

Nativespeakerism and English teachers' pedagogical discourses.

German Enrique Estupiñan Castellanos

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Universidad Distrital Francisco José de Caldas

School of Science and Education

MA in Applied Linguistics to the Teaching of English

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Thesis director: Yeraldine Aldana

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NOTE OF ACCEPTANCE

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*Thesis Director:*

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Yeraldine Aldana Pulido. M.A.

*Jury:*

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*Jury:*

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To the Glory of the Great Architect of the Universe, to my mother and father, my unconditional mentors, to my Q :. H :. Sergio Rueda, and to my Thesis Director Yeraldine Aldana; lights in the darkness.

### **Abstract**

The native speaker fallacy elicits both support and resistance within ELT settings.

Nativespeakerism (NS) seems to create alienation and resistance mechanisms towards teachers' and institutions' pedagogical discourses in an informal teaching setting. The goal of this project is to understand teachers' pedagogical discourses regarding NS within an EFL setting, to identify NS aspects within EFL teachers' and institutions' pedagogical discourses and to analyze relations of power derived from that dichotomy. This qualitative descriptive investigation took the critical perspective (Merriam, 2009) and the post-structuralist approach (Kincheloe, 2008) as frameworks of reference. The theoretical framework discusses the most relevant theory that backed up this qualitative investigation. In addition to, participants involved in this research were 3 English teachers from an EFL teaching setting, and the instruments were semi-structured interviews used to collect teachers' pedagogical discourses regarding NS, and Grounded Theory (Strauss & Corbin, 1998) was the data analysis approach applied to systematize data. To illustrate, two findings contracted in this study were: first, the way mainstream pedagogical discourses impact in the same way to teachers and institutions; and second, how non-native teachers develop pedagogical positionings regarding the native speaker privileges and upon NS. Finally, findings displayed as conclusions that inner-circle countries are set as norm-providing models with an ELT industry exported to the expanding circle countries which turn only into non-dependent countries or consumers.

*Key Words: Nativespeakerism, teachers, institutions, pedagogical discourses, alienation, resistance, self-positioning.*

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## **Introduction**

This research explored teachers' and institutional pedagogical discourses regarding Nativespeakerism in an informal teaching setting in Bogotá through the analysis of semi-structured interviews. The purpose was to understand EFL teachers' pedagogical discourses, their reconceptualizations, alienation and resistance attitudes, plus unveil power relationships when they face Nativespeakerism and the neoliberal discourse of standardization. This paper is framed within the Critical Applied Linguistics field and it attempts to approach the phenomenon under study from a poststructuralist perspective and the qualitative descriptive research (Merriam, 2019).

The problem stated appeared from my curiosity as a teacher investigator within my working place. The foundations of this project were my reflections about Nativespeakerism and dominant discourses, some analysis about personal readings during my master's studies, and the need to contribute to the Applied Linguistics field. Moreover, some rationale was set as a justification about previous studies and investigations related to this project. These personal reflections allowed me to reflect regarding my teaching practices, and to set new paradigms related to my way of teaching

In the research design section, I presented the type of study, setting of this investigation, participants, the role of the researcher, ethical issues, instruments as well as the validation process. The study took place in a English and French Language Institute where native and non-native teachers worked. My role as a researcher was mainly as a listener and a teachers' partner.

The validation processes of data collection methods regarding this study were done by applying some samplings and by gathering an expert's opinion. Semi-structured interviews with 3 EFL non-native teachers were the data collection instruments used.

The theoretical framework structured for this inquiry has to do with what nativespeakerism means, how it seems perpetuated within educational teaching settings, and how teachers and institutions pedagogical discourses face these mainstream ideologies. This section shows the theoretical underpinnings regarding this study, and the dialogue among authors as well as theoretical concepts related to the issue of investigation.

In addition, the data analysis section is related to the data management strategies and the approach used in this research. Grounded theory and its 4 principal ways of codification, open, theoretical, axial, and selective coding, were used as a bottom-up approach for data management strategies. Data was tagged identifying segments or units of data. Those fragments were grouped, analyzed and supported in the light of some theoretical concepts; and finally some categories emerged.

In the findings section, I discussed the categories that emerged from the data analysis. Those categories in turn were: *Teachers, institutions, and mainstream pedagogical discourses* and *Teachers' pedagogical discourses and Nativespeakerism*. Data was systematized, and categories and subcategories were analyzed having empirical, theoretical and interpretative components.

Finally, discussions, conclusions, limitations and suggestions regarding this study are described. Regarding findings, it was evident that mainstream pedagogical discourses impact in the same way to teachers and institutions. The CEFR and the standardization processes are two

aspects to which a lot of prestige is given. Also, teachers seem classified into two categories regarding NS; the ones who are enacted and the ones who resist. Finally, neoliberal discourses are embedded into institutions' curricula and, regarding these impositions, teachers develop self-positioning attitudes in relation to those dominant ideologies.

With the development of this investigation, I want to contribute to the Master Program with my personal narratives, experiences and with the systematization of my project. My contributions are directed in the way of understanding how NS influence teachers' and institutions' pedagogical discourses and unveiling the way those pedagogical discourses resist or enact the native speaker fallacy. In addition, this study wants to unveil the way neoliberal ideology leaks into institutions' curricula and inside teachers' pedagogical discourses and practices, and to understand teachers' self-positionings regarding the native speaker fallacy. Finally, understanding the way NS influences discourses will allow us to know how self-positioning arises.

### Statement of the problem

This research problem corresponds to the phenomenon that the nativespeakerism (NS) discourse, together with the native and non-native English teachers' dichotomy (NETs and non-NETs), seem to create alienation and resistance teachers' pedagogical discourses in an informal EFL setting.

The current study initially emerged from the reflection of my teaching practices and experiences during the last 2 years. The investigation took place at an informal Colombian English teaching institute that uses Presentation, Practice, and Production (PPP) as a teaching technique that Cook (2008) calls "the EFL mainstream styles of teaching" as explained in figure 1. Furthermore, this national institution has 13 branches distributed in Bogotá and Medellín. This PPP mainstream style of teaching is set as the official methodological approach in which teachers are trained and forced to follow. This institutional pedagogical discourse gives high prestige to this PPP approach and teachers are requested to implement it within their teaching practices. This imposition limits teachers' self-positionings and their own ways to teach a language, forcing them to follow an already set methodological path. This institutional strategy made me reflect about mainstream methodological approaches and these reflections allowed me to set my statement of the problem, because I faced those impositions by myself.

Figure 1. Proyecto Educativo Institucional.

El enfoque comunicativo y la estructura de clase denominada: Presentación, Práctica y Producción (PPP), tiene el propósito de incrementar la habilidad oral de los estudiantes en clase, el cual es reconocido por sus resultados en diversas instituciones alrededor del mundo. . (PPP: Presentación, Práctica y Producción)

Taken from: STS (2016, p. 277)

As need analysis, 5 teachers were surveyed, and one teacher was interviewed. Thus, participants of this initial stage were English teachers between 22 and 35 years old. In this phase, they were selected making an opening call for participation in a survey and an interview. The survey was applied to five teachers, and the interview was done with one female teacher to get initial opinions and thoughts about NS, and how it appeared to affect her pedagogical discourses. The survey had closed questions related to teachers' perceptions and opinions regarding the standardized methodological approach, and how comfortable teachers feel implementing the PPP methodological approach. Finally, the interview was designed with some questions regarding teachers' perceptions and opinions regarding native teachers and their preferences when teaching a language.

In that manner, during my experience working there, I position myself as a reflective teacher who did not feel comfortable with some methodological impositions set within the institutional pedagogical discourses. In addition, after analyzing some empirical referents for this problem, such as conversation with some lads about the methods we were forced to follow, and personal reflections. It seemed that teachers hold pedagogical discourses when they position themselves politically, and they began to resist methodologically to the institutional beliefs. English teachers' discourses could pass through a process of assimilation and reproduction of some dominant discourses and concepts of teaching English, such as the prestigious Cambridge University Press teaching techniques and materials.

In other words, teachers seem to place themselves in an alienation pedagogical discourse, as a political decision mainly made by the institution where they work and constitute or even

develop as professionals (Giraldo, 2014). One example is the institutional acknowledgment of Cambridge University as “[t]he authority number one of English teaching worldwide” (Figure 2). In contrast to these mainstream “correct” approaches, teachers’ locus of enunciation should arise getting emancipation from dominant ideologies and already set methodological approaches.

Figure 2. Proyecto Educativo Institucional

Cambridge University es la autoridad número uno en la enseñanza de inglés a nivel mundial, y la labor del equipo de representantes en diferentes países incluido Colombia es el monitoreo de la manera de enseñanza local, esto con el fin de investigar y conocer las maneras innovadoras de enseñanza, que es un insumo fundamenta para el programa de investigación de dicha universidad y para el mejoramiento y creación de los materiales de enseñanza que publica Cambridge University press que hoy en día se llama Cambridge English por la fusión entre Cambridge assessment y Cambridge University Press.

Taken from STS (2016, p. 185)

One of the striking aspects of the NS assimilation and reproduction, is the tendency to overvalue native teachers, rather than non-native ones. This overvalue of natives give them a high prestige, and privileges in hiring processes (Excerpt 0) because they bring prestige to institutions. In virtue of aforesaid, NS appears as a discourse that supports the conception that native speakers are premium English teaching models, because they are considered to denote the “Western Culture where the mainstream language teaching concepts come from” (Holliday, 2016, p. 1). As an illustration, one teacher in the interview for this initial state refers to native speakers as language teacher-providers of acknowledgment, popularity, and credibility. Similarly, another teacher as a native one asserts that learners taught by non-NETs do not display high competence in English (Excerpt 1). Chomsky (1965) also supports this importance attributed to native speakers, arguing that they are the ones who are competent authorities to give valid judgments about the language use.

**Excerpt 0**

Eee, nooo osea eee no sé qué requerimientos, pero si sé de estudiantes de otros institutos de donde yo estaba, que porque ser la persona nativa, enseña. ¿Sí? O que eso le da un reconocimiento a la institución. Entonces, eee no sé qué requerimientos les pedirán. Lo que sí sé es que son personas que, digamos, no sé

**Excerpt 1**

Los estudiantes que son enseñados por un profesor no nativo tienen falencias en la Lengua, no sé. Eso creo yo.

Bernstein (1986) defines pedagogical discourse as those principles that constitute the specialized communication practice. For it, much of the current discussion revolves around teachers' reflections and perceptions about NS. Thus, Bernstein's (1986) concepts of language of internal and external description help this research to understand how language (as also discourse) is transformed. This transformation is based on internal and external factors in the case of English teachers in a context where NS discourses remain. Understanding the dialectic process of transformation inside language we can understand how prestigious tendencies are set, and how pedagogical discourses are shaped.

During another interview, The data showed evidence of a NS influence among teachers' pedagogical discourses. The participant gave prestige and recognition to the Common European Framework of Reference for Languages (CEFR), mentioning B2 or C1 certifications as a model of authority in terms of knowledge as a language system of communication (Excerpt 2). This idea is supported by the relationship between the PEI of the institution and CEFR principles, regarding the requirements and teachers' profile, for those who have high scores in international examinations (Figure 4).

### Excerpt 2

**G. Y por ejemplo, ¿tú creerías que un profesor no nativo del francés no debería estar, por ejemplo, en niveles avanzados de... del idioma?**

A. No, para nada.

**G. ¿Por qué?**

A. Pues porque el profe de alguna forma ya se capacitó. El profe debe tener un... eh... digamos que en su... en sus estudios debió haber adquirido las herramientas para enseñar todos los niveles, y creería que debería estar en alguna medida certificado, digamos un B2 o un C1, me parece que sí podría hacerlo. Claro que sí.

Taken from Instrument 2, interview (2017)

### Figure 4

El 80% de la planta docente activa de la institución debe demostrar un dominio mínimo del idioma en el nivel C1 y el 20% restante en el nivel B2 a través de una prueba internacional alineada al Marco Común Europeo de Referencia.

Taken from PEI STS (2016)

Constructively, this initial collection of data showed evidence of another factor embedded in the NS phenomenon and the native and non-native dichotomy. In this fashion, the survey showed that many teachers would prefer a native teacher rather than a non-native one when aspiring to learn another language. Furthermore, they said that they would prefer a foreign teacher rather than a national one, and only some of them thought that a national teacher of a foreign language would be better. Some of their arguments legitimize the native teacher over the non-native one. It seems that these teachers are more knowledgeable about the language mechanics, and they are much more involved in the culture. Thus, the available empirical data collected during the problem statement exploration, suggest that if participants had the opportunity to hire one teacher, some of them would consider hiring the native one to get students closer to the culture, according to their voices. Some others thought



that the non-native educators would be better because some native teachers are not good at teaching in contrast to the non-native ones. Also, some of them answered that this would not be relevant and that they do not have any preference. Hence, this survey gives evidence and tells that this educational issue is pertinent and researchable in the CAL (Critical Applied Linguistics) field.

Equally important, a survey and an interview were developed with one female teacher to facilitate data. Therefore, the initial questions of the survey and the interview showed information about the setting, ages, and educational background of participants. Additionally, the results of the questions constituted illustrating information about the concept of authority that is given to native speakers Chomsky (1965), Aldana (2014) and Holliday (2016). This could be identified thanks to the questions that participants answered, in which most of them said that they would prefer a native teacher rather than a non-native one, and they shared some opinions about the highlighted preference for the native teachers in the institutions they work.

This situation is identified based on the answers to: "if you were a French student, what teacher's nationality would you prefer? -" (Figure 5). Most English teachers chose dominant countries such as Canada and France in the survey, showing a preference to the native teacher from the *inner-circle* countries (Kachru, 1997). Indeed, the interview also provided evidence of NS when one teacher argued that the company, she worked for had evident preferences for native teachers. Native speaker institutional preferences were identified during the interview with one of the teachers. The hiring processes do not consider professional backgrounds and ELT training, but just being native, commented one participant. (Figure 6).

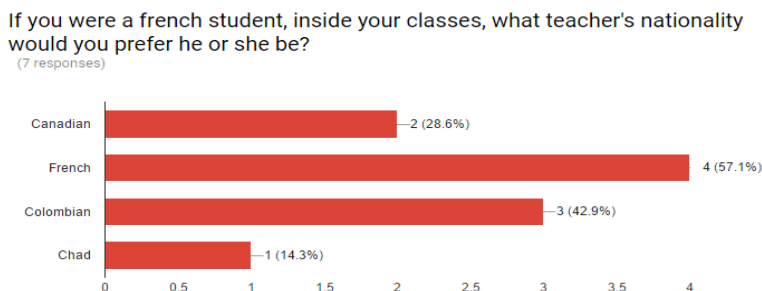


Figure 5. Instrument 1, survey, question 7. 2016

**G. Ok. ¿Tú consideras que en nuestra empresa hay preferencias frente al docente no nativo respecto al nativo? ¿O no? ¿Tu has sentido alguna preferencia?**

A. Creo que sí.

**G. ¿Por qué?**

A. Creo que sí existe porque, digamos, en cuanto aquí manejamos unos perfiles para los pagos y eso, y... si el profesor es nativo pero digamos siendo nativo y teniendo un curso, como lo decía ahorita, muy corto, que no se compara a una carrera como la que nosotros hicimos de cinco años, el profe puede estar en el nivel más alto, ganando más que un profe que tiene una formación profesional mucho más larga, por no ser nativo.

Figure 6. Instrument 2, interview. 2017

As a conclusion, nativespeakerism seem to create alienation and/or resistances onto teachers' pedagogical discourses. Preliminary surveys and interviews show evidence that this problematic issue has empirical, as well as theoretical foundations. Institutions privilege native teachers in hiring processes, as well as they give better salary conditions in detriment to the non-native ones. These privileges are unfounded because according to Hyun (2010) "in terms of building rapport in and out the class, NETs have the sole responsibility of the classroom, while non-NETs have the added responsibility of being intensely involved in the academic as well as the personal issues of the students" (Hyun, 2010, p. 184-185). Finally, data yielded also provided evidence that this institutional preference in embedded inside teachers' pedagogical discourses

when they also give prestige and recognition to natives and teachers from the inner countries defined by Kachru.

### **Research Question and Objectives**

The empirical and theoretical evidence mentioned before suggests that NS seems to be moving or transiting within informal language education institutions of English. This means that NS issue is present inside ELT Colombian institutions. NS seems to affect teachers' perceptions and reflections regarding the native and non-native dichotomy for language teaching and learning. Considering that, this problem can be approached through the following research question, and objectives urging this study.

Table 1 *Research Questions and Objectives*

<b>Research question</b>	What do English teachers' pedagogical discourses reveal about NS at an informal teaching setting?
<b>General objective</b>	To understand EFL teachers' pedagogical discourses about NS at an informal teaching setting.

### **Rationale**

This investigation is intended to contribute to the Applied Linguistics field in the use of discourse analysis (Flowerdew, 2012) to know if NS appears to affect non-native teachers' pedagogical discourses probably visible in reflections regarding the native and non-native dichotomy.

It is worth mentioning that this qualitative descriptive research uses the critical perspective defined by Merriam (2009). She states that one of the targets in critical inquiry is to empower and transform throughout criticism. Considering this, the underlying goal of this investigation is to approach the objectives and give answers to the research question through a critical perspective that not only understands, classifies and interprets data, but also critiques, challenges, and empowers the researcher and participants.

Additionally, this inquiry is proposed also to make a theoretical contribution to the *Discourse Studies within Educational Contexts* research line of the MLAEI program. This theoretical dissertation has been done using a Critical Perspective within the Qualitative Descriptive Research. The problematic aspects developed during the theoretical discussion and findings embrace *Native-Speakerism* and *Pedagogical Discourses* in ELT.

To fulfill the objectives and answer the research questions, the literature review develops all problematic aspects related to NS, teachers' pedagogical discourses all of them concerning the dichotomy among NETs and Non-NETs. Finally, it will be very important to do this research because it will generate data to analyze, and through the analysis of the teachers' pedagogical discourses, regarding NS, some conclusions about teachers' ideologies and reflections about

their practices will be done, and those conclusions will provide the base to answer the research questions of this inquiry.

### **Background of the study**

Nativespeakerism generates both, support and resistance mechanisms within ELT teaching settings. Nativespeakerism seems to create alienation and/or resistance towards teachers' and institutions' pedagogical discourses. Previous studies regarding the topic of this investigation have been vast and diverse. The antecedents mentioned below describe how the topic of this investigation has been developed until now. They have been classified among some categories: System of beliefs and practices, students' perceptions, and systems of ideologies towards NETs and non-NETs. This categorization was done considering commonalities and affinity areas.

#### **System of beliefs and practices**

For this study, it is crucial to know what previous research has done regarding teachers' systems of beliefs and practices. Ramallo (2015), makes a description of the systems of beliefs of Spanish teachers about teaching speaking in India. This qualitative study also argues that teachers' beliefs and thoughts cannot be measured using psychometric instruments, thus, the research role has an exploratory and interpretative nature. Through ethnographic focus, Ramallo (2015) could identify thoughts and behaviors of some informants in a specific context. One of his findings was that teachers made some reflections about their beliefs to make changes in their practices. He also found that teachers were convinced that this kind of reflective exercises will be helpful for them and their students. Based on this, what is relevant of Ramallo

to my research study is the way he suggests we should understand teachers' beliefs and the ways to measure them. This study gave me ways of understanding and measuring teachers' beliefs.

On the other hand, Kurzborska (2011) argues that teachers' beliefs are important because of their impact inside the classroom and students. This evaluative-interpretative study investigates the relationships among teachers' beliefs and practices in teaching reading to high school level learners. The methods used during this study, to collect and analyze data, were lesson observations, video stimulated recall, and semi-structured interviews.

The author analyzed the process of reading and the relationship between teachers' beliefs and practices. Also, he argues that there is a relatively strong relationship among teachers' practices and the way they teach, saying that they do it according to their theoretical beliefs and that those differences in theoretical beliefs may result in differences like literacy instruction. (Kurzborska, 2011, p. 121). In that way, what is relevant of this investigation to my project is the relationships between teachers' beliefs and their practices in teaching. Beliefs have a direct relation with practices, the way we think, and the beliefs we have are exported to our practices. We act and we make the way we believe.

Moreover, a doctoral dissertation mentions that English is turning into a global language. Considering this reality, several NETs move to foreign countries to work as English educators. This correlative study inspects pedagogic practices of NETs and non-NETs and the collision of their teaching performance of English language learning. The latter was comprehended by secondary school students in South Korea (Hyun, 2010). This author used some teacher's interviews, classroom observations, audio and video-taped classes of the teachers, as well as

interviews with students. Some findings and conclusions confirmed that listening skills and the understanding of western culture were best improved through regular exposure to NETs.

Finally, the previous study argues that the Freirean pedagogy helps non-NETs to gain critical consciousness of teaching by empowering students as leaders and agents of change (Hyun, 2010, p. 195-196). Then, what is crucial to this paper for my research proposal are the pedagogic practices of NETs and non-NETs and the collision of their teaching performances. These 2 populations have specific features, non-natives that focus their practices onto empowering and allowing students to have metacognitive learning strategies, and natives onto guiding students through communicative and competent skills.

Moreover, Madrid (2004) talks about the very common debate among NETs and non-NETs. This article refers to some students' and teachers' perceptions of the impact of native and nonnative teachers inside the classrooms. Specifically, it reports differences in the pedagogical behavior among NETs and non-NETs. In the methodological design, this project responds to some questions considering the EFL teachers' and students' perceptions; questions such as: With whom do teachers and students believe one learns more: with native or with nonnative teachers? The study gives some opinions about NETs and non-NETs' influence inside the class.

Another study shows some "teacher perceptions of the influence of native and nonnative teachers on the English language classroom" (Cañado & Fernández, 2004, p. 126). One of the main results is that students do not have preferences for NETs, but they have the same preference as non-NETs. Hence, taking this into account, teachers in this research are inclined towards NETs as opposed to non-NETs, and they recognize the advantages of both. This seems a

contradiction because the NS fallacy is inside institutions, as well as teachers and students, showing that it exists a native-speaker preference embedded in pedagogical discourses.

It is also important to analyse Richards' perspective (2001) about the connection among the teacher's nature of change, their beliefs, and relations with their practices. This author expresses that the condition of change can refer to a huge number of things, including "knowledge, beliefs and attitudes, understanding self-awareness, and teaching practices" (Richards, 2001, p. 41). He also talks about some pre-concepts about the nature of teachers' change considering current approaches to teachers' professional development. Additionally, he says that it is very important what kind of beliefs teachers have and when teachers transform their beliefs, which show a change in their practices too. The nature of change among teachers' pedagogical discourses reveal how internal language paradigms can evolve, generating alienation or resistance mechanisms towards the aim of this research.

In addition to teachers' practices and beliefs, Al Issa (2001) examines from an ideological focus, the importance of English language knowledge to the non-NETs and the implications it has within the ESL education design. Subsequently, the author analyses the teachers' and the implementation of policies in the Sultanate of Oman. The author also makes some conclusions concerning the impact of "incompetent English teachers" (Al Issa, 2001, p. 1), as produced by the ESL education system and teachers' education on the implementation of the ESL policy. Finally, he concludes by saying that the ESL education system is responsible for producing linguistically retarded teachers, who in turn negatively impact their learners' second language learning and acquisition. Thus, what I consider important from Al Issa (2001), is the fact that Policies are through as responsible for producing "linguistically retarded teachers" (Al Issa,



2001, p. 13) and they seem to have an impact over students. This “linguistically retarded” aspect seems relevant to my study because, NS could be tagged within this theoretical label.

As a conclusion, this system of beliefs regarding teaching and teachers' practices, and about their beliefs help this study to set a theoretical referent regarding what has been investigated. Setting a reference about what other authors have researched and using their contributions this study is intended to unveil how teachers' pedagogical discourses are influenced, or not, by the native speaker fallacy.

### **Students' perceptions towards NETs and non-NETs**

On the other hand, Walkinshaw and Hoang (2014) argues that the English language teaching industry in East and Southeast Asia subscribes to an assumption that native English-speaking teachers (NESTs) are the gold standard of spoken and written language, whereas nonnative English-speaking teachers (non-NESTs) are inferior educators because they lack this innate linguistic skill.

Also, Walkinshaw and Hoang (2014) considers that the issue of parity between native and nonnative speaker teachers needs to be foregrounded, because even though the clear majority of English language teachers worldwide are non-NESTs, many of them in the ELT industry is sorely disenfranchised (Clark & Paran, 2007, for the U.K. context). He says that the issue is particularly salient in Asia, where native speakers are often the industry's ideal model, and American English the preferred variety (Young & Walsh, 2010). Thus, what is relevant from this study to my research are the students' perceptions about NETs and Non-NETs and the assumption that NESTs are the gold standard of spoken and written language, whereas non-NESTs are considered inferior educators. This affirmation is relevant because, just as there is a

leakage of NS in institutional and teacher discourses, this leak also occurs in students. Inferring with this, that there is a hierarchical transmission on which the fallacy of the native speaker is reproduced.

Similarly, Echong (2012) investigated Taiwanese university student attitudes toward native English-speaking teachers (NESTs) and nonnative English-speaking teachers (NNESTs) and examined the fallacy of native-speaking from a student perspective. Some of his conclusions are that university students recommended NESTs for better pronunciation and cultural knowledge and NNESTs for better understanding learning difficulties and classroom interaction. He argued that students believe that NESTs support language used in various contexts and provide better assistance when learning oral communication. However, students rely heavily on NNESTs when preparing for English proficiency tests, such as the TOEFL and GEPT. Additionally, he concluded that NESTs and NNESTs are believed to contribute to different aspects of student learning. Nevertheless, students did not select native speaking' ability as an important qualification for language instructors or course lecturers.

West (2004) also talks about students' opinions and preferences regarding whether a native or non-native. He argues that adult ESL students would prefer, generally, a native teacher rather than a non-native. During his research, students showed a statistically significant preference for NETs over non-NETs, then, these results are evidence of his initial hypothesis. What is important from West's research is the students' preferences towards NETs, but, considering that only adult students have this kind of preference.

In contrast, Gonzalo (n.d.) talks about the dichotomy of the native and non-native teacher, and all the current agreements in which being native or not is irrelevant, considering that

has been impossible to demonstrate the native superiority as it is mentioned by Moussu (2008). Also, Gonzalo (n.d.) says that there are not enough kind of research in the Spanish field related to the superiority of the native speaker, and he mentions within his qualitative study the students' beliefs about NETs and non-NETs, talking about the disagreement regarding the fact that NETs can be automatically qualified to teach a language. He also mentions the capacity that students must evaluate the positive and negative issues about the type of professor they have.

In conclusion, just as the fallacy of the native speaker impacts the institutional and teaching pedagogical discourses, it also impacts the pedagogical discourses of the students. Understanding this hierarchical relationship allows us to understand that public policies are even permeated by changes in economic paradigms, mainly the one that occurred in 1991 in our country. These changes in economic paradigms allowed the importation of educational services, within which the fallacy of the native speaker gained a leading role within educational institutions, teachers, and of course within the beliefs and discourses of students. It could be inferred that there is a hierarchical transmission line on which the fallacy of the native speaker is reproduced.

### **System of ideologies**

The following tendency within the antecedents of the topic is concerned with teachers' ideologies, dominant discourses, predominant practices, and teachers' resistance to those ideologies. Al-Siyabi, (2014) argues that the non-NETs could be considered the ideal one considering that they have gone through the process of learning the target language. On the other hand, he considers the Al-Mutawa's and Kailani's (1989) opinions about the fact that if teachers lack the "practical command of the target language", they will not be able to teach students

communicatively and effectively. It is important to mention that Al-Siyabi (2014) discusses some ideologies that outweigh language knowledge. He takes into consideration what the ideologies of the ELT program delivered in CAS-RUSTAG (College of Applied Studies located in Rustag) are and the student teachers' and inspectors' perceptions regarding the program.

Al-Siyabi (2014) concludes that in training, teachers and instructors are not satisfied with the ELT curriculum and that students are unsatisfied with the program instructors and with the knowledge they received. What is relevant from this author is the concept that the non-native teacher has gone through the process of learning the target language, and that is against the mainstream ideologies that the native is the best one.

On the other hand, Achinstein and Ogawa (2006) investigated the happenings of two new teachers who resisted mandated "fidelity" to Open Court literacy rule in California. Those teachers confronted prescriptive instructional programs and control-oriented educational policies. Taking this into account, they argue that in these types of environments, teachers who resist go through professional isolation and schools experience teacher attrition. Using these two cases, the authors show concern about the negative impact of educational reforms that are focused on technical and moralistic control. Additionally, the type of qualitative research was the comparative, purposive case study to investigate teachers' socialization in different circumstances.

The authors show in the research mentioned above instances of resistance based on professional principles and revealed a need to do more research in which the teachers' resistance could be informed in more detail. However, they made an exploration of the resistance costs for individuals and their professions. Finally, it is revealed the "unintended consequences of the

resistor whose exit may serve to reinforce the status quo by eliminating their voice of dissent and by reaffirming that resisters will be pushed out” (Achinstein & Ogawa, 2006, p. 59). What is important from these authors' contribution is the concept of professional isolation when teachers resist to instructional and control-oriented programs.

### **Nativespeakerism plus the NETs and non-NETs dichotomy**

In addition, Gonzalo (n.d., p. 416) argues that “the resignification of the native speaker started in the '80s of the last century.” He mentions Paikeday's (1985) book, *The Native Speaker is Dead!*, in which the author argues that the native speaker “in the mistaken sense never existed”, and if it existed was just “as a figment of linguistic imagination.”<sup>1</sup> (Gonzalo, n.d., p. 416). This affirmation could mean that the native speaker fallacy is founded, or it receives validation, just inside the linguistic imagination of the institutional, teachers' or students' pedagogical discourses. Similarly, Gonzalo proposes that “for theoretical linguistics, especially the Chomskyan one, the native speaker (as the ideal listener and speaker) is the only reliable source of linguistic data” (Gonzalo, n.d., p. 415). This study provides evidence where the term NS comes from and how there is a discussion regarding the native and non-native dichotomy of English utterers.

In contrast, Davies (2004, p. 432) states that the native and non-native issue is difficult to define. He considers that his distinction is “hardly as dramatic as the differences between the sexes, and it does not contain the crucial genetic difference.”<sup>2</sup> Within this affirmation, we can see two research views of the dichotomy and NS, one dominant and another that resists domination.

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<sup>1</sup> This quotation has been freely translated from Spanish

<sup>2</sup> This quotation has been freely translated from Spanish

Conversely, Al-Siyabi and Al-Shekaili (2014) claims that the non-NETs (non-native English teachers) “could be considered the ideal one considering that they have gone through the process of learning the target language” (Al-Siyabi & Al-Shekaili, 2014, p. 34). In the same way, Ha, (2010) makes some comparisons among NETs and non-NETs. He states that:

“in terms of building rapport in and out the class, NETs have the sole responsibility of the classroom, while non-NETs have the added responsibility of being intensely involved in the academic as well as the personal issues of the students” (Ha, 2010, p. 184-185).

Moreover, Walkinshaw & Hoang (2014, p. 1) affirms that “the English language teaching industry in East and Southeast Asia subscribes to an assumption that native English-speaking teachers (NESTs) are the gold standard of spoken and written language, whereas nonnative English-speaking teachers (non-NESTs) are inferior educators because they lack this innate linguistic skill.”

Hence, Al-Siyabi & Al-Shekaili (2014), Ha (2010) and Walkinshaw & Hoang (2014) constitute previous research concerning the native and non-native English teachers dichotomy. These previous projects contribute to this project and the field, inasmuch as they provide the understanding of the “who picture” about background discussions related to the interest of this investigation. They show a clear position in favor and against one side of the dichotomy.

Finally, as far as I am concerned, I have started this process of systematizing my master's thesis as a research teacher concerned about a problem in my daily life, and I have become a reflective teacher and an activist for the defense of identity that characterizes us as teachers in the face of influences and impositions of the native speaker fallacy.

### **Literature Review**

How may NS appear in teachers' pedagogical discourses? What structures of power seem to be behind NS? From this standpoint, and the socio-critical interpretive frame (Alvarado & Garcia, 2008; Cresswell and Eklund 2007), this chapter discusses the key theoretical constructs of this project. The first construct discusses what the NS means and how it seems to be perpetuated within educational teaching settings. The second one deals with the teachers' pedagogical discourses and particularly within the English teaching area. In these theoretical foundations, we identify the impact of importing teaching services as the core of neocolonial policies, -including language ones-, and economic reforms. In this way, diverse authors' perspectives are connected and contrasted in our constructs as follows.

It is worth mentioning the field our study corresponds to is Critical Applied Linguistics (CAL). In this one, we look for going beyond the instrumental perspective of language teaching and pedagogy or even teacher education. Instead, we focus our attention on critical and sociocultural views that surround the phenomenon under study. Based on this, CAL "appears to be a useful umbrella under which several emerging critical approaches to language and education can be described" (Pennycook, 1997, p.1). Similarly, CAL also contributes to understand and deconstruct the restrictive view of English, as a dominant discourse (Guerrero & Quintero, 2009, p.136). That is why this chapter attempts to use the Critical Applied Linguistics as an epistemological space to deconstruct and unveil what is beyond instrumental perspectives of language teaching paradigms, such as NS.

The discussion of constructs is based on the post-structuralist epistemological positioning. This one in turn "is a field known for its efforts to offer a critical review of

normative concepts", (Finkelde, 2013, p. 1245). To illustrate, Howarth (2005) states that the facts must be placed inside fields of significance or wider social discourses. The poststructuralist theory informing this study allows us to approach NS from language teachers as subjects who have experienced power relationships related to dominant discourses (Foucault, 1970). Besides, Kincheloe (2008) considers this poststructuralist theory embraces a notable intention of transforming power relations. In that sense, the current theoretical framework takes the post-structuralist principles mentioned above as a guide to possibly visibilize, understand and contribute to teachers' emancipation from NS discourse, or what Freire (2000) underlies as transforming the oppressed through make them reflect about the necessity to be empowered. In the next image, I display the constructs I discuss below and particularly their relationships among them.

### **Nativespeakerism: an educational service and product exported by the ELT industry**

This first construct revolves around the conceptualization of NS and some of the conceptualizations within the Applied Linguistics field. Under this light, the native speaker is the one with the authority because he knows the language in a proper way (Chomsky, 1965). This belief seems to affect non-native speakers' feelings when they use English in teaching, since they express nonconfidence and sometimes, teachers may even adopt a pessimistic or aggressive attitude towards ELT (Medgyes, 1982). Thus, the differentiation between a native and a non-native speaker may come from the opinion of the settlers who used to consider people as inadequate speakers of the language (Saniei, 2011). In other words, this scholarship seems to



favor native speakers to the extent that a pervasive ideology within ELT comes out:

Nativespeakerism (Holliday, 2016).

NS main principles and discussions from some schools of thought suggest the tendency to overvalue native speakers in detriment to the non-native ones which leads to a dichotomy between NS defenders and resistant actors within the ELT industry. This first construct provides discussions among defenders (Prator, 1968; Quirk, 1990; Chomsky, 1965; Braine, 2010) and resistant actors (Viáfara, 2016, Houghton & Rivers, 2013; Swam, Aboshila & Holliday, 2015). I decided to include these divergent perspectives, insofar as I want to construct a dialogue among them.

Considering this, Viáfara (2016) defines NS as one of the most prevailing, harmful, and influential ideologies around the world, suggesting that NS has become a worldwide trend that has a big impact in teachers' perceptions and beliefs (Vasileiadis, 2013). Thus, the aim of NS seems to be the promotion of the native-speaker brand (Holliday, 2018, p.1), as well as a source of discrimination and prejudice against non-native speakers (Houghton & Rivers, 2013). It works as a tyranny (Swan, Aboshiha, Holliday, 2015) and it is perceived by others as what Viáfara calls: *a model of teacher*, even better than those whose condition of non-natives stands out in terms of pedagogical and research knowledge.

Furthermore, NS seems to “demean the *native speaker* teachers who themselves become commodities to serve an industry which is hungry for the *native speaker* ideal” (Holliday, 2015, p. 11). Masakazu (2009) supports Holliday's contribution and states that NS has become a social phenomenon in the world of English whose only intention is to favor native speakers as superior language teachers. In addition, Rampton (1990, p. 99) says that English proficiency should be

dependent on “*what you know*” rather than “*who you are*”, because native speakers are “charged with a prestige they do not necessarily have” (Kun- huwei & Chung, 2009, p. 44).

In another scholarship, Braine (2010, p. 9) states that the term “native speaker” has embedded positive connotations, such as “birthright, fluency, cultural affinity and sociolinguistic competence”. Similarly, Chomsky (1965, p. 3) bases on Braine’s definition of the native speaker when stating that he is the “authority of the grammar” and the one who knows “what the language is” and “what the language isn’t.” This paradigm has plenty of defenders, and through these schools of thought, NS is promoted while the native speaker is sold as a model to follow and imitate. In so doing, a mainstream discourse is perpetuated by those who have the power and mechanisms of communication (Moeketsi & Pitsoe, 2013).

Also, Kachru (1992, p. 38) makes a world Englishes classification in which he categorizes English as a lingua franca into 3 circles: “inner circle, outer circle and expanding circle”. In this classification, we can see that countries, where English is traditionally the native language, were categorized in the inner circle because they would appear as the “norm-providing” (Kachru, 1998, p. 98). Furthermore, countries, where English is official or has a non-official status, were positioned in other circles. Besides, Davies (1991) overlaps Kachru’s classification of English as an international language in three circles and native speakers’ role there, by stating a native speaker is someone who has a high degree of competence in the language, as well as the authority over its use.

After describing the main theoretical discussions and characteristics regarding NS, this chapter depicts NS origins within Colombian context. The 1991 political reform changed the “main economic orientation that the country had adopted since 1950 which was based on a

policy of high protection and a system of development” (Kalmanovitz, 2002, p. 1). This reform allowed the entry of foreign educational services which are perceived, under the 1991 new political and economic paradigm, as commercial transactions that can be imported (Jaramillo & Anzola, 1999). Does ELT deserve such an industrial veil or role?

Besides, the concept of importation of teaching services is considered or understood positively by many institutions, legislations, and authors. In this regard, Acosta de Valencia (2004) considers that trade in education services is submitted to many barriers imposed by countries that belong to the inner circle defined by Kachru (1992) so that preserving their power over it. On top of that, Aldana (2014) argues that Colombian institutions have been permeated by NS policies, and these have been established as official, in which teachers may develop a relationship of alienation or resistance, (Sánchez, 2013).

Some examples of this officialization include *Colombia Bilingüe* and the *Plan Distrital de Segunda Lengua 2016-2020*, policies that the Ministry of Education and the government of Bogota have been implementing during the last years. These plans involve bringing native speaker teachers, using co-teaching methodologies, as well as projects of cooperation (1550, 505091, and 1800/2019) with the British Council Colombia as a colonial authority. The main purpose was to set mentoring programs in public schools as well as changing schools' syllabi for introducing standardized curriculums. These are some examples of how the Colombian institutions provide high prestige to the countries or organizations that belong to the inner circle defined by Kachru (1992), and how institutions believe and foster the native speaker model or brand, as stated by Holliday (2015) and Viáfara (2016). These political actions may underlie NS principles.

NS may be conceptualized as an educational service promoted by the ELT industry from the inner-circle countries, and as a product that can be imported to countries positioned in the expanding circle. As this product or good gets imported to geopolitical contexts such as Colombia, it may reproduce and perpetuate certain neoliberal discourses within educational teaching settings.

### **Discourse, teachers' pedagogical discourses, and nativespeakerism**

This second construct revolves around teachers' pedagogical discourses and particularly within the English teaching area. Under this light, discourse is seen in linguistics under two main paradigms: the formal and functional ( Barhoumi, Kasal, Li, Shbat, Laurant, Neves, & Schiffrin 2011). Formalists (Chomsky, 1965) see the language as an autonomous system, while functionalists (Holliday, 2018) see it with its social function. The coming discussion will be about how some schools of thought define discourse from the abovementioned paradigms.

From Van Dijk's (1985, p. 4) formalist perspective, "discourse is characterized in different levels or dimensions of analysis, and from a multiplicity of different units, categories, schematic patterns or relations". Moreover, Harris (1951) supports Van Dijk's perspective of discourse and he states that it is the next level in a hierarchy of morphemes, clauses, and sentences. In contrast, from a functional perspective, Fasold (1990, p. 65) defines discourse as "the study of any aspects of the language in use". Brown and Yule (1983, p. 1) support Fasold's definition of discourse arguing that "the analysis of discourse is, necessarily, the analysis of the language in use". This idea of discourse is supported by Fairclough (1989), but he adds that the

language belongs to society, and as a part of it, the linguistic phenomena are social, and the social phenomena are linguistic too.

Added to that, further authors have given plenty of definitions to the concept of *discourse*. Carter (1993) relates it to what is only spoken, meanwhile text is for what is written. In contrast to Carter, Trask (1999) says that discourse is not only limited to what is spoken or written, but it can articulate both the oral and written outputs that are produced by humans. Ariel (2009, p. 6) contradicts Carter and Trask's definitions of discourse, and she states that this "cannot but reflect grammar: it contains only, or virtually only, language products". Considering the core of this study, we not only need to consider definitions of discourse but to analyze how those definitions are articulated in pedagogy. Foucault (1970) sees the discourse from three different perspectives: the knowing, the power and the subjectivity.

For instance, Bernstein defines pedagogic discourse as "a principle for appropriating other discourses and bringing them into a special relationship with each other for their selective transmission and acquisition" (Bernstein, 1990, p. 181). Regarding this, Clark (2005, p. 34) states that "in his theory of pedagogic discourse, Bernstein turns his attention to how discourse functions in society and the part it plays in maintaining social order". It means that the "*discourses* in education are analyzed for their power to reproduce dominant/dominated relations external to the discourse, but which penetrate the social relations, media of transmission, and evaluation of pedagogic discourse" (Bernstein, 1990, p. 65). This means that "the voice of the working class is the absent voice of pedagogic discourse", but what is really absent-minded from "pedagogic discourse is its voice" (Bernstein, 1990, p. 65).

Also, Clark (2005, p.35) analyzes the three principles embedded in pedagogic discourses stated by Bernstein. These principles include: distribution, relocation or recontextualization, and evaluation. Bernstein defines the first one “the fundamental relationship between power, social groups, forms of consciousness and practice, and their reproductions and productions” (Bernstein, 1990, p. 180). This principle “governs the institutional practices and the upper echelons of the government” (Clark 2005, p. 35), or what is called by Katz (2010, p. 1) as the superstructure, which consists in two major levels, “the one that can be called civil society, that is the ensemble of organisms commonly called private, and that of political society, or the state” (Gramsci 1971, p. 145). Based on *Lawrence’s and Wishart’s* analysis of Gramsci’s definition of the superstructure, and the Gramsci’s analysis regarding superstructure done by Kats, and Clark’s examination of Bernstein’s principles of pedagogic discourse, for this study, the principle of distribution is understood as the “hegemony that dominant group exercises in society” (*Lawrence and Wishart, 1999, p. 145*).

Secondly, the principle of relocation or recontextualization “governs the transformation of school subjects” (Clark, 2005, p. 35). This means that, “rather than act as an agent of change, the education system, –including the curriculum taught within–, becomes a site of cultural reproduction that aims to reproduce the society within which it is located” (Clark, 2005, p. 36). Hence, “through recontextualization, a discourse is moved from its original site of production to another site where it is altered as it is related to other discourses” Singh (2002, p. 2). To sum up, relocation or recontextualization is a rule for “delocating a discourse, for relocating it, for refocusing it” (Bernstein 1996, p. 47). Based on the above mentioned, “many empirical studies have shown how Bernstein’s theory could describe macro, mezzo and micro levels of analyses,

as well as relations between these levels” (Singh, 2002, p. 2). In this manner, for this study, I have inferred the principle of relocation or recontextualization relates to the mezzo level connected with the macro one, the distribution.

As the principle of distribution relates to power and superstructure, while the principle of relocation or recontextualization relates to the reproduction or relocation of the dominant discourses embedded in the superstructure, the principle of evaluation “governs pedagogic practice” (Clark, 2005, p. 35). This author (2005, p. 35) also states that “the relation between Bernstein’s three principles is hierarchical in that the principle of distribution regulates the principle of recontextualization which in turn regulates that of evaluation.”

In addition, Bernstein (2000) introduced two more terms to the three pedagogical principles described above, i.e. classification and framing. He defined the classification and framing concepts as “how power relations are transformed into specialized discourses, and framing is the means whereby principles of control are transformed into specialized regulations of interactional discursive practices (pedagogic relations) which attempt to relay a given distribution of power” (Bernstein, 2000, p. 17). These two concepts are a sample of how the superstructure power mechanisms are reproduced or relocated, following a top-down direction, for being adopted, assimilated, and reproduced by teachers through their pedagogical practices.

From a post-structuralist point of view, in this theoretical framework I discuss what the NS means and how it seems to be perpetuated within educational teaching settings, as well as the teachers’ pedagogical discourses and particularly within the English teaching area. I also describe theoretical foundations related to the importation of educational services, the impact of neocolonial policies and how those influence pedagogical discourses.

The present theoretical framework raises the discussion of the theoretical constructs and concepts from the post-structuralist approach. The fact that this study and its skeleton and theoretical foundation have taken this approach is due to the fact that it has the intention of deconstructing defined and predefined concepts in relation to the fallacy of the native speaker. This theoretical framework and this research pose a critique of the way in which the fallacy of the native speaker has been disseminated and promoted in institutional and governmental levels, thereby creating an impact on the pedagogical discourses of teachers and institutions.

Finally, its purpose is to contribute to the deconstruction of these paradigms, not interpreting and structuring meanings of the fallacy, but rather to reveal what happens in pedagogical discourses and how they are constructed or deconstructed in relation to their exposition of the fallacy. The relationship of the deconstruction of this study with the theory is intended to destabilize the dominant discourse of NS and contribute to the generation of new interpretations and new pedagogical discourses.



## **Research Design**

This chapter describes the type of study and it justifies the selection of qualitative descriptive research. On top of that, it defines the setting where this study took place; data collection instruments and procedures as well as their validation process; participants involved and the sampling technique; the researcher's role and the ethical issues. All in all, this section accounts for the research methodology developed in this work. These methodological decisions were the product of reflection, more than only blinded recetarian procedural perspectives on methodology.

### **Type of study**

This study is a qualitative descriptive research and it uses the critical perspective defined by Merriam (2009). Similarly, Jhonson and Christensen (2008) suggest the qualitative paradigm tackles reality from a broad lens from which it is perceived as dynamic. That is why Cohen, Manion, and Morison (2007) assert interpretive stances rather than normative ones could be linked to qualitative research. When exploring pedagogical discourses, a broadened perspective seems more appropriate to understand phenomena behind them from a qualitative lens.

The type of study of this research is based on qualitative and critical research. It is intended to understand and comprehend present paradigms, as far as this study is concerned, within the teaching pedagogical discourses, with a direct relationship to the native speaker fallacy. Grounded theory was used as the data analysis approach through which it was evidenced that there is a researchable problem, which was related to theoretical and empirical foundations. In this analysis the data were segmented, grouped, reviewed, validated with the theory to proceed with its systematization and elaboration of categories.

**Setting**

The investigation took place at an informal Colombian English language institute that uses and promotes what Criado (2013, p. 98) calls the “EFL mainstream styles” for teaching and learning processes, i.e. presentation, practice, and production methodology. This institution is placed in Bogotá within an urban area. This is a private institute with native and nonnative teachers of languages such as French and English. It offers courses through 2-year contracts that cover 5 levels, based on the Common European Framework of Reference (CEFR). The participants were English teachers, all graduated in English, French and / or languages who worked as English teachers in an English and French teaching institution. The most predominant English variation was the American one.

**Sampling**

Participants selection was done through purposeful convenience sampling (*Cohen, Manion & Morrison, 2005; 2007*), because participants not only met a set of criteria, but they were also part of my working place. This very last condition facilitated the development of this study. These participants were called for during the afternoon shift through an opening and volunteer participation. Some criteria to involve these participants included: being non-native teachers of an ELT Colombian Language Center, holding an ELT bachelor's degree, working as English teachers at the institute referred and be willing to participate in this project. They were between 30 and 35 years old, all of them graduated of a bachelor's degree.

**Role of the researcher**

During this study, I played the teacher-researcher role. I approached participants as a partner who was interested in some academic issues that had called my attention as a critical

teacher. I had some informal conversations where I asked them if they were interested in participating in the project. In my role as a listener during the interviews, I had to develop empathy (Gurdián, 2007) to involve teachers in this research and urge them to invest some time to participate in the interviews. I saw myself not only as a distant investigator or as an expert, but also as a peer and colleague.

### **Ethical issues**

As part of ethical issues, two consent forms were created. The first one was sent to the institution for getting permission to conduct the research. This consent form presented the research intention as well as the benefits for the institution and I specify participants to involve. The second consent form was created to ask about teachers' interest to participate in the study, and simultaneously get their permission to use their information for academic purposes while ethically managed (annex 1).

### **Data collection instruments and Procedures**

In this subsection, the type of data, units of analysis and collection instruments used during this study are presented. Perceptions, introspections and ideologies embedded in teachers and institutions pedagogical discourses were the type of data to gather during this research. These data were collected through 3 semi-structured interviews with English and French teachers. Interviews were done depending on teachers' availability and free time they have, due to the institution did not allow them to participate within their working shifts.

Types of data of this study can be described as second order data, according to Freeman and Freeman (1998), because those possible perceptions, beliefs and other possibly ideologically driven phenomena in teachers' pedagogical discourses are part of their inner world. These

pedagogical discourses content showed us how English teachers enacted or resisted the native speaker fallacy. Qualitative interviews were used to gather these data (GBauer and Gaskel, 2000) to identify teachers' perceptions and introspections as situated in real institutions with particular pedagogical discourses. Data was yielded through conversations with teachers, following some driving questions set in the semi-structured interview.

Researchers have started considering seriously the idea that people organize their experiences through stories. They consider that the person is mainly an animal who narrates stories (Macintyre, 1981) and they are short-stories constructors (McAdams, Josselson, & Lieblich, 2006). The semi-structured interview (Leech, 2002; Merriam, 2009) was used in this research to know teachers' pedagogical discourses in connection with their self-perceptions on non-nativeness and onto NS. Interviewing allowed me to access to teachers' life stories and behind them, their discourses, resistance mechanisms or others that displayed possible alienation concerning the native speaker fallacy.

### **Validation of the instrument**

Before the piloting stage, a formal letter was created and sent to the teacher-researcher who had experience in interview instruments as a data collection technique. This instrument was sent to her asking for feedback. Based on this, she suggested that asking for too much personal information would be considered irrelevant and could make participants feel uncomfortable about providing too much information on their lives. Moreover, she recommended that some questions could be integrated, because they were redundant, and some wording had to be transformed towards showing questions' real objectives.

On the other hand, it was added by this teacher-researcher that using yes/no questions would not be beneficial to the research since it would not provide much relevant information to analyze. Another striking aspect of her feedback was that some questions were biased and could persuade participants' responses. Additionally, she suggested that it could not be assumed that participants knew some procedures of the institution; therefore, the questions should be reorganized to know if they were aware of that information before asking what they thought of it.

Finally, based on the comments and feedback the teacher-researcher provided about the instrument, this was modified to get an improved tool and to have it prepared for the next stage: piloting. A screenshot of the experts' comments is included to provide evidence of this process:

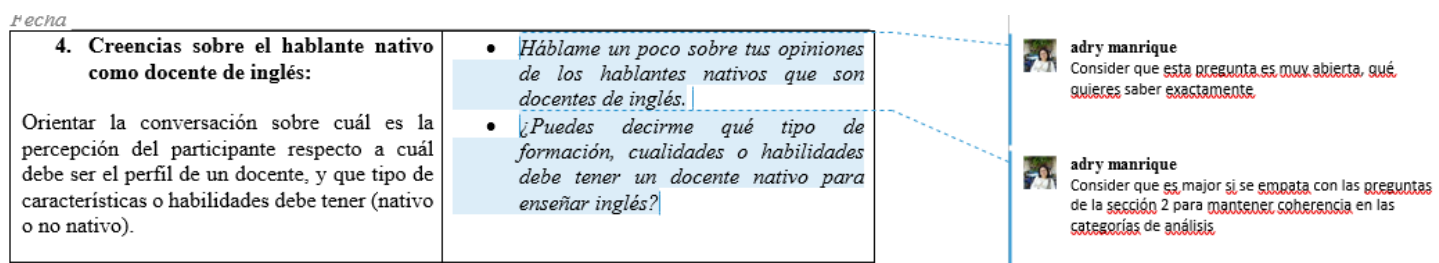


Figure 7

### Piloting stage

After considering the teacher researcher's comments and feedback, the next step was the piloting of the instrument with one informant alike the actual ones. Along these lines, the comments and suggestions were incorporated, and the instrument changed. Bearing this in mind, the instrument was applied to one 26-year-old-male teacher who held a bachelor's degree in English Teaching from a very well-known public university in Colombia. The piloting took place

in the morning shift of the institution where this research emerged. The participant's consent form was given and the interview was audio-recorded.

This informant was chosen because he had similar features to the subjects this study involved. The results of this piloted interview displayed its usefulness but also more adjustments to be made with form and clarity. In particular, some questions gathered relevant information that fits the research question and objectives. Some others were confusing, redundant, and irrelevant. However, the interview was interrupted twice because it was done during his teacher's working shift. Thus, something to improve about was the place where the interview would take place and teachers' availability.

After the interview, the voice recording was transcribed, some notes taken during the interview were analyzed, and it was evident that the expert's feedback and the analysis of the piloting results were similar. Finally, the instrument was adjusted and was ready for the next step, the collection of data.

### **Data Analysis**

In this section, not only data management strategies, but also the data analysis approach, the data triangulation technique, as well as the findings, are presented. Hence, I account for strategies applied to organize my data collected, as well as the approach used for doing the data analysis to explain how categories and subcategories emerged from data. The analysis in this chapter intends to answer the research question: What do English teachers' pedagogical discourses reveal about NS at an informal teaching setting?

#### **Data management strategies**

The semi-structured interview was created and piloted before being applied to participants. The interviews were applied, and voice recorded. The tracks were transcribed in a Word document bearing in mind intonation, pauses, hesitation, and possible emotional exteriorized phenomena of interviewees. Participant 1 was coded as *Participant A* and for participant 2 received the code: *Participant B*. These codes facilitated data analysis and its discussion in the findings section. On the other hand, color coding was a strategy for identifying relevant information for future analysis, as well as highlighting, considering that this tactic contributed to obtaining information easily.

Additionally, transcribing and numbering were strategies that eased the organization of information for analysis. Each line of the interviews was numbered following this sequence: with participant A the lines were numbered 1a, 2a, 3a, etc.; for participant B the lines were numbered 1b, 2b, 3b, etc. As an inferior stage of analysis, data were labeled with tags or substantial codes which contributed to segmenting data into meaningful expressions or clusters for further deep analysis. Hence, after labeling, grouping was another strategy that helped this study to set concepts or collections of codes of similar content that permitted data to be assembled for future analysis.

After labeling and grouping, a macro label was given to the groups of segments or meaningful expressions. This strategy allowed groups of segments to be classified with a macro tag that was used for further analysis to start identifying the emerging categories. Finally, these macro tags facilitated the gushing up of categories and subcategories.

### **Data Analysis Approach**

The framework used to analyze the data was the Grounded Theory - GT (Strauss & Corbin, 1998). Based on these authors, GT involves the progressive identification and integration of categories of meaning from data. Glaser and Strauss (1967) defined it as an approach to get closer to the social reality in a different way. Guillemette (2006) supports Glaser and Strauss's contributions and defines GT as an inductive approach in opposition to hypothetical-deductive approaches. He also states that empirical data serves as a starting point for theorizing, in which researchers always have a link with data.

Hammersley (1989) also supports the GT inductive and bottom-up approach, and the concept of theoretical sensitivity that researchers must have for identifying theoretical categories derived from data. Charmaz (1983) agreed with this sensitivity and categories and added that this approach allows researchers to root theory within data. Goulding (1998) considers that GT has a relevant emphasis on socially constructed nature whose purpose is to make interpretations that can explain and provide valuable information for the study. Paramo (2015) makes a deep summary regarding GT and main authors and his analysis and summary helped this study for justifying the way data was analyzed.

Baring the above concepts in mind, GT has 4 principal ways of codification: open, theoretical, axial, and selective coding. Babchuk (1997) argues that when data is collected it must be analyzed by searching for all kinds of interpretations. This means that coding consists of naming and categorizing data for further analysis. Coding is also the analytic process through which "data are fractured, conceptualized, and integrated to form theory" (Strauss & Corbin, 1998, p.3). Following the horizontal model in GT, some conceptual codes, such as substantive



codes, theoretical codes, “in-vivo” codes, and main categories emerged and were used in this study. In this respect, GT and its codification strategies were used in this study as follows:

### **Open Coding**

Spiggle (1994) states that open coding is the process where data is split into different units of meaning. In this study, the first thing that happened was the implementation, recording, and transcription of the interviews. The interview was selected as the gathering data instrument because, based on Bloch (1996), in qualitative research, it is the most used and suitable instrument for getting data. He also stated that the language of the conversation keeps as one of the most important tools of analysis. In this order of ideas, the semi-structured interview was selected as the gathering data instrument for this study.

Based on Spiggle and Bloch's contributions regarding open coding and interviews as a suitable gathering data tool, a systematization process occurred. Interviews were transcribed in a Word document bearing in mind intonation, hesitation, pauses, punctuation stress, and some other aspects that could be relevant for analysis. After that, an incipient text analysis occurred line by line. The lines were tagged using a sequence to identify keywords, phrases, or relevant segments that connect the participants' pedagogical discourses with the experience under investigation. As an open coding strategy, the yellow-color coding was used to link the interview excerpts and keyword or segment that emerged.

### **Theoretical coding**

Consequently, some relations among substantives codes were done and they were linked into some theoretical ones. According to GT, substantives codes emerged directly from data, and after coding and classification, these are linked with the theoretical ones. During codification,

some hypotheses emerged, and they were linked to some theoretical concepts. This linking, among substantial and theoretical codes, redirected the substantial ones into a higher conceptual level, not only avoiding descriptions per se but giving also theoretical contributions regarding the object of study.

Carrero (1998) agrees with the way substantial codes link with theoretical ones and states that using this approach the researcher can analyze the empirical nature of data, and at the same time, pick up and conceptualize the processes that emerge from data. In addition, Glaser (1978) defines and states the use of “memos”, which are the pieces of writings related to theory having a relationship with emerging codes. In this study, after the open coding stage, the substantial codes were linked to theory and some memos or comments were written for the beginning to get substantial codes closer to theoretical ones.

### **Axial coding**

In this stage, the segments of data were grouped making a relationship among them. They were grouped bearing in mind which segment was supported by, which segment contradicted which segment, commonalities, and the number of times a code were repeated. After creating macro segments of data, these were labeled with a macro tag. These new macro segments were highlighted using color-coding. The colors used were linked to the macro tag that emerged from data.

Segments that emerged from open coding were group using the red, green, light blue, dark blue, and gray colors. The first group of segments was merged and tagged in the red color code with the macro tag *Recognitions*. Segments of data grouped in the green color were named *Teachers' subjectivities*. Segments of data grouped in the light blue color were named *Teachers'*

*features*. The ones grouped in the dark blue color were named *Institutional pedagogical discourses*, and the ones in the gray color were labeled with the macro tag *Others*. These procedures were done in both interviews.

### **Selective coding**

Bakchuk (1997) defines selective coding as the final stage in GT. Strauss and Corbin (1990) agrees and states that it is the procedure of selecting a main or core category, which is related to subcategories. Stamp (1999) adds that through selective coding categories are integrated and developed into a theory, creating relationships among them. This means that in this last stage it is necessary to create a matrix, or an “analytic device to stimulate analysts thinking about the relations between macro and micro conditions/consequences both to each other and to the process” (Strauss & Corbin, 1998, p. 181). Strauss and Corbin (1998) define a criterion to consider when choosing the core category. He mentions that this must be central and related to all subcategories; it must be consistent in the data; forcing data to fit in the research is not suitable, and the name or phrase used in the central category should be abstract enough to research other substantive areas.

Based on the aforementioned, macro tags in previous GT steps were grouped, a matrix was used, and two categories emerged. The matrix was created by putting the emerged macro tags in the axial coding stage. After that, based on Strauss and Corbin (1998) the phrases created to define each category and subcategories arose from being consistent with the data, without forcing strategies and trying to embrace all the segments from axial coding. These steps allowed for the emergence categories and subcategories of this research.

### **Triangulation**

Freeman and Freeman (1998, p. 96) states that “things that are *triangulated* are better balanced and physically more dependable than things that are not”. In regard to this study, investigator triangulation was set as the type of triangulation for making this research sturdier. More than one researcher participated to gather the data. The co-researcher was one of the most advanced students in my class who helped me to make one interview and to type the data. This prevented me from being biased as a researcher and added consistency to the findings (Benavides & Gómez-Restrepo, 2005).

## **Findings**

The present section discusses or presents the results of this project. After the validation and data analysis strategies, two categories emerged. The first category has to do with teachers, institutions, and mainstream pedagogical discourses; it comprises two subcategories. The second category refers to teachers' pedagogical discourses and nativespeakerism, and it also comprises two subcategories. These two categories have been weaved from the critical poststructuralist epistemological positioning.

In the next figure, I present the visual relationships among categories and subcategories as follows:

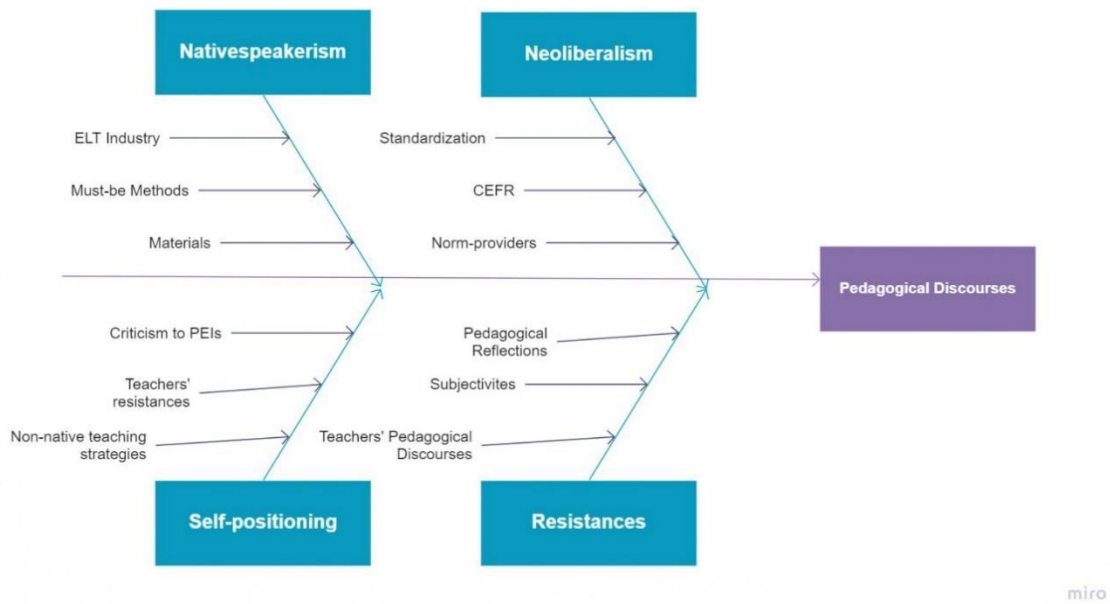


Figure 8

RESEARCH QUESTION	CATEGORIES
<p>Research Question:</p> <p>What do English teachers' pedagogical discourses reveal about NS at an informal teaching setting?</p>	<p>Category 1</p> <p>-Teachers, institutions, and mainstream pedagogical discourses.</p> <p>Category 2</p> <p>Teachers' pedagogical discourses and nativespeakerism.</p>

**Category 1 - Teachers, institutions and mainstream pedagogical discourses**

<p>CATEGORY</p> <p>Teachers, institutions and mainstream pedagogical discourses</p>	<p>SUB-CATEGORY 1</p> <p>Teachers' recognition regarding mainstream pedagogical discourses.</p> <p>SUB-CATEGORY 2</p> <p>Institutions' recognition regarding mainstream pedagogical discourses.</p>	<p>AXIAL CODES</p> <p>-Authority Recognition (x3)</p> <p>-CEFR authority recognition (x4)</p> <p>-High recognition to mainstream approaches</p>
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First of all, mainstream pedagogical discourses impact in a similar way to teachers and institutions. Bernstein (1990) states that pedagogical discourses and the principles that govern it are linked to macro and micro relations that exist within social, economic, and political institutions. As an illustration, excerpt 3 suggests a dominant institutional discourse about preferences regarding native teachers. This one in turn seems to influence teachers' perceptions related to teachers' roles and institutional prestige (excerpt 4).

Excerpt 3

...que porque ser la persona nativa, enseña. ¿Sí? O que eso le da un reconocimiento a la institución.

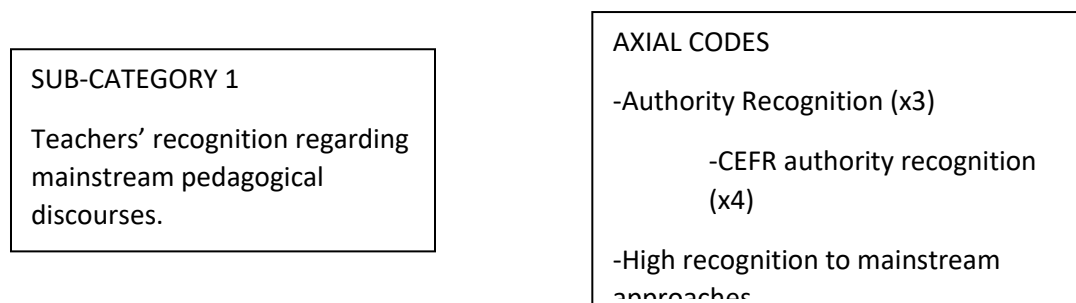
Excerpt 4

...Eee, creo que la gran mayoría son licenciados son estudiados en lengua y si no son licenciados, son profesionales que han hecho o tienen unas certificaciones altas en inglés, digamos como el IELTS. Certificaciones internacionales, IELTS o los grados que dan el marco común, ¿no?

According to the pedagogical discourse of the interviewed teacher, the fallacy of the native speaker impacts institutions and teachers in the same way. These pedagogical discourses show that the teachers interviewed identify privileges in native speakers, who, because they are

natives, are hired and teach language. However, these same pedagogical discourses extracted from the interviews show that there is a self-positioning of non-native teachers with regard to their own qualifications related to teaching a second language. An implicit resistance was evidenced when defending their academic credentials against the privileges of the natives, positioning themselves as benchmarks for teaching and ELT.

### **Teachers' recognition regarding mainstream pedagogical discourses.**



Some teachers' pedagogical discourses identify the CEFR as a high recognition authority. The Common European Framework of Reference – CEFR is a convention that was born in 1993 under the direction of the Council of Europe. This convention was massively adopted by the European Union and worldwide. Regarding this, Popkewitz (2013) states that numbers standardize and replace local and personal stuff within abstract systems of knowledge. These standards that link the local/personal within the abstract is what Casassus (1997) calls competences. Luhmann (1996) agrees and states that standards have allowed human society to advance in many aspects, avoiding chaos and getting a social order. Casassus and Luhmann identify standards as an authority obedience framework. This CEFR authority obedience seems

embedded in teachers' pedagogical discourses (Excerpt 5 and 6) due to standardization discourses such as general and only-way examinations, materials, and approaches (Excerpt 7).

Excerpt 5:

¿Acá en XXXXX? ¿El perfil? Eeeee yo estoy de acuerdo con el perfil que he visto. Eee, creo que la gran mayoría son licenciados son estudiados en lengua y si no si no, son licenciados, son profesionales que han hecho o tienen unas certificaciones altas-altas en inglés, digamos como el IELTS. Certificaciones internacionales, IELTS ooo los grados que dan el marco común, ¿no?

Excerpt 6:

**Entrevistador**

¿Y cuando dices altas a qué te refieres?

**Entrevistado**

Eeeee, C1, B2 con, con deseos de, de certificarse en una categoría superior a la que está.

Excerpt 7:

...Eee, segundo, conocer tres o cuatro, “approaches” o, digamos, metodologías para cambiar, o para tratar de sacar el mejor provecho de las situaciones.

Neoliberal discourses may remain within institutions and teachers' discourses. “Education, from primary through to tertiary level, has been particularly important to neoliberalism” (Gray, 2018, p. 475), and due to its importance, the development of competences and the standardization procedures take place. Rodríguez (2017) problematizes standards as points of reference and quality guidelines within a curriculum that are expected to be common and homogeneous to be applicable on a general basis. Standardization seems a neoliberal discourse embedded inside institutions (Excerpt 8) and teachers' beliefs (Excerpts 9 and 10).

Excerpt 8:

El 80% de la planta docente activa de la institución debe demostrar un dominio mínimo del idioma en el nivel C1 y el 20% restante en el nivel B2 a través de una prueba internacional alineada al Marco Común Europeo de Referencia. (Institute's PEI, p. 262)

Excerpt 9:



Lo que pasa es que después entendí que si uno, o creo o así lo entiendo. Que el mismo hecho de uno tener un diploma te ponen en categoría más o menos en B2. Ahora, si uno tenía otro tipo de certificación, eee podría uno acceder a otro tipo de categoría en cuanto al pago.

Excerpt 10:

...en este momento exigen tener un C1. No es una limitante para ingresar, pero si queda como condicionada la persona a tiene que tenerlo y pues tampoco se puede dar un tiempo muy extenso y pues una de las grandes motivaciones es el salario.

What we could spot here is that Nativespeakerism (NS) discourses in ELT seem to migrate to SSL (Spanish as a Second Language) settings generating resistances in EL teachers who are involved there. Knight (2002), based on the GATS (General Agreement of Trade in Services), defines 4 types of international trade in education: Cross Border Supply, Consumption Abroad, Commercial Presence, and Presence of Natural Persons. Regarding our concern, NS seems located in the type of Commercial Presence (the provider and the service are exported, the consumer keeps in the country of origin). NS locates in the Commercial Presence type due to it is a dominant discourse born in, what Kachru (1997) defines as the *Inner circle* countries, being these the *norm-providing* reference to the *Expanding Circle* countries, the *norm-dependent* countries. The Native Speaker fallacy occurs not only in ELT settings but also in SSL ones, making teachers reflect and resist these impositions (Excerpt 11).

Excerpt 11:

...Perdóname German, pero o sea, me acordé a propósito de “International House”, yo tengo una compañera, ella es docente e hizo el, el, el ELE, “Enseñanza en Español como Lengua Extranjera” en la “House International” eee con dos profesoras de Barcelona. Entonces ella, era curioso, porque había unas, unas diferencias en cuanto a lengua, y... bueno lo que ella, lo que ella,... es curioso porque uno es nativo, o sea bueno, digamos, las personas nativas pero con un español de España y un español deeee, colombiano, digamos colombiano, si, colombiano por no hablar de latinoamericano, y ella me contaba que había que enseñarse cómo ellos hablan el español, y tenían, y tenían alguno choques en ese proceso fue algo difícil, eeee ese proceso con las dos profesoras de Barcelona.

**Entrevistador**

A qué te refieres con que había que enseñarse el español...

**Entrevistado**

Que digamos, “voy a por ello”, por decir algo.

**Entrevistador**

¿La variación?

**Entrevistado**

Exacto, la variación española y que, y que cuando ellas decían o enseñaban como ese nativo, digamos, el nativo de latino américa había choques entre eso, por eso las profesoras en el proceso de evaluación les bajaban puntos.

Teachers seem differently respond to NS: the ones who enact and the ones who resist.

Aldana (2014) states how NS policies are leaked into teachers' beliefs generating, what Sánchez (2013) calls, relations of alienation or resistance. Some teachers embrace the NS discourse within their pedagogical discourses giving high prestige to materials as well as must-be and good practices discourses (Excerpt 12). On the other hand, some teachers are also influenced by these mainstream discourses, but in some way, they develop reflection mechanisms, being not just consumers of approaches, but individuals who reflect and resist (Excerpt 13). Alienation or resistance are two consequences of NS's impact on teachers' pedagogical discourses. These discourses are evident when teachers believe in standardization processes related to materials, and when they reflect and resist overlapping the pedagogic over the linguistic.

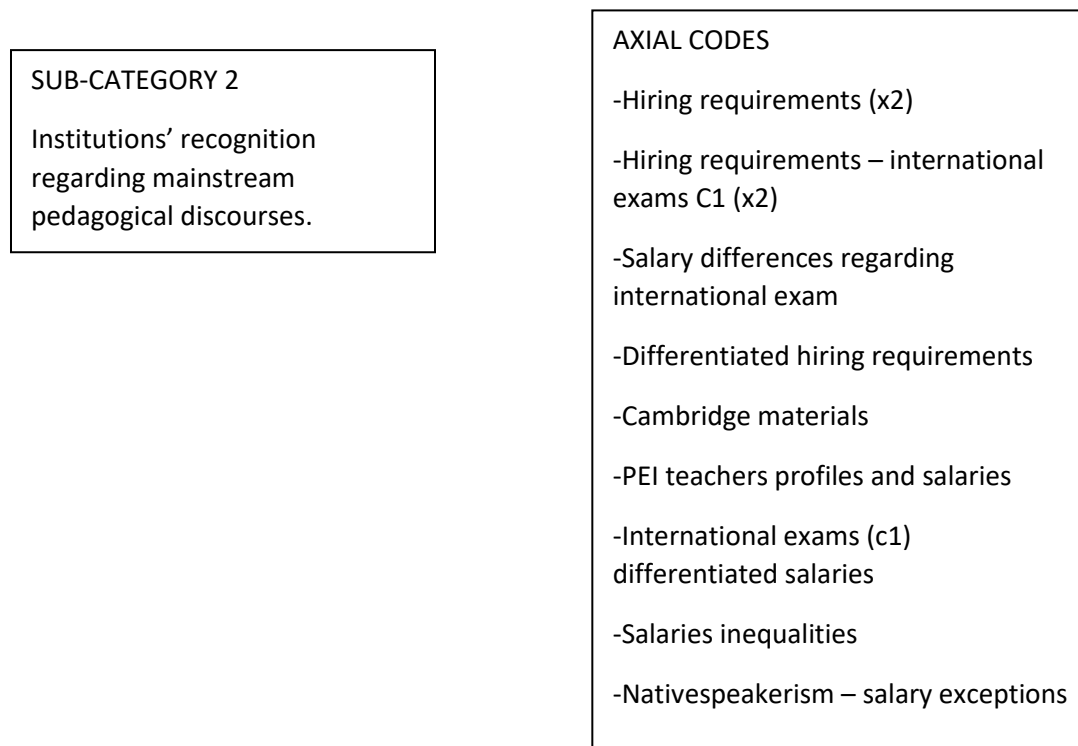
## Excerpt 12

Es mi experiencia con el inglés y siguiendo estos libros que mandan las editoriales, ya sean americanas o británicas, casi todas tienen un enfoque, digamos, significativo-comunicativo... algo así.

## Excerpt 13

No porque es nativo y habla con una entonación, digamos, propia o característica es, es, es lo ideal, ¿no? Deben ahondar en metodología, ¿no?

**Institutional discourses dialoguing with teachers' pedagogical discourses**



Institutions also give high importance to the CEFR framework and set teachers' profiles and salaries over it. Tahull & Montero (n.d.) takes the definition of authority given by Spot (2006) and states that this concept comes from the Latin *auctoritas*, and it is related to wisdom, knowledge, and influence. This concept of authority agrees with Zambrana's (1999) definition stating that authority means prestige. This CEFR's prestige seems embedded inside institutional pedagogical discourses when they set teachers' salaries based on high levels on standardized exams (Excerpt 14) and differences in teachers' profiles (Excerpt 15). Salaries and teachers'

wages, and the institutional pedagogical discourses, are obedient to CEFR guidelines (Excerpt 16). Institutional decisions regarding salaries reflect CEFR obedience, and this obedience is within the institutional discourse.

## Excerpt 14:

**Entrevistador**

Tú mencionaste el requerimiento del examen internacional, el MET. ¿Por qué te exigían el MET?

**Entrevistado**

Si, bueno. Lo que pasa es que después entendí que si uno, o creo o así lo entiendo. Que el mismo hecho de uno tener un diploma te ponen en categoría más o menos en B2. Ahora, si uno tenía otro tipo de certificación, eee podría uno acceder a otro tipo de categoría en cuanto al pago.

## Excerpt 15:

**Entrevistador**

Y el examen internacional que la compañía exige, eee para los salarios en exámenes internacionales, ¿qué nivel es el que exige la compañía y qué perfiles existen? ¿tú los conoces?

**Entrevistado**

Ssss, o sea hay tres o cuatro, ¿sabes que no sé? Hay unos que son las de las personas de medio tiempo, que creo que no son, no son profesionales o no se han graduado. En el que estoy, que es graduados con ee B2 con una certificación en B2, y otros dos que más arriba que no sé. Creo que el más alto son personas que tengan un C1, y el de la mitad no sé en qué categoría está, creo que bueno no me sé los nombres tampoco.

## Excerpt 16:

**5.2 ACUERDO DE COOPERACIÓN CON CAMBRIDGE UNIVERSITY PRESS.**

En el transcurso de los años de aplicación de los programas se hizo evidente que la autoevaluación institucional debía ser apoyada por un tercero con la experticia necesaria para evaluar el proceso de enseñanza de idiomas y así plasmar caminos claros en el mejoramiento curricular y académico de la institución. Por esta razón Cambridge University es Educational Partner de la Academia de idiomas XXXX.

Cambridge University es la autoridad número uno en la enseñanza de inglés a nivel mundial, y la labor del equipo de representantes en diferentes países incluido Colombia es el monitoreo de la manera de enseñanza local, esto con el fin de investigar y conocer las maneras innovadoras de enseñanza, que es un insumo fundamenta para el programa de investigación de dicha universidad y para el mejoramiento y creación de los materiales de enseñanza que publica Cambridge Univesity press que hoy en día se llama Cambridge English por la fusión entre Cambridge assessment y Cambridge University Press.

#### Proyecto Educativo Institucional – PEI

On the other hand, neoliberal discourses seem embedded into institutional PEIs (Proyecto Educativo Institucional) and inside teachers' beliefs. Gray, O'Reagan, and Wallace (2018) state that Neoliberalism is not just a market-based phenomenon, but one that also has linguistic and intercultural implications. "Schools and universities are increasingly run per the principles of 'new public managerialism' (Mahoney & Hextall, 2000)", as argued by Hill (2011, p. 206). This has to do with what Hill calls, the need that the Capital has to dictate the most important issues in education. These neoliberal guidelines encompassed within institutional standardization pedagogical discourses are leaked into teachers' ones (Excerpt 17) and naturalized within Proyectos Educativos Institucionales – PEIs (Excerpt 18) when giving high recognition (Loades, 2010) to CEFR standards.

#### Excerpt 17:

Pero, lo que si sé es que los perfiles profesionales de esos docentes no son en ningún momento licenciatura. Salvo, digamos, en el consejo británico que ellos deben tener un CELTA o un DELTA o haber tenido experiencia profesional, y de ahí me parece los costos de esos cursos en el Consejo Británico.

#### Excerpt 18:

5.1 CERTIFICACIÓN INTERNACIONAL POR MEDIO DE LA PRUEBA MICHIGAN ENGLISH TEST (MET)

La academia de idiomas (name of the institution) es centro evaluador autorizado de la prueba MET, la cual es un examen transversal de competencias en idioma inglés que mide las competencias comunicativas desde el nivel B1 hasta el nivel C2 de competencia según el marco común europeo de referencia. Este examen al no ser evaluado por nosotros sino directamente por CaMLA (Cambridge Michigan Lenguajes assessment) permite que los estudiantes sean certificados internacionalmente y permite además tener un recurso externo de evaluación a nuestro proceso de enseñanza-aprendizaje. Es necesario aclarar que esta certificación es expedida directamente por CaMLA, la academia de idiomas (name of the institution) solo aplica los exámenes bajo los estándares de seguridad y confidencialidad establecidos por CaMLA.

Moreover, standardized materials seem adopted by institutions due to high prestige methodologies and beliefs. Methitham (2011) says that the inner-circle countries defined by Kachru take advantage of the dominant role English has worldwide to increase jobs and prosperity to their economies using the ELT industry. The expanding-circle countries become just importers or consumers of those materials, following a prestige trending grounded in the Native Speaker fallacy (Phillipson, 2016). Institutions adopt these materials and include in their institutional pedagogical discourses' standardization beliefs (Excerpt 19) related to materials and methodologies, which migrate then to teachers' pedagogical discourses (Excerpt 20). In that way, institutions give high prestige to methodologies and materials that come from inner-circle countries, turning teachers as consumers and reproducers of those discourses.

Excerpt 19:

Por esta razón la Academia de idiomas SMART con la aprobación de Cambridge University Press realizan la adaptación metodológica de la serie interchange y la personalización del mismo en cuanto a su imagen y logos corporativos. Esto permitió no solamente que la metodología fuera aplicable clase a clase sino también generó una estandarización del proceso de enseñanza ya que el docente podía seguir estructuralmente el plan de clase y los objetivos cada clase dictada. (PEI)

Excerpt 20:

los cambios que tiene Smart frente a otras instituciones pues de pronto por esa parte las clases se requiere que el docente este más empapado de la metodología como tal y también pues manejar varios libros..... entonces de pronto como para que se vea el docente desenvolviéndose en diferentes contextos y diferentes libros entonces es como lo ideal.

In this research, institutional standardization discourses seem stronger than teachers' pedagogical resistances. Segall, (2003) declares some relations among teachers, teaching, and standardization. She claims that standardization, and all the ideological discourses embedded on it, helps to shape teachers' educational beliefs. Smith, (2013) exemplifies how linguistic hegemonies are ruled by oppressive groups of people, meaning that, if there are oppressors, there are oppressed as well. These oppression relations turn into resistance attitudes. Teachers' resist standardization impositions when they reflect upon the way native speakers are privileged within institutional curricula (Excerpt 21 and 22), but these resistances seem neutralized when they have embedded in their pedagogical discourses neoliberal standardization beliefs (Excerpt 23).

Excerpt 21:

No porque es nativo y habla con una entonación, digamos, propia o característica es, es, es lo ideal, ¿no? Deben ahondar en metodología, ¿no?

Excerpt 22:

sé es que son personas que, digamos, no sé cómo se llamara en otros países, que no han hecho una licenciatura o no han estudiado, eee lengua como tal, pero que por ser nativos dan clase.

Excerpt 23:

Obviamente, el libro, y nosotros los sabemos, o la guía del maestro, trae unos procesos y dice haga esto, haga esto, haga esto

As a conclusion of this category, it is necessary to summarize the concepts previously discussed. As findings of the analysis, I realized that mainstream pedagogical discourses impact

in the same way to teachers and institutions. This means that teachers' pedagogical discourses identify the CEFR as a high recognition authority. This prestige given by teachers to the CEFR happens because neoliberal discourses may remain within institutions, and if they remain inside institutions, they will migrate to teachers' pedagogical discourses. Also, as a finding, it was evident that NS discourses in ELT migrate to SSL (Spanish as a Second Language) settings generating resistances in ELT teachers. Those resistances revealed as a conclusion that teachers are classified into the ones who resist, but also the ones who are enacted inside those mainstream ideologies and discourses. This means that, they are alienated because institutions give a high importance to CEFR framework and setting teachers' profiles and salaries over it.

Finally, institutions also seem alienated inside NS when they include inside their PEIs (Proyectos Educativos Institucionales) all the mainstream pedagogical discourses dictums, allowing the migration of those ideologies inside the institutional essence. One example of this is that standardized are adopted because this brings high prestige, and methodologies linked with the neoliberal paradigm of education. Indeed, institutional standardization discourses seem stronger than teachers' pedagogical resistances.



**Category 2 - Teachers' pedagogical discourses and nativespeakerism**

CATEGORY 2

Teachers' pedagogical discourses and nativespeakerism.

SUB-CATEGORY 1

Teachers' pedagogical discourses regarding teaching and institutions.

SUB-CATEGORY 2

Teachers' pedagogical discourses regarding teachers and students.

SUB-CATEGORY 1 Teachers' pedagogical discourses regarding teaching and institutions.

AXIAL CODES

-Geographical location (x2); -Academic formation & social communication; -Teacher education (x2); -Teacher wishes; -Teacher frustration; -Teachers' working experience; -Teachers' pedagogical discourse (distribution) (x2); -Teachers' pedagogical discourse (evaluation); -People person (x4); -Preferences /grammar (x2); -Teachers' sense of humor (x2); -Selfishness; -Grammar expertise; -Grammar based; -Equality in hiring requirements; -Defend his own identity; -Subjectivity – self knowledge (x2); -Subjectivity – passion for teacher; -Subjectivity – discipline; -Subjectivity – teachers qualifications; -Subjectivity – selfconfidence (x2)

SUB-CATEGORY 2 - Teachers' pedagogical discourses regarding teachers and students.

AXIAL CODES

-Teacher education; -Teachers' reflections – inductive grammar and communicative approach; -Teaching strategies; -Pedagogical discourse – methodologies; -Pedagogical discourse – interest for students' motivation; -Pedagogical discourse – agreement with the superstructure; -Qualities for EFL teachers; -Teachers' development; -Pedagogic discourse – agreement with the distribution principle; -Teachers' hiring process; -Professional requirements; -Dress code; -Payment profiles; -Teachers' categories; -Working conditions; -Different shifts; -Teachers' hiring processes; -Teachers' believes about NETs (x5); -Lack of knowledge about hiring processes; -Teachers wishes about NETs (X3); -Resistance against linguistic imperialism; -Inclusion; -Resistance against linguistic imperialism; -Payment differences; -Defend his own identity; -Students' backgrounds; -Communicative approach; -Inductive grammar

Non-native teachers develop pedagogical positionings regarding the native speaker's privileges and upon NS. Leonard (2018) states that teachers who are tagged as non-native are influenced by native speakers due to the natives are more reliable producers of language (Ba Doan, 2016; Llurda, 2004). However, Lowe (2020) defines NS as a dominant ideology, and this ideology faces resistance mainly from teachers. In other words, native speakers influence non-native teachers' pedagogical discourses; however, resistance mechanisms to that influence emerge. NS dominant discourses are faced by teachers' reflections around native speakers' privileges (Excerpt 24) when they consider that teachers need some linguistic and pedagogical tools than only being natives. These teachers' reflections can be identified as "an attribute" that belongs to their positioning (Martinez, 2018, p. 23). Some of them could include grammar structure metacognition, communication mechanisms, and pedagogical strategies, as expressed by participants (Excerpt 25).

Excerpt 24:

Hay nativos que, por alguna circunstancia, eee empiezan a enseñar inglés, pero cuando se empiezan a chocar con el... con la gramática como tal, puede que no la sepan explicar o pueden que no hayan indagado en eso.

Excerpt 25:

Entonces, puede que tenga una fluidez como nativa, pero cuando llega a la parte gramatical, la parte, digamos, teórica, va a encontrar, digamos, unos choques. No estoy diciendo que una persona que no sea nativa no tenga las facilidades de, pues, aprender eso. Pero me he dado cuenta que pasa, que pasa eso. ¿no?

**Teachers' pedagogical discourses regarding teaching and institutions**

SUB-CATEGORY 1 Teachers' pedagogical discourses regarding teaching and institutions.

AXIAL CODES

-Geographical location (x2); -Academic formation & social communication; -Teacher education (x2); -Teacher wishes; -Teacher frustration; -Teachers' working experience; -Teachers' pedagogical discourse (distribution) (x2); -Teachers' pedagogical discourse (evaluation); -People person (x4); -Preferences /grammar (x2); -Teachers' sense of humor (x2); -Selfishness; -Grammar expertise; -Grammar based; -Equality in hiring requirements; -Defend his own identity; -Subjectivity – self knowledge (x2); -Subjectivity – passion for teacher; -Subjectivity – discipline; -Subjectivity – teachers qualifications; -Subjectivity – selfconfidence (x2)

In addition, self-positioning is a non-native resistance mechanism regarding NS mainstream discourse. Andreouli (2010) defines those identities as positions to the community, since humans make sense of themselves based on social representations. I understand positioning as the “communication strategies that allow one to place a certain product amongst its competitors” (Van Langenhove & Harré, 1999, p. 16). Non-native teachers develop resistance mechanisms towards nativespeakerism by getting a self-positioning attitude. They highlight their academic qualifications (Excerpt 26) and professional experience (Excerpt 27), to establish a huge difference among them and, among natives (Excerpt 28). They position themselves as high-qualified non-native teachers, and they see the *others* (Schalk, 2011) as competitors to whom they must resist.

Excerpt 26

Eeee... profesional, universitario, pregrado, de la universidad pedagógica. Bueno de hecho tengo dos grados, comunicación social de la universidad de los libertadores y después hice la licenciatura en la pedagógica.

Excerpt 27:

Eee... también tengo otra, estudié otra carrera la cual ejercí muy poco, como 3 años, que fue comunicación social y periodismo.

Excerpt 28:

Entonces, puede que tenga una fluidez como nativa, pero cuando llega a la parte gramatical, la parte, digamos, teórica, va a encontrar, digamos, unos choques.

Moreover, non-native teachers' pedagogical discourses unveil self-positioning subjectivities regarding teaching. Clark (2005) summarizes Bernstein's principles and argues that as the principle of distribution re-counts to the superstructure, the principle of relocation/recontextualization relates to the reproduction of discourses within the superstructure, the principle of evaluation governs the teachers' pedagogic practice. This means that the self-positioning (Van Langenhove, 1999) and subjectivities (Muñoz, 2007) teachers develop, regarding teaching, are based on Bernstein's evaluation principle, in other words, on their pedagogic and teaching practices. Non-native teachers position themselves as people-person arguing that they are closer and more supportive in teaching contexts (Excerpt 29) and indirectly meaning that native teachers are not concerned about these aspects (Excerpt 30).

Excerpt 29:

tengo una gran capacidad para socializar con la gente, o sea, para detectar si la persona está un poco nerviosa, eee y digamos no hacérmelos amigos, pero sí crear un ambiente, digamos, de tranquilidad que permita, digamos, desarrollar el... el... una clase de, digamos, más amable, digamos. Creo que soy bueno en eso.

Excerpt 30:

me gusta trabajar con él background, por decirlo. Con la persona como tal con su historia de vida para tratar de... tratar de enfocar los temas que se ven en la lección.

Additionally, Within teaching contexts, teachers defend their own linguistic identities when these are threatened by NS. "Acculturation is the process of becoming adapted to a new culture" (Brown, 1987, p. 128), but in acculturation, the process of being adapted means respect

to others' identities. However, when dealing with, what Zárte (2014, p. 94) calls, "cultural relations of domination", arises an assimilation phenomenon, where one of the cultures, or linguistic variations, is more powerful than another. Meaning this, that the strongest assimilates the weakest one. Teachers' pedagogical discourses related to these assimilation phenomena unveil that they have a self-positioning towards their linguistic variations, and through their teaching practices. They resist NS impositions related to these assimilation discourses, and they struggle for recognition of their identities (Excerpt 31).

Excerpt 31:

Sí, hay que respetarlo y entender que al ser tan amplio el continente ibe, iberoamericano por meter a España, las variaciones son muy, inclusive entre Colombia y Venezuela, inclusive en, en, en Colombia misma hay variables. Hay que conocerlas, pero no hay que bloquearlas.

As a conclusion, the analysis revealed that self-positioning is a non-native resistance mechanism regarding NS mainstream discourse. Non-native teachers' pedagogical discourses unveil self-positioning subjectivities regarding teaching, and teachers defend their own linguistic identities when these are threatened by NS. Now, the discussion will be centered onto teachers' and students' pedagogical discourses.

**Teachers' pedagogical discourses regarding teachers and students**

SUB-CATEGORY 2 - Teachers' pedagogical discourses regarding teachers and students.

AXIAL CODES

-Teacher education; -Teachers' reflections – inductive grammar and communicative approach; -Teaching strategies; -Pedagogical discourse – methodologies; -Pedagogical discourse – interest for students' motivation; -Pedagogical discourse – agreement with the superstructure; -Qualities for EFL teachers; -Teachers' development; -Pedagogic discourse – agreement with the distribution principle; -Teachers' hiring process; -Professional requirements; -Dress code; -Payment profiles; -Teachers' categories; -Working conditions; -Different shifts; -Teachers' hiring processes; -Teachers' beliefs about NETs (x5); -Lack of knowledge about hiring processes; -Teachers wishes about NETs (X3); -Resistance against linguistic imperialism; -Inclusion; -Resistance against linguistic imperialism; -Payment differences; -Defend his own identity; -Students' backgrounds; -Communicative approach; -Inductive grammar

Non-native teachers develop empathy strategies within their teaching contexts. Humor is one of those empathy strategies developed in ELT settings by non-native teachers and contribute students to be more receptive. About this, Gregar (2016) claims that humor occurs in our daily basis life in different ways. McNeely, (2012) agrees and states that “when a teacher shares a smile or a laugh with their students, they feel more comfortable and open to learning”. This teacher-oriented humor (Neuliep & Christophel, 1990) is set as non-native teachers' pedagogical discourses (Excerpt 32) because those are embedded in their mindsets and also used as an ELT strategy to foster learning (Excerpt 33).

Excerpt 32:

...creo que el sentido del humor o un ambiente agradable en clase o el chiste es importante para mí.

Excerpt 33:

...trato de que las clases sean agradables.

Non-native teachers' pedagogical discourses also identify motivation as a key concept in ELT settings. McDonough (2007, p. 369) claims that “motivation is what moves us to act, in this

context to learn English, to learn to teach English, or to teach it.” Ushioda, (2013, p. 1) agrees and states that “motivation is widely recognized as a significant factor influencing success in the second or foreign language (L2) learning”. Non-native teachers value motivation as a teaching means to develop L2 acquisition over students (Excerpt 34). Knowing the reasons, expectations, and wishes of students regarding L2 learning allows non-native teachers to set more impact teaching strategies (Excerpt 35).

Excerpt 34:

Saber la motivación del estudiante. Para qué está sentado acá, qué es lo que él quiere y con base en eso trabajar, o con base en eso, tratar de motivarlo o tratar de... de... de... extraer lo mejor de esa motivación.

Excerpt 35:

Saber la motivación del estudiante. Para qué está sentado acá, qué es lo que él quiere y con base en eso trabajar, o con base en eso, tratar de motivarlo o tratar de... de... de... extraer lo mejor de esa motivación.

Non-native teachers' pedagogical discourses around standardized international exams unveil the same capacities and English level proficiencies among native and non-native teachers. Davies, Hamp, and & Kemp, (2003, p.29) claim that international exams are biased, and they do not represent real levels of English proficiency. They also state that those “tests represent the old colonial Standard English of the UK, USA, etc”. Non-native teachers' pedagogical discourses are synchronized with these theoretical concepts, and their discourses and reflections towards standardized exams, the picture that those high English level proficiencies can be reached by natives and non-natives as well (Excerpt 36). They truly believe that being natives does not mean necessarily high scores in examinations and that those top levels are not exclusively for natives (Excerpt 37).

Excerpt 36:

...que no por ser uno nativo no es C2, digamos.

Excerpt 37:

...Uno se aproxima a algunas cosas, pero incluso una persona no nativa puede llegar a alcanzar un nivel de C2.

Teachers' and institutions' pedagogical discourses seem constituted in a body throughout enactments and resistances. Teachers' enactments regarding NS are produced by institutions' adoptance of dominant discourses such as standardization. Those enactment pedagogical discourses are strong, but not monolithic. Resistance pedagogical discourses also appear allowing teachers to reflect about those ideologies imported by the educational services. Those reflections allow that teachers develop a self-position in relation to NS, no matter if the self-positioning is related to alienation or resistance, teachers' pedagogical discourses are unveiled thanks to the native speaker fallacy.



## Conclusions

As it was mentioned in previous chapters, the research question for this study was: *What do English teachers' pedagogical discourses reveal about NS at an informal teaching setting?*

The general research objectives stated in this study were: *To understand EFL teachers' pedagogical discourses about NS at an informal teaching setting.* This section backs up this study's findings in relation to the research questions and objectives considering teachers' pedagogical discourses, self-positionings, and beliefs.

The first category: *Teachers, institutions, and mainstream pedagogical discourses* discussed the impact of neoliberal and mainstream pedagogical discourses within teachers and institutions. This category also talks about how NS mainstream discourse migrates to different teaching settings, and about how teachers seem classified into the ones who enact and the ones who resist those standardization discourses within institutions, and the pedagogical discourses that emerge in those power relations. The second category: *Teachers' pedagogical discourses and nativespeakerism* responds to Non-native teachers' beliefs and positionings related to Native speakers' privileges; resistance mechanisms towards those dominant ideologies and ELT teaching strategies emerged from non-native teachers' reflections when resisting standardization and NS impositions.

The research question of this study, and consequently the sub-research questions were answered following a bottom-up data analysis strategy. The open and axial codes were used to identify data excerpts. Subsequently, theoretical foundations were gotten to finally get an interpretative sentence which was the link between the empirical and theoretical. Findings

displayed that teachers' pedagogical discourses showed some alienation, resistance and positioning mechanisms that arise when the neoliberal discourse of standardization was set by institutions. From this study, I conclude that these standardizations and nativespeakerism discourses shape teachers' and institutions' beliefs to a certain extent due to the teachers' resistances. Both recognize CEFR standards as models to follow and as an ELT authority. In other words, these neoliberal standardization discourses seem adopted and reproduced as only-way approaches by teachers and institutions.

In that respect, findings displayed that inner-circle countries are set as norm-providing models with an ELT industry exported to the expanding circle countries which turn only into non-dependent countries or consumers (Kachru, 1997). This finding is relevant because it contributes to answer the research question and objectives, as well as to unveil pedagogical discourses embedded into teachers and institutions. These findings contributed to answering the research question because they displayed hidden dominant discourses, such as nativespeakerism, authority and standardization. Meaning this, that those mainstream ELT industry models remain in institutions and teachers pedagogical discourses.

Additionally, findings also give me the chance to conclude that when NS discourses migrate to teachers' pedagogical discourses, some resistance mechanisms emerge. These teachers' subjectivities arise when "must-be" discourses are promoted by the ELT industry (Mendez, P. & Garzón, E. & Noriega, R., 2019) and reproduced by institutions. This teachers' self-positioning (Clark, 2005) helped me to conclude that two types of teachers' pedagogical discourses appear concerning NS mainstream ELT discourse: the ones who are alienated and the ones who resist. Teachers' responses, in relation to NS, are hybrid but not monolithic. This

finding contributed to answering the two sub-research questions stated in this study: What do English teachers enact about NS through their pedagogical discourses at an informal teaching setting?, and what do English teachers resist about NS through their pedagogical discourses at an informal teaching setting? This finding is key for me as a researcher because it permitted me to conclude that non-native teachers involved in NS teaching settings create their subjectivities and they set a self-position of resistance over must-be neoliberal discourses.

Non-native teachers also uttered pedagogical discourses related to standardized materials and methodologies. Data allowed me also to conclude that the CEFR authority obedience to standardized materials contributes to strengthen and perpetuate dominant ideologies within teachers' and institutions' pedagogical discourses. I can conclude that standardization discourses guided by NS and the ELT industry seem stronger than teachers' resistances, subjectivities, and reflections. It is assumed a naturalized prestige about standardized materials and ELT must-be methodologies. Even though teachers who resist seem leaked by these NS discourse and in some way, they seem obedient to the CEFR standards, to the NS policies and the native speakers' privileges. This finding helped me to answer the specific research objectives because data showed me that NS reconceptualizations appear within EFL teachers' discourses, and they are related to power structures and relationships that seem stronger and perpetuated. However, those reconceptualizations show that teachers seem not to be indoctrinated at all.

Finally, I conclude that this research study contributed to the research line "Discourse Studies within Educational Contexts". The data analysis and findings that emerged during this research project allowed to unveil teachers' and institutional pedagogical discourses regarding NS, and to conclude that each thesis has an antithesis *per se*. The art of domination will be

always faced by resistance mechanisms, subjectivities, and self-positionings. The concept of NS is transformed due to the multiple teachers' and institutions' answers and to their pedagogical discourses.

### **Limitations and suggestions for Further Research**

The following section is a description of the limitations and suggestions that my study opens up for further research, in the form of other possibilities of work by EL teachers. A constraint during the development of this study was the permission to gather data from teachers, for the institution was at times reluctant to allow for the development of this research. These permission limitations were overcome by giving a strong argumentation to the headmasters that the only intention of this investigation was to contribute to the academy and the creation of knowledge. However, these institutional barriers at the beginning affected time use.

Besides, another limitation of this study was the lack of motivation of teachers in the institution to participate in this research. Teachers were reluctant to take part in the interviews, due to lack of interest or because they had to devote part of their free time or short breaks to the research. Also, time and space were limited to the development of this investigation. The institution did not allow teachers to have some working shifts or time zones for participating in the research. In that way, interviews were done during breaks, or out of the teachers' working shifts.

Consequently, this research pretends to encourage teachers and readers to position themselves as researchers and as agents of change. One way to foster them to self-position

themselves as researchers is by suggesting them some opportunities for further research. Some of those possible opportunities are the following:

-What other mainstream pedagogical discourses despite NS influence teachers' pedagogical discourses?

-Did the 1991 economic opening allow the importation of educational services such as NS?

-Do institutions adopt dominant discourses intentionally or this is just a non-informed decision?

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## **Annexes**

### **Annexe 1**

#### **FORMATO DE AUTORIZACIÓN**

#### **“NATIVESPEAKERISM AND TEACHERS' PEDAGOGICAL DISCOURSES”**

Bogotá, D.C. 11 de septiembre 2017

### NOTA DE CONSENTIMIENTO

Por medio de la presente carta yo German Enrique Estupiñan Castellanos, actual docente de inglés desde hace 3 años de la Academia de Idiomas de Smart de la sede Chapinero, y actual estudiante de cuarto de la Maestría en Lingüística Aplicada a la Enseñanza del Inglés, MLAEI de la Universidad Distrital Francisco José de Caldas me dirijo a ustedes como institución con el fin de solicitar autorización institucional para el desarrollo de un proyecto de investigación que a continuación mencionaré con más detalle.

Durante una etapa inicial del proyecto se ha realizado el planteamiento del problema con base en un survey, una entrevista y el análisis documental del PEI (Proyecto Educativo Institucional) de la Academia de Idiomas de Smart, dando como resultado que el objetivo del siguiente proyecto de investigación es recopilar discursos docentes en relación sobre la dicotomía que existe entre el hablante nativo y no nativo del inglés, y cómo las formas o estructuras o variedades matices comunicativos del hablante nativo parecen influenciar los discursos pedagógicos docentes, así como legitimar modelos y prácticas de enseñanza.

Por tal motivo, considero que la autorización de la academia a la implementación del proyecto puede generar beneficios para la compañía y su cuerpo docente, ya que a través de pequeñas conversaciones los docentes podrán expresar sus opiniones, puntos de vista, conceptualizaciones y posiciones pedagógicas frente a los modelos de enseñanza y frente al objetivo del proyecto, y del mismo modo, la empresa contribuirá a la construcción de conocimiento frente a la enseñanza del inglés. Cabe recalcar que la compañía recibirá informes de cada uno de los avances del proyecto, antes, durante y después de haber culminado.

Adicionalmente, es crucial mencionar que la finalidad de este trabajo es recolectar datos a través de una entrevista los cuales serán analizados sobre la base del análisis del discurso con la intención de develar los discursos pedagógicos docentes, conceptualizaciones y posiciones pedagógicas respecto a los actuales

modelos de enseñanza, la falacia del hablante nativo y entender si esta parece afectar o no los discursos docentes. La entrevista será grabada y transcrita para luego ser analizada y determinar si las formas o estructuras o variedades matices comunicativos del hablante nativo parecen estar mudándose a las instituciones de enseñanza de inglés y afectando o no los discursos pedagógicos docentes.

Para tranquilidad de la institución es importante mencionar que se mantendrá el anonimato de los nombres de los docentes y de la academia, a través del uso de nombres ficticios, teniendo en cuenta que la información suministrada será utilizada única y exclusivamente para propósitos académicos y de investigación y que en ningún caso la participación en este proyecto pondrá en juego la integridad, el buen nombre y la privacidad de los datos y la información suministrada por el participante y la academia.

Por tal motivo, deseo solicitar que la "Academia de Idiomas Smart", dé autorización al docente investigador German Enrique Estupiñán Castellanos para utilizar la información audio grabada de intervenciones orales en entrevistas, así como de los datos recolectados durante la implementación del proyecto, con el único fin de que la información recolectada, tanto de los docentes como de la institución, constituirá datos para propósitos investigativos únicamente y no de ninguna otra índole.

Quedo atento a una respuesta a mi solicitud, y agradecería pudieran suministrarla por correo electrónico a cualquiera de los siguientes emails, o de ser requerido una entrevista previa a mi teléfono personal, 3167226910:

[netgeresca@gmail.com](mailto:netgeresca@gmail.com) [netgeresca@hotmail.com](mailto:netgeresca@hotmail.com) [g.estupinan@smart.edu.co](mailto:g.estupinan@smart.edu.co)

Atentamente,

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**German Enrique Estupiñán Castellanos**

Docente de Inglés Academia de Idiomas Smart, sede Chapinero

Estudiante de Maestría en Lingüística Aplicada a la Enseñanza del Inglés, MLAEI

Representante Estudiantil ante el Consejo Curricular de la Maestría MLAEI

**Annexe 2**

**FORMATO DE AUTORIZACIÓN**

**“NATIVESPEAKERISM AND TEACHERS' PEDAGOGICAL DISCOURSES”**

Bogotá, D.C. 18 de mayo de 2017

**NOTA DE CONSENTIMIENTO**

El objetivo del siguiente proyecto es recopilar discursos docentes en relación sobre la dicotomía que existe entre el hablante nativo y no nativo del inglés, y cómo esta falacia del hablante nativo parece influenciar los discursos pedagógicos docentes, legitimar modelos y prácticas de enseñanza. Su participación dentro de la presente investigación le puede beneficiar ya que a través de pequeñas conversaciones podrá expresar sus opiniones, puntos de vista, conceptualizaciones y posiciones pedagógicas frente a los modelos de enseñanza y frente al objetivo del proyecto, y del mismo modo contribuir a la construcción de conocimiento frente a la enseñanza del inglés.

La finalidad de este trabajo es participar de una entrevista y a través de una discusión proveer datos que permitan develar los discursos pedagógicos docentes, conceptualizaciones y posiciones pedagógicas respecto a los actuales modelos de enseñanza, la falacia del hablante nativo y entender si esta parece afectar o no los discursos docentes. La entrevista será grabada y transcrita para luego ser analizada sobre la base de análisis de narrativas y determinar si la falacia del hablante nativo parece estar mudándose a las instituciones de enseñanza de inglés y afectando los discursos pedagógicos docentes.

Para tranquilidad de usted como participante es importante mencionar que se mantendrá el anonimato de sus nombres a través del uso de nombres ficticios o apodos, teniendo en cuenta que la información suministrada será utilizada única y exclusivamente para propósitos académicos y de investigación y que en ningún caso la participación en este proyecto pondrá en juego la integridad y la privacidad de los datos y la información suministrada por el participante.

Por tal motivo, como docente de inglés de la “Academia de Idiomas Smart”, quiero manifestar mi autorización al docente investigador German Enrique Estupiñán Castellanos para utilizar la información audio grabada de mis intervenciones orales en entrevistas. Estoy consciente de que la información recolectada de mi constituirá datos para propósitos investigativos únicamente y no de ninguna otra índole.

Atentamente,



NOMBRE: \_\_\_\_\_

**Annexe 3**

**Tipo de instrumento:** Entrevista semiestructurada

**Nombre del instrumento:** Discursos sobre nativespeakerism

**Tipo de datos a recoger:** Creencias (Donald Freeman)

*Nombre del participante* \_\_\_\_\_

*Fecha* \_\_\_\_\_

*El entrevistador deberá usar estas preguntas guías para iniciar una conversación con el participante, él o ella debe estar de acuerdo con la entrevista y la grabación en video de la misma. La conversación se debe desarrollar de la manera más natural y en español.*

<i>¿Qué información quieres obtener?</i>	<i>Preguntas</i>
<p><b>1. Información Demográfica:</b></p> <p>Realizar preguntas de tipo personal como nombre, edad, nivel de formación docente, y sus funciones dentro de la institución.</p>	<ul style="list-style-type: none"> <li>● <i>¿Cómo te llamas?</i></li> <li>● <i>¿Qué edad tienes?</i></li> <li>● <i>¿Cuál es tu nivel de educación?</i></li> <li>● <i>Cuéntame un poco de ti, tu nombre completo, con quién vives, etc.</i></li> </ul>
<p><b>2. Percepción sobre el perfil docente para enseñar la lengua extranjera:</b></p> <p>Dirigir ahora la conversación para preparar la introducción del tema de interés realizando preguntas de su experiencia personal enseñando la segunda lengua, cual es el perfil que un docente debe tener y sus creencias al respecto.</p>	<ul style="list-style-type: none"> <li>● <i>Háblame un poco acerca de tu experiencia enseñando inglés.</i></li> <li>● <i>Dime qué cualidades o habilidades tienes como docente de lengua extranjera.</i></li> <li>● <i>¿Qué tipo de cualidades o habilidades debe tener el docente de lengua extranjera?</i></li> <li>● <i>Cuéntame cuál crees tú que deba ser el perfil del docente de inglés en tu institución.</i></li> <li>● <i>Háblame un poco acerca del proceso de tu proceso de selección docente.</i></li> </ul>

<p><b>3. Identificación sobre necesidades de la institución:</b></p> <p>Orientar la conversación sobre la percepción de la institución respecto a cuál debe ser el perfil de un docente, y que tipo de características o habilidades debe tener (nativo o no nativo).</p> <p>Realizar preguntas sobre políticas de la institución en relación a escalas salariales, beneficios y su relación con el tipo de docente, nativo y no nativo.</p>	<ul style="list-style-type: none"> <li>● <i>¿Puedes decirme qué tipo de requerimientos profesionales te exigió la institución en tu proceso de selección docente?</i></li> <li>● <i>¿Puedes contarme cómo fue el proceso de selección docente de algún colega?</i></li> <li>● <i>¿Puedes contarme un poco sobre los requerimientos para perfiles docentes del PEI de la institución donde trabajas?</i></li> <li>● <i>¿Consideras que esos requerimientos son exigidos para todos los docentes o has notado algún tipo de diferenciación?</i></li> </ul>
<p><b>4. Creencias sobre el hablante nativo como docente de inglés:</b></p> <p>Orientar la conversación sobre cuál es la percepción del participante respecto a cuál debe ser el perfil de un docente, y que tipo de características o habilidades debe tener (nativo o no nativo).</p>	<ul style="list-style-type: none"> <li>● <i>Háblame un poco sobre tus opiniones de los hablantes nativos que son docentes de inglés.</i></li> <li>● <i>¿Puedes decirme qué tipo de formación, cualidades o habilidades debe tener un docente nativo para enseñar inglés?</i></li> </ul>
<p><b>5. Creencias sobre lo que hace la institución acerca de los hablantes nativos:</b></p> <p>Dirigir la conversación sobre el origen de la preferencia sobre la falacia del hablante nativo. En este punto es importante ahondar en preguntas que permitan reflejar ideologías, creencias, discursos, opiniones del participante respecto al origen de la falacia del hablante nativo en la institución.</p>	<ul style="list-style-type: none"> <li>● <i>¿Conoces hablantes nativos?</i></li> <li>● <i>Cuéntame sobre tu visión o creencias acerca de tener hablantes nativos como docentes de lenguas extranjeras.</i></li> <li>● <i>¿Cómo ha sido la experiencia?</i></li> <li>● <i>¿Has trabajado con hablantes nativos?</i></li> <li>● <i>¿Conoces el proceso de selección de los docentes nativos?</i></li> <li>● <i>¿Puedes comentarme acerca de alguna situación que conozcas donde haya habido un tratamiento diferencial?</i></li> </ul>

