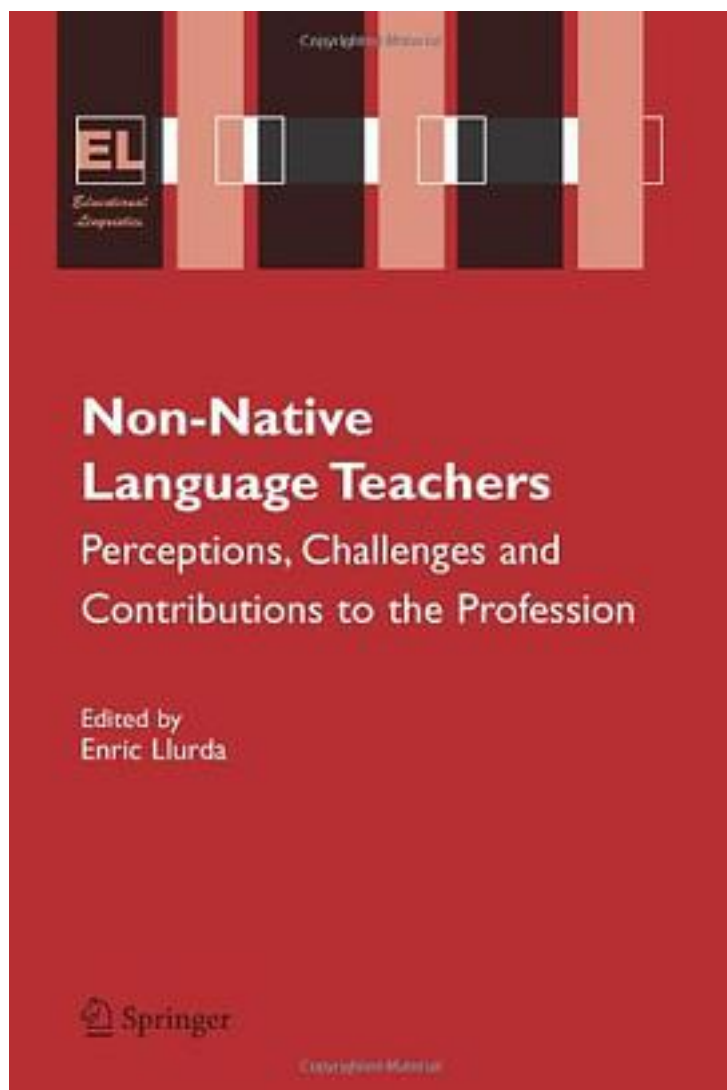


# Non-native Language Teachers



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As non-natives are increasingly found teaching languages, particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. This volume provides different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It contributes seldom-explored perspectives, like classroom discourse analysis, and social-psychological framework to discuss conceptions of NNS teachers.

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