

Linguistic Imperialism: Native-Speakerism from the Perspective of Non-Native English Learners

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Native-Speakerism is an ideology that focuses on the belief that the best model and teacher in foreign language learning (specifically English) are native speakers of that language. In the context of English Language Teaching (ELT), the native speaker of English is considered more capable of representing western culture appropriately in accordance with their social and cultural contexts (Holliday 2005). This ideology explicitly shows the phenomenon of linguistic imperialism and inequality in ELT. In Teaching English as a Foreign Language (TEAFL), the phenomenon of native-speakerism is still debatable. A number of Indonesian-English teachers and learners realize the importance of learning English in the western context, but others do not rule out the possibility of learning English in a non-western context. Referring to this dualism, this article discusses the way in which Indonesian non-native English learners view the ideology of native-speakerism. This study uses a qualitative method to collect the data. Focus group discussion with 60 non-native English learners were conducted to find out the learners' perceptions of native-speakerism. The informants are the native Indonesian students from a number of the English departments (such as, English Literature, English Language and Culture, or English education) from several private universities in Jakarta. This article shows that the native-speakerism ideology develops in the context of TEAFL. Non-native English speaking teachers and Native English speaking lecturers have equal opportunities in TEAFL because teaching is not only measured by the teacher's linguistic and contextual abilities but also the ability to manage the class accurately and precisely. This research is expected to be beneficial for the development of English language learning in Indonesia. In addition, the results of this study are expected to encourage the development of appropriate English learning methods in Indonesia.

Key words: native-speakerism, (non) Western, ideology, imperialism, inequality

Native-Speakerism adalah ideologi yang berfokus pada keyakinan bahwa model dan guru terbaik dalam pembelajaran bahasa asing (khususnya bahasa Inggris) adalah penutur asli bahasa itu. Dalam konteks Pengajaran Bahasa Inggris (ELT); penutur asli bahasa Inggris dianggap lebih mampu mewakili budaya barat secara tepat sesuai dengan konteks sosial dan budaya mereka (Holliday 2005: 6). Ideologi ini secara eksplisit menunjukkan fenomena imperialisme linguistik dan ketidaksetaraan dalam ELT. Dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing (TEAFL); Fenomena Native-Speakerism masih bisa diperdebatkan.

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Sejumlah guru dan pembelajar menyadari pentingnya untuk belajar bahasa Inggris dalam konteks aslinya, tetapi tidak menutup kemungkinan untuk belajar bahasa Inggris dalam konteks sehari-hari. Mengacu pada dualisme ini, artikel ini membahas cara pembelajar bahasa Inggris di Indonesia melihat ideologi Native-Speakerism. Penelitian ini menggunakan metode kualitatif untuk mengumpulkan data. Diskusi Kelompok Terfokus dengan 60 pembelajar Bahasa Inggris dilakukan untuk mengetahui persepsi peserta didik mengenai Native-Speakerism. Informan adalah mahasiswa Indonesia dari sejumlah departemen bahasa Inggris (seperti, Sastra Inggris, Bahasa Inggris dan Budaya, atau pendidikan bahasa Inggris) dari beberapa universitas swasta di Jakarta. Artikel ini menunjukkan bahwa ideologi native-speakerism dikembangkan dalam konteks TEAFL. Dosen yang tidak merupakan penutur jati bahasa Inggris dan Dosen penutur jati bahasa Inggris memiliki kesempatan yang sama dalam TEAFL karena pengajaran tidak hanya diukur oleh kemampuan linguistik dan kontekstual guru tetapi juga kemampuan untuk mengelola kelas secara akurat dan tepat. Penelitian ini diharapkan bermanfaat untuk pengembangan pembelajaran bahasa Inggris di Indonesia. Selain itu, hasil penelitian ini diharapkan dapat mendorong pengembangan metode pembelajaran bahasa Inggris yang tepat di Indonesia.

INTRODUCTION

The advancement of technology globally makes people more bound to one another (Wu & Ke, 2009). This has an impact on increasing the role of English in the context of global communication (Crystal, 2003). In the next stage, the number of English learners increases significantly not only in countries that use English as their native language but also in other countries with English as their second language. In the context of English Language Teaching (ELT), native and non-native language dichotomies have resulted in the emergence of debate on appropriate and accurate techniques and methods in learning. This also affects the negative stigma regarding the quality of non-native teachers compared to native teachers. One ideology that is often associated with this is native-speakerism ideology.

Native-speakerism is an ideology that is often found in the context of teaching specifically in the context of ELT, which is characterized by the idea that the native-speaker teachers are considered more capable of presenting western cultural values both technically and methodologically (Holliday, 2005). ELT must be studied in the social and cultural context of native speakers; therefore, native speakers are considered to have a higher linguistic repertoire compared to the non-native speakers. In addition, native language teachers are ideally considered capable of presenting culture in English-speaking West (Holliday, 2005).

Native-speakerism is the reflection of inequality in the context of ELT. At this level, Native English Speaking Teachers (NESTs) are considered superior compared to Non-Native English Teachers (NNESTs). This shows the existence of linguistic imperialism in the context of ELT. This phenomenon also has an impact on the emergence of negative stigma regarding the quality of non-native English teacher and teaching (Wu & Ke, 2009). This ideology develops in human cognition but slowly builds individual and institutional perceptions (Fairclough, 1995). Likewise, native-speakerism slowly builds perceptions of individuals and educational institutions about teaching English. Furthermore, this ideology is the basis for the formation of policies that are politically unfair. In a number of institutions, native-speaker teachers have a greater chance of being language teachers because they are considered to have better competence than non-native teachers.

Negative stigma as a result of native-speakerism also has an impact on the emergence of cultural stereotypes. Native-speaker lecturers tend to label the non-native speakers as

'dependent,' 'passive,' 'undemocratic,' and 'uncritical' (Holliday, 2005, 2006; Pennycook, 1994, 2002; Kubota 2001). Previous studies explicitly show that this negative stigma develops extensively in the context of teaching. The label 'passive' for L2 (second language) culture and 'active' for western culture is formed in ELT. Literature that has been used daily or even in the learning process (such as folklore, fairy tales, films, etc.) continuously builds the negative stigma.

Indirectly, this negative stigma affects classroom activities. Therefore, the teachers must continually make improvements by applying appropriate learning techniques and methods in the classroom. Cultural conflict must be bridged by presenting a form of relationship that can bridge the differences in order to be able to meet the competencies that are the target of teaching (Holliday, 2005).

Medgyes (1994) states that NESTs must have knowledge of the language and culture of the student. L2 linguistic understanding will be able to encourage an effective and efficient learning process. In addition, the L2 linguistic ability will be able to accelerate and facilitate NESTs in the EFL learning process (Wu & Ke, 2009). Likewise, NNESTs must continually enrich themselves with knowledge about culture in the English speaking West.

Research on the perceptions and attitudes of learners regarding native-speakerism shows that there is a debate over NEST and NNEST. Medgyes (2004) and Wu & Ke (2009) state that NESTs tend to use English more confidently than NNESTs. However, this is completely unacceptable because not all NESTs have good English competence. In addition, NESTs are also considered unsuccessful in the learning process because they lack knowledge about students' culture and do not have the ability to compare their L1 culture with the learner's native language (Barratt & Contra, 2000). Nevertheless, educational institutions tend to give positive stigma towards NESTs compared to negative stigma (Clark & Paran, 2007). These differences and contradictions make research on perceptions of native-speakerism and the NESTs phenomenon still interesting to investigate further. In addition, research on the perception of native-spekerism in the context of EFL in Indonesia is still not widely conducted.

Previous studies of native-speakerism are oriented to the ideological formation in the EFL and the perception of learning about NESTs or NNESTs. The teacher's attitude towards the learning culture affects TEAFL (Ryan, 1998). Mahboob (2004) and Bulter (2007) show that NEST has confidence in using his native language compared to NNEST when using English. However, the success of learning is determined not only by the linguistic competence of teachers but also by the ability of teachers to manage classes and build relationships with students. Therefore, NESTs are expected to have high competency in the learner's mother tongue (Medgyes, 1994) because it can facilitate the learning process in the classroom.

Learners' perceptions of native-spekerism and NESTs are various (Wu and Ke, 2009). On the one hand, NESTs are considered as an asset in TEAFL on the other hand the success of the learning and teaching process depends entirely on the ability of teachers to adapt themselves to the conditions in which NESTs teach. Teachers must be able to build positive attachments with their students. The teacher must be able to adjust his position as a teacher and adjust himself to the conditions of his students.

Language teaching does not only depend on the ability of lecturers to discuss but also on the teacher's willingness to manage classes and build good relationships between teachers and learners. Referring to the emergence of ideology in the context of the EFL and considering

the perceptions of the NESTs, this research is directed to describe learners' perceptions of native-speakerism and NESTs: (1) What is the attitude and perception of learners regarding native-speakerism phenomena in the context of TEAFL? (2) What is the attitude and perception of learners towards NESTs and NNESTs in the context of TEAFL?

METHODS

This article is based on the descriptive qualitative research intended to find out the English learner's perception of native-speakerism phenomena in the context of TEAFL and to know the attitudes and perceptions of English teachers. Focus group discussion (FGD) with 60 informants was conducted in three sessions. FGDs were done by English department students at a number of private universities in Jakarta who were taught by NESTs and NNESTs.

Three sessions were divided according to the number of semesters that had been taken. The first session was conducted with students who had passed the first year (semester 3), the second session was held with students who had passed two academic years (semester 5), and the third session was conducted with students who had entered the final stage of lectures (7th semester). Each session was conducted with 20 learners who had the relatively similar academic achievement. This was indicated by the average student academic achievement marked by a GPA. The division of these three sessions was indirectly expected to be used to measure the effectiveness of teaching English that had been received by learners at each level.

Before conducting the FGD, I distributed the Term of Reference (TOR) to all informants. The TOR contained topics to be discussed in the FGD. The provision of TOR was intended so that the informants could elaborate on the topics, and TOR was distributed two days before the FGD to ensure that informants were familiar with the topics. FGD was directed to answer two questions and their sub-questions, as indicated below:

1. How do you see native-speakerism phenomena in learning English in Indonesia?
 - 1.1. Does English learning have to be delivered in a native context?
2. What are your attitudes and perceptions of English language instructors in the context of TEAFL?
 - 2.1. Are native English speaking teachers (NESTs) better than non-native English speaking teachers (NNESTs)?
 - 2.2. Do native English speaking teachers (NESTs) have better linguistic competencies than non-native English speaking teachers (NNESTs)?
 - 2.3. Do native English speaking teachers (NESTs) have better social knowledge and English culture than non-native English speaking teachers (NNESTs)?
 - 2.4. Are native English speaking teachers (NESTs) methodologically and technically better than non-native English speaking teachers (NNESTs)?

There were two types of questions submitted in the FGD. Two questions are directed at building an informant's picture of native-speakerism ideology and the phenomenon of NESTs or NNESTs. These question were argumentative questions with open-ended answers. Meanwhile, the sub-questions for the two questions above were questions with polar answer (yes/no). However, at the end of each question, the informant were asked the reason why they chose the answer. Researchers continuously provided questions according to the responses

received during the FGD process. This was expected to trigger a variety of answers that could enrich the results of research and strengthen its implications in teaching. The FGD lasted for approximately one and a half hours and was recorded in WAV format. The recording was transcribed and used as data in the study.

FINDINGS AND DISCUSSION

Findings

Native-Speakerism Phenomena in Learning English in Indonesia

All respondents realized that native-speakerism phenomena were very real in Indonesia. Respondents realized that this phenomenon was normal in Indonesia because English was not L1 in Indonesia. However, I found a variety of different reactions to this phenomenon. This was evident in the respondents in the first session (3rd semester students). Learning with NESTs was expected to bring a native context in learning English to the non-native students.

Regarding ‘Should English class be delivered in a native context?’, the reaction to this question varied according to the informants’ level of education. 11 out of 20 informants in the session 1 realized that teaching in the early stages of the lecture did not have to emphasize the knowledge of the original social and cultural context of English. The respondents realized that understanding language in the context of nativeness was essentially needed. However, sufficient linguistic mastery was required before being able to use the language elements correctly in accordance with the context of their use. In the early stages of English language education, teaching had to be directed at the construction of the correct language constructs without having to burden the learners with their correctness.

Learners in semesters 5 and 7 recognized the importance of the native context in language learning. They realized that language was better used in the right context. 19 informants in the second session (semester 5) and 18 informants in the third session (semester 7) stated that they had studied subjects that related language to social context. Specifically, the informants emphasized that pragmatic and sociolinguistic aspects of learning were absolutely necessary to produce the right and correct elements of language.

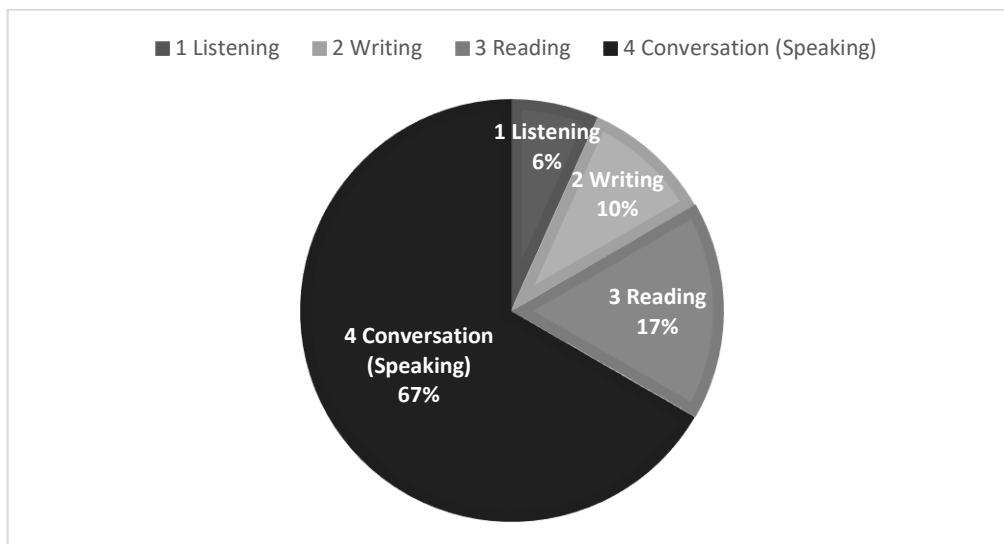
All informants realized that English learning was better delivered in the native context. However, learning that focused on contextual understanding of language could only be done when students already had adequate linguistic competence. This is why a number of informants stated that language learning in the context of its use had to be delivered in the next semester after previously being provided with sufficient linguistic abilities. 40 respondents stated that to be able to equip learners with contextual knowledge, subjects related to sociolinguistic and pragmatic aspects had to be studied. In addition, learners had to be equipped with a cultural understanding of inner circle countries, through a number of subjects such as Cross cultural communication, British culture and institution, American culture and institutions, or others.

The Attitudes and Perceptions towards Teaching English in the Context of TEAFL

All respondents confirmed that Indonesia still recognized and believed in the ideology of native-speakerism in TEAFL. However, learners did not require that all TEAFL teachers were NESTs. The informants did not mind that the TEAFL was taught by NNESTs as long as they had adequate competence. The informant felt that at the university level, NNESTs already had sufficient competence to be able to teach TEAFL.

The informants were aware of the importance of understanding English in the context of its use. Therefore, NESTs were expected to support TEAFL in topics related to the use of language in the right context. 32 respondents revealed this and added that subjects related to basic abilities (such as reading, writing and listening) could be given to NNESTs. Meanwhile, other basic abilities, such as conversations were suggested to be given to NESTs because they were considered to have a higher level of difficulty than the other three skills. With regard to the question "Of the four language competencies, what language competencies are suggested to be taught by NESTs?" The reactions obtained are reflected in the following figure.

Figure 1. Learner's perception of language skills that must be taught by NESTs



Referring to the description above, I asked open-ended questions about why conversation (speaking) skills must be taught by NESTs. The following are the responses given by the majority of respondents: (1) NESTs tend to be more confident when speaking in native languages, (2) NESTs look more fluent in using the original language, (3) NESTs are able to present examples that are in accordance with the natural context, so that informants can feel the use of English in accordance with the context. Meanwhile, five respondents (stating that conversation skills should be taught by NESTs) stated that NESTs could not explain the material in accordance with students' expectation. NESTs had to have the ability to manage classes both methodologically and technically. The five respondents shared their experiences taught by NESTs who were very fluent in English but were unable to handle the class properly. TEAFL ends in a learning process that is oriented towards NEST (teacher-oriented). In addition, NESTs also had to consider the ability of each student because each student did not necessarily have the same English language competence or equivalent to one another.

20 out of 60 respondents stated that the teaching of all language skills could be done by NNESTs, based on a number of considerations: (1) NNESTs had sufficient competence to teach the four basic language competencies, (2) They had lived in a native context, so they had an adequate understanding of the context of proper language use, (3) they could prepare materials carefully so that the TEAFL process took place appropriately and in accordance with the learning target.

Are NESTs Better than NNESTs?

This question was directed to describe learners' perceptions of the quality of NESTs compared to NNESTs. 51 respondents stated that they could not overgeneralize like that because every fluent speaker did not necessarily had sufficient teaching competencies. Similarly, speakers who were not too fluent could strengthen the learning process with good learning methods and techniques. Based on the response, I asked another question about the positive values of NESTs that most NNESTs did not have. The answers were (1) NESTs tend to be able to elaborate themes and cases in terms of actual conditions and situations, (2) NESTs have more linguistic alternatives compared to NNESTs. This is marked by the many variations of words, phrases, clauses, and even new idioms generated during the learning process, (3) NESTs tend to be able to answer questions related to culture and English in accordance with their experience as native speakers of English. Meanwhile, NESTs actually have a number of weaknesses during the learning process: (1) NESTs are considered too imposing on the learning process. Students are required to be able to respond actively to questions, (2) The language used tends to be difficult and incomprehensible. NESTs do not provide explanations that can be understood by learning and it is ended with unanswered questions, (3) Instructions tend to be confusing because material are delivered by using language that is considered too difficult for students to understand.

Do NESTs Have Better Linguistic Abilities than NNESTs?

All respondents stated that NESTs had better linguistic abilities than NNESTs. However, language competence was considered not to be a single or primary parameter to determine the successful learning process. In addition, the informants were aware that NESTs recruitment had be done through certain procedures so as to ensure that they had adequate linguistic competence. In addition, NESTs had to meet the academic requirements in accordance with the standards given (in most private universities, NESTs at least completed their education at the undergraduate level). This was done to ensure teachers had standard competencies to teach at the undergraduate level.

57 informants did not doubt the quality of NNESTs at the undergraduate level because English language instructors at the university level had to meet teaching standard qualifications, such as a score of 570 for TOEFL IBT or 6.5 for IELTS, and 745 for TOEIC. This ensured that the teacher already had sufficient basic language skills to be able to teach at the university level. Therefore, NESTs and NNESTs had equal quality and opportunities to be able to teach in higher education.

Do NESTs Have Better English and Social & Cultural knowledge than NNESTs?

51 respondents stated that NESTs and NNESTs were at least equipped with social knowledge. NESTs has social and cultural knowledge formed as part of a social community that uses English for their daily needs. Similarly, NNESTs at least have knowledge of the context of their use. NNESTs teachers are graduates of the English department, so they are equipped with subjects related to the history and culture of English.

The informants absolutely gave the same reaction to SQ 2.3 questions. All informants stated that NNESTs had adequate contextual knowledge in the context of native English. NNESTs can provide the right answers according to common and widely known social

knowledge, such as "what time is brunch done" or "what is the work of most Americans". However, NNESTs cannot provide answers to questions that are specific and technical in nature, such as "what are foods usually served at brunch" or "what do Americans usually do after coming home from work". The majority of informants agreed on this matter that NESTs should be utilized effectively and efficiently in TEAFL. 40 informants stated that NNESTs should be directed to strengthen the basic skills of language (beyond the ability of conversation or speaking). NESTs are directed to strengthen students through subjects related to social and cultural knowledge.

Are NESTs Methodologically and Technically Better than NNESTs?

FGD showed native speakers tended to have competencies in producing linguistic elements that were correct and appropriate in accordance with the context of their use. 51 respondents stated that NESTs' ability was often not supported by the ability to organize class correctly and effectively. NESTs tended to not be able to handle classes and end up not achieving the learning targets. Five respondents stated that NESTs tended not to provide satisfactory answers to questions related to the instructions given.

A number of NESTs used examples that could not be understood because they tended to be difficult to explain the meaning of an idiom that was specifically used in English. This ended with the informant's lack of understanding about when an idiom could be used correctly and incorrectly. It made NNESTs have better capabilities compared to NESTs. Through knowledge of the Indonesian language, NNESTs could explain an idiom that was specifically used in English by an analogy that was commonly used in Indonesian. The explanation above shows that a NEST and NNEST must equip himself both methodologically and technically when facing students in the context of TEAFL.

Referring to Holliday (2005), Pennycook (2002), and Kuboto (2001) who state that native speaker English stereotypes tend to be 'active', 'confident', and 'democratic' and 'critical' compared to non-native speakers, the author asks the informants' perception of the stereotype. The majority of informants responded that NESTs tended to be active, confident, and critical when in class. However, in some cases this attitude made learning is more dominated by NESTs. Learners tend to be careful and do not openly try to develop themselves in the classroom. Learning methods and techniques that are used tend to make students not freely release their linguistic abilities optimally. The informants stated that (1) NESTs are too dominant in the class. The excellent mastery of English by NESTs makes learners less confident in the classroom, (2) the informant feels that the learning method that is applied is not in accordance with the layman received so far, both at the elementary, middle and upper levels, (3) NESTs do not prepare material that is appropriate and in accordance with the competencies possessed by learners.

Through the explanation above, it can be concluded that NESTs must prepare teaching materials comprehensively and technically and map out the linguistic competence of each student beforehand. In addition, the learning method used should adjust learning techniques that are used in Indonesia. On the other hand, NNESTs are considered methodologically and technically able to manage the class well because they tend to have sufficient knowledge about learning methods that are appropriate for Indonesian students. The difficulty in explaining learning material can be overcome by providing explanations in accordance with the ordinary

context found every day in Indonesia. In addition, NNESTs tend to bridge communication difficulties by doing language shift to languages that are understood by the majority of learners.

Discussion

Native-Speakerism and Linguistic Imperialism

Native-speakerism ideology is formed and developed in teaching English in Indonesia. Positive stigma regarding the quality of NESTs and negative stigma regarding the quality of NNESTs develops significantly in Indonesia, specifically in educational institutions. Learners also confirm the existence of this phenomenon; they realize the importance of learning English in the native context. Linguistic Imperialism is evident in this regard. Native-speakerism is slowly developing and building ideology that underlies policies that are politically unfair for NNESTs. A number of institutions provide greater opportunities for NESTs because they are considered more competent than NNESTs.

This article systematically shows that in the context of teaching English in Indonesia, native-speakerism phenomena are very real. This is natural because English is not L1 in Indonesia. The belief that native language users will have more capabilities than their non-native users. In addition, NESTs are considered to have better capabilities in presenting the native context of English compared to NNESTs because they use English with a much higher intensity.

However, in the context of TEAFL, language understanding and ability is not an absolute parameter to measure the success of the learning and teaching process. Language teaching must begin with the ability to produce the right language construction, followed by the correct use of linguistic elements in accordance with the context of their use. Learners who have understood the importance of learning English in a native context emphasize that understanding pragmatic and sociolinguistic aspects is important in teaching English. Therefore, to ensure the success of learning holistically, teaching should start from strengthening the aspects of skills at the beginning of learning and followed by a socio - cultural understanding of English.

Learner's Perception of the Quality of NESTs and NNESTs

The existence of native-speakerism ideology does not thoroughly make English learners feel that TEAFL must be taught by NESTs. Non-native learners do not reject English language learning conducted by NNESTs as long as they have adequate competence in teaching. Learners believe that the teaching of the four language skills can be done by NNESTs. However, among the four language competencies, NESTs are more appropriate to teach speaking because they tend to be more confident to use native language orally and are able to exemplify it according to the context of its use.

However, all learners do not rule out the possibility that NNESTs teach language because at the university level NNESTs must at least have a high enough qualification in teaching the four language skills. A number of NNESTs are considered competent because they have provided themselves with contextual language understanding obtained through interaction between NNESTs. In addition, NNESTs tend to prepare material carefully when dealing with topics related to contextual aspects of language.

The overgeneralization that 'the quality of NESTs is better than NNESTs' still has to be questioned because speakers who are linguistically competent do not necessarily have adequate competence in terms of methods and techniques of learning. Referring to this, a number of positive things found from NESTs that NNESTs rarely have in the context of TEAFL. First, NESTs can elaborate specific themes precisely in the context of their use. Secondly, NESTs have a diverse linguistic repertoire which is characterized by many linguistic choices and variants. Third, questions about cultural values that are technical can be answered according to the context of their use in accordance with their experience as native speakers.

The difference in language and culture between NESTs and learners impacts the emergence of a number of problems related to the learning process. NESTs are considered to impose a learning process that is considered too active. In addition, the use of linguistic elements by NESTs is considered too difficult so that learners tend to have difficulty understanding the material presented.

Learners realize that the process of recruiting teachers in universities is carried out according to high standards. Therefore, NESTs and NESTs certainly have adequate linguistic competence. However, there is no doubt that the high use of English by NESTs builds their linguistic competence naturally and optimally. In addition, learners realize that NESTs and NNESTs have contextual knowledge related to the use of English. However, NESTs have broader knowledge on technical and specific matters.

Learners are aware of the language skills and contextual abilities possessed by NESTs. However, they also question the competence of NESTs in managing classes. Learners judge that NESTs cannot optimally develop learner linguistic competencies. The learner tends to be closed and does not release his abilities optimally. Learners feel that nests are just too dominant in the class so that learners are even less confident to speak in front of other students. The method applied by NESTs is not in accordance with what is used so that NESTs seem not to prepare the right material. On the other hand, NNESTs are considered to be more able to bring the class well because it uses learning methods that are not used. Difficulties in learning can be facilitated by providing examples and analogies that are commonly used.

Implication and Suggestion

There are no significant differences between NESTs and NNESTs. Teachers of English must at least have the basic skills of language to be able to teach in college. This study shows that the teaching of three language skills, namely reading, writing, and listening can be done by NNESTs. However, the teaching of 'conversation' or 'speaking' skills need to be done by NESTs. Learning at an early stage should be done by NNESTs. The method that is commonly used in learning English in Indonesia can be applied at the beginning of the lecturing period. Strengthening aspects of linguistic skills should be done in the early years of lectures. In the next stage, strengthening contextual (social and cultural) aspects can be carried out comprehensively along with NNESTs.

NESTs are required to prepare teaching materials by considering the ability of each individual in the class. Active learning is considered too dominant and actually demotivates students to learn. This research shows that, NESTs must position themselves as members in the class not as instructors. Teaching is directed to meet the target together (teacher and learner).

NNESTs are expected to continually enrich themselves with materials related to the social and cultural context of English. In addition, matters related to social cultural aspects must be carefully prepared to ensure students understand the language in the context of its use. In addition, language shift in language learning is not a problem in the TEAFL as long as it is done to meet class targets.

CONCLUSION

Native-speakerism as a form of ideology unconsciously confirm the existence of linguistic imperialism in TEAFL in Indonesia. Negative and positive stigma related to the quality of NESTs and NNESTs is common in Indonesia which does not use English as first language. However, this does not absolutely affect students' perspectives on the quality of NNESTs. NESTs and NNESTs are considered still able to teach at the university level. Learning is not only oriented to teaching language skills (linguistic, pragmatic, and sociolinguistics) but also the ability to manage classes in order to meet the targets given during the learning process. NESTs are expected to continually develop teaching methods and techniques that are appropriate and in accordance with learning language competencies and classroom conditions. Whether or not a teacher is fluent is not an absolute parameter to determine whether the learning process is going well or not. In addition, NNESTs are also expected to develop social and cultural knowledge in a native context so that learners can understand holistically the material.

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