is making sure"</p>
<p>Interviewer: Respondent:</p>	<p>(laughs) #00:08:55-4# except for us (..) which is not the safest [thing #00:08:58-2#</p>	
<p>Interviewer:</p>	<p>(..) yeah] #00:09:01-0# (.) to rely [on #00:09:02-4# yeah] that makes sense #00:09:04-1#</p>	
<p>Respondent:</p>	<p>okay so you are not really that satisfied #00:09:07-9# (..) so if there was one thing or more than one that you could change about this program? (..) so you are now the uh TLE program (..) what do you call that-#00:09:20-3#</p>	
<p>Respondent:</p>	<p>uhm director #00:09:22-4# director of the TLE program (..) what would you change #00:09:24-8# uhm (..) I'd like a month of actual training beforehand (..) I (..) because I am now in the situation I am in I appreciate that they take people that don't have any experience in teaching but I think they should at least give us some guidelines not just guidelines like actual practice before (..) teaching to actual students (..) I mean it's not going to make us good teachers before teaching that's impossible but it would make it uhm quicker and uh: yes I would (..) say training (..) yes</p>	<p>"I'd like a month of actual training beforehand" "I would say training yes"</p>
<p>Interviewer:</p>	<p>#00:10:16-0#</p>	
<p>Respondent:</p>	<p>thank you very much (..) that was it? #00:10:17-0# no problem (..) that's five bucks #00:10:18-3#</p>	

Code Book

Open Codes	Properties	Examples
MOTIVATION	Importance of improving linguistic competence Seeking a higher degree Higher standing than European degree Taking advantage	“it’s important to me to immerse in language” “this is where I can get a PhD” “more standing than the Spanish one” “taking advantage of [...] the status that their higher education has in other countries”
EXPERIENCE	No teaching experience	“none whatsoever” “I never taught”
TRAINING	Current training status Helpfulness of trainings Desire to be trained	“I am not getting a training I think” “I don’t think so” (training = helpful?) No coherence! “I think it would be helpful if it was like practice oriented” “I would like it”
FEELINGS ABOUT SELF	Empathy Relaxedness Age Performance/limited abilities Happiness	“I try to be empathetic with my students” “I think I’m relaxed as a teacher with my advantages as a person” “I feel good about it but I feel like maybe I am too dependent on being [...] of a similar age to my students” “shaky [teaching performance]” “I don’t think I’m good enough to be just because” “luckily for me they didn’t check my abilities before hiring me” “I don’t think I deserve it yet” “it bothers me but I’m satisfied because I think I’m making progress and I’m not as bad as I thought” “for now I am happy with how I am doing”
NATIVENESS	Pro Con	being a native speaker of course has its advantages” “it’s better to have a well-trained teacher even if he is not [...] native

		speaker than having a native speaker that doesn't know how to be a teacher"
INTERPRETATION OF STUDENTS' FEELINGS	Importance of trust Importance of caring Appreciation by students	<p>"when they trust you they listen to you more it's easier to get to them"</p> <p>"apparently people like to trust me"</p> <p>"I think they know that I care about them or at least that I try for them to learn and I think they [...] know of a lot of teachers that don't"</p> <p>"I mean if their experience was is like mine that happens a lot"</p> <p>"at least I'm not the worst thing which is a thing that they appreciate at least that's my opinion"</p>
PERCEPTION OF THE PROGRAM	Need of supervision	<p>"I don't think it's a very good program"</p> <p>"it's a very good opportunity for me"</p> <p>"I am doing the best I can do but if I didn't I don't think anyone would notice and that worries me"</p> <p>"I don't think anyone is making sure"</p>