

An Exploratory Study about the Perceptions of Students, Native and Non-native Teachers
towards the Native Speaker Ideology in Colombia

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We would like to thank the people who worked so hard in the making of this research: ourselves. Also, thanks to the participants for their help and their patience and the director who guided us constantly. Finally, to you, the reader.

Dedication

This work is dedicated to our beloved families.

And to our pets: Tory, Mateo, Manchas and Lulú.

TABLE OF CONTENT

Introduction.....	9
1 Objectives	13
1.1 General Objective.....	13
1.2 Specific Objectives.....	13
1.3 Research questions	14
2 Theoretical Framework.....	14
2.1 Native-speakerism.....	14
2.2 Authenticity of English Speakers	15
2.3 NEST/NNEST Dichotomy	16
2.4 Self-subjectivities	18
3 Methodology.....	19
3.1 Research Design	19
3.2 Participants	20
3.3 Data Collection Instruments.....	24
3.4 Resources and Analysis Techniques	25
4 Findings	26
4.1 Students' Perceptions	26
4.2 Non-Native Teachers' Perception	31
4.3 Native Speakers' Perceptions.....	35
4.4 Further Insights	42
5 Further research	48
6 Conclusions	50
7 Limitations of the study	55
Bibliographic References.....	56
Appendixes	66

TABLE LIST

Table 1. Demographics of Students	21
Table 2. Demographics of Non-Native Teachers	22
Table 3. Demographics of Native Teachers.....	23

APPENDIX LIST

Appendix A. Students' Interview Protocol.....	66
Appendix B. Non-Native Teachers' Interview Protocol.....	71
Appendix C. Native Teachers' Interview Protocol.....	77
Appendix D. Students' Survey	82
Appendix E. Non-Native Teachers' Survey	89
Appendix F. Native Teachers' Survey.....	97

Abstract

Title: An Exploratory Study about the Perceptions of Students, Native and Non-native Teachers towards the Native Speaker Ideology in Colombia¹

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Key Words: Native-speakerism, Fallacies, Authenticity, Subjectivities.

Description: One of the most pervasive ideologies present in the language learning contexts is native-speakerism. The phenomenon affects several spheres of educational settings including government or institutional policies as well as perceptions and self-subjectivities of and as English speakers. This research thus aimed at exploring this prevailing ideology through the experiences and perceptions of some of the agents who first-hand experienced its consequences, and to some extent continue to replicate them: students, native and non-native teachers. For this reason, a mainly qualitative study was designed. In the first phase an online interview was conducted to gather the qualitative data and in the second phase a self-completion survey was applied to triangulate the results. The findings reveal that there is an acknowledgement of the native speaker ideology and its consequences by the participants, who have attempted to face and change the problem but which results have been futile. Despite these attempts, native-speakerism in Colombia is very alive and perpetuated in their speeches and practices of all the participants; nonetheless, teachers look for equal and non-discriminatory working conditions regardless of their ethnicity, skin color, birthplace and other elements which have categorized and still divide them as different species.

¹ Undergraduate project

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Resumen

Título: Un Estudio Exploratorio sobre las Percepciones de los Estudiantes, Profesores Nativos y No-nativos acerca de la Ideología del Hablante Nativo en Colombia³

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Palabras Clave: Hablante nativo. Falacias, Autenticidad, Subjetividades.

Descripción: La ideología del hablante nativo es uno de los fenómenos más dominantes en los contextos de la enseñanza del inglés. Afecta varias esferas del ámbito educacional incluyendo las políticas institucionales o gubernamentales al igual que las percepciones y las subjetividades propias como hablantes del inglés. Teniendo esto en cuenta, la presente investigación se propone explorar dicha ideología a través de las experiencias y percepciones de algunos de los participantes principales que conocen y, hasta cierto punto, perpetúan la ideología: estudiantes, docentes nativos y docentes no nativos. Para este propósito se condujo un diseño metodológico principalmente cualitativo que incluye en su primera fase una entrevista online y una segunda fase con una encuesta para triangular los resultados. Estos revelan que existe un reconocimiento de la ideología del hablante nativo y de sus consecuencias por parte de todos los participantes, quienes han tratado de enfrentar el problema, pero sin lograr resultados memorables. A pesar de estos intentos, el fenómeno del hablante nativo en Colombia sigue presente y es perpetuado en los discursos y prácticas de los participantes, sin embargo, los docentes siguen buscando condiciones laborales no discriminatorias y equitativas sin importar la etnia, el color de piel, el lugar de nacimiento u otros elementos que anteriormente los habían categorizado y dividido como especies diferentes.

³ Trabajo de grado

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Introduction

During the last three decades, Colombia has been fostering English language learning to have a competent population in a globalized world. As a result, many policies that dictate and regulate this reality have been created. The implication of these practices has been widely discussed in the Colombian academy. Several authors claim that the policies have been copied and applied in Colombia without being firstly examined and contextualized (Zárate & Álvarez, 2005; González, 2009; Guerrero & Quintero, 2009; Bonilla & Tejada-Sánchez, 2016; Le Gal, 2019). This situation has been defined by Holiday (1994) as technology importation which refers to the knowledge, abilities and methodologies brought from foreign countries (De Gal, 2019). In our country, this importation of knowledge is consistent. In the case of English language teaching, the majority of methods, teachers training, materials and curriculum are foreign, brought from inner circle countries, distinctively Britain and the USA. Among other consequences, technology importation helps in the transmission of ideologies that view native English speakers as the ideal linguistic role model (Vélez-Rendón, 2003, as cited in Bonilla & Tejada, 2016). Overall, the policies have been importing not only knowledge created in Western countries, it has also imported their values and ideologies.

Colombia Bilingüe 2015-2018 is one of the national English Language Teaching (ELT) policies that reflect these consequences. This policy included the program English Teaching Fellowship (*Formadores Nativos Extranjeros*), which brought about 1.470 foreigners to teach English in Colombia (Ministry of Education [MEN], 2016). The program created tensions between local and foreign teachers who criticized it heavily (Tarazona-Ariza, 2017). One of the criticisms is based on the fact that many of the foreign teachers did not have qualifications to teach and they were only hired by their credentials as the rightful speakers (Le Gal, 2019). In other words, the

critique was centered on the idea that the program endorsed the superiority of Native English Speaker Teachers (NEST) over Non-Native English Speaker Teachers (NNEST). Moreover, the Colombia Bilingüe reflects the lack of trust in local teachers' scientific knowledge, since according to González (2009), the proposals that teachers presented for the creation of policies were not seen as valid. Another example of the consequences is seen in the Basic Standards of Competence (MEN, 2006). Guerrero and Quintero (2009) found that this document was very prescriptivist because it promoted both rote learning and, through drilling and repetition, the idealized figure of a certain English native speaker as the linguistic role model. On the whole, the Colombian government indirectly supports the belief that Western knowledge is superior through these policies that represent the concept of technology importation.

In this sense, the bilingual policies mirror the ideology of native-speakerism. Le Gal (2019) argues that the ELT elements in Colombia originate from the inner circle countries⁵ (Kachru, 1982) such as North America, Australia or Britain. In other words, materials, methodologies, curriculum and teacher training are imported from these countries whereas the knowledge produced locally is invalidated (González, 2009). Another example in which the native speaker ideology is observed is in the frameworks. Even though there have been attempts to create local frameworks for the language as in the case COFE⁶ (Colombian Framework for English), the framework most commonly used is the CEFR⁷. It is evident how the knowledge produced in the inner circle

⁵ Kachru (1982) devised the model of “World Englishes” that presented three circles of the English language. The Inner circle, where English is used as the native language; the Outer circle, former colonies of the Inner circle countries in which English is commonly used as first and second language, and the Expanding circle, where English is used as a foreign language. This theory is still relevant as one of the most influential models to understand the nature of the English language.

⁶ COFE was a collaborative project between the Colombian and the British government “concerning technical cooperation for the improvement in the teaching of English” (Rubiano, Frodden, & Cardona, 2000)

⁷ The Common European Framework is defined by the Council of Europe (2001) as “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.”

countries, especially Britain, is privileged over the knowledge produced in Colombia (González, 2009). Students and even teachers, may suffer from alienation because of this, feeling distant from the language as if they did not own it, thus silencing their voices (Guerrero & Quintero, 2009). One final example is perceived in the identities of teachers and students being shaped by the native speaker ideology. Teachers seek for Western validation to their knowledge (Gómez & Guerrero, 2018) and students may value the native teachers over their non-native teachers (Tokumoto & Shibata, 2011).

Taking into account the native speaker ideology and how it permeates both policy-making and language teaching, this study aims at exploring the perceptions of students, teachers both NEST and NNEST in regards to native-speakerism. However, this paper does not intend to analyze it in terms of policies, rather it explores the subjectivities and preferences. Finally, the study does not expect to replicate the dichotomy of NEST/NNEST, but to get a general understanding of the phenomenon in the Colombian context.

Justification

The ideology of native-speakerism has been disseminated to the periphery countries throughout several decades by different mechanisms, especially discourses (Kumaravadivelu, 2016). During the years, this phenomenon has been thoroughly studied, including for instance the impact on subjectivities (Viáfara, 2016; Gómez & Guerrero, 2018; Khan, 2018; Kong & Kang, 2020), preferences of students or teachers (García & Apala, 2019; Şimşek, 2012; Karakaş, 2017; Tsou & Chen, 2017; Árva, & Medgyes, 2000) and the impact on language teaching (Canagarajah, 2002; Kumaravadivelu, 2016; Pennycook, 2017). However, two flaws have been observed on this type of research: the first one, that the existent body of knowledge of this phenomenon in Colombia

is still scarce and limited (Viáfara, 2016; Gómez & Guerrero, 2018; Khan, 2018); the second one, that even though there is a vast body of knowledge internationally, the gap of inequality of NEST and NNEST is still alive (Canagarajah, 2012). In the Colombian case, it is evidenced in the teachers' recruitment practices where NESTs are paid more than NNEST or in institutions that only demand for NEST (Martínez, 2018). Another example is local knowledge not seeing as valuable as the Western counterpart. Le Gal (2019) asserts that this is reflected in the policy-making, textbooks, teacher training and certificates, since the MEN imports validated knowledge from center countries without taking into account the socio-cultural context (Zárate & Álvarez, 2005).

Accordingly, the relevance of this study relies on the fact that it addresses this first gap. Firstly, the study of native-speakerism in Colombia is not only scarce, but it is also mostly emphasized on the policies and hiring practices (Martínez, 2018; Le Gal, 2019). In addition to this, there is no research that focuses on native speakers and Colombian EFL students in regards to the phenomenon. As such, this research project aims to contribute as a foundation for future discussions on this topic. Similarly, it will enhance the comprehension of this phenomenon in Colombia by integrating the perspectives of key actors: students, native speakers and non-native speaker teachers. Secondly, the paper aims at showing teachers the mechanisms in which the native-speaker ideology is transmitted and how it impacts them and their students (Karakaş, 2017).

Finally, this research expects to contribute to the body of knowledge that helps teachers to question their teaching practices and their discourses in the classroom. By doing so, it is intended

that teachers rethink their apprehended ideologies⁸ (Foucault, 1996), which are constructed throughout the reiteration of discourses that reinforce an inferior self-image of them. Moreover, the research also aims at helping teachers feel empowered by creating awareness of the ideology transmission present in the ELT settings and questioning their teaching practices. Eventually, it is hoped that this study encourages follow up studies or similar investigations that explore the ideology of native-speakerism in the Colombian context taking into account and giving value to students and teachers perceptions.

1 Objectives

1.1 General Objective

To explore the perceptions that students, native and non-native English teachers have towards native-speakerism in the Colombian context.

1.2 Specific Objectives

1. To inquiry on the impact of the native-speakerism phenomenon on the self-subjectivities of Colombian students, NEST and NNEST.
2. To identify the NESTs and NNESTs pedagogical and language proficiency skills as reported by students, NEST and NNEST in the Colombian context.
3. To determine the perceptions of Colombian students, NEST and NNEST regarding the ideal of the legitimate native speaker of English.
4. To examine the discriminatory practices that NEST and NNEST identify in their working conditions.

⁸ Foucault (1996) asserted that subjectivities are shaped by the mediation between knowledge and power. These subjectivities are both internally and externally constructed; the former corresponds to the apprehended ideologies (as cited in Gómez & Guerrero, 2018).

1.3 Research questions

1. What do students, NESTs and NNESTs perceive about having native speakers as teachers in the English classroom?
2. What kind of self-subjectivities do Colombian students, NEST and NNEST attribute themselves to as English speakers?
3. How do NEST and NNEST perceive themselves as teachers in the EFL Classroom?
4. Who is considered to be a legitimate native speaker of English in Colombia?

2 Theoretical Framework

In this section of the document, the four main categories at the core of the research will be described: native-speakerism, the authenticity of English speakers, NEST and NNEST dichotomy, and self-subjectivities. This section adds emphasis on the actors of the phenomenon as well as the gaps present in the literature in Colombia.

2.1 Native-speakerism

The phenomenon of native-speakerism has been widely studied in the ELT field around the world. This term was first coined by Holliday (2005) who presented native-speakerism as the ideology that English native speakers were the ideal linguistic, teaching and lifestyle role models. They represented the “Western culture” (p.6) that was portrayed as being superior to other cultures. Previous to this definition, there were different approaches that analyze the phenomenon as the native speaker myth and the native speaker fallacy. The native speaker myth was analyzed by authors such as Pennycook (2017), Rampton (1990), Kramsch and Lam (1999), and Canagarajah (1999). This myth promoted “the belief that those who are regarded as native speakers are ideal language models” (Viáfara, 2016, p. 463). On the other hand, the native speaker fallacy was explored by several authors including Philipson (1992a) and Canagarajah (1999). They stated that

native speakers were better teachers for they were believed to have better linguistic and cultural repertoire than non-native teachers. The origins of the previously mentioned approaches have been situated in Chomsky's theory (Cook, 1999; Kramsch, 2003; Canagarajah, 1999; Davies, 2004; Mahboob, 2005) as mentioned in Viáfara (2015), which asserts that language is genetically acquired; the native speaker thus was displayed as better qualified for having natural language intuition. Above all, research on this phenomenon not only implies a complex definition it also includes other repercussions such as the authenticity of English speakers, the dichotomy of NEST and NNEST and the impact on self-subjectivities.

2.2 Authenticity of English Speakers

It has been widely acknowledged that the ideology of native-speakerism is closely interrelated with the concept of authenticity (Lowe & Pinner, 2016; Khan, 2018). Early definitions draw on that authenticity in language teaching is associated with culture (Holliday, 2005; Pinner, 2014, as mentioned in Lowe & Pinner, 2016). This old-fashioned tenet relies on the fact that English belongs to certain communities, known as the native speakers. Nevertheless, Derivry-Plard (2013) argues that there exists a social hierarchy within this group. A study carried out in Colombia by Khan (2018) that included English native speakers from different countries confirms this division as one participant from Trinidad and Tobago explains how her English was perceived as less authentic and legitimate compared to a UK speaker. The participant asserted "once, a teacher asked me to pronounce something and then they asked the British person if that was correct or not (...) Trinidad English was considered to be lower or non-existent" (p.10). In this vein, authenticity and legitimacy are embedded in the ideology of standardization. According to Train (2007a, 2007b), this is a prescriptive approach that conceives other varieties that do not come from the inner circle or educated people as impure, incorrect, defective and unwanted (as mentioned in

Viáfara, 2016). As a result, the authenticity of a language is the product of power relationships that promote discrimination and hierarchy among the speakers. In addition to this, other studies have been carried out to investigate not only how authenticity is connected to the native speaker standard language, but also with race. For instance, Lowe & Pinner (2016) narrates a story about an Indian British-born woman who was recognized as a no-real English speaker in a Japanese school because her appearance did not match with the Western native speaker stereotype. Similarly, Rubin (1992) found out how racial images influence the perception of listening comprehension of Asian American people (as mentioned in Kubota, 2009). The study reveals that Asian Americans are identified as outsiders and they are often belittled by commentaries as “your English is excellent. How long have you been in this country?” (Takaki, 1993, as cited in Kubota, 2009 p.8). In the same way, non-native speaker teachers are racialized. Lee (in press) exposes that non-native English speaker teachers are judged by their skin color, by doing so their linguistic and teaching skills are called into question by students and institutions (as mentioned in Kubota, 2009). This endorses that authenticity and legitimacy are biased by neo-racism within both native speakers and non-native speakers (Holliday, Aboshiha & Swan, 2015). However, some authors transcend to a more inclusive view of the property of English. Holliday, Aboshiha & Swan (2015) utter that English “can only be enriched with the other linguistic and cultural experience which students and teachers bring to it, wherever and by whomever it is taught” (p. 23). Overall, although there have been attempts not to separate the speakers of the language, this phenomenon is still very current as in the case NEST/NNEST dichotomy.

2.3 NEST/NNEST Dichotomy

Another feature that has been greatly studied regarding native-speakerism is the NEST/NNEST dichotomy. The inquiry about the dichotomy has been researched for more than

three decades and has been influenced by authors such as Edge (1988), Medgyes (1992, 1994), Paikeday (1985), and Kachru (1985) among several others. One of the most relevant works was Medgyes' (1994) book: *The non-native teacher*, where the author asserted the NEST and NNEST were "two different species" (p. 27). Based on the hypotheses that NEST and NNEST were different in language proficiency and teaching behavior, but could be equally good teachers, he portrayed perceived differences of these groups. He found that NEST teachers were seen as language models, especially for pronunciation, while NNEST were better on the grammatical aspects (for a complete description of the differences see Árvai & Medgyes, 2000). Another important book was Paikeday's (1985) *The Native Speaker is Dead!* that, according to Viáfara (2015), gave rise to "a robust number of publications that campaigned against the myth of the native speaker and the native speaker fallacy" (p. 462). Indeed, the evidence of the dichotomy has been extensively displayed. In several studies that compare preferences and working conditions of NEST and NNEST it is evidenced that native speakers are preferred in most cases. Namely, students considering NEST to have some advantages over NNEST (García & Alpala, 2019), institutions showing preference by paying them more for less work (de Mejia, 2002) or hiring them more frequently (Braine, 2012). Similarly, other findings reveal that native speakers are preferred as language models, whereas non-native speakers are stereotyped; and in some cases, even if they are speakers of the language, but not from inner circle countries, they might be seen as exotic (Khan, 2018). However, research also exhibits that non-native teachers are preferred by some students for their linguistic background, as well as for being better in their teaching capacities (Şimşek, 2012). The research, nonetheless, has ultimately suggested for a collaborative work, in which the dichotomy of us versus them is left behind and an approach in which NEST and NNEST

“work together to deconstruct and unlearn the hierarchies” is suggested (Motha, 2006, as cited in Khan, 2018).

2.4 Self-subjectivities

Native-speakerism, in its ideological nature, influences the perceptions of people towards themselves and others. Teachers' identities, both NEST and NNEST are not exempted. Identity, a never-ending process, which is constructed through discursive practices as mentioned in Hall (1996) produces subjectivities. According to Foucault (1996), these subjectivities are constructed both externally and internally. On one hand, externally through official discourses such as government policies that model the Colombian language instructors to be similar to native English speakers (Gómez & Guerrero, 2018). Another example is appreciated in recruitment advertisements that look exclusively for native speakers or if they hire non-native teachers, they are paid less (Martínez, 2018). Teacher's identity is seemingly affected by these discourses. Non-native English speakers are seen as less valuable than native speakers, shaping the way in which non-native see themselves. On the other hand, subjectivities are constructed internally by apprehended discourses that eventually aim at improving cultural capital of the self. For instance, Canagarajah (2012) tells his story where his pedagogical skills were discredited for not having a title from a Western institution:

I resolved to travel to what appeared to me then as the center of TESOL expertise—a U.S. university—to become professionalized (...) After such training, I told myself, no TESOL expert would laugh at my methods and I wouldn't be lost for an answer the next time they challenged me to give an account of my teaching practice. (p. 266)

Similarly, in Colombia teachers go abroad to Western countries to improve their language proficiency (Gómez & Guerrero, 2018). In other words, it is evident that subjectivities are altered as in the case of teachers seeking Western validation to improve their cultural capital. Discourses as the aforementioned, where NEST are better regarded than NNEST, generally lead teachers to either reject, resist or normalize them (González & Guerrero, 2018; Martínez, 2018). Finally, students' subjectivities research in Colombia is unfortunately scarce and focused merely on accent. However, similar research in other countries show identical responses: rejection and resistance. There are students that value natives as language models (Tokumoto & Shibata, 2011) as well as students who are more attached to their countries, thus not focusing on imitating the native accent as seen in the interviews to South Korean students in Kong & Kang (2020) where one of them stated "there is nothing wrong [with my accent] because I am South Korean" (p. 10).

3 Methodology

3.1 Research Design

This study pursues a mixed method research design to explore the perceptions of EFL students and both NEST/NNEST regarding native-speakerism in some Colombian classrooms through the use of online semi-structured interviews and a self-completion survey. This study, in its exploratory nature seeks to better understand under-researched phenomena (Leavy, 2017; Creswell, 2015), in this particular case, the perceptions towards native-speakerism in Colombia. Furthermore, an exploratory sequential design was used to triangulate data to avoid bias, as well as to merge the qualitative and quantitative data to reinforce the results (Creswell, 2009). The sequence consists of a two-phases design in which the first step is qualitative followed by "the development phase of translating the qualitative findings into an approach or tool that is tested quantitatively" (Creswell & Plano, 2018, p. 90). Additionally, Creswell and Plano (2018) further

explain the advantages of doing it separately: the emphasis on the qualitative component with the inclusion of a quantitative one, the usefulness of data gathered for the design of the second phase, and the practicality of separated phases for the report and description of the data. Overall, these advantages are expected to increase the reliability of the results of the study. However, although the research design is focused on both the qualitative and quantitative data, the results will rely specially on the qualitative area since the sample is too small to generalize the findings.

3.2 Participants

The participants of this study consist of three different groups of people that represent the actors directly involved in our research matter. The first group corresponds to Colombian students ($n1=4$)⁹, the second one is related to Colombian teachers ($n2=4$)¹⁰ and the last one includes native English speaker teachers ($n3=4$)¹¹, each group is composed of four members. The four students participating in this study have had classroom experience being taught by both native and non-native teachers (as detailed in Table 1). In the case of the non-native teachers, two of them work at public and private secondary schools and the other two work as public university professors with experience in English language teaching (as detailed in Table 2). Finally, the group of native teachers is conformed by two Americans, one Barbadian and one Ghanaian. Some of them with pedagogical qualifications and the others without it, but all of them with demonstrated teaching experience (as detailed in Table 3).

⁹ The group n1, hereinafter called S, stands for students.

¹⁰ The group n2, hereinafter called NNEST, stands for non-native teachers.

¹¹ The group n3, hereinafter called NEST, stands for native teachers.

TABLE 1.*DEMOGRAPHICS OF STUDENTS*

Students	Profession	Years Learning English	Experience with Natives Teachers
S1	Veterinarian	3 and a half years (university)	American speaker
S2	Civil Engineer	2 and a half years (university)	Indian speaker
S3	Foreign Languages student	4 and a half years (university)	Irish and British speakers
S4	Foreign Languages student	10 years (bilingual school and university)	American speaker

TABLE 2.*DEMOGRAPHICS OF NON-NATIVE TEACHERS*

Non-native Teachers	Country	Level of Education	Teaching Experience	Institution Currently Working	Language and Teaching Certificates	Work with a Native Speaker as Assistant
NNEST1	Colombia	PhD student in Education	More than 20 years	Public university	APTIS	Yes
NNEST2	Russia	Master's degree in English Teaching	More than 10 years	Public school and university	TKT APTIS	No
NNEST3	Colombia	Master's student in English Teaching	1-3 years	Public school	-	No
NNEST4	Colombia	Master's student in English Teaching	1-3 years	Private school	TOEFL	No

TABLE 3.*DEMOGRAPHICS OF NATIVE TEACHERS*

Native Teachers	Country	Level of Education	Teaching Experience	Institution Currently Working	Language and Teaching Certificates	Work as an English Assistant
NEST1	Barbados	Bachelor's in Spanish	3-6 years	Public university/ Private institutes	TESOL	Yes
NEST2	The United States	Bachelor's degree in English	3-6 years	Private Institutes	CELTA	No
NEST3	The United States	Bachelor's in Spanish	More than 6 years	Not currently working in education	-	Yes
NEST4	Ghana	Bachelor's in Chemistry and Master's in Applied Linguistics	3-6 years	Public colleges	TOEFL	Yes

All the participants, which have agreed to fill up a consent form, were selected through purposeful sampling. This procedure is described by Bryman (2016) as a non-probabilistic sampling whose goal is “to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are being posed” (p. 418). In addition, the sampling type is a typical sample. Merriam and Tisdell (2016) define this type of sample as one that “reflects the average person, situation, or instance of the phenomenon of interest” (p. 97). Overall, the participants reflect the exploratory nature of the study as well as the purpose of it, for it does not aim at generalizing results, but rather deepening on a contextualized phenomenon.

3.3 Data Collection Instruments

The data was gathered through different online instruments: semi-structured interviews and self-completion surveys. These instruments were designed accordingly for each group of participants. In other words, each group of participants answered their corresponding versions of the instruments. Some items of both the interview and the survey were adapted from previous studies which intended to explore the phenomenon in a similar manner such as (Viafara, 2015; Ceballos & Londoño, 2020; Moussu, 2006; Medgyes, 1994). The importance of using interviews as Patton (2015) affirms is that interviews help the researchers to gain insights about the elements that cannot be easily noticed such as “feelings, thoughts and intentions” (as cited in Merriam & Tisdell, 2016, p. 108). In addition to this, he asserts that interviews are a useful instrument to comprehend perspectives, which are at the core of this study. Therefore, to allow the participants to express their points of view more freely (Merriam & Tisdell, 2016), online semi-structured interviews were conducted in the first phase of the research. In the second phase of the study, and

based on the answers of the online interviews, the self-completion survey was created. The self-completion survey was carried out in a Google Forms format to confirm and triangulate the results of the previous phase. Bryman (2016) explains that self-completion surveys have some advantages, since they rely on closed answers which are easy to follow, reducing the exhaustion of the participants as well as the interference of the interviewer.

3.4 Resources and Analysis Techniques

Data was gathered through different means. In the first phase, qualitative data was gathered and analyzed through two cycles of coding, which Leavy (2017) remarks as a process that segments information that later will be attributed meaning. In the first cycle, in vivo coding was used since it was useful to create the themes using the participants' language, wording, or speech. Additionally, it was helpful to determine what was meaningful for the participants as well as it framed the different interpretations (Saldaña, 2013). For the second cycle, color coding was applied to create the main categories due to frequency or importance of the terms emanated from the in vivo coding (Onwuegbuzie, & Hwang, 2016; Saldaña, 2013). Once the main themes were created, a phenomenological interpretative content analysis was applied. Considering what Krippendorff (2018) mentioned, "content analysts examine data, printed matter, images, or sounds-texts-in order to understand what they mean to people, what they enable or prevent, and what the information conveyed by them does" (p.2). In the second phase of the design, the quantitative data was obtained from the self-completion survey, which was based on the results of the semi-structured interviews. The instrument included closed, opened and Likert scales-type questions to identify the participants' opinions and perceptions, as well as to "ascertain the participants' collective degree of agreement around the issue" (Joshi et al, 2015, p. 398). The results of these surveys were statistically analyzed with the use of the program Microsoft Excel.

4 Findings

The following findings will be categorized according to each group of participants: students, non-native teachers and native teachers. Each section will be introduced by the general description of the most important results and concluded with a brief summary and some comments.

4.1 Students' Perceptions

In this section, different elements of the native speaker ideology present in the EFL students' narratives, perceptions and experiences will be described. The results will be divided in three categories: *The impact of native speakerism on the self-subjectivities of students*; *NEST and NNEST: similarities, differences and preferences*; and *Teachers' working conditions and discrimination*. It will be addressed how students perceive themselves as English speakers, how they compare themselves to native speakers, and their appreciations towards different types of teachers. Thus, it will be noticed how students perceive discrimination against teachers, their preference towards a certain linguistic model, and the need for a collaborative work between native and non-native teachers.

The impact of native speakerism on the self-subjectivities of students

The phenomenon of native-speakerism influences EFL students in different manners. The first one to be affected is the self-subjectivities, which for the purpose of this research is going to be limited to three interrelated sub-layers that affect them: accents, linguistic role models, and feelings. Students reported that English native speakers are linguistic role models they follow mainly due to their oral proficiency. Native speakers are perceived as more fluent, better able to express themselves and generally as the correct way of speaking. In turn, students compare themselves to the native speakers causing in some cases stress and anxiety since they are afraid of making mistakes or not being understood. Similarly, students expressed negative statements

towards accents that are different to the linguistic role models they consider appropriate. Local and regional accents were regarded negatively. For instance, one student mentioned that “English spoken in the coastal regions seems horrible to me” (S3). In the same way, another student said that the teachers who still have their accents do not sound as good as the natives (S2). In other words, students value local accents negatively since they are different from the ones, they consider proper. Moreover, students have the tendency to imitate standard accents, shaping their mindsets and attitudes towards their own. In fact, some students that rated their accents as neutral reported feeling comfortable with it since their accents were more similar to the American one. However, although the majority of students still prefer and imitate standard accents, there are other students that feel comfortable with their local accents and they are not sure whether or not they should speak with a standard accent and if speaking with one necessary means to have a better level of English. Overall, students thoroughly compare themselves to native speakers while learning the language, especially in cases referring to oral proficiency. Accents are the most frequent comparison they make. Students tend to imitate native accents, accepting only standard varieties as proper. Ultimately, the majority of students are affected negatively because of this, their feelings towards their own accent are those of rejection if they do not sound native-like and discriminatory towards teachers that keep their regional accents.

NEST and NNEST: Similarities, Differences and Preferences

In regards to the pedagogical and linguistic skills of teachers, both non-natives and natives suggested to work collaboratively since their weaknesses and strengths were complementary to each other. On the one hand, the strengths of the non-native teachers were the pedagogical, formal and theoretical knowledge as well as the social background awareness of their students. Students felt that “the non-native teachers have more expertise of the grammatical rules and they understand

better the learning process of a foreign language” (S2). In the case of the natives, students considered that they do not have the pedagogical qualifications nor can they “understand the difficulties students go through while learning the language” (S3). On the other hand, the weaknesses of the non-native teachers consisted of cultural knowledge, oral proficiency, and specific language uses. These weaknesses were exactly the strengths of the native teachers. For instance, students considered that native teachers were very valuable for cultural exchange, as one student mentioned “native teachers can be a great approach to their culture” (S1). This cultural exchange can be a factor that boosts motivation in EFL learners since students would be more interested in the teacher’s class and his/her culture (S2). In addition, another strength of the native was the oral proficiency which students regarded very positively since some of them considered it the goal of learning. “The idea is to speak like them, they own the language” (S2).

In this vein, the students commented that there are other, not so evident, differences between native and non-native teachers. One difference was communication. Students mentioned that although communication was paramount for the process of learning a language, the use of both the target language and the mother language had to be finely measured. In the case of the natives, due to the lack of knowledge in Spanish, they could not communicate assertively. Sometimes “neither the native teachers understand the students nor the students can understand the native teachers” (S2). On the contrary, non-native teachers overuse the L1, in this case Spanish. Students either feel more comfortable speaking their first language or simply abstain from speaking in English. This can lead the teacher to sometimes avoid using the target language, ending up overusing Spanish, as (S2) reports. Finally, the students also commented on not having some preferences towards a specific type of teacher; rather, one of the students mentioned that native teachers could be more beneficial for learning English on advanced stages whereas non-native

teachers could teach better on beginning and advanced stages. Overall, students argue that, rather than focusing on natives or non-natives, what they value the most is that the teachers have pedagogical and theoretical qualifications. They remark how important acknowledging the strengths of both native and non-native is, while not preferring one over the other, thus breaking the dichotomy between them. Rather than different species, students see them as complementary support to each other in the process of teaching a language.

Teachers' Working Conditions and Discrimination

When asked about the conditions of the teachers, both natives and non-natives, students showed strong reactions towards some cases of discrimination they had encountered. Firstly, students mentioned that the biggest discrimination was evidenced in the labor conditions of the teachers. Natives were being hired only because they spoke the language and were being better paid even than those local teachers with pedagogical qualifications. "It is something I have experienced first-hand... there were times when natives were paid more than professionals like philologists, which is utterly unfair" (S1). Another student also tells her experience in a language institute:

One of the parents wanted a teacher to speak the whole time in English but she couldn't since the students had a very low level of English. In the end the parent wasn't happy with that, he strongly disagreed so he decided to take his daughter to a different place. He sent a letter explaining why and mentioned that he preferred a place where native speakers worked since they were better to fulfil the needs of his child. (S3)

Overall, it was evident in the students' answers that there are still some of the fallacies mentioned by Phillipson (1992b) in their actions. One of them is the native speaker fallacy, since one parent was convinced that the best way for his daughter to learn the language was to have her

exposed to native speakers of that language, affecting the teachers not only economically, but also personally. In addition, the subtractive fallacy was noticed due to the fact that one student referred negatively towards the English spoken in the coastal regions of Colombia (E3). The student rated this accent as something horrible and mentioned preferring American English. Indeed, the ideology of native-speakerism is still disseminated through economic and social practices that are reproduced by students, parents and institutions. If this prevails, the native speaker seen as superior over non-natives will keep affecting not only teachers but also students' perceptions.

To sum up, in the students' perception towards native-speakerism there are some elements that have changed, but others that are still very alive. The figure of the native speaker as the linguistic role model is still relevant since all students see them as the ultimate goal of learning. However, regarding the pedagogical skills students are inclined towards neither, rather they prefer a teacher who is qualified enough independent of the place they come from. Another present element in students is the comparison with native speakers. They frequently imitate their accents and see them as a more valuable variety than others, especially their own, replicating Phillipson's fallacies (1992b). In some cases, this causes students to feel bad towards themselves if they do not speak like natives and discriminate against others if they do not sound standard even if they are teachers. Not only students but also institutions discriminate against teachers paying native teachers more even though they are not qualified, and also in parents' mindsets who believe that native teachers are inherently better which ultimately affects students' mindsets as well. Nevertheless, students argue for collaborative work between teachers since the strengths of one are the weaknesses of the other.

4.2 Non-Native Teachers' Perception

In this section, different perceptions that non-native teachers have towards the phenomenon of native-speakerism will be explored. Three categories were created based on the participants' answers: *The impact of native-speakerism on the self-subjectivities of non-native teachers*; *NEST and NNEST: similarities and differences*; and *Teachers' working conditions and discrimination*. In these categories, it will be explained how teachers perceive themselves and others as English speakers, and what the labor conditions are for both non-native and native teachers. It was observed that although non-native teachers still compare themselves to the native speakers, they value their language proficiency and their pedagogical knowledge very highly. They argue that it is important to pursue collaborative work between the teachers since they complement each other in different areas. Lastly, it was also noticed that teachers consider some government policies and working conditions as restrictive and discriminatory.

The impact of native speakerism on the self-subjectivities of non-native teachers

Non-native teachers commented that they have changed their perceptions towards themselves linguistically and pedagogically over time. The teachers' conceptions of pedagogy have been mostly shaped in universities. Teachers asserted that initially, in their academic programs, they were reinforced to sound like a native since this was the tendency of the moment where the focus of the learning process was on the teachers. One participant said "when I was doing my bachelor's degree, we were suggested consciously and unconsciously to speak native-like. So, I judge myself by trying to sound like them" (NNEST4). Similarly, another non-native teacher from Russia expressed that "when I was taking phonetics courses, my teachers were very demanding in regards to the pronunciation and I felt my strong accent affected my performance" (NNEST2). Nevertheless, teachers mentioned that they do not replicate these teaching practices

nowadays that they not only have gone through a master's degree or have been already working, but more importantly because the emphasis of the learning process is not on them but on their students. Teachers argue to feel relieved of that burden of trying to sound like a native. NNEST1 says that “at this moment I don’t compare myself to the natives. I feel that the focus of education has changed so much that the responsibility is not on the teachers. We do not need to be perfect”. Even though teachers realized that the emphasis on teachers has changed and that they do not need to sound like natives, they are also aware that institutions and the tradition in which they were taught are still present in their minds and pressure them to try to imitate the native oral proficiency. For instance, some teachers hope to have a native accent since they consider it beautiful while others consciously imitate them in order to be more likely hired by some institutions or better regarded by students. To sum up, through their academic programs and years of experience, non-native teachers have reshaped how they see themselves. In regards to the pedagogical component, non-native teachers feel confident with their knowledge and their experiences in the classroom. However, with regards to the linguistic component, they still feel pressure to sound native-like because of two main reasons: the pedagogical tradition in which they were taught and the institutions that seek for native-like teachers.

NEST and NNEST: similarities and differences

When non-native teachers compared themselves to native speaker teachers, a prominent answer could be evidenced: both type of teachers share similarities, and differences in their pedagogical and linguistic abilities. The premise of being complementary is certainly present. Non-native teachers seem to let aside any type of dichotomous difference that may hinder their work; instead, they argue that their strengths are the weaknesses of the natives and vice versa. However, they do not focus on the differences, but rather on how they could complement each

other pedagogically. Teachers, for instance, mentioned that their strengths include knowing the context of their students, their background and learning process since they already experienced it, and the pedagogical and theoretical knowledge they possess. As a Colombian teacher explains it:

The strengths of non-native teachers are having more knowledge on the students' sensations when learning, teachers have walked that path, they know that there are moments of frustration for students, moments of fear or success, there are a lot of sensations and non-native teachers can motivate and help the students. The natives' strengths are rather linked to the vocabulary, which is wider and more complex, and of course the pronunciation.
(NNEST 3)

The aforementioned strengths can, in turn, be weaknesses for the native speakers since they lack the contextual knowledge of their students, especially true if the natives do not have a basic knowledge of the mother tongue of the students. Their strengths, as teachers argue, include: cultural knowledge, superior oral proficiency, importation of different methodologies and a boost on the students' interest. Indubitably, both non-native and native teachers can complement pedagogically. However, as several teachers mentioned, it is paramount that when a native speaker arrives in the country, they must have a pedagogical qualification. Similarly, all the teachers agreed that it does not matter which country the native teachers come from as long as they are good teachers. In other words, non-native teachers strive for a type of collaborative work where natives play a supportive role in the classroom complementing each other's strengths. As an example of this, the teachers suggested that natives could play a support role in the classroom as co-teachers or conversational partners. This under the conditions of i) to have pedagogical qualifications and ii) to have been prepared to teach in their specific contexts along with the headteacher.

Teachers' working conditions and discrimination

The Colombian working conditions, which are full of misperceptions and prejudice, differ significantly for both native and non-native teachers. Native and non-native teachers are treated in a different manner by the government policies, institutions and students. Firstly, the government policies to which the teachers referred mainly was *Formadores Nativos Extranjeros*, that brought native speakers to teach in Colombia without consideration of their pedagogical qualifications. Consequently, this importation of natives is considered a failure by the teachers because native speakers were not prepared to teach and, in the classroom, local teachers did not know how to work with them either. More importantly, the strongest argument of the teachers is that native speakers could be taking the local teachers' jobs for they are favored to be hired by institutions. As one participant expressed it "I disagree with that. They [native speakers] come and steal the jobs of local teachers that have been preparing themselves for several years" (NNEST3). Secondly, teachers are affected by the institutions that prefer to hire native speakers without preparation. Teachers reported to feel threatened that they may not get jobs or be treated as second-class teachers in the job environment. As a consequence, teachers assume they have to sound like natives in their oral proficiency, especially in their accent if they want to be hired or better regarded. Lastly, students also value the native teachers more because they consider native teachers can provide more input, can improve their communicative skills or simply are more interesting since they come from another country. As a result, local teachers may find the need to speak nativelike to fulfill students' expectations, and in the worst case, teachers end up feeling inferior as compared to natives. One teacher shared the experience of hearing his students:

Once we were working in groups in the classroom and I heard one of the students say that if they had a native teacher who did not speak Spanish, they would learn better. They would

learn more if they were forced to speak in English, and in that way their communication would be more effective. (NNEST4)

Overall, teachers reported that their working conditions are heavily affected by the arrival of unqualified native speakers. They mentioned that not only do they have to speak, and in some cases behave, like natives in order to be hired and be better appreciated by their students, they also fear that the native speakers could take their jobs by staying in the country for a long time. This situation has made teachers feel that their pedagogical and linguistic qualifications are simply not enough since students, institutions, and even the government consider the native speakers more valuable.

4.3 Native Speakers' Perceptions

In this section, the answers of the native speakers regarding native-speakerism were categorized in three segments: *Authenticity of English speakers; NEST and NNEST: similarities and differences*; and *Teachers' working conditions and discrimination*. Native speakers considered their authenticity as speakers of the language primarily in comparison with other native speakers, resulting in an occasional asymmetrical distribution of power. Similarly, although mildly inferior in regards to non-native teachers' pedagogical skills, native speakers considered themselves as highly proficient in both pedagogical terms and, more importantly, linguistic skills. Finally, native speakers reported similar answers to the non-native teachers' by acknowledging that the essence of teaching English is a business. As a result, this business tends to both discriminate against non-native teachers and natives who physically do not resemble an archetypical stereotype and also favor natives in their labor conditions, especially their wages, as well as how they are treated by students, parents, and institutions.

Authenticity of English speakers

Native speakers' authenticity and validity seem to depend on how other people perceive them and the country or region they come from. Initially, all native speakers considered that in order to be a native, at least two conditions were necessary: i) to be born in an English-speaking country and ii) to grow up speaking that language in their specific contexts. These requirements were stated regardless of variables such as color of skin, birth place or accent. However, their notions of who is a native speaker varies based on how they are perceived by others rather than the concepts they state. On the one hand, native speakers from the United States were confident on their conditions as natives, although one of them acknowledged that some people mocked her regional accent and considered the British variety better because it was the original. On the other hand, opposite to the two people from the United States who were confident of their conditions as natives, the other two participants, from Barbados and Ghana respectively, are insecure of themselves as natives. The participant from Barbados is uncertain of whether or not she is a native speaker because, despite filling the requirements, people from other countries either are unaware that her country is an English speaking one or do not acknowledge her as a native. As a result, she does not feel that her linguistic skills are on the same scale as other native speakers. The participant from Ghana has a clear position that, although he fills the foregoing requirements, he is not a native but rather an English speaker. In this particular case, the participant from Ghana has traveled to other different countries in which he has encountered several different speakers and variations. He mentioned to have developed a disdain towards his own accent for several reasons including intelligibility with other speakers, prestige of varieties and economic purposes. This situation has led him to avoid speaking like he originally did, to consider that only standard variations are proper and to diminish his accent features. Overall, it seemed that the interpretation of participants in

regards to who is a legitimate native speaker do not correspond to how they really feel. Even though they all meet the requirements, i.e., they speak English from birth and have used the language for multiple purposes, there are still some people whom consider them as non-native because of their birth place. For this reason, authenticity and validity of English speakers is closely related to the recognition that others give to the speakers of a certain country or region. Thus, this situation makes some native speakers feel that they are not rightful speakers and in the worst-case scenario makes them feel slightly inferior to the archetypical native.

NEST and NNEST: similarities and differences

Native teachers analyze their abilities inside the classroom similarly to the non-native teachers and arrive at comparable results. There are new and more strict requirements for the native teachers, and there are still similarities and differences regarding the pedagogical and linguistics skills. Native teachers notice that in order to teach in another country it is not enough to simply be a native or to do short preparation courses. Two native speakers mentioned to have arrived in Colombia without any teaching experience which negatively affected the classroom. One of them tells his experience:

I felt like I should have had more, more preparation before stepping foot into a classroom, especially in a country where I didn't speak the language, and I had no teaching experience.

So, I felt it would have been beneficial to me. And, of course, therefore, to my students.

(NEST 2)

Similarly, another native teacher acknowledged that there are courses that prepare teachers in a couple of hours. This native disagreed with that idea since it was harmful for the students' learning process. In short, most natives agreed that in order to teach in another country, in this case Colombia, it was paramount to have teaching experience and pedagogical preparation of not just

a couple of hours but more intense training such as a bachelor's or a master's degree. In fact, the participant from Ghana reflected on this issue since he arrived in the country without any preparation or experience but later on decided to do a master's degree on applied linguistics to be more prepared to meet the needs of the students.

In regards to the pedagogical and linguistic skills, native teachers reported comparable results to that of the non-native teachers. Natives commented that they were advantageous in terms of cultural knowledge, oral proficiency and breadth of vocabulary, while non-native teachers were more advantageous in terms of pedagogical skills and rapport with the students. On the other hand, natives also mentioned to have some disadvantages. For instance, if they did not speak the mother tongue of the students or did not have grammatical knowledge, the communication and instructions would not be fruitful for the students' language acquisition. Another finding is that natives' comments are preferred by students not due to their possible value as speakers to the classroom or the learning experience but because they come from different nationalities, thus making students excited to meet them. However, this excitement is explicitly coming from the cultural exchange opportunities not the linguistic or pedagogic ones. As one of the native speaker shares, students have the same interest towards people from different countries:

I don't think it is a question of native or non-native because I've known teachers from other countries considered English-speaking countries... I've known people from Egypt, from Switzerland, who have taught English and the students still have that same attitude towards them. (NEST4)

In short, the importation of natives, as natives themselves acknowledge, is based on the excitement of cultural exchange and not as a learning opportunity for students. On the other hand, some natives do consider they can be helpful in the learning process of the students, especially

linguistically. The entirety of the natives considered themselves to be better linguistic models while as pedagogical models, half of them are unsure and the other half consider the non-natives to be better. Arguably, teachers both native and non-native considered themselves not only as direct opposites, but also as complementary pieces of a puzzle. Natives, in the same vein as non-natives, strive for a collaborative work in which their strengths and weaknesses complement each other. They aim at playing a supportive role in which they are co-teachers or conversational partners similar to other programs in Spain or the United States, where there is a local main teacher and a native assistant teacher in the classroom. Overall, native teachers do not discuss for a superior position on who is or should be a better teacher, rather, the students' mindsets, the institutions and the government policies are what promote native speakerism, categorizing and dividing teachers.

Teachers' working conditions and discrimination

Native teachers argued that, regarding working conditions, there are discriminatory practices towards non-native teachers and hierarchically towards natives depending on their birthplace or ethnicity. The entirety of the native speakers agreed that there are two overarching matters that affect their working conditions: the governmental policies and the mindset of the people. On the one hand, the government policies affect non-native teachers mainly on two aspects, their job conditions and their authority. For the former, native teachers admitted they are easily hired even without any teaching experience or pedagogical qualification and can get immediately better wages than those of non-native teachers with postgraduate studies. Additionally, they have more leeway since institutions nor students are as strict with them as with other non-native teachers. They are more permissive if the natives arrive late, do not know how to answer students' questions, do not properly plan their classes and so on. For the latter, native speakers were regarded by both students and institutions as subjects of authority, even when they lacked any linguistic

knowledge. However, this belief is confirmed by the same native speakers, as one of them comments:

They would always take my work over a Colombian person's work about the same subject, even if that wasn't necessarily fair or true because some of the Colombian teachers know more about grammar than I do... There were definitely some times where I was THE guy, even though it wasn't necessarily earned or merited (...) You know, unfortunately, when you have a language academy, they are beholden to their customers, their customers expect a certain image and a certain brand. And if they can get a native speaker in the classroom, that's still the best for their brand. Unfortunately, no matter how much experience the Colombian teacher has, no matter how many certifications and quality development the Colombian teacher has, usually the native is going to be seen as superior in the eyes of their customer brand. (NEST2)

On the other hand, the working conditions are also affected by the mindset of the people. Native-speakerism has shaped the mindset of the people in power who reproduce it by creating hierarchies within the native speakers, similar to the model of Kachru's inner, outer and expanding circle. This is evidenced in the hiring processes which portrays preference towards speakers who come from a specific country or who look like the archetypical native (blue eyes, tall, blond, etc.). Several examples of this situation were found in the participants' answers. For instance, the native from Barbados explains how she is continually rejected:

Online companies don't [hire you], as soon as you put your country you get denied so they don't know me and they never met me but I get denied although they haven't spoken to me because I put my country and I put Barbados. (NEST1)

Another two examples come from the participants from the United States, who mention that universities in China rejected a colleague of him who had a master's in linguistics but was black:

A lot of universities in China told him flat out we were not taking him. And we know it has to be because he's black, because they didn't come right out and give a real good reason why they wouldn't accept him as a teacher. (NEST2)

The other example regarded people with Asian heritage in the US. The participant commented that they were rejected in teaching jobs in other countries since their physical appearance did not fill the stereotypical one (NEST3). A final example comes from the participant from Ghana, who debates on who is considered a native speaker:

For example, in China, they don't consider my country to be an English speaking one. No, they don't. They don't, they don't consider it as a native speaking country. Although in my country English is the official language and all that. They don't consider it that way. (NEST4)

In conclusion, all of the participants have different extend of knowledge on the matter of discrimination in working conditions, but they all agree that it exists and affects both native speakers and non-native speakers. They argue that one possible source of the problem is the people's mindsets and government policies. The government policies and institutions especially since they promote the teaching of English as a business. By doing so, they promote specific ideas which generally categorize people hierarchically, making them belong to a superior or inferior group depending on their birthplace or ethnicity. The situation is an ongoing debate, fortunately enough, the natives are not only aware but also against this situation, which they consider unfair. However, while teachers acknowledge and, in some cases, struggle against the problem, it is

undeniable that it is still ever present and promoted. In short, as a native speaker addresses the issue:

We try to fit people in different boxes that divide us even more than politics does. And these limits are not fair to anyone really. And they're not fair to native speakers themselves, either. Because anyone who tries to transcend these boundaries, is met with resistance immediately. What can we do to reverse these stereotypes? or not reverse them, but eliminate them and to accept more people as native speakers, and to give them more the opportunity that they've worked their entire lives to earn. (NEST2)

4.4 Further Insights

In this section, the findings which did not belong to any of the previous categories and were collected from all the participants will be addressed. These findings were not generalized in the previous sections since they were not representative; however, since they still can be relevant for different or future researches, they will be mentioned whatsoever. These findings were organized in two categories: *Present English fallacies and its consequences*; and *The imaginary of English varieties*. In the first category there are exemplified fallacies that teachers consider to be true and, to a certain extent, replicate in their practices. Similarly, some consequences of the fallacies will be mentioned such as the validation of academic titles, and the categorization of teaching English as a business. Finally, in the second category there will be explained what teachers attribute to certain English varieties and how it is perceived by students.

Present English fallacies and its consequences

In the experiences that native and non-native teachers shared, which were immersed in their everyday life, in and out of the classroom, there can be evidenced the presence of some of the Philipson' fallacies. The majority of teachers considered that the proficiency students can

achieve in English does not necessarily depend on the type of teacher, native or non-native, but rather on different elements such as significant input, methodologies, rapport with students, and so on. Nevertheless, there were two cases, one of a native teacher and another with a non-native, where it was considered better for students to have native teachers because they directly influenced the results or mastery of the language that students could achieve. The non-native teacher commented:

It does influence students' level the fact that they have a native teacher... the native has more skills, more tools, it is more natural, easier and faster... the students can acquire those skills from the native teacher. (NNEST3)

It can be appreciated that this specific teacher replicated the native speaker fallacy Philipson (1992) described. He considers native speakers as inherently better teachers due to their linguistic skills, not because of their pedagogical qualification or teaching experience. Similarly, the native speaker who had the same appreciation, considered that natives were better because they own the language. As she herself explains, "it is a good initiative to have the natives coming [to Colombia] ... to, you know, make you bilingual. That is their language and they should know better than the non-native". (NEST1). In other words, both of these teachers considered the natives as better teachers due to English being their first language rather than by other factors.

One major consequence of the foregoing fallacies is that they shaped the mindsets of teachers, institutions, and the government policies with their respective EFL programs. Three possible examples of this issue are related to the government policies, the validation of titles, and the language as a business. Firstly, non-native teachers were very emphatic that the government program that imported natives to help in the English classroom, *Formadores Nativos Extranjeros*, was utterly a failure. One of the teachers mentioned that the Ministry of Education (MEN)

considered that only by importing natives, the proficiency level of both students and teachers would improve:

We still have that vision in which the English speakers have a higher, powerful status and we, as a minority, would like to acquire a better level of that language... The Ministry of Education thinks that maybe if we are in a closer relationship with the native speakers, we, and our students, are going to acquire better linguistic competences. We would need to analyze in which context these interactions take place. (NNEST2)

Secondly, non-native teachers also considered that the people and institutions see academic titles differently. Teachers personally agreed that there was no title better than another one. For instance, a master's degree from a Colombian institution was considered equally valid as one from a University in the United States. Nonetheless, teachers mentioned that although they knew that academic titles are equally valid independent of the country they obtained it from, institutions do favor or prefer the titles that come from an English-speaking country. Non-native teachers believe that institutions have a tendency to favor not only native speakers but also teachers whose academic titles come from an English-speaking country or have been in such countries. As one teacher asserted:

For me, academic titles are equally valid... but we are in Colombia, a Latin-American country where we still think that the native speaker is superior... This influences not only on the jobs but also on the titles. They are seen as more valid. (NNEST4)

Thirdly, teachers agreed that the pursuit for academic titles coming from an English-speaking country was part of the large-scale problem called English as a business. Teachers acknowledged the value that institutions and more importantly, employers place on both academic titles and the certificates of language proficiency. All native and non-native teachers agreed that it was not a

must to have a language proficiency test in order to teach in either the public or private sector. However, local teachers are aware and explicitly disagree with the fact that employers consider it a requisite to have one of these certificates, even if you have a bachelor's degree. One of the non-native teachers mentions that he disagrees with this idea:

No, I don't think it is a must in order to teach English. If you are an English teacher, you don't have to take one of those exams, to be a teacher you spend five years learning it so not having one of those certificates does not mean you do not know English. (NNEST3)

Teachers consider it unnecessary to have an English proficiency certificate if you have a degree in language teaching, but they are aware that having one brings economic benefits in their jobs. This can be considered as a business strategy since the certificates have a validation of only two years so people need to be taking them constantly if they want raises in their wages or hope for a higher position in their jobs. However, one of the natives believed that it could be beneficial for the teachers since it supposedly helped to close the gap between native and non-native teachers:

So... for the Colombian teacher, it would probably be beneficial to have the IELTS or the TOEFL even if it's not a requirement, because it's just one more thing that could help close the gap. That perceived gap between a native speaker who is teaching English and a Colombian teacher teaching English. (NEST 2)

There is a contrast in the opinions towards the implications of taking language proficiency certificates. Whereas the natives are aware that it is a business above their possible benefits, but equally consider it slightly positive, the non-natives teachers are strictly against it since it not only is a business and branding strategy, it also reproduces the dichotomic gap between natives and non-natives. They, the non-native teachers, are the ones forced to close the gap, thus

acknowledging being in an inferior position, which teachers have thoroughly opposed, claiming there is no better teacher, especially since they have gone through long periods of time taking undergraduate and postgraduate studies, for they to be simply rejected due to a certificate that does not completely reflect their experience or knowledge.

Ultimately, the status quo places native speakers as superior and the ultimate goal of learning, which prevails in the mindsets of some people and especially in institutions. Non-native speakers have to eventually become more native-like with certificates, titles, traveling abroad or imitating natives in their oral proficiency, making evident that at least some fallacies are ever present in the Colombian teaching context. Although there is resistance coming from the teachers, such as considering the certificates as useless, little or nothing can be individually changed against a phenomenon replicated by students, parents, institutions and government policies.

The Imaginary of English Varieties

The English language has spread around the world due to mainly economic and political issues such as colonialism, which established English as a Lingua Franca or as an International Language nowadays; as a result, new varieties of the language have emerged. Currently, English does not belong to certain speakers or countries anymore; yet, there are still some preferences towards certain varieties based on an unchanged vision of power and prestige. This can be noticed in the adjectives participants give to the accent and pronunciation of certain varieties. British English, for instance, is described as more “refined”, “educated”, “cultured”, “authentic” and “elegant” as stated by several participants (S2, S2, NNEST1, NNEST2). As one of them asserted “British English has a certain elegance, it is like you listen to that accent and you say ohh it sounds so beautiful” (S3). The majority of the participants, regardless if they were natives, non-natives or students, had some preferences towards standard varieties such as British, American and Canadian,

labeling them with more prestigious adjectives. Meanwhile, other varieties such as Indian or African varieties were seen as unintelligible or undesirable, since the speakers of these varieties are believed not to pronounce properly, and the varieties themselves “do not sound as nice as the others” (NEST4). All of these misconceptions belittle the validity and recognition of other varieties as equally valuable in multiple contexts. One of the contexts that it is influenced by this misbelief is the classroom because it affects the disposition students have to listen or study other varieties that are not the predominant ones, forcing teachers to only teach certain varieties. One teacher tells his experience about promoting different varieties in the classroom:

I tried to implement some different recordings in my class. The first speakers were people from India but the students said that they spoke very weirdly and strangely. They said no, teacher, we don't like it. Another time, I brought a recording from a Russian speaking English, but no. They preferred other accents more. I tried to promote other accents but it did not work out, so I do not do it anymore. For that reason, I prefer to search on the internet for just people with American accent. (NNEST 3)

Despite the fact that some teachers would like to promote other varieties in their classroom, in the end they only teach the predominant ones because students do prefer them. Also, there are other teachers who are more interested in teaching standard varieties since they find them more valuable for the learning process. As seen in the following example:

I have more preferences for some things. For example, I am looking for something on YouTube, right? for my students. And then I mean, I start a video and if it is an Indian speaking English, I prefer to use something else. (NEST4)

Thus, teaching English varieties is linked to the fact that students or teachers may favor some varieties over others based on their perceptions, which sometimes is discriminatory. Nevertheless,

it is important to highlight that there are other factors that may help the dissemination of certain varieties such as the materials that institutions use and the accessibility to specify resources. Non-native teachers mentioned that they have to follow the books that institutions give them which are mainly American or British. In addition, they commented that American English is more accessible since there are more videoconferences, tutorials, programs, books, dictionaries and other resources in this specific variety. Overall, there is still a favorable treatment or perception towards certain varieties based on how prestigious they are. British, American and Canadian accents are better regarded than other varieties such as African or Indian. These preferences end up affecting not only bigger spheres of society but also small spheres such as the classrooms, since students are not willing to appreciate other accents as well as the teachers who are forced to only promote the predominant varieties.

5 Further research

In this research several elements for further discussion and investigations were considered. In particular, it will be addressed three of these elements: the cultural aspects or cultural exchange native speakers can offer; the working conditions of both types of teachers which leads to discrimination among them; and the possible solution to the problematic that replicates an ideology of superiority among the speakers of English. Initially, all the participants agreed, and were very enthusiastic about the cultural exchange that natives could provide for the students and non-native teachers in the classroom. This could be both a boost to the motivation of students and a tool for teachers to use. Nevertheless, when natives were asked about how they could use it in the classroom, there was no clear action plan on how to approach it, or make it so that students could get a great benefit. On the contrary, non-native teachers were secure on how to implement external cultural elements but did not apply it frequently. Additionally, the cultural elements that are

generally thought to be included in the classroom, are mostly hegemonic. The participants mentioned that they include American or British culture, excluding any different cultural element that comes from different countries and are not usually portrayed in mass media. Possible future research in Colombia could delve into how natives and non-native teachers include the cultural aspects in the classroom with elements such as books, videos, worksheets, the teachers discourses and so on, as well as what type of culture is accepted or rejected by the students or the teachers, exploring more varied views of the language such as world Englishes. A second object of study for further research could be the working conditions of teachers. Since both native and non-native teachers acknowledge the situation of discriminatory practice that favors a certain type of speaker, it could be researched the specific conditions in which both teachers are treated. For instance, the way in which they are valued, the requirements they need, the favoritism towards giving the teachers specific courses and how permissive the institutions are towards them. In other words, any possible favoritism towards a certain type of teacher or speaker. Another frequent and important situation identified in the participant answers is that one certain type of native, the archetypical one, is seen as superior over the other speakers (non-native or natives that do not fulfill the stereotype). The roots of this superiority should be addressed, identified and faced, being it race, ethnicity or any other possibility. Further research could include on how race, physical appearance, or birthplace are linked to the authenticity of the speakers as well as how this issue impacts on the self-subjectivities of the speakers and their working conditions as EFL teachers and students. Lastly, it could also be researched the possible solutions to tackle the problem of native-speakerism and its fallacies, for example, through the development of contextualized learning materials or the exploration of the government policies that reinforce superiority ideologies. More importantly, the ideas from non-native teachers that have experienced the programs such as

Formadores Nativos Extranjeros and that are trying to implement new methods to work collaboratively with native speakers should be considered.

6 Conclusions

In this section, the most recurrent answers of all the participants regarding their perceptions towards the phenomenon of native-speakerism will be briefly mentioned. The answers will be organized in a similar manner to the previous sections. Firstly, there will be an explanation of the impact of native-speakerism on the self-subjectivities of the participants. Secondly, the differences in pedagogic and linguistic skills of native and non-native teachers will be detailed. Thirdly, some of the working conditions and discriminatory practices that English teachers have experienced will be mentioned. Lastly, how native speakers see their validity and authenticity will be commented.

The phenomenon of native-speakerism and its fallacies have affected negatively the self-subjectivities of all the participants to different extents. In the case of students, which is the group that compare themselves to natives more frequently, there is a tendency to consider native speakers as the best linguistic role model, focusing mainly on their accents. Students consider only certain types of English varieties such as American, British or Canadian as valid, resulting in a strong rejection towards regional or local accents. Students do not seem to appreciate neither their nor their teachers' accents when it contains strong regional phonetic features. They assimilate it as something wrong, invalid, and even horrible to hear. Similarly, students' feelings have also been affected due to that comparison. Students feel inferior to the natives, hoping to sound like them and feeling anxious and stressed when they make mistakes or are not understood since they believe they can be judged by how they speak. In the case of the non-native teachers, they seem to have changed their perspectives with time. When they were young and inexperienced, especially in their years in the university, non-native teachers were highly influenced to sound like natives due to the

pedagogic model that highlighted the native speaker as the best linguistic model. Non-native teachers expressed feeling anxious or stressed since they were pressured to sound like natives but more recently, as the pedagogic model has changed its focus by emphasizing English as an international language, they consider that there is no need to sound like native speakers. Nonetheless, although non-native teachers are conscious that they do not need to be perfect, they feel pressured by some institutions, and in some cases parents and students, who compare them to native speakers. As a result, some teachers had ended up feeling linguistically inferior, only based on their oral proficiency and not because of their experience or qualifications as teachers. Lastly, the native speakers are constantly compared to other natives hierarchically due to their birth place or ethnicity. Some native speakers, although being born in an English-speaking country and having used the language in their everyday lives, do not feel as “rightful” native speakers since institutions or other people do not consider them as such. Natives from outer circle countries or even from inner countries but who do not fulfil the archetypal stereotype of native (white, blond, blue-eyed, etc.), due to their color of skin or heritage, are not regarded as natives, being associated with other languages different from English. This situation causes some native speakers to feel inferior as a person. Even if English is their mother language and by all means are native speakers, they believe themselves as not authentic natives. They have internalized that their English is wrong or that they have to adjust it to sound more standard due to the fallacy of intelligibility, ultimately causing them to feel that they are not at the same level as the “legitimate” native speakers. In short, the native-speakerism phenomenon has affected the participants in different manners: students compare themselves to natives, praising the standard variations and rejecting the others, which leads them to feel anxious and afraid of making mistakes or not being understood; non-native teachers are pressured to speak like natives by institutions, parents and students, resulting in

inferiority feelings since they do not feel their preparation and experience is enough; and some native speakers, whose birthplace or ethnicity is different from the archetypical one, internalized that they are not authentic or valid English speakers.

Over time native and non-native teachers have been regarded as different species mainly due to systematic institutional and governmental practices. These practices have positioned native speakers as the superior species by portraying them as the best linguistic role model to learn from. However, teachers themselves have strived for a change in the roles that society has imposed on them. Native and non-native teachers have realized that they do complement each other linguistically and pedagogically. For instance, native teachers can motivate students as the result of the cultural exchange as well as help them with more advanced or conversational courses, whereas non-native can help students more in their initial stages of their learning process since not only do they have better rapport with the students but also have gone through that learning process and its difficulties. As a consequence, both teachers and even students have acknowledged these differences, but rather than dividing teachers because of them, they aim for complementary and collaborative work between the teachers. One proposal that comes from the participants' answers is that native teachers as co-teachers or conversational partners to balance their positions in the classroom. In order for this proposal not to fail, as in the case of previous Colombian government policies, must be developed under certain conditions that teachers have debated: first, that all the natives have pedagogical qualifications of not simply 20-hour courses but hopefully undergraduate or postgraduate studies, and second, that there is a guarantee programs that connects natives and non-natives to their educational settings such as students background, infrastructure conditions, learning needs, etc., so that both of them know what roles they should perform in the classroom with clear action plans. To sum up, native and non-native teachers have let aside their imposed

dichotomic positions and instead seek for collaborative work where their strengths and weaknesses complement each other pedagogically and linguistically.

Although native and non-native teachers have opposed being categorized differently, institutions and government policies still divide them, especially in their working conditions. Native speakers, when considered as the superior species, are treated differently from non-native teachers in their hiring process, their wages, their positions as teachers and overall, their treatment. Native speakers are more likely to get hired as well as get better wages since institutions favor them due to the belief that natives are inherently better linguistic models and consequently, better teachers. Another example of how they have more advantages in their working conditions is the fact that they are not as restricted as non-native teachers. Natives have more leeway to arrive late, to not prepare their classes, to make mistakes or not to know the right answers, while the non-natives are heavily punished in contrast. The gap generated by their different working conditions is approached single mindedly by institutions: acquiring language certificates. Some private institutions believe that if non-native teachers, independent of their academic formation and experience, possess a language proficiency test, they can get closer to the level of the native speakers, which is expected to be the goal. However, in the end what institutions do is to perpetuate an ideology of superiority that forces non-native teachers to be immersed in a business that considers them as a second-class teacher. Indeed, there are still practices that value the native teachers more, considering them as a figure of authority in the language and thus widening the gap between their labor conditions and their positions as teachers.

Lastly, the native and non-native speakers have contradictory concepts and practices regarding the authenticity and validity of the English native speakers. On one hand, all the participants agree that there is no stereotype of a native speaker and that there should not be any

sort of discrimination; however, they also comment that in some cases it is assumed that people are native speakers due to their physical characteristics. As (NEST4) shares, people in Colombia have a tendency to assume people are natives by how they look. If they see a foreigner in the street with physical characteristics such as blond hair, blue eyes and tall, they immediately address him/her in English, assuming that they are native English speakers even before asking where they come from. Similarly, although the participants do not refer to a linguistic stereotype over another, commenting that English is English, and that the ownership of the language is not in the hands of the natives, they still categorize certain varieties under qualifying adjectives that divide them into good and wrong. For instance, the participants have categorized British, American and Canadian variations as desirable, elegant, original, beautiful, etc., while other variations such as Indian or African as undesirable, bad-pronounced, impossible to understand and so on. In the end, there seems to be a disconnection between the answers of the participants and their actions. Even though all of them agree that “the natives come in all shapes and colors” (NNEST2) there is a preference towards a traditional model of the native speaker, those who come from inner circle countries and that look in a particular way, leaving outside any other different native that do not fulfill this model. All the participants are aware of this, but the model is still present. The participant from Barbados gets rejected as a native, the participant from Ghana does not consider himself as a native, and the African American man is not accepted in Chinese universities because of the color of his skin. In conclusion, the participants’ awareness of the phenomenon is clear, but the possible solutions to this problem are not evident, and in turn are forced to replicate and perpetuate the phenomenon itself.

7 Limitations of the study

The most important limitation that was present in this study was the population. Whereas it was very meaningful and fruitful for the qualitative section of the research, it was not as effective for the quantitative section since the results, although relevant, could not be generalized. In the case of further studies that replicate or, to certain extends, delve into the same phenomenon, a larger population may be more helpful. Another limitation was with the group of students since their answers were very short and isolated. This could be improved with more detailed guidelines on how to have an interview with the students, especially since they limited themselves to answer what they were asked and not elaborate their answers. A third limitation was in the design of the sampling process. It was not a requirement that non-native teachers were knowledgeable and experienced in programs such as *Formadores Nativos Extranjeros*. Although teachers reported some of their experiences, these were not first-hand but recalled or shared by other teachers. A final limitation was the nature of the study, since it was exploratory and dealt with three different groups of participants, the extent to which their answers could be analyzed was limited. This, however, could also mean that further research can divide the group of participants and explore more deeply the phenomenon. Overall, the biggest limitation was the limited participants for the quantitative section of the study, it could be greatly improved if it could be replicated with a broader population that could help generalize the results and opinions that the participants have regarding the phenomenon of native-speakerism and the arrival of natives as well as its impact of their self-subjectivities.

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Appendixes

APPENDIX A. STUDENTS' INTERVIEW PROTOCOL

Nota al Entrevistador: Sea cuidadoso al hacer comentarios sobre las posibles respuestas de los estudiantes ya que pueden sentirse incómodos con algunas preguntas que requieren de sus opiniones y posturas.

Dado que las entrevistas se llevarán a cabo en diferentes horarios, no habrá una hora específica, pero todas estas se desarrollarán de manera remota.

Entrevistador: Buenos días/Buenas tardes/Buenas noches _____, nuestros nombres son Silvia Álvarez y Alexander Marciales. Somos estudiantes del programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander (UIS). Nos encontramos llevando a cabo nuestro de proyecto final de grado para optar al título de licenciados en lenguas extranjeras con énfasis en inglés. Sin más, debo agradecerle por tomarse el tiempo de hablar con nosotros hoy. Hoy estamos aquí para explorar las percepciones de estudiantes, docentes nativos y no nativos acerca de la figura del hablante nativo de inglés en Colombia. Cabe aclarar que no hay respuestas acertadas o erróneas para esta entrevista, o respuestas deseables o indeseables. Nos gustaría que se sienta cómodo diciendo lo que realmente piensa y siente. Esta entrevista tomará alrededor de 30 minutos y no recibirá ningún tipo de compensación por su participación voluntaria. Si está bien para usted, grabaremos nuestra conversación, ya que es difícil tomar nota mientras simultáneamente llevamos una conversación. Todo lo que usted diga se mantendrá confidencial y anónimo, lo que significa que solo los investigadores tendrán acceso a sus respuestas. ¿Tiene alguna pregunta antes de comenzar la entrevista?

Nota al Entrevistador: Espere las preguntas del Entrevistado y responda de la mejor manera, siempre con amabilidad y actitud positiva.

Entrevistador: Entonces, habiendo dicho las especificaciones de nuestra investigación y habiendo solucionado las dudas (decir esto si el entrevistador tuvo dudas). Ahora, nos gustaría saber un poco más sobre usted. Podría por favor decirnos...

Nota al Entrevistador: En esta parte de la entrevista, le dará a los entrevistados tiempos para responder por completo a fin de establecer una buena relación y obtener su confianza. Intente mostrar interés en las respuestas de los entrevistados asintiendo con la cabeza y diciendo algunos pequeños comentarios. Por ejemplo: “interesante”, “qué bien”, etc.

1. ¿Cuál es su nombre? Espera la respuesta del Entrevistado (indicarle que su nombre no aparecerá en el estudio)
2. ¿Cuál es su lugar de procedencia? Espera la respuesta del Entrevistado
3. ¿Cuál es su nivel de escolaridad? Espera la respuesta del Entrevistado
4. ¿Cuántos años lleva aprendiendo inglés? Espera la respuesta del Entrevistado
5. ¿Por qué decidió aprender inglés? Espera la respuesta del Entrevistado

Entrevistador: Gracias, nombre. Ahora que sabemos un poco sobre usted, nos gustaría preguntarle.

6. ¿Cómo definiría su desempeño en el idioma inglés? Esto, al momento de hablarlo, escribirlo, escucharlo y leerlo.

Entrevistador: vale, entendemos. Ahora, nos gustaría preguntarle si

7. ¿Alguna vez ha pensado en viajar a un país de habla inglesa para mejorar su desempeño en el idioma? ¿a cuál país y por qué?

Entrevistador: Gracias, de manera similar,

8. ¿Tiene alguna preferencia respecto a alguna variedad del inglés, cuál y por qué?

Nota al Entrevistador: si el encuestado no encuentra ejemplos, el Entrevistador debe proveer variedades como (**británico, jamaiquino, americano, indio...**)

Entrevistador: Bueno y respecto a...

9. De las variedades del inglés, ¿Consideraría que hay algunas mejores que otras y por qué?

Entrevistador: Interesante, ahora bien, nos gustaría saber si

10. ¿Ha intentado imitar o dominar algún acento en particular? ¿por qué?

Entrevistador: Asimismo,

11. ¿Alguna vez ha tenido alguna experiencia positiva o negativa con relación a su acento colombiano a la hora de hablar inglés?

Entrevistador: Vale, ahora,

12. En su opinión ¿quién es considerado como un hablante nativo del inglés?

Entrevistador: Listo,

13. ¿Cuáles son las características físicas del arquetipo del hablante nativo de inglés?

Entrevistador: Bueno y

14. ¿De qué países vienen los hablantes nativos del inglés?

Entrevistador: ok,

15. ¿Ha interactuado con hablantes nativos del inglés? ¿En qué situaciones? ¿De qué países eran?

Entrevistador: Nos gustaría saber a continuación

16. ¿Cuál es su posición frente a la llegada de hablantes nativos a enseñar inglés en Colombia?

Entrevistador: Entendido, ahora,

Como hablante no nativo del inglés, ¿alguna vez se ha comparado con hablantes nativos? ¿Por qué? ¿De qué manera?

Entrevistador: Listo, Ahora, comparando un docente nativo y un docente no nativo

17. ¿Cuáles cree que puedan ser las fortalezas de un docente no nativo y un docente nativo en el aula de clase?

Entrevistador: De manera opuesta,

18. ¿Cuáles cree que puedan ser las debilidades de un docente no nativo y un docente nativo en el aula de clase?

Entrevistador: Vale. Ya para ir terminando, queremos preguntarle por estrategias en el aula de clase,

19. ¿Qué tipo de estrategias pedagógicas prefiere usted que un docente utilice en el aula de clase? ¿ha notado alguna diferencia en las estrategias utilizadas por los docentes nativos y no nativos?

Entrevistador: Interesante, no lo había visto de esa manera. Ahora ya para finalizar,

20. En su opinión, ¿cuál es la mejor manera de aprender inglés y con qué tipo de profesor siente que aprende más? ¿un nativo? ¿no nativo? ¿o ambos?

Entrevistador: Eso sería todo de momento, agradecemos inmensamente todas sus respuestas, nos gustaría saber si

21. ¿Tiene algún comentario o alguna pregunta?

Nota al Entrevistador: espere por los comentarios y preguntas que el Entrevistado pueda tener y responda amablemente.

Una vez más, le agradecemos por tomarse el tiempo para hablar nosotros hoy, realmente ha contribuido mucho a nuestro estudio de investigación. Para la segunda parte del estudio, le

estaremos contactando en los próximos días para compartirle la encuesta virtual. Muchas gracias y que tenga un excelente día.

APPENDIX B. NON-NATIVE TEACHERS' INTERVIEW PROTOCOL

Nota al Entrevistador: Sea cuidadoso al hacer comentarios sobre las posibles respuestas de los profesores, ya que pueden sentirse juzgados debido al hecho de que algunos profesores no conocen los programas de importación de tecnologías y su relación con el fenómeno del hablante nativo.

Dado que las entrevistas se llevarán a cabo en diferentes horarios, no habrá una hora específica, pero todas estas se desarrollarán de manera remota.

Entrevistador: Buenos días/Buenas tardes/Buenas noches profesor, nuestros nombres son Silvia Álvarez y Alexander Marciales. Somos estudiantes del programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander (UIS). Nos encontramos llevando a cabo nuestro de proyecto final de grado para optar al título de licenciados en lenguas extranjeras con énfasis en inglés. Sin más, debo agradecerle por tomarse el tiempo de hablar con nosotros hoy. Hoy estamos aquí para explorar las percepciones de estudiantes, docentes nativos y no nativos acerca de la figura del hablante nativo de inglés en Colombia. Cabe aclarar que no hay respuestas acertadas o erróneas para esta entrevista, o respuestas deseables o indeseables. Nos gustaría que se sienta cómodo diciendo lo que realmente piensa y siente. Esta entrevista tomará alrededor de 40 minutos y no recibirá ningún tipo de compensación por su participación voluntaria. Si está bien para usted, grabaremos nuestra conversación, ya que es difícil tomar nota mientras simultáneamente llevamos una conversación. Todo lo que usted diga se mantendrá confidencial y anónimo, lo que significa que solo los investigadores tendrán acceso a sus respuestas. ¿Tiene alguna pregunta antes de comenzar la entrevista?

Nota al Entrevistador: Espere las preguntas del Entrevistado y responda de la mejor manera, siempre con amabilidad y actitud positiva.

Entrevistador: Entonces, habiendo dicho las especificaciones de nuestra investigación y habiendo solucionado las dudas (decir esto si el entrevistado tuvo dudas). Ahora, nos gustaría saber un poco más sobre usted. Podría por favor decirnos...

Nota al Entrevistador: En esta parte de la entrevista, le dará a los entrevistados tiempos para responder por completo a fin de establecer una buena relación y obtener su confianza. Intente mostrar interés en las respuestas de los entrevistados asintiendo con la cabeza y diciendo algunos pequeños comentarios. Por ejemplo: “interesante”, “qué bien”, etc.

1. ¿Cuál es su nombre? Espera la respuesta del Entrevistado (indicarle que su nombre no aparecerá en el estudio)
2. ¿Cuál es su nivel más alto de educación? Espera la respuesta del Entrevistado
3. ¿Cuántos años lleva enseñando inglés? Espera la respuesta del Entrevistado
4. ¿En qué tipo de institución enseña actualmente? Espera la respuesta del Entrevistado

Nota al Entrevistador: La respuesta a esta pregunta se complementa con el survey en el cual se identifica el tipo de institución (escuela, colegio, universidad) y si es de carácter público o privado.

Entrevistador: Gracias, Sr. / Sra. Ahora que sabemos un poco sobre usted y tenemos una mejor idea de su experiencia como docente, nos gustaría preguntarle

5. ¿Qué significa tener un buen nivel de inglés para usted? Espera la respuesta del Entrevistado

Nota al Entrevistador: haga comentarios teniendo en cuenta la respuesta, por ejemplo:

“interesante”, “no lo había visto/pensado de esa forma”, etc.

Entrevistador: Ahora,

6. ¿Cómo considera su desempeño en las habilidades del inglés? (Escritura, Lectura, Escucha y Habla) Espera la respuesta del Entrevistado

Entrevistador: vale, muy bien, entendemos. Ahora nos gustaría preguntarle

7. ¿Alguna vez ha pensado en viajar a un país de habla inglesa para mejorar su desempeño profesional en las habilidades comunicativas o estudiar algún posgrado? ¿por qué? ¿y en qué país específico?

Nota al Entrevistador: haga comentarios teniendo en cuenta la respuesta, por ejemplo: “interesante”, “no lo había visto/pensado de esa forma”, etc.

Entrevistador: Interesante punto de vista, continuando con la temática

Nota al Entrevistador: Si el encuestado responde a la pregunta 7 de forma afirmativa, continúe con la pregunta 8 cambiado “un “título por “ese título”.

8. ¿Siente que tener un título proveniente de un país de habla inglesa en comparación con uno de habla no inglesa le da más validez a su profesión? ¿por qué sí? ¿por qué no?

Entrevistador: Vale, En relación con el acento,

9. ¿Alguna vez se ha preocupado por su acento al momento de hablar inglés? * al sonar extranjero en inglés/colombiano*

Nota al Entrevistador: Si el Entrevistado responde con una experiencia previa a la respuesta 9, pasar a la pregunta número 11. De lo contrario, proceda a realizar la pregunta 10.

10. ¿Ha tenido alguna experiencia positiva o negativa respecto a esto?

11. ¿Ha intentado imitar un acento en particular?

Entrevistador: De acuerdo, gracias por compartir la experiencia. Cambiando a las variedades del inglés, podría contarnos

12. De todas las variedades del idioma inglés, ¿cuáles son sus preferidas? ¿por qué?

Nota al Entrevistador: si el encuestado no encuentra ejemplos, el Entrevistador debe proveer variedades como (británico, jamaicano, americano, indio...)

Entrevistador: Qué gran punto de vista, ahora nos gustaría saber

Nota al Entrevistador: Si el Entrevistado responde a la pregunta 12, preguntarle si promueve otras variedades en el aula de clase y por qué

13. ¿Hay alguna variedad del inglés que promueva en el aula de clase? ¿Por qué?

Nota al Entrevistador: Si el Entrevistado responde de manera muy corta preguntarle si le gustaría enseñar otras variedades ¿y por qué?

Entrevistador: Listo, lo entiendo. Ahora,

14. Según su opinión, ¿quién es considerado un hablante nativo del inglés?

Entrevistador: Bueno y

15. ¿Cuáles son sus características físicas del arquetipo del hablante nativo del inglés?

Entrevistador: Vale, de acuerdo, siguiendo la misma temática

16. ¿De qué países vienen los hablantes nativos del inglés?

Nota al Entrevistador: Si el Entrevistado no responde de una manera clara preguntarle sobre el arquetipo del hablante nativo del inglés.

Entrevistador: entiendo, ahora

17. ¿En sus instituciones educativas han contado con hablantes nativos del inglés? ¿De qué países eran?

Nota al Entrevistador: Si el Entrevistado responde no preguntarle si ha interactuado con hablantes nativos del inglés en otras situaciones y de qué países eran

Entrevistador: Nos gustaría saber a continuación

18. ¿Cuál es su posición frente a la llegada de hablantes nativos a enseñar inglés en Colombia? ¿por qué?

Nota al Entrevistador: Si el Entrevistado responde de manera general, preguntarle lo mismo pero su posición frente a los nativos sin calificación de docente

Entrevistador: Ok, lo entiendo.

19. ¿Usted siente que esta situación lo ha afectado como docente? ¿Hasta qué punto?

Nota al Entrevistador: Si el Entrevistado responde no preguntarle si conoce otra experiencia

Entrevistador: De manera similar,

20. ¿Ha sido tratado de manera diferente por ser un hablante no nativo del inglés? (especificar ámbito docente)

Nota al Entrevistador: Si el Entrevistado responde solo con un “sí,” preguntarle en qué situación. Si responde que no, pasar a la siguiente pregunta.

Entrevistador: Bueno. Y

21. Como hablante no nativo del inglés, ¿alguna vez se ha comparado con hablantes nativos?
¿Por qué?

Entrevistador: Entiendo. La siguiente pregunta es en una situación hipotética:

22. Si usted fuera el/la director/a de una institución educativa y fuese responsable de la contratación docente, ¿qué tipo de profesor preferiría contratar? ¿Un nativo, un no nativo, ambos? ¿por qué?

Entrevistador: De acuerdo, me parece interesante. Ahora, comparando un docente nativo y un docente no nativo

23. ¿Cuáles cree que puedan ser las fortalezas de un docente no nativo y un docente nativo en el aula de clase?

Entrevistador: Listo. De manera opuesta,

24. ¿Cuáles cree que puedan ser las debilidades de un docente no nativo y un docente nativo en el aula de clase?

Entrevistador: Vale. Ya para ir terminando, queremos preguntarle por características en el aula de clase,

25. ¿Qué tipo de estrategias pedagógicas utiliza usted en el aula de clase? Comparado con un docente nativo, ¿cree que sean diferentes? ¿cómo?

Entrevistador: Interesante, no lo había visto de esa manera. En cuanto a los estudiantes,

26. ¿Alguna vez se ha preocupado por cómo lo perciben los estudiantes al ser un profesor no nativo del inglés? ¿Cómo? ¿Por cuáles razones?

Entrevistador: De acuerdo. Ahora ya para finalizar,

27. ¿Considera usted que el dominio fluido del idioma inglés de los estudiantes depende de si el profesor que tienen es nativo o no nativo?

Entrevistador: Eso sería todo de momento, agradecemos inmensamente todas sus respuestas, nos gustaría saber si 25) ¿tiene algún comentario o alguna pregunta?

Nota al Entrevistador: espere por los comentarios y preguntas que el Entrevistado pueda tener y responda amablemente.

Una vez más, le agradecemos por tomarse el tiempo para hablar nosotros hoy, realmente ha contribuido mucho a nuestro estudio de investigación. Para la segunda parte del estudio, le estaremos contactando en los próximos días para compartirle la encuesta virtual. Muchas gracias y que tenga un excelente día.

APPENDIX C. NATIVE TEACHERS' INTERVIEW PROTOCOL

Interviewer note: be careful at the moment of making comments on the possible answers of the natives because they might feel uncomfortable when asked about their preferences towards one certain type of teacher.

As the interviews will take place in different schedules, there will not be a specific date since they will all be carried out online.

Interviewer: Good morning/afternoon/evening, Mr., Miss _____, our names are Silvia Álvarez and Alexander Marciales. We are students from the bachelor's degree on foreign languages with emphasis on English from the Universidad Industrial de Santander (UIS). We are currently developing the final project of our investigation to fulfill the requirements for the degree of Bachelors in Foreign Languages Teaching. Without further ado, we would like to thank you for talking with us today. We are here to explore the perceptions of students, native and non-native teachers about the figure of the native speaker of English in Colombia,

It is important to remark that there are not correct or wrong answers, nor wanted or unwanted answers in this interview. We would like you to feel comfortable telling us what you feel and think. This interview will take around one hour and you will not receive any sort of compensation for the voluntary participation. If it is okay with you, we will like to record the conversation because it is very hard to take notes while at the same time having a conversation. All that is said and recorded here will be strictly confidential and anonymous, meaning that only the researchers will have access to the answers. Before we begin, do you have any questions?

Interviewer note: Wait for the Interviewee answers and always answer in a polite, respectful manner.

Interviewer: So, having said the details of our study and having solved any doubt (say this if the Interviewee had some doubts). Now, we would like to know a little more about you. Could you please tell us...

Interviewer:

1. What is your name? wait for the participant's answer (tell them that their names will not appear in the research study)

Interviewer:

2. Where are you from? wait for the interview's answer

Interviewer:

3. What is your highest level of education? wait for the interview's answer

Interviewer:

4. Have you ever taught English before? Where? wait for the interview's answer

Interviewer:

5. For how long have you taught English? wait for the interview's answer

Interviewer:

6. How do you feel when teaching English in another country? Why? Wait for the interview's answer (environment, payment)

Interviewer: Interesting. Now,

7. Have you ever had a teaching experience in which you have been treated differently from other teachers for being a native speaker of English? wait for the interview's answer

Interviewer: I see. And

8. Have you ever been concerned about your accent? Have you ever had a positive or negative experience because of it? wait for the interviewee's answer

Interviewer: I understand, and tell us

9. How would you define a "good level" of English regarding non-native teachers and students? wait for the interviewee's answer

Interviewer: OK, now personally

10. How would you describe your performance on the following skills, writing, reading, listening and speaking? wait for the interviewee's answer

Interviewer: I see, and regarding English language

11. In your perspective, who is an English native speaker? wait for the interviewee's answer

Interviewer: similarly,

12. What countries do native speakers of English come from? wait for the interviewee's answer

Interviewer: alright, and

13. Are there any physical and linguistic characteristics of an English native speaker? If so, which ones? wait for the interviewee's answer (accent- standard-domain of language)

Interviewer: Now, if you were to compare yourself...

14.

1. (To other native speakers of English from countries other than America or Britain)
How would you describe your English in comparison to other mainstream countries such as the EEUU and England? wait for the interviewee's answer
2. Being yourself American how would you describe your English in comparison to other varieties of the same language? (To outer circle countries)

Interviewer: Understood. Regarding all varieties of English

15. Which ones do you consider to be more important/more valid and why? Do you have any preference and why? wait for the interviewee's answer

Interviewer: Alright. Thank you. Now talking about Colombia,

16. What is your opinion regarding the arrival of English native speakers in this country to teach it? wait for the interviewee's answer

Interviewer: Next we would like to ask you

17. According to your experience, what are the strengths of a native and a non-native teacher of English? wait for the interviewee's answer

Interviewer: and the other way around

18. What are the weaknesses of a native and a non-native teacher of English? wait for the interviewee's answer

Interviewer: I see. Now regarding pedagogical strategies

19. What type of strategies do you use to teach the language in the classroom? If you were to compare yourself to a non-native English teacher, would you consider your teaching methodologies different? How? wait for the interviewee's answer

Interviewer: Ok, thank you. Next question is

20. Do you consider that only native English speakers can help students to master their language proficiency? Why? wait for the interviewee's answer

Interviewer: Finally, we would like to ask for a hypothetical situation,

21. If you were the director of a language institution and were in charge of the hiring process, who would you rather hire? a native teacher, a non-native teacher, both? and why? wait for the interviewee's answer

Interviewer: That would be all for the moment, we appreciate all your answers and lastly Do you have any comment or question?

Interviewer note: wait for the comments and questions of the Interviewee and answer them kindly.

Once again, thank you for taking the time to speak with us today, you have greatly contributed to our research study. For the second phase of it, we will be sharing with you an online survey in the following days. Thank you so much and have a good day.

APPENDIX D. STUDENTS' SURVEY

Para la segunda parte de este estudio, esperamos que pueda responder la siguiente encuesta para complementar las respuestas de la fase anterior. Por lo tanto, esta encuesta busca detallar información demográfica, al igual que sus puntos de vista y experiencias acerca de la figura del hablante nativo en algunos contextos colombianos. La encuesta toma alrededor de 15 minutos y consta de preguntas abiertas, de opción múltiple y de escala Likert. Recuerde que no hay respuestas correctas o erróneas y que sus respuestas permanecerán de forma anónima. Agradecemos sus respuestas y finalmente si tiene alguna duda se puede comunicar a los siguientes correos silviageovannaalvarez@gmail.com o alexenmarr@gmail.com o si tiene algún comentario puede expresarlo en la última sección de esta encuesta.

1. ¿Cuál es su nombre?

2. ¿Cuál es su lugar de procedencia?

3. ¿Cuál es su nivel más alto de educación?

4. ¿Cuál es su profesión?

5. ¿Cuántos años lleva aprendiendo inglés?

6. ¿Alguna vez ha tenido profesores nativos de inglés? Cuéntenos brevemente la experiencia

7. ¿Cuáles de las siguientes opciones creería usted que un docente nativo carece en comparación con un docente no nativo? (Escoja un máximo de 4 items)

- a) Conocimiento del contexto y del entorno en donde se enseña
- b) Preparación lingüística y conocimiento de la gramática
- c) Más empatía con los estudiantes
- d) Conocimiento de la enseñanza de inglés como Lengua Extranjera y estrategias de aprendizaje de la lengua
- e) Una metodología más activa e innovativa
- f) Conocimiento del currículo sugerido y de programas locales
- g) Una variedad más amplia de recursos pedagógicos
- h) Intuición con relación a las áreas en las cuales los estudiantes presentan dificultades
- i) Capacidad de mediar entre los objetivos y la cultura de los estudiantes
- j) Un uso prudente de la primera lengua de los estudiantes en el aula
- k) Nada
- l) Otro:

8. ¿Cuáles de las siguientes opciones creería usted que un docente no nativo carece en comparación con un docente nativo? (Escoja un máximo de 4 items)

- a) Más fluidez
- b) Más precisión en la producción oral
- c) Más precisión en la producción escrita

- d) Amplitud del vocabulario
 - e) Más conocimiento de la(s) cultura(s) asociadas con el idioma inglés
 - f) Nada
 - g) Otro:
9. ¿Qué creería que un docente nativo del inglés que enseñan en Colombia le pueda aportar como estudiante? (Escoja un máximo de 4 items)
- a) Conocimiento de un vocabulario más amplio
 - b) Adquisición de una mejor fluidez en la producción oral
 - c) Un ambiente más real y auténtico en la clase
 - d) Más información sobre la cultura
 - e) Más confianza en el docente y su capacidad para desempeñar el trabajo
 - f) Adquisición de una mejor pronunciación
 - g) Más amplitud de los materiales pedagógicos
 - h) Otro:
10. ¿Considera usted que el dominio de un idioma depende de si el profesor es nativo o no nativo? Explique brevemente su respuesta
- a) Sí _____
 - b) No _____
11. ¿Qué considera usted mejor entre las siguientes opciones?
- a) Un profesor nativo que estudió para ser maestro.
 - b) Un profesor nativo que no tiene estudios pedagógicos.
 - c) Un profesor no nativo que aprendió inglés de manera autónoma.

- d) Un profesor no nativo que estudio para enseñar inglés como lengua extranjera ¿por qué?

12. ¿Cree necesario que su profesor tenga información académica en cuanto a la enseñanza del inglés? Explique brevemente su respuesta

a) Sí _____

b) No _____

13. ¿Cuáles cree usted que son las fortalezas de un profesor no nativo?

14. ¿Cuáles cree usted que son las fortalezas de un profesor nativo?

15. ¿Cuáles cree usted que son las debilidades de un profesor no nativo?

16. ¿Cuáles cree usted que son las debilidades de un profesor nativo?

17. Teniendo en cuenta que para hablar una lengua es necesario conocer su cultura, de 1 a 5 (siendo 1 casi nulo y 5 excelente) califique qué tanto le aporta cada uno de los siguientes perfiles de profesor de inglés para lograr un reconocimiento cultural de la lengua.

a) Un profesor nativo que estudió para ser maestro de inglés como lengua extranjera

b) Un profesor nativo que no tiene estudios pedagógicos

- c) Un profesor no nativo que aprendió inglés de manera autónoma
- d) Un profesor no nativo que estudió para enseñar inglés como lengua extranjera

18. ¿Qué variedad lingüística le gustaría aprender?

- a) Inglés británico
- b) Inglés Americano
- c) Inglés Australiano
- d) Inglés de la India
- e) Inglés Africano
- f) Me gustaría hablar inglés eficientemente con propósitos de comunicación internacional, aunque tuvieran acento con influencia del español, y que usaran una mezcla de elementos del inglés británico y del americano.
- g) Ninguna variedad en particular
- h) Otras:

19. ¿Quién cree que tiene más éxito en la enseñanza del inglés como lengua extranjera?

- a) El hablante nativo
- b) El hablante no nativo
- c) Ambos

20. Marque de 1 a 5 (siendo 1 muy en desacuerdo y 5 muy de acuerdo) qué tanto se siente identificado con las siguientes oraciones en relación a los docentes nativos y no nativos

- a) 1 2 3 4 5 Creo que todos los docentes de inglés deberían hablar con un acento americano perfecto
- b) 1 2 3 4 5 Los docentes no nativos pueden entender mejor mi proceso de aprendizaje pues ellos ya pasaron por un proceso similar

- c) 1 2 3 4 5 No me importa de dónde venga el profesor, siempre y cuando sea un buen docente. Es más importante que sea un buen docente a que sea nativo.
 - d) 1 2 3 4 5 Para aprender mejor el inglés es necesario tener un docente nativo que comprende más sobre la cultura
 - e) 1 2 3 4 5 Puedo aprender inglés mejor con un docente que español
 - f) 1 2 3 4 5 Los docentes nativos me motivan a hacer mi mejor esfuerzo para aprender inglés
 - g) 1 2 3 4 5 Prefiero docentes nativos del inglés
 - h) 1 2 3 4 5 Docentes no nativos del inglés tienen dificultades entendiendo y respondiendo las preguntas de los estudiantes
 - i) 1 2 3 4 5 Solamente los docentes nativos saben sobre la cultura del inglés
 - j) 1 2 3 4 5 Los docentes no nativos preparan mejor sus clases
 - k) 1 2 3 4 5 Los docentes nativos pueden enseñar inglés tan bien como los docentes no nativos
21. Marque de 1 a 5 (siendo 1 muy en desacuerdo y 5 muy de acuerdo) qué tanto se siente identificado con las siguientes oraciones.
- a) 1 2 3 4 5 Me siento cómodo con mi acento colombiano a la hora de hablar inglés
 - b) 1 2 3 4 5 Mi meta es sonar como un hablante nativo del inglés
 - c) 1 2 3 4 5 Me gustaría viajar a un país de habla inglesa para mejorar mi nivel de inglés
 - d) 1 2 3 4 5 Es necesario hablar con un acento estándar para que consideren mejor mi nivel de inglés

22. ¿Tiene algún comentario u opinión adicional que quisiera compartir basado/a en su experiencia y las preguntas de este cuestionario? Responda brevemente

APPENDIX E. NON-NATIVE TEACHERS' SURVEY

For the second part of this study, we expect you to fill this survey to complement the previous answers from the interview. As such the survey asks for detailed information regarding demographic data as well as your points of view and life experiences towards the figure of the native speaker in some Colombian contexts. The survey takes around 15 minutes and consists of open questions, multiple choice questions and Likert-scale questions. Please do remember that there are not wrong or right answers and your data will remain anonymous. We appreciate your answers and if you have any doubt communicate to the following emails silviageovannaalvarez@gmail.com or alexenmarr@gmail.com or if you have any comment, you can express it in the last section of the survey

1. Where are you from?

2. What is your highest level of education?

- a) primary education
- b) secondary education
- c) bachelor's
- d) master's
- e) PhD
- f) other qualifications: _____

3. For how long have you been teaching?

- a) less than 1 year

- b) 1 year - 3 years
 - c) 3 years - 6 years
 - d) more than 6 years
 - e) In which sector of education are you currently working?
 - f) public school
 - g) public college/university
 - h) private school
 - i) private college/university
 - j) private institutes
 - k) Others:
5. Have you ever travelled to an English-speaking country? Briefly describe the reasons
- a) Yes: _____
 - b) No: _____
6. Have you ever had English native speakers as assistants in any of your classes?
- a) Yes: _____
 - b) No: _____
7. On a scale from 1 to 5, 5 being excellent and 1 being very low, how would you describe your level of proficiency in English in the following areas?
- a) Reading comprehension 1 2 3 4 5
 - b) Writing/Composition 1 2 3 4 5
 - c) Listening comprehension 1 2 3 4 5
 - d) Speaking/ Oral communication 1 2 3 4 5
 - e) Grammar accuracy in use 1 2 3 4 5

f) Knowledge of grammar rules 1 2 3 4 5

g) Breadth of vocabulary 1 2 3 4 5

h) Pronunciation 1 2 3 4 5

8. On a scale from 1 to 5, 5 being very comfortable and 1 being very uncomfortable, how comfortable are you teaching the following skills?

a) Reading 1 2 3 4 5

b) Writing/Composition 1 2 3 4 5

c) Listening 1 2 3 4 5

d) Speaking /Pronunciation 1 2 3 4 5

e) Grammar 1 2 3 4 5

9. Taking into account that teaching English requires knowledge of the culture, how would you implement the cultural content in your class? Do you feel comfortable doing it? explain briefly your answer

10. Which English varieties would you like your students to use?

a) British English

b) American English.

c) African English

d) Australian English

e) Indian English

- f) I would like them to be able to speak English efficiently for international communication, even though they speak with a Spanish accent, and they use a mixture of elements from British and American English.

g) Other:

11. What would be your biggest concern as an English teacher as regards not being a native speaker of the language you will teach?

- a) not knowing the right answers
- b) being caught in making mistakes
- c) not being respected as a teacher/professional
- d) not being able to advance in your career
- e) feeling like you are chasing something impossible to achieve
- f) being treated as a second-class citizen in the job environment
- g) Other:
- h) I don't feel any particular worry

12. What do you think native teachers lack as compared to non-native teachers? (choose a maximum of four items):

- a) Knowledge of the teaching environment and context
- b) Preparation in linguistics and knowledge of grammar rules
- c) Higher empathy with students
- d) Knowledge of the EFL learning processes and strategies
- e) A more active and innovative methodology
- f) Knowledge of the local programs and educational curricula
- g) A wider range of teaching resources

- h) Intuition with regard to the areas where learners will experience difficulties
- i) Capacity to mediate between the target and the learners' culture
- j) A sensible use of L1 in the classroom
- k) Nothing
- l) Others:

13. What do you think non-native teachers lack as compared to native teachers? (choose a maximum of four items):

- a) More fluency
- b) More accuracy in oral language
- c) More accuracy in written language
- d) Breadth of vocabulary
- e) A higher preparation in the English teaching resources
- f) A better knowledge of the culture(s) associated with the English language
- g) Nothing
- h) Others:

14. Do you have any of these English Teaching Certificates?

- a) CELTA
- b) DELTA
- c) TKT
- d) None
- e) Other:

15. Do you consider that having one of these teaching certificates is a must in order to teach English? Briefly explain why

a) Yes: _____

b) No: _____

16. Which of these language proficiency tests have you taken?

a) TOEFL

b) IELTS

c) TOEIC

d) None

e) Other:

17. Do you consider that having one of these language proficiency exams is a must in order to teach English? Briefly explain why

a) Yes: _____

b) No: _____

The following four questions can be answered either in Spanish or English depending on the language you feel more comfortable with.

18. According to you, what are the strengths of a non-native teacher?

19. According to you, what are the strengths of a native teacher?

20. According to you, what are the weaknesses of a non-native teacher?

21. According to you, what are the weaknesses of a native teacher?

22. Please answer the following questions by FILLING OUT the circled numbers that correspond to your feelings, according to the following scale:

1) strongly disagree 2) disagree 3) not sure 4) agree 5) strongly agree

- a) 1 2 3 4 5 EFL teachers should speak without a strong or Colombian accent
- b) 1 2 3 4 5 Non-native teachers should be preferred to teach English in their own country
- c) 1 2 3 4 5 It doesn't matter which country they come from as long as they are good teachers
- d) 1 2 3 4 5 Native teachers are better linguistic models than non-native teachers
- e) 1 2 3 4 5 Non-native teachers are better pedagogical models than native teachers
- f) 1 2 3 4 5 Non-native teachers can teach English as well as native teachers.
- g) 1 2 3 4 5 Natives should only teach if they have pedagogical qualifications
- h) 1 2 3 4 5 Non-native teachers should travel to an English-speaking country to master their linguistic and pedagogical skills
- i) 1 2 3 4 5 Native teachers should learn the mother tongue of their students and their context

- j) 1 2 3 4 5 Native and non-native should work collaboratively in the classroom as a support to each other
 - k) 1 2 3 4 5 Native teachers should be paid more than non-native teachers
 - l) 1 2 3 4 5 Non-native teachers should speak like a native speaker of English
 - m) 1 2 3 4 5 Non-native teachers can be great models of language proficiency
23. Do you have any last comment or opinion based on your experience and the questions of the survey you would like to share? Please answer briefly.

APPENDIX F. NATIVE TEACHERS' SURVEY

For the second part of this study, we expect you to fill this survey to complement the previous answers from the interview. As such the survey asks for detailed information regarding demographic data as well as your points of view and life experiences towards the figure of the native speaker in some Colombian contexts. The survey takes around 15 minutes and consists of open questions, multiple choice questions and Likert-scale questions. Please do remember that there are not wrong or right answers and your data will remain anonymous. We appreciate your answers and if you have any doubt communicate to the following emails silviageovannaalvarez@gmail.com or alexenmarr@gmail.com or if you have any comment, you can express it in the last section of the survey

1. Where are you from?

2. What is your highest level of education?

- a) primary education
- b) secondary education
- c) bachelor's
- d) master's
- e) PhD
- f) other qualifications: _____

3. For how long have you been teaching?

- a) less than 1 year
- b) 1 year - 3 years
- c) 3 years - 6 years

- d) more than 6 years
4. In which sector of education are you working currently?
- a) public school
 - b) public college/ university
 - c) private school
 - d) private college/ university
 - e) Private institutes
 - f) Others:
5. Have you ever worked collaboratively with a non-native English teacher in their classroom?
- a) Yes
 - b) No
 - c) If yes, describe the experience: _____
6. On a scale from 1 to 5, 5 being excellent and 1 being very low, how would you describe your level of proficiency in English in the following areas?
- a) Reading comprehension 1 2 3 4 5
 - b) Writing/Composition 1 2 3 4 5
 - c) Listening comprehension 1 2 3 4 5
 - d) Speaking/ Oral communication 1 2 3 4 5
 - e) Grammar accuracy in use 1 2 3 4 5
 - f) Knowledge of grammar rules 1 2 3 4 5
 - g) Breadth of vocabulary 1 2 3 4 5
 - h) Pronunciation 1 2 3 4 5

7. On a scale from 1 to 5, 5 being very comfortable and 1 being very uncomfortable, how comfortable are you teaching the following skills?

- a) Reading (very uncomfortable) 1 2 3 4 5 (very comfortable)
- b) Writing/Composition 1 2 3 4 5
- c) Listening 1 2 3 4 5
- d) Speaking /Pronunciation 1 2 3 4 5
- e) Grammar 1 2 3 4 5

8. Taking into account that teaching English requires knowledge of the culture, how would you implement the cultural content in your class? Do you feel comfortable doing it? explain briefly your answer

9. What English variety would you like your students to use?

- a) British English
- b) American English.
- c) African English
- d) Australian English
- e) Indian English
- f) I would like them to be able to speak English efficiently for international communication, even though they speak with a Spanish accent, and they use a mixture of elements from British and American English.
- g) Other:

10. What would be your biggest concern as a native English teacher?
- a) not knowing the right answers
 - b) being caught in making mistakes
 - c) not knowing the grammar rules
 - d) nor knowing the first language of your students
 - e) not being understood by your students
 - f) I don't feel any particular worry
 - g) Other:
11. What do you think native teachers lack as compared to non-native teachers? (choose a maximum of four items):
- a) Knowledge of the teaching environment and context
 - b) Preparation in linguistics and knowledge of grammar rules
 - c) Higher empathy with students
 - d) Knowledge of the EFL learning processes and strategies
 - e) A more active and innovative methodology
 - f) Knowledge of the local programs and educational curricula
 - g) A wider range of teaching resources
 - h) Intuition with regard to the areas where learners will experience difficulties
 - i) Capacity to mediate between the target and the learners' culture
 - j) A sensible use of L1 in the classroom
 - k) Nothing
 - l) Others:

12. What do you think non-native teachers lack as compared to native teachers? (choose a maximum of four items):

- a) More fluency
- b) More accuracy in oral language
- c) More accuracy in written language
- d) Breadth of vocabulary
- e) A higher preparation in the English teaching resources
- f) A better knowledge of the culture(s) associated with the English language
- g) Nothing
- h) Others:

13. Do you have any of these English Teaching Certificates?

- a) CELTA
- b) DELTA
- c) TKT
- d) None
- e) Other:

14. Do you consider that having one of these teaching certificates is a must in order to teach English? Briefly explain why

- a) Yes: _____
- b) No: _____

15. According to you, what are the strengths of a non-native teacher?

16. According to you, what are the strengths of a native teacher?

17. According to you, what are the weaknesses of a non-native teacher?

18. According to you, what are the weaknesses of a native teacher?

19. Please answer the following questions by FILLING OUT the circled numbers that correspond to your feelings, according to the following scale:

1) strongly disagree 2) disagree 3) not sure 4) agree 5) strongly agree

- a) 1 2 3 4 5 EFL teachers should speak without a strong accent
- b) 1 2 3 4 5 Non-native teachers should be preferred to teach English in their own country
- c) 1 2 3 4 5 It doesn't matter which country they come from as long as they are good teachers
- d) 1 2 3 4 5 Native teachers are better linguistic models than non-native teachers
- e) 1 2 3 4 5 Non-native teachers are better pedagogical models than native teachers

- f) 1 2 3 4 5 Non-native teachers can teach English as well as native teachers
 - g) 1 2 3 4 5 Natives should only teach if they have pedagogical qualifications
 - h) 1 2 3 4 5 Non-native teachers should travel to an English-speaking country to master their linguistic and pedagogical skills
 - i) 1 2 3 4 5 Native teachers should learn the mother tongue of their students and their context
 - j) 1 2 3 4 5 Native and non-native should work collaboratively in the classroom as a support to each other
 - k) 1 2 3 4 5 Native teachers should be paid more than non-native teachers
 - l) 1 2 3 4 5 Non-native teachers should speak like a native speaker of English
 - m) 1 2 3 4 5 Non-native teachers can be great models of language proficiency
20. Do you have any last comment or opinion based on your experience and the questions of the survey you would like to share? Please answer briefly.
