

Identity and Ideology: A Case Study of Non-Native English-Speaking Teachers (NNESTs) on the US-Mexico Border

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Abstract

With a global population of 7.8 billion (Worldometer, 2020), approximately 1.5 billion are English language learners (British Council, 2019), necessitating a substantial teaching workforce. Interestingly, out of the approximately 15 million English teachers worldwide, 80 percent are Non-Native English-Speaking Teachers (NNESTs). Despite the high demand for English education, anti-NNEST ideologies persist, reinforcing that native speakers are inherently superior instructors, regardless of their pedagogical qualifications. This study, grounded in the LangCrit theoretical framework (Crump, 2014), employs a qualitative case study approach to examine the professional experiences, identities, and language ideologies of five NNESTs in a bilingual border community. Unlike most research around NNESTs, which focuses on non-English-dominant countries, this study takes place in the United States, specifically along the US-Mexico border. By exploring NNESTs' challenges, collaborations, and ideologies, the study provides valuable insights into their role in language education and challenges prevailing stereotypes.

Keywords: bilingual education, identities, language ideologies, Non-Native English Speakers Teachers (NNESTs), professional experiences.

1. Introduction

With 1.5 billion English learners worldwide (British Council, 2019), the demand for English teachers has grown significantly, with Non-Native English-Speaking Teachers (NNESTs) comprising 80% of the global English teaching workforce. Despite their prevalence, NNESTs face persistent stereotypes that favor Native English-Speaking Teachers (NESTs) as inherently superior instructors. Prior research has largely focused on NNESTs working in non-English-dominant countries (Elyas & Alghofaili, 2019; Putri, 2020; Rao & Chen, 2020), leaving a gap in understanding those teaching in English-dominant environments, particularly in the United States.

Although I use the terms NNEST and NEST throughout this study, I acknowledge that the distinction between being a Native English Speaker Teacher and a Non-Native English Speaker Teacher is highly problematic. Liceras et al. (2017) say that nativeness cannot be approached from an absolute point of view since no single definition can be provided for the concept of being a native speaker of a language. Non-native speakers of English are commonly referred to as those

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who have learned and/or acquired English as a Second or a Foreign Language (L2) after having acquired another first language or language. Saville-Troike and Barto (2017) remind us that a second language is commonly an official or societally predominant language desired for education, employment, and other elemental objectives. On the other hand, second languages are what minoritized people, often immigrants, learn and/or acquire in a society in which their first language(s) are not the powerful, dominant languages. In this research, a NNEST is defined as an English teacher whose first language or languages are not English. After acquiring and learning English, they have undergone training to teach it. Conversely, a NEST is an English teacher whose first language is English and who has been trained to teach it. As previously mentioned, defining the terms “native” and “non-native” is not a simple task. However, through the analysis of the literature review, this was the conclusion reached.

Given the large percentage of English learners (both English as a Second Language and English as a Foreign Language) worldwide and the fact that three of four English language teachers globally are NNESTs, this study seeks to understand the professional experiences of five NNESTs who work in a public university on the US-Mexico border, with a focus on their identities and language ideologies. Most studies have looked at NNESTs teaching in countries where English is not the dominant language. This case study looks at NNESTs in the United States in the specific context of the US-Mexico border on the US side. The primary participants were five NNESTs who teach in the two Borderlands University English language programs. I also interviewed the two program coordinators and one of the participants’ colleagues, a NEST. Using a qualitative case study methodology and a LangCrit theoretical framework (Crump, 2014) I have collected data using in-depth interviews (Seidman, 2019) and classroom observations (Emerson et al., (2011). Although I tried to obtain documents from the study participants, I was not able to do so.

2. Method

This research is a qualitative case study that aims to answer various questions about the professional experiences of non-native English-speaking teachers (NNESTs) working in a public university on the US-Mexico border. The study sought to explore their interactions with other faculty members (both NNESTs and native English-speaking teachers, or NESTs), their experiences with students, collaborations with NESTs, challenges in being recognized as effective teachers, and their professional identities as ESL instructors in a bilingual border community.

The method used in this research is a case study which involves a detailed examination of a specific case within its natural setting. It allows for flexibility in the data collection process, with a focus on obtaining an in-depth understanding through various techniques. In this study, data was collected from December 2022 to July 2023 using in-depth, semi-structured interviews, participant observations, and the collection of artifacts. Interviews were conducted with five NNESTs and program directors, as well as informal interviews with NESTs. The research adopted a life-history approach to interviewing, as suggested by Seidman (2019), conducting three separate interviews with each participant to explore their background, experiences, and reflections.

The total population for this study is the five ESOL teachers in the two English language programs from Borderlands University (pseudonym), located on the border between the United States and Mexico. Two of the non-native teachers are from the Practical English Language Program (PELP), and three are from the Teaching English Language Learners Program (TELLP). Rebecca, Claudia, and Sasha are from the TELP program, while Josie and Karen are from the PELP program. Each of them chose these names as pseudonyms to protect their anonymity.

Based on the research questions and the themes that emerged from the interviews and observations, I employ coding and thematic analysis to understand my data. As outlined by Saldaña (2021), a fundamental concept in qualitative analysis is the “code,” typically represented

as a word or concise phrase. Saldaña says just as a title encapsulates and conveys the primary content of a book, film, or poem, a code performs a similar function for individual pieces of data. The primary objective of qualitative coding lies in data condensation, a process distinct from reduction. This condensation paves the way for subsequent activities such as pattern identification, categorization, proposition development, theory construction, and other analytical procedures, all of which I did. In the realm of qualitative data analysis, a code essentially represents a researcher's crafted interpretation, simultaneously symbolizing and translating the data.

In this case study, I aim to address three primary questions regarding the professional experiences and identities of Non-Native English-Speaking Teachers (NNESTs) working in a public university on the US-Mexico border. The first research question explores the overall professional experiences of NNESTs in this unique context. The research second question delves into how NNESTs on the US-Mexico border perceive their professional identities, concerning the instruction of English as a Second Language. Lastly, the third research question focuses on the language ideologies of NNESTs in a bilingual border community. The sub-questions investigate their interactions with faculty members, and students, collaboration with Native English-Speaking Teachers (NESTs), and the challenges they encounter to be acknowledged as effective NNESTs. The questions to guide this study are as follows:

1. What are the professional experiences of NNESTs who work in a public university on the US-Mexico border?
2. How do NNESTs in a public university on the US-Mexico border understand their professional identities in relation to teaching English as a Second Language?
3. What are the Language Ideologies of NNESTs in a Bilingual Border Community?

Sub-questions:

- a. What have NNESTs' work and social interactions been like with other members of the faculty (i.e., other NNESTs and NESTs)?
- b. What have their interactions with students been like?
- c. Have they engaged in collaboration with NESTs? If so, how?
- d. What challenges have they faced in order to be recognized as effective NNESTs?

3. Findings

According to the participants, Rebecca was an international student who came to the United States to earn a bachelor's degree in English Creative Writing. When she began her master's studies in Spanish, the Language and Linguistics department offered her the chance to teach English as a Second Language class. She initially questioned why the department didn't offer her Spanish classes, given that Spanish was her native language and that she was studying for her master's in Spanish. However, her department chair offered to hire her as a teaching assistant and allowed her to teach an ESOL course. This marked the beginning of Rebecca's teaching journey.

In Sasha's case, her experience parallels Rebecca's to some extent. While pursuing her master's degree in Spanish, Sasha found herself in a similar situation. She was selected to be a teaching assistant (TA) for an English class. The focus of this class primarily revolved around

grammar, as well as academic writing in English. Sasha recalled that she was provided with five books for the courses, but there was no preparation or guidance available to her for this teaching role. In Claudia's case, she also began her teaching journey as a teaching assistant. Her university degrees were in psychology and applied linguistics, which made her transition to teaching English relatively smooth. Because Claudia was assigned to teach a specific English class and was provided with all the necessary materials for the course, her background in applied linguistics had prepared her to teach English. This was much like Josie and Karen, who are also specialists in teaching English. For them, the focus was on delivering the curriculum using the provided materials.

In the context of the PELP, there were no courses offered to train teachers. Instead, the program opted to hire subject-matter experts like Josie and Karen to deliver the content. The program coordinator supervises teachers, and Josie and Karen were experienced teachers, so they did not require training. However, orientation was provided, to ensure they understood the program's expectations and how to meet them.

In Josie's case, her education and command of three languages (i.e., French, English, and Spanish) likely made it easier for her to obtain employment. However, she recognized that despite these qualifications, her personality and her strong language ideologies have sometimes made it difficult for her to maintain long-term employment. This recognition underscores the importance of not only professional skills but also personal attributes in maintaining a successful career. She encouraged reflection on the delicate balance between paper qualifications and the more intangible qualities that contribute to compatibility and permanence in the workplace.

As I have pointed out, preparation and knowledge of the language have been crucial aspects for both Josie and Karen to develop professionally in this border community. Their commitment to perfecting these skills has not only prepared them for their profession but has also equipped them to function effectively in this border environment. However, it is essential to note that formalized teacher preparation on how to deliver the content effectively did not exist for them in this context. While both Josie and Karen brought their subject matter expertise and qualifications to the classroom, there were no specific training or courses dedicated to pedagogy or strategies for conveying the material. The focus primarily evolved around subject expertise and utilizing provided resources to ensure students received a comprehensive education in the respective courses.

In exploring this topic, it becomes evident that there are clear advantages associated with English proficiency, and it has indeed proven beneficial for teachers in terms of their professional development. However, a significant observation emerges, revealing a distinct lack or, at the very least, limited formalized training provided to these teachers.

Furthermore, Al-Hazmi (2003), highlights that the development of programs for English teachers extends beyond the mere implementation of standardized courses or training initiatives. Instead, a holistic approach is essential, which takes into consideration various critical factors. One such factor is a deep understanding of the specific needs and requirements of teachers in a particular region or context. This perspective is particularly pertinent along the US-Mexico border, where crafting a teacher preparation program tailored to the unique demands of this geographic and cultural setting becomes imperative.

Al-Hazmi also underscores the importance of evaluating and addressing the linguistic and professional competencies of teachers as a foundational step in designing effective programs. Essentially, this calls for a program that is not only responsive to the needs of educators but is also finely attuned to their skill sets and areas of improvement. While Al-Hazmi's suggestions shed light on the essential components of program development, they ultimately emphasize the evident and urgent necessity for comprehensive preparation programs for English teachers. This underscores the importance of tailored, context-specific initiatives that consider the multifaceted aspects of teacher preparation, to enhance the quality of English language education. While

English proficiency presents substantial advantages for teachers' professional growth, the absence of comprehensive teacher training is a critical issue. Addressing this lack could contribute to the enhancement of the overall educational experiences and outcomes for both teachers and students in this unique border community.

On the other hand, other themes that are equally important to consider are the emotions that teachers may grapple with. This topic serves as a segue into exploring the feelings, and emotions of these NNESTs in the context of their teaching. As I have discussed above, while English proficiency can indeed open doors and lead to professional growth, it can also be accompanied by a range of emotional hurdles. These challenges can be particularly pronounced among individuals for whom English is not their first language, as is the case for all study participants, Rebecca, Claudia, Sasha, Josie, and Karen. And it is important to remember that all of them navigate teaching English in a predominantly English-speaking environment, something that is not discussed in the scholarly literature.

4. Discussion

The majority of ESOL teachers at Borderlands University are Non-Native English-Speaking Teachers (NNESTs). Existing literature on NNESTs often delves into their professional identities in regions such as the Middle East (Bianchi & Hussein-Abdel Razeq, 2017; Canagarajah, 2011; Hadla, 2013; Raza & Coombe, 2020), where English is considered a foreign language. In addition, other studies shed light on NNESTs in Southeast Asia (Inozu et al., 2007; Liu & Zhang, 2007; Mermelstein, 2015), where teachers may face challenges, as there is a strong preference for NESTs. In my study, conducted on the US side of the US-Mexico border, where English is the dominant language, being a NNEST did not seem to pose problems for the participants. My study looked at NNESTs' professional identities and ideologies in a bilingual community within the United States, which is something that had not been done previously.

In this research, all participants acknowledged that the phenomenon of translanguaging is a part of their daily life on the border, and two participants employed translanguaging pedagogies in their classrooms. Also, another thing that makes this research stand out is its concentrated attention on teachers, addressing a crucial gap in understanding their identities and ideologies. Most of the research on NNESTs focuses on the perspectives of students whose teachers are NNESTs (Aslan & Thompson, 2017; Liu & Zhang, 2007; Walkinshaw & Oanh, 2014; Zhang, 2016). In contrast, this study delves into the firsthand experiences of teachers, in an attempt to understand their professional journeys. In doing so, it not only enriches the TESOL literature but also paves the way for a more comprehensive understanding of the situations in which NNESTs find themselves.

Throughout this study, the designations NNEST and NEST did not hold significant relevance for the participants. Josie expressed that she was not clear about what her native language was, nor was she clear on the usefulness of the terms NNEST and NEST. Similarly, Rebecca, Claudia, and Sasha questioned what I meant by these terms, and whether they were categorized as NNESTs, solely because English was not their first language. They saw these terms as unimportant. Karen never employed the term NNEST about herself, either. A focus on grammar and writing emerged as particularly crucial components in the TELLP, given its emphasis on college preparation. This led to a lessened emphasis on the oral aspects of language use. However, according to Melissa, the coordinator, all of the TELLP faculty possessed excellent English skills in both productive and receptive skills. Giselle, who coordinated the PELP, also noted that Karen and Josie had high-level productive and receptive skills in English, as well.

4.1 Language and Whiteness on the US-Mexico Border

According to Crump (2014), LangCrit theory matters because Whiteness is associated with being a NEST, even though there are many “native speakers” of English who are people of color. An important finding of this study is that this association between English and Whiteness is rejected in the US-Mexico border community, specifically by the five participants, as they did not connect Whiteness with being a Native English speaker. It is important to note that neither their program coordinators nor their students seemed to connect English and Whiteness. Moreover, except for Josie, most of the participants did not feel discriminated against as NNESTs, a finding that differs from existing literature. That literature highlights discrimination against NNESTs (Hadla, 2013; Kayi-Aydar, 2019; Lippi-Green, 1994; Sembiente et al., 2020). Also, the participants did not discuss any complaints from students regarding their oral English proficiency. This observation stands in contrast to extensive literature that often discusses challenges in this area. But in general, no evidence of discrimination against participants was found at Borderlands University. However, I did run into issues in terms of building rapport with study participants, and this may have impacted their willingness to share these experiences with me. They may also have been concerned about their program coordinators reading my study, and consequently, have chosen not to talk about experiences with discrimination.

4.2 Language ideologies that prevail among NNESTs on the US-Mexico border

This study unveils a diverse range of language ideologies among NNESTs on the US-Mexico border. These ideologies are shaped by factors such as the academic training, and professional, and personal experiences of each NNEST. Additionally, this study identifies translanguaging as an ideology that was employed by two of the five participants.

Conducting this study in the United States, at a university situated on the US-Mexico border, in the heart of a bilingual community where English and Spanish are the primary languages, and exploring the ideologies and identities of NNESTs, revealed language ideologies that include the standard language ideology as well as the translanguaging ideology. Stereotypes that link English proficiency to race were challenged by this study (Goldstein, 1987; Macswan, 2020; Maum, 2002; Shuck, 2006), underscoring the fact that while this association is prevalent throughout the United States, it may be less so on the border. Furthermore, the concept of standard or perfect English was rejected by all study participants, especially in the realm of pronunciation.

Indeed, the belief that NNESTs need “perfect” English was not an ideology shared by any of the study participants. LangCrit (2014) is concerned with understanding the power dynamics of linguistic resources and spaces, exploring how individuals use language, the values associated with language, and the potential identities that emerge from the interplay of power and language in specific contexts. Two of the study participants expressed their belief in and use of the translanguaging ideology and pedagogy in their ESOL classrooms. However, for the other three participants in this study, utilizing Spanish, the student’s first language, in an English learning environment was something they saw as negatively impacting the language acquisition process of students studying a target language.

However, Sasha, Rebecca, and Claudia all used translanguaging in their interactions with each other, using this approach to language in their meetings and faculty discussions in the TELLP group. In the PELP, Karen shared the belief in an English-only approach to ESOL teaching, perhaps in part, because her languages are English and Arabic, and Arabic is not widely used on the US-Mexico border. However, it is significant that the other two participants, Sasha and Rebecca, both of whom are Spanish speakers, actively rejected the translanguaging ideology.

While the program director for the TELLP, where Sasha and Rebecca work, embraced this ideology, they did not. Interestingly, while the program director for the PELP did not believe in the translanguaging ideology, Josie used this approach, taking a risk with her position within the program.

Nevertheless, the prevalence of translanguaging along the US-Mexico border constitutes an important linguistic phenomenon that is common in bilingual communities (Araujo et al., 2023). It is noteworthy that while translanguaging pedagogy is increasingly employed in bilingual education contexts (O. García & Wei, 2015; Ofelia García & Wei, 2014; Hillman et al., 2019), there is limited research demonstrating its application in ESOL contexts within the United States. Therefore, it becomes imperative to align with the assertion of Tian et al. (2020), that the use of translanguaging in ESOL/EFL education can foster linguistic diversity, while also serving to challenge prejudices and promote more inclusive and socially just educational practices.

In the unique context of the US-Mexico border, two of the participants, those with the highest educational attainment, believed in the translanguaging ideology, and they both viewed it as a valuable pedagogical strategy that enables students to develop their language skills without unnecessary limitations. LangCrit scholars, Sembiente et al. (2020) argue that racism as an integral part of everyday society in the United States. They make clear that where social constructions are fluid, local languages connect with society at large. This approach underscores the racialization of language use. Within the context of Borderlands University, seemed not to be the case, as most participants did not report instances of discrimination based on physical appearance or language.

The one exception was Josie, who talked about encountering instances of discrimination. She attributed these negative experiences to her French accent, her attire, which she perceived as less formal than the standards expected of a teacher, and her friendly approach to students in class. Interestingly, Josie was the only participant who hailed from Western Europe. She would be considered the Whitest of all the study participants. That is, the other participants are from Mexico and Saudi Arabia, and while they identify as White, they may be seen by others as Brown. While the participants expressed to me that they felt neither privileged nor disadvantaged because of their “native language” in this context, they all acknowledged the persistence of these ideas in the larger society.

4.3 Identity construction among NNESTs teaching in a bilingual community in the United States

Examining the situation at Borderlands University, I found that participants' experiences significantly influenced their perspectives on their roles as English teachers. Each participant displayed a unique teaching style, that had evolved with their academic training and teaching experiences. Rebecca, Sasha, and Karen employed a Classic Method, likely attributed to their generation and educational backgrounds. This approach is characterized by being teacher-centered, with the teacher exerting greater control over instruction and student dynamics. In contrast, Claudia and Josie adopted a more interactive, student-centered approach, incorporating the Communicative Language Teaching Approach. Their approaches may have also been influenced by their generation and their educational backgrounds. Tian et al. (2020), whose scholarship looks at translanguaging in TESOL, found that using labels such as L1/L2, EFL/ESL, and NNEST/NEST are insufficient, as they do not describe individuals' complex linguistic profiles and environments. They think these terms are too simple to describe the different ways people use and learn languages.

Also, Tian et al. (2020), point out that when people learn another language, it doesn't always mean they are accepting the cultural ideas that come with that language. Sometimes, they

learn the language to understand those ideologies better and even challenge them. For that reason, Tian et al. (2020) propose using a translanguaging approach in the TESOL field to enhance individuals' language skills, flexibility, and identities. Translanguaging, chosen for its rich theoretical and practical insights, including its impact on policies and assessments, is seen as a promising way to reshape traditional views of language, challenge native speakers' dominance in the field, and to break down monolingual approaches in TESOL instruction and assessment.

This aligns with what happens at Borderland University, where the use of translanguaging happens throughout the university, and in some ESOL classes. Even though three of the participants did not use translanguaging pedagogy in their classes, they acknowledged the reality of this phenomenon on the US-Mexico border, and two of them used it in faculty meetings.

In contrast to previous studies (Mahboob, 2005, 2010; Motlaq & Elyas, 2017; Nabilla & Sutrisno, 2023), I have found in this study that the environment at Borderlands University, and on the US-Mexico border, may be different from other contexts where NESTs are seen as superior to NNESTs. The five participants at Borderlands University can grow professionally, whether it is through programs like TELLP and PELP, or other avenues within Borderlands University. Participants were not hindered from pursuing continuous professional development.

Accurately characterizing each participant's teaching approach proved challenging, due to individualized styles shaped by academic training and professional experiences. Attempts to categorize these teaching styles based on general TESOL approaches underscored the diverse nature of teaching methods, which are influenced by individual teachers, as well as the needs of students, and the specific, bilingual context of the US-Mexico border region.

The five study participants acknowledged the need to adapt to student's learning styles, particularly about the integration of technology. While some found it easier to incorporate technology into their teaching methods, others, despite facing difficulties, made concerted efforts to embrace technology integration. I speculated about the role of generational status in shaping technology integration into the classroom, although this may be more individual.

5. Conclusion

This study aimed to explore the experiences of five NNESTs working in a public university on the U.S.-Mexico border, with a specific focus on their identities and language ideologies. The study unveils a diverse range of language ideologies among NNESTs on the US-Mexico border, challenging prevailing beliefs favoring the monolingual ideology as well as standard, or "perfect" English. Examining identity construction among NNESTs in a bilingual community, this study highlights the multifaceted influences of personal backgrounds and social, cultural, and linguistic factors on their identity construction.

The limitations stemmed from challenges in participant recruitment, defensive interactions, restricted access to materials and observations, and a lack of professional development opportunities for participants in both programs. These limitations emphasize the need for more time in relationship-building, trust establishment, and addressing the gap in professional development. While future research could explore how the level of education and academic training influences NNESTs' teaching approaches, a more diverse participant pool, including different genders, sexual orientations, and racial and ethnic backgrounds, would provide valuable insights into the intersectionality among NNESTs.

This study emphasized the prevalence of translanguaging in the bilingual context of Borderlands University. Acknowledging the presence of translanguaging in this context, even if not universally adopted, contributes to a greater understanding of diverse teaching approaches among NNESTs. In conclusion, this research, situated within the LangCrit theoretical framework,

significantly contributed to the TESOL literature by offering insights into language ideologies and identity construction among NNESTs in a unique bilingual context. The study recognizes its limitations, highlighting the need for further research diversity and professional development opportunities.

5.1 Implications of this study for educational practice

Implications of this study for educational practice throughout this research, an analysis of the literature on translanguaging was undertaken (Hillman et al. 2019; García and Wei, 2015). It was concluded that translanguaging involves understanding the language-mixing practices of bilingual individuals in bilingual communities. It encompasses the utilization of all languages in one's repertoire, blending them at various levels (e.g., word, phrase, sentence) for communication. Translanguaging approaches languages in the mind not as distinct codes activated and deactivated in different circumstances, such as in code-switching, but rather as part of a complete linguistic repertoire (Garcia, 2009). Sasha proposed embracing and taking pride in bilingualism, as long as one's accent does not hinder effective communication. In the context of the TELLP, the primary focus tended to be on honing skills related to reading and academic writing.

However, it is crucial to recognize that the true essence and pride of bilingualism go beyond mere linguistic proficiency. Bilingualism, in this context, is not merely about the ability to communicate effectively in two languages but extends to a profound engagement with reading and writing academic content in both languages. In the context of Borderlands University, a bilingual environment where both English and Spanish are widely used, translanguaging is a prevalent practice in the study participants' daily lives, and it significantly impacted some classroom dynamics and interactions. Notably, Claudia and Josie used translanguaging practices in their classes. This is significant, as at the United States-Mexico border, translanguaging emerges as a prevailing phenomenon, underscoring its importance in the linguistic landscape. This approach serves to empower both students and teachers, facilitating a transformation in power dynamics, emphasizing the creation of meaning, and fostering the development of identity. Moreover, this finding underscored that engaging in discussions about the various options for using translanguaging is crucial.

This open dialogue contributes to a greater understanding and respect for diverse ways of life among students and the broader, border community. Although Rebecca, Sasha and Karen did not use translanguaging in class, they acknowledged that the phenomenon of translanguaging is present in this context, and Sasha discussed the beauty of accents in English, as they signal bilingualism.

5.2 Implications of this study for future research on NNESTs in TESOL

According to Tian et al. (2020), the TESOL field persists in promoting the teaching and learning of English with a deeply ingrained monolingual bias in communities with marginalized languages. To counteract this trend, Tian et al. (2020) use a translanguaging lens to dismantle the notion of English as a monolithic entity, challenge the pervasive ideology of the "native speaker," and move away from an exclusive focus on "English only" as a pedagogical orientation.

The findings of this research align with Tian et al.'s (2020) assertions, as it was not observed that standardized or "perfect" English was promoted among the teachers to their students. Despite three of the participants not utilizing translanguaging in their classrooms, one of them expressed great pride in her bilingualism. She argued that the accent someone has when

speaking English should merely signify their bilingualism, and it should be celebrated. Within this US-Mexico border context, the use of translanguaging did not pose any issues among the participants, and it even facilitated effective communication in faculty meetings, because Sasha, Rebecca, and Claudia using translanguaging in that setting.

In conclusion, this research, situated within the LangCrit theoretical framework, significantly contributed to the TESOL literature by offering insights into language ideologies and identity construction among NNESTs in a unique bilingual context. The study recognizes its limitations, highlighting the need for further research diversity and professional development opportunities. The implications for future research and educational practice underscore the importance of recognizing and embracing translanguaging as a valuable pedagogical strategy in the US-Mexico border region.

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