

Native-Speakerism Ideology Among EFL Students in English Language Learning and Teaching: A Survey Study

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ABSTRACT

Native speakerism is an ideology in which people believe that real and correct English comes from the people who were born in Europe and use English as their mother tongue. This point of view may have an impact on "native speakers" and "foreign speakers" professional life in English language teaching (ELT), particularly in Indonesia. This research aims to know how this ideology affects the Indonesian EFL students' perceptions of "native-speaker" and "non-native speaker" that refer to the educators. A quantitative descriptive method was chosen for this research to find out the perception of EFL University students in the context of TEFL. The population and sample of the research were the students from English Education Department at a State University. Based on the result, showed that students' judgments tended to be more persuasive when they claimed that competent English teachers also qualified as "native speakers" who possess adequate mastery of the language. However, although the majority of students believe that "native speakers" are the best teachers, they do not believe that their "non-native" instructors are ineffective because, on occasion, they are more knowledgeable about crucial English concepts like grammar than "native speakers."

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1. INTRODUCTION

Indonesia is a country that stipulates English as a compulsory subject in schools from elementary to university level (Liando, Sahetapy, & Maru, 2018). The use of English in Indonesia is a foreign language (FL), which means that English is not the language that is often used in daily communication. Because the use of English is not active, it is not uncommon for students in Indonesia to often find it difficult to understand the English material explained by the teacher. Some of them think that the difficulties occur because they have not been taught directly by native English speakers. This could be a sign of the ideology of native speakers among students. According to Holliday (2006), Native speakers are an ideology that places people who are considered 'native speakers' as either superior or linguistically and pedagogically skilled at English to those who are not native speakers who are called 'non-native speakers'. As Holliday argued, this ideology arise among these students because they considered 'native speakers' to be linguists, so they ('native speakers') were trusted, had experience, and qualified English skills so that they were declared to be more qualified to teach.

In English language teaching (ELT), a great deal of research has been done on the ideology of native speakers and their impact on the professional lives of "native speakers" and "foreign speakers." The ideology of "native speakers" is discussed in some of them (Lowe & Kiczowski, 2016). This misunderstanding occurs due to a lack of knowledge about how a language is learned and taught, one of which is ignorance of the concept of World Englishes, ELF (English as a Lingua Franca), and other issues regarding "native speakers" such as origin their physical characteristics, speech abilities, and much more. Most individuals would agree that an

ideology that frames life affects the majority of people today (Clymer, et al., 2019). If knowledge does not change and continues to do so, then this misunderstanding will always exist that 'native speakers' are the best teachers of English. One of the most famous models of the spread and transformation of English worldwide is the Kachru model. Kachru stated that English in the world can be divided into three different categories or circles. Each circle represents how English spread, how people learned the language, and how English is used. These are Inner Circle, Outer Circle, and Extending Circle. Due to all the different aspects that affect how students learn English, this topic is considered important for native speakers to be discussed, especially in the Indonesian context, especially among English as a Foreign Language (EFL) students.

For scholars, the genesis of the ideological phenomenon known as native speakerism is an intriguing subject. There have been numerous reviews of it. Regarding this philosophy in the teaching setting, the results are fairly varied. The practice of discriminating against Non-Native English Speakers (NNES) teachers in job vacancies for recruiting language teachers, the salary gap between both teacher groups, and the judgment of students and parents toward their preference for Non-English Speakers (NES) teachers cannot be abolished completely. Indonesians have developed a deeply ingrained ideology that emphasizes native speaker identity as superior across all Indonesian educational institutions. This ideology is called "native speakerism ideology." Its effects on the hiring of EFL teachers, societal preferences, and public perception show that non-native teachers are perceived as having less credibility than native teachers. Classic native speakerism (first layer) and latent native speakerism (second layer) both still exist in the hiring of English language teachers in the private sector.

Based on the explanation above, researchers decided to conduct research regarding native-speakerism ideology to know how this ideology affects the Indonesian EFL students' perceptions of "native-speaker" and "non-native speaker" that refers to the educators

2. METHOD

For this study, a quantitative descriptive methodology was selected to learn what EFL university students thought about TEFL. Students from a State University's English Education Department made up the research population. The research sample was collected using the Simple Random Sampling method. The reason for this is that the researcher believed that all populations had an equal chance to serve as research samples. According to Sugiyono (2016), "Simple random sampling is said to be simple since the sample is drawn at random from the population without consideration for the population's strata. This method is used when the population's members are viewed as homogeneous, and the sample consisted of 30 English Education students.

A questionnaire created in support of Kumaravdivelu's framework and used in a study by (Kiczkowiak, 2017) in Barcelona served as the research tool. According to a prior study, the instrument's validity and reliability were determined to be 0.808, which indicates that the instrument is practicable to use and can measure this phenomenon. The questionnaire's items are listed below.

Table 1. Research Questionnaire

No	Statement
1	A "native speaker" of English is somebody who was born only in the UK, the US, Ireland, or Australia.
2	A "native speaker" of English did their tertiary education in English.
3	A person who has a great TOEFL score is a "native speaker" of English.
4	A "native speaker" speaks English perfectly and never makes mistakes.
5	All "native speakers" of English are white.
6	There is no "native speaker" of English in Africa or India.
7	Only the English spoken by a "native speaker" is the real and correct English.
8	A person born to English-speaking parents who have lived abroad most of their life is not a "native speaker" of English.
9	Only a "native speaker" can teach me real and correct English.
10	I need a "native speaker" of English to learn important things about the culture of English-speaking countries.
11	There are only 7 countries where English is the official language: Ireland, the UK, the US, Canada, Australia, New Zealand, and South Africa.
12	I might learn incorrect English pronunciation from a "non-native speaker".
13	I would like to speak with an English "native speaker" accent.
14	English is mostly used by "native speakers".

- 15 “Non-native speakers” of English are worse teachers.
- 16 “Native speakers” of English are not good at teaching grammar.
- 17 I don't want to sound like a "native speaker" of English.

The model of the questionnaire used in this study is the Likert scale 1-4 with categories; Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The Likert Scale is used for analyzing the data from the respondent's answers. The data questionnaire was distributed to participants in the form of Google Forms.

Table 2. The Score of the Likert Scale

Scoring	Statement
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The data are analyzed using a descriptive analysis technique to give a summary of the phenomena that exist as observed from the percentage of each indicator. The study of indicators is broken down into sub-indicators and deduced back into some criteria for this process to function well. As shown in the accompanying Table, the questionnaire consists of 4 indicators and a total of 17 statements that support the research.

Table 3. Indicators of Questionnaire

Indicators	Statement
Authenticity	9, 10, 12
Background & Origin	1, 2, 3, 4, 5, 6, 7, 8, 11, 14
Accent	13, 17
Teaching	15, 16

Additionally, data tabulation and analysis were completed. Following these steps, the formula below is used to calculate the results using statistical data expressed as percentages and relative frequencies.

$$P = \frac{F}{N} \times 100\%$$

Explanation: P= Percentage

F= Frequency

N= The total number of students

3. RESULT AND DISCUSSION

In this chapter, the result to be presented first are the graph of students' response based on 4 categories of the Likert Scale; Strongly Agree, Agree, Disagree, and Strongly Disagree, with a total of 17 statement.

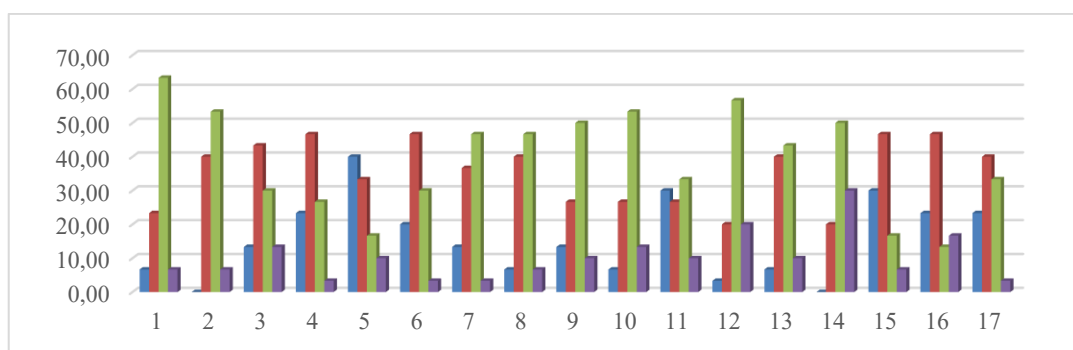


Figure 1. General Reaction Graph

To make the data responses more readable, the responses are grouped into Disagree and Agree, after that the graph will be presented based on the indicators.

Authenticity

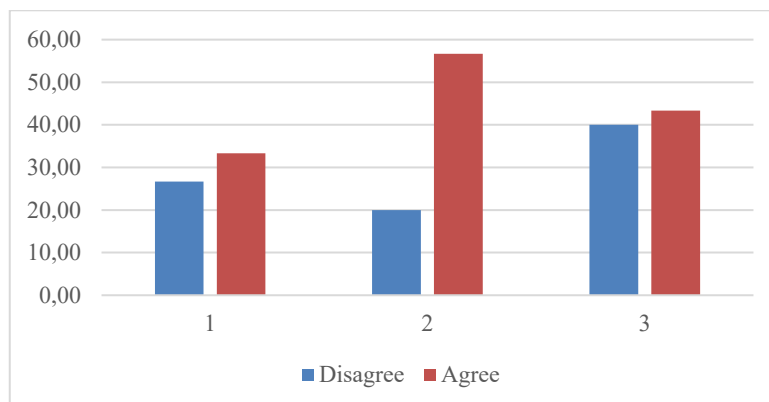


Figure 2. Response Chart for Indicator One (*Grouped Chart*)

ELT students frequently struggle with the idea of original pronunciation in English. One of the reasons why it can be challenging for students to correctly understand English words is the uniqueness of this pronunciation. The current trend is that some EFL students believe that "native speakers" are the source of accurate, good, and authentic pronunciation. In reality, the use of a language, like English, in a particular setting at any moment is regarded as authentic usage of that language, regardless of when it occurs. As stated by Lowe and Pinner (2016), this authenticity is "the way individuals see themselves with the various contexts in which they exist and are required to use language for the production of social meaning" (p. 36). True English can be defined as any time when everyone in the area speaks it. But, in the context of this study, as illustrated in the graph above, most of the students frequently believe that "native speakers" are the origin of creativity, truth, or correctness in English education, as seen from Q10 with a total of 56,67% Agree on response. This also demonstrates how most of them continue to believe that "native speakers" make the best English teachers which can be seen from the high number of agreed answers in Q9 (33,33% Agree) and Q12 (43,33% Agree).

Background and Origin

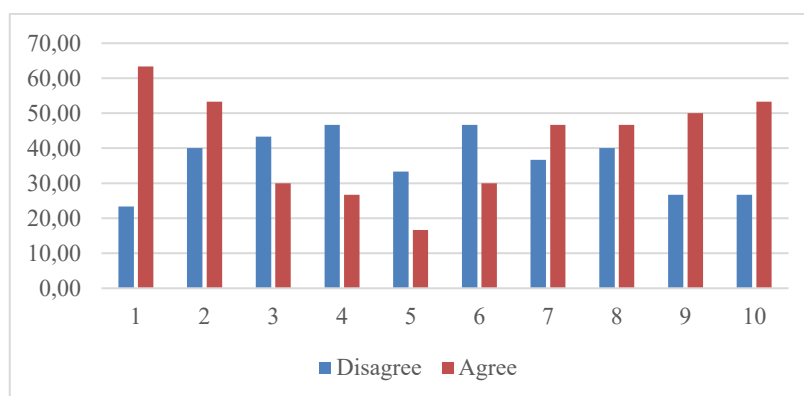


Figure 3. Response Chart for Indicator Two (*Grouped Chart*)

One of the elements that can impact a person's language is the origin. An individual is more likely to actively utilize English when they are in an environment where it is the primary language, and vice versa if they are in an environment where English is only spoken sometimes. Additionally, "native speakers" are frequently described as coming from white, four-season countries. According to the diagram above, the majority of people concur that a "native speaker" is someone who is white and comes from a European nation. Beside that. The idea that persons who speak English fluently and as their first language are "native speakers" is shared by both groups.

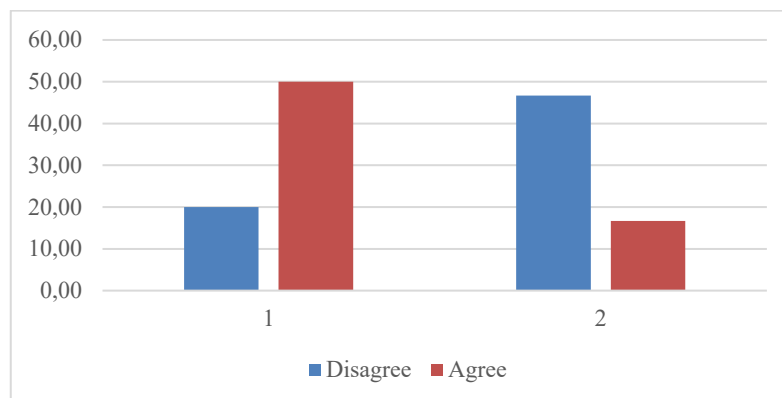
Accent

Figure 4. Response Chart for Indicator Three (*Grouped Chart*)

According to the KBBI, an accent is "a distinctive pronunciation that characterizes a person; an accent; or a regional accent." Native English speakers are regarded as speaking with good, complete, accurate, experienced, competent, fluent, true, and authentic English, while non-native speakers are regarded as speaking with awful, incorrect, fake, incomplete, and weak accents (Jenkins, 2015). Additionally, English is spoken in a variety of accents around us, including American and British. We can observe from the graph above that most respondents agreed that "native speakers" have high English abilities (Q13, 50% Agree), and they wish to speak like "native speakers," and that "native speakers" serve as their role models in English (Q17, 46,67% Disagree).

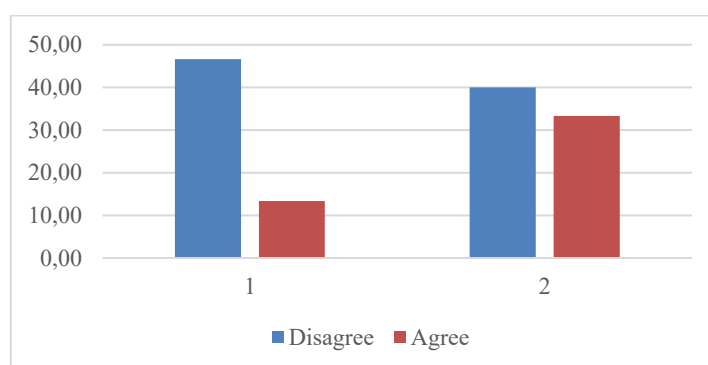
Teaching

Figure 5. Response Chart for Indicator Four (*Grouped Chart*)

Several things frequently occur when teaching ELT, such as when teachers who are "non-native speakers" are unable to respond to inquiries about grammar and make mistakes; typically, this has no bearing on their self-esteem as English teachers; however, "native speaker" teachers can also make mistakes. It will directly call into question their capacity to instruct if they make errors or claim that they do not completely understand their native tongue. But as can be seen from the graph above, they believe that a "non-native speaker" who teaches English is not necessarily a bad teacher who is unfit to teach English (Q15, 46,67% Disagree), and they also believe that both "native speakers" and "non-native speakers" are equally effective at teaching English (Q16, 40% Disagree). When teaching grammar, for instance, "native speaker" is quite good, and "not native speaker" is not necessarily bad.

The goal of education is to help students develop by learning and to assist them in doing so. Education values the breadth and depth of the students and the teacher's research (Desierto & Maio, 2020). Many academics have expressed concern about the ideological ramifications of such a seismic linguistic, but few have attempted to experimentally document how these macro-discourses of language, ideology, and culture interact (Bacon & Kim, 2018). Bacon & Kim (2018) view that language ideology is ideas about language that people employ to explain or defend how they think language should be used and structured.

The ideology known as "native speakerism," which develops during the teaching and learning of English, believes that the best and most accurate English is that which is taught directly by native speakers. Another issue is that "native speakers" are considered to own English, and it is assumed that their standard of proficiency is the only criterion for measuring the effectiveness of an English language school (Fang, 2018). Native speakerism can affect a variety of aspects of life, particularly in the professional fields of language presentation (Holliday, 2006) and student perspectives (Lowe & Kiczowski, 2016). In other words, native speakerism is regarded as an existent ideology because it is governed by specific criteria in the field of English instruction, making it seem suitable, sensible, and natural (Kiczowski, 2017).

Furthermore, this ideology is viewed as harsh and incompletely justified. Native speakers and cultures are racist for two reasons: First, native speakers teach people certain behaviors that are considered racist in critical sociology. Second, native speaker marketing causes an implicit link between native speakers and "whiteness," classifying non-white teachers who have grown up speaking English as non-white (Holliday, 2018).

There is a disparity in the ELT setting in the modern educational environment as a result of the establishment of this ideology (Silalahi, 2019). Teachers whose native language is English (NEST) are regarded as superior to teachers whose native language is not English (NNEST) in many educational institutions because they are more competent than "foreign speakers" (Silalahi, 2019) and 'native speaker' teachers tend to be better language teachers (Hwang & Yim, 2019). This is to make sure they can understand what language learners must compare, as they view the "Native Speaker" as the final arbiter of grammaticality. (Kachru, 1994; Kiczowski, 2017). The way that is taught is another contributing factor. The teaching methods and ideologies of native and non-native speakers will differ significantly.

Lowe and Pinner (2016) describe authenticity as "the way individuals see themselves with the various contexts in which they exist and are required to use language for the production of social meaning" (p. 36). They also define authenticity as a socio-psychological notion. This definition permits the classification of any individual's usage of the English language in a specific setting at any given time as authentic English. Therefore, authenticity is relative and situational. The most well-known instance is the widespread bias in hiring procedures for language instructors (Kiczowski 2020) preconceptions of "native speakers" and "non-native speakers," such as the preponderance of "native speaker" voices in published works and the tasks and responsibilities that should be given to each group according to origin (Lowe & Kiczowski 2016). The ideal speaker-listener concept has been associated with "native speakers" since Chomsky in 1965 originally proposed it, and it is now extensively used in ELT (Kiczowski, 2017). Language teachers and students are frequently stereotyped by learning English to be like "native speakers," even when they do not use the language regularly enough or, at the very least, are not exposed to it in everyday discourse.

4. CONCLUSION

The study's findings led the researchers to the conclusion that students' perceptions of "native speakers" and "non-native speakers" of English teachers were significantly influenced by this ideology. Students' judgments tended to be more persuasive when they claimed that competent English teachers also qualified as "native speakers" who possess the adequate mastery of the language. This is due to students' misconception that "native speakers" will convey information effectively and follow the standards in terms of accent, word choice, and pronunciation. Teachers who are "non-native speakers" of the language, however, may not always have accurate pronunciation or knowledge of English because they do not actively use the language. However, although the majority of students believe that "native speakers" are the best teachers, they do not believe that their "non-native" instructors are ineffective because, on occasion, they are more knowledgeable about crucial English concepts like grammar than "native speakers."

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