Novice Teachers and Native-Speakerism: Identity Recognition on Teacher for English as An International Language

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Abstract

The study aims to explore three novice teachers' perception towards English native-speakerism for the exploration of English as an International Language (EIL). The concern towards English native-speakerism, preferring the English variations from its native background, in the practice of teaching English as a Foreign Language (EFL) has become the central issue, especially in Indonesia. It is not aligned with the idea of EIL which foster the process of producing competent users of English through the inclusion of local cultural-based items. The case study design will be utilized in the research using the pre-interview, document analysis, and post-interview as the instrument for data collection of novice teachers' perception of local and nativized exposure. The study discovers that all collaborated novice teachers set an agreement to support the local cultural-based inclusion in practice yet support the inclusion of standardized English for teaching pattern and pronunciation. The findings show how the teachers have acknowledged the inclusion of local exposure to maximize the endeavor for students to be competent users of English. The

discussion still relies on making the local cultural-based items in teaching practices viable and proposes Englishes in the teaching to lessen the native-speakerism.

1. INTRODUCTION

Native-speakerism describes the preferred varieties of a language to be taught and learned (Holliday, 2006). Holliday (2006) also adds that English native-speakerism defines as how the exposure of native English background becomes the only acceptable exposure to be taught, learned, and respected. The influence of native-speakerism of English has molded the English Language Teaching (ELT) practitioners to put American or British English as the basis in language teaching for comprehensive communication between language users (Gal, 2006). The condition of disrespecting the context surrounding the practice of English learning would navigate the practice of linguistic imperialism. Phillipson (1992) in McKay (2003)defines linguistic imperialism as the domination of standard English in learning through the inequalities between the structural and cultural reconstruction of the language. Linguistic imperialism puts learners to shape the English native-speakerism to their competency, while English has developed to be various based on its development on context. Linguistic imperialism affects the rise of cultural disbelief. Holliday (2015) exposes cultural disbelief as a case of disbelieving personal culture due to the insecurity towards legitimating cultures from native-speaker of English. Teachers may reflect their relationship with English as a cultural deficiency as they do not have a sufficient understanding of the stereotypes of English native-speaker. As for learners, accepting native-speakerism in ELT will be higher, they are not accepting their own culture. Thus, the idea of English native-speakerism has been explored with negative washback on the local cultural-based identity of the countries who learn English.

Responding to English native-speakerism, linguistic imperialism, and cultural disbelief, the English as an International Language (EIL) paradigm becomes the rising trend supporting the use of local cultural-based items and contextualization in ELT. (McKay, 2003) states that EIL empowers the teaching and learning process by including local cultural-based and contextualized items in practice to understand the subject matter. The realization that non-native speakers have broadly used English starts discussing how local cultural-based and contextualized English teaching is crucial. By the raising needs on connecting with varying users of English, the modeling of English native-speakerism should be lessened and promote the practices of local cultural-based and contextualized items to empower the competent user of English (McKay, 2003). Accordingly, the realization through rigorous researches have been conducted to prove that English has been largely used by non-native speaker and starts the discussion on how local cultural-based and contextualized English teaching is very crucial. In the process of preserving and strengthening the practice, researches regarding EIL should be continuously conducted. Evaluating the adapted teaching materials is closely related in terms of practicality on

promoting EIL as it will include teacher's knowledge on pedagogy and the comprehension on the subject-matter (Kirkpatrick, 2007).

The following study expects to explore novice teachers' understanding of EIL in the Indonesian context to recognize their responses to the washback of English native-speakerism. The study highlights teachers in their beginning phase of a teaching career as the focus of study. The beginning period will become a potential assistant on exploring new perspectives in ELT (Sifakis & Bayyurt, 2015). The study explored novice teachers through the sequenced interviews and document analysis of novice teacher's teaching materials. The data on interviews and teaching materials are presented with thematic analysis to understand, reveal, and elaborate the findings.

2. LITERATURE REVIEW

Studies have shown how native-speakerism is still concerning from both sides; the learners (Hendriks et al., 2021; Hsu, 2016; Lee & Warren Green, 2016; Tamimi Sa'd, 2018) and the instructors (Dogancay-Aktuna & Hardman, 2018). Hendriks et al. (2021) share learners' attitudes toward their lecturers who teach with non-native accented speaking. The findings show that the non-native accented lecturers were perceived negatively than lecturers with a native accent. Hsu (2016) conducted a study with the collaboration of English testing raters in India and found out that the raters more likely to value test-takers who speak in American or British English. Lee & Warren Green (2016) in South Korea state that it is easier to recognize native-accented speaking than any English variations. Research by Tamimi Sa'd (2018) states that Iranian language learners still perceive English native-speakerism as the legitimate reference model for their learning. They add that if the teacher does not have similar or close competence to the native speaker, they would not consider the teacher to be the righteous teacher. Similarly happen to the teacher side, Dogancay-Aktuna & Hardman (2018) expose that teacher, who become the core of learning, favors more on the native English varieties such as British English or American English as the most prominent and correct model for students.

Findings on the research cannot be taken for granted. Some of the results seem trustworthy, but some could be discussed further. For example, the idea of putting American English or British English as the standard for learning and teaching may probably require a legitimate effort in the practice if only the variety of English in the context has not been decided (McKay, 2003). Taking the example from Singapore and India, the English has been set to be versatile form, Singapore English and India English. As for Indonesia, the English have not reached its utmost consent. Moreover, the favoritism and how the modeling of standardized English without embracing the local identity is debatable.

The plurality of goals in learning English should be reflected on how the teaching practice occurred and the language skills reinforced in the teaching to shift the belief to contextual English. The learning also considers different goals from the traditional instruction, which were focused on gaining proficiency in a particular variety of English (Dogancay-Aktuna & Hardman, 2018). Teaching and learning in the context involve the reimagination of English competence, from being proficient and knowledgeable to a particular variety of English to an individual who can communicate effectively across the English community. Therefore, English teachers must prepare to introduce the learning of

English based on the particular variety of English, and one of the endeavors is through the introduction of English as an International Language (EIL).

EIL relies on the study of how language changes as it spreads in the area of Non-native speakers of English (NNSE). The idea behind the shifting definition of English comes from the notion that the NNSE has a more significant number than the NSE of English. Cameron and Galloway (2019) state similar tacet that if the NNSE becomes most English learners, the learning should be followed beyond the NSE ways. The statement somehow realizes how the learning of NSE should not dominate English, but the learning should enhance the learning through the local identity given to the learners. In supporting the statement, Mckay (2018) explores four principles of EIL:

a. Rising the concern on today's variety of English, the diversity of English learning context, varying pedagogical decisions regarding standards and curriculum should be made which refers to local language needs, locally social aspect, and educational factors.
b. English-only classrooms should be examined with careful thoughts in developing productive language classrooms.
c. Strategic intercultural competence should exist in the EIL classrooms; meaning, the exposure to the other culture should not be avoided as it supports intercultural competence.
d. EIL should be naturally neutral, meaning that there will be no superior or inferior culture represented in teaching and learning.

Students and teachers should be supported to learn English from their histories, experiences, cultural values, for the latter reflect on their biases and assumptions (Kahn & Agnew, 2017). Learning through local culture should provide a productive learning environment and move away from the 'center' norms (Mckay, 2018). The introduction of English to these different environments challenges the identity and practice of ELT, including Indonesia who utilized English as the medium of exchanging information for rigorous knowledge and preparing the globalized life ahead

Understanding the dynamic transformation of a language needs continuous study and assistance. Teacher understanding, perception, and choice have also been highlighted. Kaya and Dikilitaş (2019) share that exploring teachers' knowledge, belief, and practices in their context may reflect who they are and how they do the practice. It is suggested to explore teachers' past and present experiences regarding context and how teachers mediate their beliefs. Discussing cultural-contextualized items in teachers' teaching materials may become a notion for their teaching technique and determine the better support for teaching (Muslim, 2017). Therefore, cultural-contextualized exposure would be an impetus of much change in ELT, yet it comes with a great deal to handle, the English native-speakerism. Bhowmik (2015) in Dos Anjos (2019) share that even with outnumbering the native speaker, people still enjoy *nativeness*.

3. RESEARCH METHODS

Qualitative study with a case study design was utilized to explore the practicalities of English Native-speakerism and the surrounding ELT contexts (Hamilton & Corbett-Whittier, 2014). The following research expects to relate participants' process of adapting teaching materials to understand EIL and participants' realization on the probability of English Native-speakerism's presence in their teaching practices. The research will be trying to utilize a case study design to verify the paradigm of EIL in novice teachers' teaching materials and how the comprehension of EIL assists the exploration of novice teachers' identity in their beginning career (Andrews et al., 2019; Clandinin & Lyons, 2012). Three novice teachers are being exposed for their establishment on their teacher identity to serve the elaboration of teacher understanding and their practical consideration and condition in establishing the practice of ELT. Novice teachers' experience and belief should expose their chance towards including English Native-speakerism, local cultural-based items, and contextualized matters.

3.1 Research Design

As the utilization of case study design, the following research tried to initiate three instruments; pre-interview, document analysis of teaching materials, and post-interview. The interviews were conducted before and after document analysis to verify and crosscheck the information to gain triangulate data analysis (Read, 2018). The study supported the use of three instruments to triangulate the data for more valid and reliable findings. The data findings are expected to discover novice teachers' beliefs and understanding of their teaching materials to their ELT practice, including the EIL concept and how the condition shapes their identity. The findings are also expected to strengthen the discovery and elaboration of the EIL paradigm in the Indonesian ELT context.

3.2 Participants

This research was started with the data collection from three novice teachers who are non-native speaker of English with the nationality of Indonesian. They are graduated from a university in Bandung in 2018, and have worked on the approximate time of two years. Novice teachers who role as participants in the research started and acquired their bachelor's degree at the same time, which makes their educational background and exposure to ELT similar. The participants are also currently teaching in different Islamic schools for 10th grade. Therefore, the following teaching materials which are analyzed are in a similar topic for 10th grade. The similarity also relies on participants' teaching practices, which are in their second year. Recalling the similarity, the determination on choosing the participant considers exposing conceptual understanding for the new practitioners in English Language Teaching, as they should still actively explore their teaching practicality.

3.3 Instruments

The pre-interview was adopted the EIL framework of understanding which was developed by Nguyen (2017). The instrument includes how teachers recognize, understand, and perceive the concept between native-speakerism of English and EIL. The pre-interview

indicators include teachers' perception of English varieties, differences in native and non-native English, and teachers' language proficiency.

The document analysis consists of elaboration on the inclusion of EIL in teachers' adapted teaching materials. The document analysis framework is adapted from Cameron & Galloway (2019). The document analysis is used to confirm teachers' understanding of the concept of EIL and whether they have employed the concept subconsciously in their materials. The instrument for teaching materials evaluation includes the influence of native English, the exposure of local identity, and the contextuality between language and surroundings in participant's adapted teaching materials.

The post-interview has been conducted when the findings from the pre-interview and document analysis are retrieved. A semi-structured interview was conducted, and the open-ended question related to teachers' consideration of including the EIL paradigm in the teaching materials was explored. This part of data collection is used to crosscheck and retrieve participant's explanations and exploration in adapting the teaching materials. The framework was adapted from Galloway & Numajiri (2019) with three indicators; Participant's Demographic, Barrier to Implementing IEL, and EIL Proposal.

3.4 Data Analysis

The data were analyzed with the design of the case study. As the whole objective of the research is to strengthen the EIL paradigm to be implemented in teaching practices, especially in teaching materials, the case study is applied in seeking the probability for the chance in practice through the fundamental means of contextuality (Hamilton & Corbett-Whittier, 2014). The pre-interview was conducted and shows participants' understanding on the EIL Paradigm before the exploration of teaching materials. The document analysis analyzed teachers' documents on teaching material. The analysis depends on the representation of the EIL paradigm in novice teachers' adapted teaching materials. Any local cultural-based and contextualized matter in the teaching material were discussed on the reason in choosing the matter. The post-interview explored more on the process of realizing the barriers and proposal in including EIL paradigm. The data from the post-interview shown teacher explanation and confirmation from previous data collection. The post-interview will also become the note in strengthening the data from two other instruments. The data from three different instrumentation were triangulated to discuss participants' ideas. Transcription, codification, and interpretation were finished to analyze the interviews for getting more elaborated findings.

4. FINDINGS AND DISCUSSION

The findings and discussion are stated thematically by categorizing three parts: Participants' understanding of native and non-native English, participants' competence, and between EIL in teaching materials.

4.1 Participants' Understanding on Native and Non-native of English

Holliday (2015) suggests the labeling of native and non-native in English should be eradicated as the process of testifying teachers' value on professional difference, although the

daily judgement is still raging on the professional evaluation base on the matter of native and non-native of English differences. The native and non-native of English in this part is discussed to explore the issue on Native-speakerism through three novice teachers' understanding of the matter. All three participants involved in the pre-interview interview and the document analysis is used to verify and elaborate participants' ideas in the pre-interview.

Participant 1 (P1), Participant 2 (P2), and Participant 3 (P3) understand native English as those who use English as their first language. Each of the participants states the highlights on American English and British English as the native English. On the other hand, non-native English has been exposed to be those who are not using English as their first language. Non-native English uses English for some of their communication necessity. The difference is set through their understanding of the familiar context from their daily practices. The difference between native and non-native English set a thin boundary on the realization of Native-speakerism. To compare, the findings from Nguyen (2017) reseach show that teacher are not really strangled by the AE and BE only. Nguyen (2017) shares teachers should be continuously supported to be aware of English variety for lessen the effect on Native-speakerism through active and comprehensive elaboration of the matter. Moreover, participants' teacher education adds as subconscious reminder for them to be diverse in understanding and acknowledging English variety.

The realization of the differences between native and non-native English exposes participants' references in their teaching. All participants are able to lessen the Native-speakerism in the correlation with the teachers' label. Participant 1 (P1) states that Native speaker teachers are able to use more sophisticated language features as they are exposed rigorously to the presence of English. It shows similar result with the findings from Dogancay-Aktuna & Hardman (2018) where some of reviewed literatures favor more on non-accented English. Nevertheless, pedagogically, both native and non-native teachers of English have the same probability of providing appropriate learning. The practice of English teaching and learning should not favor only non-native teachers for the rigorous English competence as their conformity to learners' local cultural-based knowledge and contextualization are not as high as the non-native teachers (Holliday, 2015). Participants add that similarity between non-native teachers and learners' context support the meaningful learning for learners' understanding and longer memorization on the subject-matter. The understanding of English theory, cultures, teachers and learners' proficiency, teachers identity, and pedagogy should be taken into account whenever teaching is going to be happen, dispite of the nativeness of the teacher (Dogancay-Aktuna & Hardman, 2018).

The challenge is equally distributed for both sides. Native speaker teachers may have significant linguistic features but less comprehension of learners' culture and contextualization. On the other side, non-native speaker may experience less exposure to the linguistic features, but salient exploration on learners' culture and contextualization. P2 shares that she is often feeling insecure about her partner of Arabic language teachers as she is a native speaker of Arabic. Her partner could introduce students to Arabic culture and context and experience the struggle in explaining unfamiliar words for learners as she does not speak Indonesian. Later, P2 found out that relating Arabic culture and context, which learners have not experienced in their life, was less worthwhile for learners. Learners would

only imagine and forget it in a short time unless some learners put more interest in foreign cultures.

The importance relies on respecting and eradicate the shortcoming perception on the role of best practitioners, especially in the teaching of EFL. The balance between teaching pattern, pronunciation, and other standardized English notions with the local cultural-based and contextualized exposure should be adjusted. Cameron & Galloway (2019) discuss the irrelevance endevour by exposing the only model of native English. Respectful consideration towards standardized English and local cultural-based items should be supported to lessen English Native-speakerism, linguistic imperialism, and cultural disbelief.

4.2 Participants' Competence

Participants expose the need to upgrade their subject-matter knowledge, and local cultural-based endeavors in delivering materials should always be nourished and supported. In terms of subject-matter, P3 shows single trust in the literature of English from its native sources. She finds it is more reliable to rely on native English literature to ensure the appropriation of subject-matter. The practice of taking English rules may reflect upon the native English only as of the perfect model for teaching as they are more relatable and exposed to the English (Swan et al., 2015). Differently, P1 and P2 are more welcomed to any sources of retrieving subject-matter. They should strive for a firm understanding of the subject-matter. Participants experienced another challenge on the limitation of retrieving local cultural-based teaching materials sources. It is either they should create, develop, and adapt the materials by themselves. It took significant time to prepare for nearly appropriate teaching materials. Their focuses on teaching are also widened from teaching materials. Their teaching and learning practices are more than providing rich local cultural-based items, but as P1 shares, she focuses on students' confidence in actively participating in the classroom. P3 states that content matters. It is very important to convey the whole means in the communication. P2 shared the willingness to be more natural in communication, which involves both confidence and content clarity. The development of teaching materials related to the context of EFL would become a great assistant to enhance their practice. The difficulties in retrieving, adapting, and developing materials shall always become one of the issue in strengthening the EIL paradigm (Galloway & Numajiri, 2019). Researching and discussing the issue of the difficulties towards retrieving teaching materials with the support on EIL paradigm widens the urgencies in establishing the suitable teaching materials which support the EIL paradigm.

4.3 EIL in Teaching Materials

Participants' elaboration on using the type of English in the teaching materials is varying. In the Indonesian context, where there is still yet a standardized English to be used, teachers still rely on the standardized English set by the native English, such as two varieties of English stated in the beginning. All of the participants highlight the use of standardized English from the native English as their model in teaching pattern and pronunciation to be eligible for learners' communication partners. To be specific, P3 stated that the trust in using native English as a standard relies on the convention of Indonesian English practices.

Indonesian are often exposed to American English and British more than any other type of English. It covers how American and British English are still dominant and popular in Indonesian English teaching practices. However, participants only highlight the use of native English for teaching patterns and pronunciation. Matters, such as items in teaching materials, the process of delivering materials, and participants' contacts with learners, are supported by the local cultural-based and contextualized process.

Reconsidering the respectful practice of standardized and local cultural-based teaching and learning in the EFL context should discuss how the EIL paradigm is included in teachers' teaching materials. In the topic of Announcement, Participants quoted the explanation on the text description and language features from the standardized English. However, the text sample, sentence sample, and picturization are dominated by local cultural-based items such as familiar content of the text, relatable nouns and verbs in the sentence, and recognizable elements from pictures. Participants explore the topic of Announcement to be more on school announcements, social media announcements, and public place announcements. The goal is to provide the process of analysis towards the topic and learners' actual surroundings. The topic of Past Tenses was delivered through the pattern elaboration of simple past tense and present perfect. P1 and P3 distributed different means of appreciation process through the sentences showing activities. Learners were provided with sentences that were expected to bridge them to the pattern formula. P2 is concerned more with how the delivery of pattern structure should deliver first. Sentence practices followed the introduction to the pattern structure. Historical Recount was delivered through the recalling process of familiar texts such as Bandung Sea of Fire (P1, P2) and General Sudirman (P2), Indonesian Youth Pledge (P1, P3). Other than the familiar texts, Participants also share how adapting or adopting the text relies on the accuracy of the generic structure of the text, language features, and different formats of text delivery. As for the topic of Narrative, teachers recalled some familiar stories from different parts of Indonesia. They were willing to conceptualized learners' understanding through the utilization of local cultural-based text. Other adapted texts were chosen from the consideration of materials delivery variation, such as picture series. Therefore, P2 shared that it was easier to retrieve familiar text on Narrative. However, it somehow triggered boredom as learners recall the exact text from their previous level of education. It becomes another issue to explore learners' knowledge on Indonesian derived stories for narrative to include local cultural-based text and lessen students' boredom with the same texts.

The process in including the paradigm of EIL combines the process of self-made, adaptation, and adoption of teaching materials. The self-made parts such as sample sentences and sample texts were created to support more local cultural-based and contextualized items. The adaptation process was done to ensure the promotion of the local cultural-based and contextualized items, as participants can choose everyday items for their learning environment. Adoption was taken according to the credibility of the content taken and the variation of materials delivery. Participants shared and admitted that they are more into adoption due to challenges on time management and delegating the accountability to the valid materials. Moreover, teachers should be understand and familiarized the proposed materials for their students. Dos Anjos (2019) adds that the appropriate pedagogy should consider learners' identity and their perspective towards local cultural-based exposure.

The reseach implied in elaborating and discussing the identity recognition for teachers who are suggested to practice the paradigm of EIL in their teaching through the understanding of Native and Non-nativeness of English. It is supporting the four principles of the EIL paradigm in language teaching (Mckay, 2018). First, the rising concern on today's variety of English, the diversity of English learning context, varying pedagogical decisions regarding standards and curriculum should be made, which refers to local language needs, locally social aspect, and educational factors. Second, English-only classrooms should be examined with careful thoughts in developing productive language classrooms. Students may need assistance in comprehending subject-matter through their mother language. Third, exposure to the other culture should not be avoided as it supports intercultural competence. Fourth, EIL should be naturally neutral, meaning that there will be no superior or inferior culture represented in teaching and learning. Throughout the research, it is being realized as teachers have understood though not fully applying the EIL paradigm. It is expected to explore the analysis, evaluation, and creation of a wider arrange of teaching practice to explore the circumvent endeavor on Native-speakerism through the empowerment of the EIL paradigm in teachers' beliefs and practices.

5. CONCLUSION

Research shows that all Participants have understood and supported the inclusion of local cultural-based exposure in encouraging the meaningful teaching and learning process. The inclusion relies on the choice of text sample, sentence sample, and teacher's contact in the process of learning. The endeavor to promote local cultural-based items and a wide range of introduction to the Englishes may lessen the effect of Native-speakerism as learners may receive the introduction to the variety of cultures and lessen their focus and favoritism on native English cultures. However, Participants could not leave out the inclusion of standardized English in the learning as the means of their teaching is to be eligible in the communication. Standardized English is explored through the inclusion of structure patterns and pronunciation. Participants are still thinking that the inclusion of standardized English is still essential as there is yet any Indonesian English to be the ultimate standard for their teaching and learning process. The introduction to the varying kinds culture is still also essential to equip students with the international matter. It is very intriguing to discuss as if the introduction of varying culture aims to pack learners with internationalized knowledge. The focus on the international matter should be widened to introduce different English varieties. Moreover, the highlights on native English cultures should also continuously being reviewed.

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