






Native-Speakerism in Favor of Target Culture: Fairclough's Practical Reasoning Framework

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ARTICLE HISTORY

Received: 09 October 2023
 Revised: 10 December 2023
 Accepted: 17 January 2024
 Published: 31 March 2024

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ABSTRACT

This study employs Critical Discourse Analysis (CDA) to interrogate the discourse of native-speakerism prevalent in English Language Teaching (ELT). It analyzes a research article that advocates for the superiority of Native English-Speaking Teachers (NESTs) over Non-Native English-Speaking Teachers (NNESTs). By applying Fairclough and Fairclough's (2012) practical reasoning framework, the research reconstructs the article's argumentative structure and critically examines its underlying assumptions and values. The analysis reveals that the article's promotion of NESTs is underpinned by a pervasive native-speakerism ideology. This ideology constructs a hierarchical relationship between native and non-native speakers, privileging Western culture and language over others. The article's discourse naturalizes this hierarchy, obscuring its socially constructed nature and its role in perpetuating linguistic inequality. By focusing on the supposed innate superiority of NESTs, the article overlooks the complex interplay of factors influencing effective teaching, including pedagogical expertise, cultural competence, and learner needs. The research concludes by emphasizing the detrimental impact of native-speakerism on ELT. It underscores the need to challenge and dismantle this ideology in favor of a more inclusive and equitable approach to teacher education and professional development. By recognizing the linguistic diversity of the world and valuing the expertise of NNESTs, the field can move towards a more just and effective practice.

KEYWORDS: Native-speakerism; Critical discourse analysis; English language teaching; Practical reasoning; Ideology

1. Introduction

Critical discourse analysis (CDA) is a qualitative approach used to examine how discourses construct, justify, and perpetuate social inequality (Wodak & Meyer, 2009). Like discourse analysis (DA), CDA highlights the role of language as a tool of power in shaping social and psychological dynamics (Willig, 2014). It views language not merely as a communication tool but as an instrument of power that influences perception, thought, and behavior. CDA investigates discourses related to power abuse, injustice, and inequality, aiming to uncover hidden or implicit power relations (Van Dijk, 1993; Wodak & Meyer, 2009).

Everyday prejudice and oppression are reinforced by a culture of racism, propagated through political and media discourses controlled by elite groups (Van Dijk, 2007). A central focus of CDA is the use and abuse of language for exercising socio-political power. Widdowson (2007) argues that CDA is an analytical method for identifying ideological bias in texts, challenging ideologies that legitimize the power, control, and dominance of ruling systems. By doing so, CDA critically examines the assumptions and ideas underpinning the status quo.

"Native-speakerism" refers to the belief that native-speaker teachers embody a 'Western culture' that serves as the model for both English language teaching methodologies and ideals (Holliday, 2005; Medgyes, 1994; Liu, 1998; Jenkins, 2000; McKay, 2002). This concept influences various professional aspects, including employment policies and language instruction. A significant issue within native-speakerism is the 'othering' of students and colleagues from non-English-speaking regions, based on essentialist cultural stereotypes. This is particularly evident when students feel uneasy with the active, collaborative, and self-directed 'learner-centered' teaching methods often promoted as superior in Western contexts. Native-speakerist attitudes are problematic as they impose negative and restrictive labels on non-native cultures, describing them as 'dependent', 'hierarchical', 'collectivist', 'reticent', 'indirect', 'passive', 'docile', 'lacking self-esteem', 'reluctant to challenge authority', 'easily dominated', 'undemocratic', or 'traditional', ultimately portraying them as uncritical and unthinking (Holliday, 2005; Pennycook, 2002; Kubota, 2001).

A variety of foundational works in critical discourse analysis and argumentation theory have examined deliberative argumentation. Fairclough and Fairclough (2012) argue that a comprehensive understanding of deliberative argumentation necessitates consideration of practical arguments, which encompass narratives, explanations, and frames. They highlight the crucial role of value pluralism in practical arguments, noting that evaluations of current situations and subsequent claims or proposals are influenced by diverse values—often held by the same individual—and varying hierarchies of these values. Practical reasoning, they assert, is a form of conductive reasoning, where conclusions are derived from different value-based assessments of a situation, independent of the claim itself. This form of argumentation involves weighing pros and cons according to the individual's value hierarchy to reach a conclusion. Their model of practical reasoning integrates circumstantial premises (fact selection and description) with normative premises (values or obligations) to formulate an action claim that aligns with the individual's concerns (Fairclough & Fairclough, 2012).

1.1. Statement of the problem

The notion of 'non-native English-speaking teachers' (NNESTs) in English Language Teaching (ELT) has often been framed similarly to that of non-native speakers at large. In the context of language acquisition research, the idealized "native" speaker is frequently placed above the stereotyped "non-native" speaker, who is perceived as a flawed communicator with limited abilities (Firth & Wagner, 1997). This creates a competence dichotomy, casting the non-native speaker or teacher as inferior or less proficient compared to native speakers (see Valdes, 1998, on 'near-native' proficiency).

As a global language, English holds a prominent position in today's world. Phillipson (1992) argues that the expansion of English worldwide is repressive, as it not only supplants other languages but also imposes its cognitive frameworks on learners. These frameworks may represent ideologies that Westerners use to legitimize their culture and propagate their ideas. This phenomenon is often termed English linguistic imperialism (Phillipson, 1992; Rajasekhar, 2012).

Lowe and Kiczkowiak (2016) describe native speakerism as a construct that divides individuals into "us" and "them," positioning "non-native speaker" teachers and students as culturally inferior and necessitating training in "correct" Western teaching methods. This paradigm results in a preference for Western language teaching methodologies over local educational practices. A prominent consequence of native speakerism is the discrimination against teachers identified as 'non-native speakers'. Moreover, it influences the dissemination of teaching methodologies to different contexts, often sidelining the valuable expertise of local educators (Kumaravadivelu, 2012). The research argues that native speakerism sustains Western dominance in language education.

2. Literature review

2.1. Native-speakerism

Within English language teaching (ELT), the prevalent ideology of native-speakerism posits that native-speaker teachers embody a 'Western culture' from which both the English language and its instructional methods are derived (Holliday, 2005). This ideology is evident in practices and beliefs that favor the perspectives, institutions, and teaching approaches of Western native speakers. Holliday (2005) defines native-speakerism as an ideology where the viewpoints of Western ELT institutions and their native speaker representatives are prioritized over others. Research indicates that 'native speaker' status can be associated with ethnicity (Kubota & Lin, 2006) and nationality (Singh, 1998), suggesting that it is a socially constructed term encompassing not only linguistic proficiency but also various political, social, and cultural attributes (Davies, 2003). Native-speakerism impacts many facets of professional life, including hiring practices and language instruction. A significant issue is

the 'othering' of students and colleagues from non-English-speaking Western countries through essentialist cultural stereotypes, particularly when students are uncomfortable with active, collaborative, and learner-centered teaching techniques promoted as superior in the English-speaking West. Such perspectives are problematic as they negatively stereotype non-native speaker cultures as 'dependent,' 'hierarchical,' 'collectivist,' 'reticent,' 'indirect,' 'passive,' 'docile,' 'lacking self-esteem,' 'reluctant to challenge authority,' 'easily dominated,' 'undemocratic,' or 'traditional,' thus labeling them as uncritical and unthinking (Holliday, 2005; Pennycook, 2002; Kubota, 2001).

Despite claims that such descriptions stem from professional observation, their ideological and biased nature becomes evident when they appear frequently and indiscriminately in various English Language Teaching (ELT) writings, literature, and training, irrespective of the specific 'culture' being portrayed (Kubota, 2001; Holliday, 2005). Consequently, these descriptions construct an imagined, problematic Other, contrasting with the uncomplicated Self of the 'native speaker.' Alongside Phillipson's (1992) theory of 'Linguistic Imperialism,' native-speakerism is informed by critical applied linguistics research, which argues that organizations like the British Council have contributed to a neocolonial agenda, promoting Western interests through English language education and the dissemination of Western educational technologies.

Native-speakerism, as noted by Pennycook (1994), surpasses a simplistic deterministic view that confines human relationships to the realm of political economy. The clearest indication of native-speakerism is the bias against non-native English speakers. Clark and Paran (2007) highlight that 'non-native speaker' teachers face hiring discrimination, while Houghton and Rivers (2013) show that this ideology can also commodify 'native speaker' teachers. Furthermore, the reliance on cultural stereotypes in English Language Teaching (ELT) materials and training can shape students' perceptions.

Various terms are employed to characterize students from non-Western backgrounds, including "dependent," "hierarchical," "collectivist," "reticent," "indirect," "passive," "docile," "lacking self-esteem," "reluctant to challenge authority," "easily dominated," "undemocratic," or "traditional" (Rivers, 2006: 385–6). Canagarajah (1999: 108) suggests that behaviors exhibited by non-Western students and teachers are often rooted in ancient ethno-religious traditions, which exemplifies orientalist 'othering' as described by Said (1979).

2.2. CDA

Critical Discourse Analysis (CDA) encompasses various theories and methodologies aimed at analyzing discourse and social interactions. Van Dijk (2001) notes that CDA seeks to enhance our comprehension of significant social issues through discourse analysis. Fairclough describes it as the study of "linguistic and semiotic aspects of social processes and problems" (p. 368).

Critical Discourse Analysis (CDA) investigates the linguistic sources of power, dominance, inequality, and bias in both written and spoken texts. It critically evaluates how these linguistic sources are upheld and perpetuated within particular social, political, and historical contexts (Van Dijk, 1998). CDA is a method of discourse analysis that systematically explores the relationship between discursive practices, events, and texts, and the broader social and cultural structures, relations, and processes that are often obscure in terms of causality and determination. This approach aims to uncover how these practices, events, and texts both result from and ideologically influence power relations and power struggles. The lack of transparency in the relationship between discourse and society may contribute to the consolidation of power and hegemony (Fairclough, 1993).

The aim of Critical Discourse Analysis (CDA) is to uncover the links between discourse and practice that can be understood by humans. Originating in the 1970s from critical linguistics, CDA was significantly shaped by two influential books: "Language and Control" by Fowler et al. (1979) and "Language and Ideology" by Hodge and Kress (1979). The field was formally established at the University of East Anglia by Fairclough, who introduced the term CDA in his 1989 book, "Language and Power." European-style CDA uniquely combines systemic functional linguistics with critical social theory. Central concepts such as power, ideology, and discourse, which are integral to CDA, have roots in the works of philosophers and social theorists like Adorno, Horkheimer, Bakhtin, Foucault, and Kristeva. CDA has been practiced globally and has evolved into various traditions, including dialectical-relational, sociocognitive, discourse-historical, critical metaphor, Foucauldian, ethnographic, narrative-based, and interventionist approaches. According to Wodak and Meyer (2009), common features among these approaches include an interest in real language use in natural settings, a focus on texts and communicative events, the analysis of action and interaction, the consideration of nonverbal communication, and the examination of the social and cognitive aspects of interaction, along with the context of language use.

Due to its interdisciplinary focus on language, power, and ideology, Critical Discourse Analysis (CDA) became relevant in educational research. During the 1970s, scholars from fields such as sociolinguistics, linguistic anthropology, sociology, and cultural studies explored various methodologies to examine the social and textual dynamics within educational settings. CDA played a pivotal role in merging social theory with linguistic analysis, thus unifying these diverse efforts. Prominent education researchers, including Collins (1986), Gee (1990), Heath (1983), and Street (1985), have highlighted the ideological dimensions of educational practices and the socio-historical and political contexts influencing their development. Gee's (1990) publication, "Social Linguistics and Literacies," marked the introduction of CDA into educational research.

2.3. Objectives and significance of the study

Due to globalization, English has gained greater prevalence, elevating the significance of English language instruction. In recent years, the field of English language teaching (ELT) has observed a rise in the number of native English speakers as instructors. However, there exists a persistent bias in ELT favoring native English-speaking teachers, often perceived as ideal, while non-native English-speaking teachers are frequently undervalued. This paper aims to explore the concept of native-speakerism within ELT by analyzing a study that supports the use of native speakers, consequently marginalizing local educators.

The aim of this research is to offer non-native English-speaking teachers substantial opportunities to recognize that well-qualified and trained non-native English-speaking teachers (non-NESTs) can significantly contribute to English language teaching, drawing on their own experiences as learners and their professional training and teaching experience. By fostering an understanding among students and policy makers that both native English-speaking teachers (NESTs) and non-NESTs possess distinct strengths and weaknesses, this study may help alter perceptions within the field of language teaching. For non-NESTs to cultivate a positive self-perception and address the racial bias present in the English Language Teaching (ELT) profession, it is crucial to challenge prevailing negative stereotypes and acknowledge their unique advantages as English teachers compared to NESTs. As supported by Brutt-Griffler and Samimy (1999), non-NESTs can attain the competencies of "international English professionals" through self-reflection and critical action, irrespective of their race or accent.

3. Methodology

3.1. Sampling procedure

The researcher employed purposeful sampling to select 14 articles from eight journals focused on the issue of native-speakerism. This method allowed for the intentional selection of articles and their arguments for the study.

It is worth mentioning that prior to the intervention, the participants were provided with informed consent forms outlining the purpose of the study, the data collection procedures, and their rights as participants. They were given the opportunity to ask questions and were required to provide written consent to participate voluntarily in the research.

3.2. Object of analysis & nature of the object analysis

The chosen text for analysis is titled "The Effect of Native English-Speaking Teachers on the Language Acquisition of EFL Learners" by Mofareh Alqahtani, published in 2019 by the International Journal of Innovation in Research and Educational Sciences (IJIRES).

The first step involves presenting the content, aiming to identify the primary normative claims and the various reasons supporting them. Each sentence in the text has been numbered in square brackets for easier reference during analysis and evaluation. Texts of this nature can be examined by pinpointing practical arguments, such as action claims, goals, circumstances, and values that support the suggested actions. The argument can then be assessed by posing critical questions. Selected sections of Mofareh Alqahtani's original text, "The Effect of Native English-Speaking Teachers on the Language Acquisition of EFL Learners," will be presented first, followed by a reconstruction of the argument's structure.

(...) [1] While the invaluable experience of the native English-speaking teacher remains largely limited to private schools and educational institutions to date, it is held that such expertise would be of equal learner benefit within the public education sector (...)

[2] English language proficiency is no longer a merely desirable addition, but rather a social and professional prerequisite then, the prevailing issue of low EFL student achievement has become something of an obsession for Arab education stake-holders. [3] In light of this, the use of a native English-speaking teacher in tandem with a local teacher is now deemed necessary to properly develop the language competencies and skills of learners studying English as a Second Language (...).

[4] While it is self-evident that such teachers have the advantage of expertise in their mother-tongue, the majority are also highly qualified and accredited professionals, as certified by TEFT (Teaching English as a Second Language) and/or the TKT (Cambridge Test of English Teaching Knowledge). [5] In addition to undergoing specialized teacher training and the accumulation of practical experience, such teachers also demonstrate a knowledge ability and openness to contemporary pedagogies and teaching aids. [6] In short, the native English-speaking teacher outperforms the domestic teacher because he operates within his mother-tongue while the local teacher toils in his second foreign language. [7] Thus, the present study proposes a wide variation in favor of the native English-speaker teacher.

[8] Since they now maintain that the pressurized English learning process cannot be properly completed without specialist expertise, many Arab educational institutions seek the assistance of native English-speaking teachers as a means to instruct non-native counterparts in their teaching philosophies and strategies (...).

[9] The fundamental research problem rests in determining the effectiveness of using the native English-speaking teacher (NEST) rather than a non-native teacher (NNEST) as a means to ascertain whether this fulfils the aim of elevating the low standard of student attainment in English language skills (...).

[10] The participants comprised 5 NESTs and 5 NNESTs in addition to 30 students enrolled in the first level at King Khaled Military Academy. [11] Fifteen of the students were taught by NESTs and 15 by NNESTs. [12] The student age range was 19 to 20 years old.

(...) [13] The teaching of English as the second language (ESL) as a vital means of keeping stride with current global developments. [14] Although the English language is now the accepted leader of contemporary communication and knowledge, there is a dearth of studies which address its impact on local and/or regional environments.

(...) [15] The results confirmed that NESTs performed better for the reasons previously outlined in this research. [16] The study also revealed that NEST EFL methodologies and teaching strategies more closely align with the needs and requirements of contemporary students. [17] While the current research results may not be currently generalizable to all educational institutions or ESL students, they nonetheless provide valuable insights into the general presentation of English teaching methods which assist students to assimilate better English language skills. (...) [18] In fact, the results of the study clearly indicated the NEST approach to be a highly effective and positive method of teaching English as a foreign /second language.

[19] A breakdown of the research results confirmed that 75% to 95% of students were satisfied with NEST teaching as compared to 5% to 25% who reported dissatisfaction (...).

(...) [20] Students taught by NESTs are clearly conscious of peers who have been taught by NNESTs due to the local teacher's use of idiomatic language to deliver the course and the use of traditional teaching methods. [21] It is further evident that the NEST frequently encourages students to practice English language through direct communication with the teacher while the NNEST tends to resort to the local language when students are struggling or supports memorization rather than practice inside or outside classrooms.

[22] As expected, the results confirmed that students graduating from private schools which employ NESTs exceeded the language learning performance of their local school counterparts. [23] Other than positive attitudes toward the levels of student linguistic attainment of foreign school graduates, such correlation values further reveal a number of variables which determine the process of success as follows:

[24] A native English speaker with a very strong command of English language, cumulative classroom experience and training, and authentic pronunciation, ensure the NEST is the preferred choice of EFL/ESL teacher.

[25] It is evident that language teachers who speak the mother-tongue reflect the desires and needs of today's students. [26] It is critical to consider student attitudes and expectations regarding the provision of authentic and highly-qualified teaching since satisfied and motivated learners arguably assimilate improved grammar, pronunciation, reading, writing, and other language skills, in a more timely and effective way through the contemporary teaching strategies used by NESTs.

[27] Finally, the interview phase of the study confirms that the NEST approach is best suited to the mentality of the student. [28] This interesting finding is yoked to advanced NEST teaching methods which are supported by intensive training and a distinct style that takes account of students' abilities and needs in terms of grammar, pronunciation, reading and writing, as well as the application of straightforward methods which students find easy to follow. [29] While it is conceded that NNEST teaching method is accessible to students who share the same mother-tongue as the teacher, NESTs also tend to employ realistic teaching methods to convey the frameworks of the English language, and apply various forms of modern technology to assist students to assimilate accurate language skills.

[30] To date, the practice of appointing native English-speaking teachers remains delimited to private educational institutions, but may gradually extend into the public sector in the near future.

[31] *NEST - Merits:* A high degree of competence and teaching expertise due of specialist training.

[32] Adopts modern teaching methods and strategies which enable the independent learner to derive knowledge and information without constant teacher intervention.

[33] Correct use of the mother-tongue affords learner opportunities to practice English with a specialized teacher.

[34] Has the advantage of original mother-tongue pronunciation which improves student accuracy of utterance.

[35] Understands the meanings and connotations of word-use in multiple contexts.

[36] Comparative analysis between the native English-speaking teacher and the nonnative English-speaking teacher clearly demonstrates that each has advantages and disadvantages. [37] The principal advantages of the NEST are the ability to speak the English mother-tongue with fluency, confidence, and excellent pronunciation, and enabling learners to acquire living language skills through listening and communication. [38] Moreover it is evident that practicing English with native speakers fosters an authentic and realistic use of vocabulary, a thorough understanding of the culture accompanying the language, a more genuine accent, and accurate pronunciation.

[39] The study confirms that the contribution of the native English-speaking teachers in stimulating EFL learners by applying appropriate and enjoyable methodologies in terms of style, language strategies, and components, is both skillful and extremely effective. [40] One of the most significant results revealed that NESTs motivate students to better understand and engage with the English language. [41] Moreover, there is a positive shift in student opinion in terms of communication with the native English-speaking teacher. [42] This suggests that attitudes towards the target language may be considered a meaningful barometer of teacher performance and learner achievement. [43] As expected, the findings also confirmed that private schools students currently enjoy significantly better learning outcomes in English than their counterparts in the public education sector.

[44] In light of overall findings, the following actions are recommended:

[45] Greater reliance on qualified native English-speaking teachers within the English language teaching process.

[46] The status of native English-speaking teachers should align with the needs of students according to the goals and objectives required (...).

[47] Critics of [Using] (...) Native-speaker teachers [maintain that] native English-speaking teachers cannot secure the desired learning results to the wide variation of social factors which pose challenges to 'foreign' teachers, such as student inability to understand the language of instruction, teacher difficulty in engaging with the prevailing educative customs and content, and regional linguistic and socio-cultural barriers.

[48] Adoption of technological educative means in all its forms in order to motivate both the native English-speaking teacher and student to perform at their best.

[49] Provision of a working environment which enables teachers to perform their duties professionally and effectively.

[50] Greater promotion of the English language and emphasis on its value, not only a mandatory school subject, but as a prerequisite for ongoing social and professional life.

The way arguments are used to justify actions has been widely debated across various disciplines, including logic and moral philosophy. Aristotle's concept of practical reasoning is particularly contentious in philosophical discussions (Millgram 2001). This is because rational deliberation about goals (or reasoning towards an end, as described by Aristotle in *Nicomachean Ethic*, encompasses diverse interpretations of what makes an argument rational and what makes one argument superior to another (Temkin, 2012).

In argumentation theory, deliberation, as discussed by Richardson (1997), is essential for justifying decisions. Reconstructing and evaluating the implicit premises of practical arguments is crucial for effective deliberative argumentation.

To identify the origins of deep disagreements (Muir 1993; Fairclough and Fairclough 2012; Fairclough 2013), it is essential to represent and formalize both the explicit and implicit aspects of practical arguments. Atkinson et al. (2006) developed interaction protocols for dialogues regarding proposed AI actions, building on Perelman's (1968) exploration and resolution of opinion conflicts. In fields like political science, critical discourse analysis, argumentation, and education, the analysis of deliberative argumentation structures and the evaluation of practical arguments have gained importance. Since democratic decisions rely on argumentation and must be justified through it, deliberative argumentation is viewed as fundamental to democracy in political science (Elster 1998). One key goal of argumentation in this context is to transform preferences.

3.3. Analysis

Fairclough and Fairclough's (2012) framework outlines an argument structure consisting of circumstantial premises, goal premises, value premises, and a claim for action. These components collectively form an argument, defined as a collection of statements where some (premises) support another (claim). In positivist research, the value premise, which influences the goal and the context of action, is often implicit. The goal represents the desired future state that the arguer aims to achieve. The circumstantial premise, addressing the current problematic state of affairs, is typically presented in the introduction and sometimes reiterated in the conclusion. The claim, which is the proposed action, serves as the means to reach the specified goals and is linked by a means-end premise that is presumptive.

Fairclough and Fairclough (2012) propose a model of practical argumentation where circumstantial premises (which encompass the selection and depiction of facts) are integrated with normative premises (such as values or obligations). This integration generates claims for action that align with the agent's concerns.

The abstract model of practical argument is represented as shown in Fig. 1 (Fairclough & Fairclough 2012).

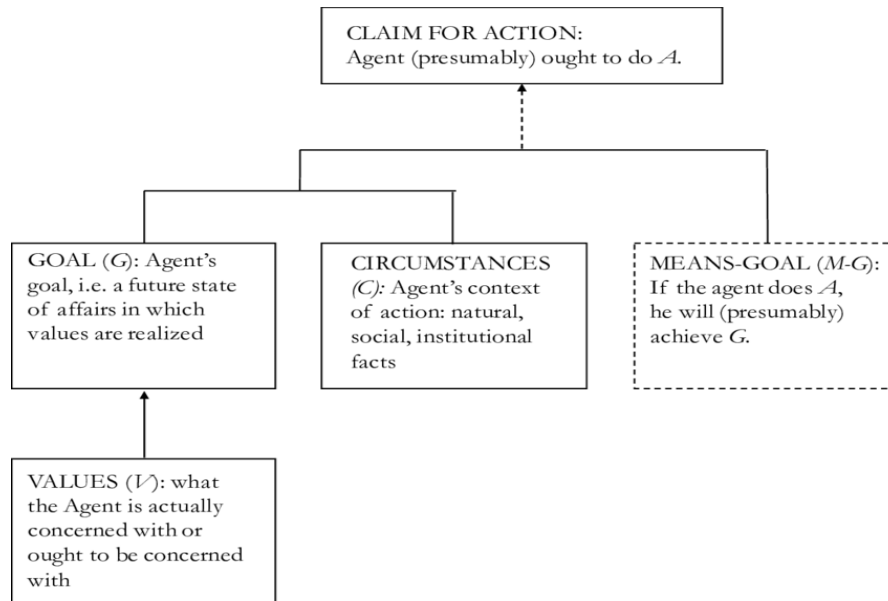
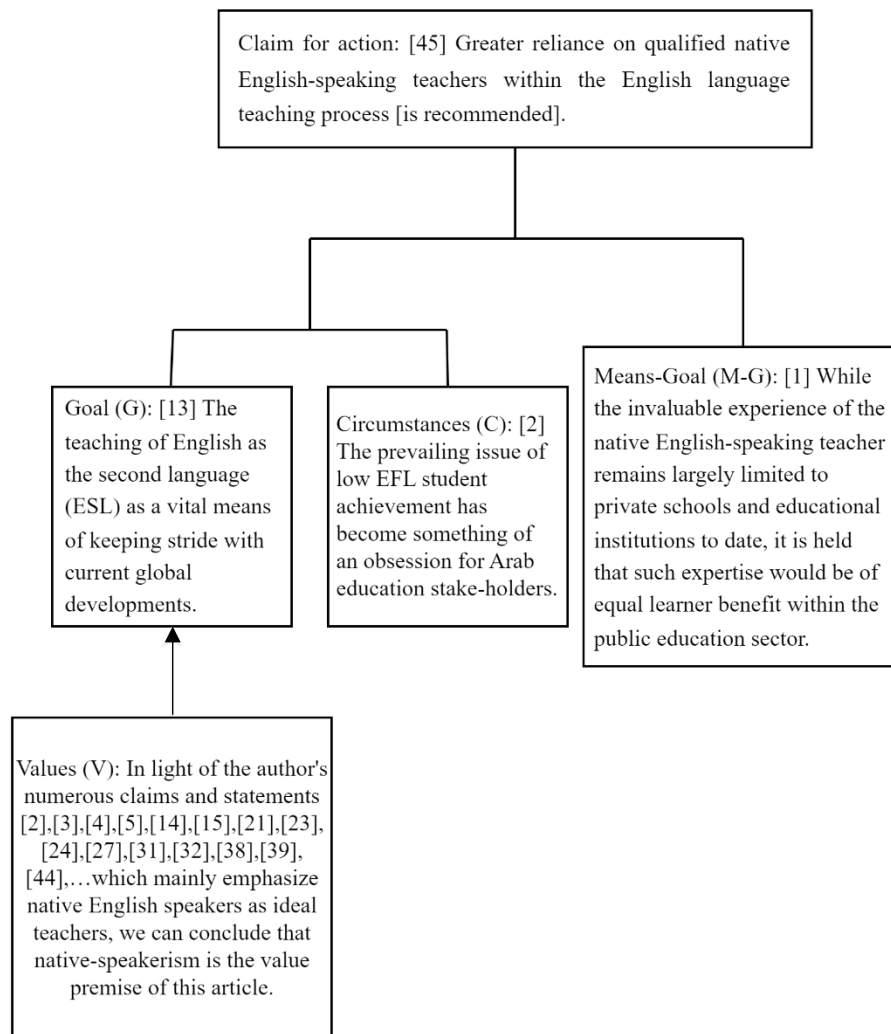


Figure 1. Fairclough & Fairclough (2012) model of practical argumentation

The analysis of practical arguments emphasizes the significance of values. Values influence the evaluation of a desired future state or proposal and the means to achieve it. They also play a pivotal role in selecting and describing relevant circumstances (Fairclough & Fairclough 2012,). Consequently, the depiction of a situation and its attributes is shaped by the values being upheld.

This framework aims to assess the soundness of practical arguments and their justifications, focusing on the reasons provided by speakers to endorse a particular course of action. It considers practical arguments as deriving from argumentative inferences grounded in goals and values, which inform choices and recommendations. This approach necessitates identifying what is good or preferable and understanding what exemplifies a particular preference or value.

Reconstructing the argument is a crucial part of the analysis phase in Fairclough and Fairclough's (2012) framework. By applying this framework, the argument was reconstructed after examining the article:



3.3.1. Claim

“Greater reliance on qualified native English-speaking teachers within the English language teaching process” [is recommended].

3.3.2. Circumstantial premise

[2] the prevailing issue of low EFL student achievement has become something of an obsession for Arab education stake-holders.

3.3.3. Means-end premise

[1] While the invaluable experience of the native English-speaking teacher remains largely limited to private schools and educational institutions to date, it is held that such expertise would be of equal learner benefit within the public education sector.

3.3.4. Goal premise

[13] The teaching of English as the second language (ESL) as a vital means of keeping stride with current global developments.

3.3.5. Value premise

In light of the author's numerous claims and statements [3], [4], [5], [6], [15], [22], [24], [25], [28], [31], [32],[37],[38],[43], ...which mainly emphasize native English speakers as ideal teachers, we can conclude that native-speakerism is the value premise of this article.

3.4. Evaluation

3.4.1. Critical questions for normative critique (NC)

In alignment with the three approaches through which criticism or evaluation is performed during a critical discussion, we employ three corresponding sets of critical questions. The subsequent step involves a dialectical assessment of the text's arguments, utilizing critical questions directed at the premises, the argument as a whole, and the claim. This method allows us to execute criticism by posing these three predefined sets of critical questions (CQs). These sets include the following:

- (a) Critical questions that challenge the rational acceptability of the premises (or their truth).
- (b) Critical questions that can defeat the argument.
- (c) Critical questions that can rebut the claim. (Fairclough and Fairclough 2012, 45).

3.4.2. CQs that challenge the rational acceptability of the premises (or their truth)

3.4.2.1. Circumstantial premise

Is the situation presented in a logically acceptable manner?

The conditions are outlined to favor a specific course of action over another. The choice of relevant facts and the evaluative language employed to describe these facts inherently guide towards a predetermined conclusion. For example, Alqahtani highlights that the issue of low EFL student achievement has become a significant concern for Arab education stakeholders. This argument seems to suggest that local teachers are ineffective and that only native speakers can be successful in the classroom. Thus, the context of action is not described in a dialectical manner.

3.4.2.2. Goal premise and Means-end premise

Should the arguer have taken into account additional objectives, including the legitimate goals of others, thereby broadening the deliberative context beyond mere instrumental purposes? (Fairclough & Fairclough, 2012, p. 341). How strongly is the goal aligned with the agent's values? Will the proposed action truly accomplish the intended goal? (Fairclough & Fairclough, 2012, p. 61). What alternative actions, aside from the proposed one, that could also achieve the goal, should be considered? (Other-Means Question)

The goal and means-end premise can also be challenged. The goals of action are "The teaching of English as the second language (ESL) as a vital means of keeping stride with current global developments" and to have proficient English speakers. And the means-end is "While the invaluable experience of the native English-speaking teacher remains largely limited to private schools and educational institutions to date, it is held that such expertise would be of equal learner benefit within the public education sector."

The effectiveness of teachers is predominantly influenced by their proficiency rather than their accent. In the case of non-native-speaking teachers, stakeholders such as parents, principals, and policymakers often neglect the advantage that these teachers may share a common language with their students. Due to their own experience with language acquisition, non-native teachers can elucidate concepts, vocabulary, complex structures, and semantics in both languages. Typically, non-native speakers engage in more rigorous study of English grammar and mechanics compared to native speakers. While native speakers may intuitively understand grammar rules, non-native teachers are better equipped to explain these rules clearly, aiding students in fully comprehending and retaining the information.

3.4.3. CQs that can defeat the argument

These challenge the inference from the premises to the conclusion and can indicate that the argument is invalid. Examples of these CQs include the following.

CQ: Is there any other action [or means] that is better than the one proposed in the claim to achieve the goal and thus makes the proposed action unnecessary? (if yes, the conclusion no longer follows from the premises and as such is invalid.)

The demand for English language teachers remains high globally as educational institutions and businesses strive to hire skilled and effective instructors. A pertinent question in the field of English Language Teaching (ELT) is whether the native or non-native status of a teacher significantly impacts their employability. The clarity of the teacher's pronunciation and the effectiveness of communication are crucial factors, suggesting that a teacher's accent does not substantially affect students' language acquisition. Notably, non-native English-speaking (NNES) teachers currently constitute around 80% of the ELT workforce (Richardson, 2016). Favoring native English speakers (NES) over NNES teachers is both impractical and undesirable. If all recruiters were to exclusively hire NES teachers, believing them to be the only qualified candidates, the demand for English teachers would far exceed the available supply.

3.4.4. CQs that can rebut the claim

The primary concern is with the outcomes of actions, specifically those outcomes that contradict the action's intended objectives or other goals that the agent should support, such as the valid aims of other agents. According to Fairclough and Fairclough (2012), these are the most significant issues from the perspective of the rationality of action.

Does the proposed action counteract its intended goal, thereby producing adverse effects? Additionally, does it conflict with other goals the agent is or should be dedicated to, including the valid goals of other agents? Furthermore, does the action negatively impact human well-being or the legitimate aims of agents and other acknowledged public concerns? (Fairclough & Fairclough, 2012)

Teachers who use English as a second language should not face marginalization due to their linguistic backgrounds; instead, their multilingual skills should be appreciated. Multilingualism provides not only cognitive benefits but also enhances morphosyntactic understanding, metalinguistic awareness, creativity, problem-solving abilities, and memory retention. Multilingual teachers are often more adept at comprehending and explaining the structure of the target language, aiding their students in understanding how the language functions. These teachers draw on both theoretical knowledge from their training and practical insights from their own language-learning experiences.

3.4.5. Critical questions for explanatory critique (EC)

Do the beliefs and concerns driving the argument primarily benefit the dominant party? (Fairclough & Fairclough, 2012, p. 100:2; Fairclough & Fairclough, 2018, p. 14:2).

How do the beliefs and concerns linked to the interests of specific social groups become widely accepted? (Fairclough & Fairclough, 2012, p. 100:2).

How do these particular yet universalized beliefs and concerns negatively impact human well-being and various aspects of social life, especially power relations on an international level? (Fairclough & Fairclough, 2012, p. 100:2).

What changes in current institutional arrangements are necessary, such as devolving more powers to local authorities to strengthen local democracy?

Native-speakerism undermines both the English Language Teaching (ELT) profession and prevailing views on English and its associated cultures. Labeling teachers as 'non-native speakers' reflects a deep-seated skepticism about their cultural contributions and carries implications of cultural inadequacy based on non-Western biases. Additionally, this concept devalues 'native speaker' teachers, reducing them to mere commodities in a market fixated on the ideal of the 'native speaker.' While 'non-native speaker' might be a neutral term in the context of other languages, its application to English carries a negative connotation due to its entanglement with global power dynamics, rendering it a term with neo-racist undertones.

In the realm of teaching practices, the ideology of native speakerism can exacerbate challenges for non-native speaker teachers (NNSTs), leading to reduced classroom favor, diminished self-confidence, and negative perceptions of other English varieties. Regarding employment practices, existing literature indicates that numerous institutions and recruitment agencies prefer hiring native speaker teachers (NSTs) and provide them with higher salaries compared to NNSTs, despite many NSTs lacking formal English teaching certifications. This preference may be linked to inequitable hiring policies, double standards, and underlying biases and discrimination.

4. Conclusion

Based on existing research and our own observations, native-speakerism remains deeply entrenched in English Language Teaching (ELT). There is a clear link between privilege and marginalization in TESOL methodologies, practices, and recruitment for ELT professionals. Despite the criticism from many Non-Native English-Speaking Teachers (NNESTs), ELT practices in various settings still lack the professional recognition for NNESTs. As long as monolingualism prevails in ELT, bilingualism or multilingualism will not be valued, resulting in the continued dominance of Native English-Speaking Teachers

(NESTs). This paper advocates for challenging the native-speakerism ideology that reinforces distinctions between the Self and the Other in the ELT domain (Fang, 2018). ELT policies and practices should embrace multilingualism rather than adhere to a monolingual standard. Addressing native-speakerism is challenging, as many ELT practitioners remain unaware of or misunderstand English as a Lingua Franca (ELF) theory.

The prevalent dichotomy of 'native English speaker teachers' (NEST) versus 'non-native English speaker teachers' (NNEST) has been criticized for its oversimplified approach in linking teaching practices directly to language proficiency. This problematic perspective has led the US TESOL organization to issue two 'position statements' (TESOL 1999, 2006) rejecting such divisive classifications. Consequently, the field of English Language Teaching (ELT) is shifting towards a more inclusive 'both/and discourse' (i.e., incorporating both NESTs and NNESTs) that recognizes and values the diverse strengths and limitations of both types of educators in various teaching contexts (Matsuda & Matsuda 2001). This broader perspective promotes collaboration and mutual support, offering learners a richer educational experience that is contextually and socially relevant (Mahboob, op. cit.). On a micro level, this approach enhances learners' access to diverse sociolinguistic and intercultural resources (McKay, op. cit.). On a macro level, it contributes to fostering a professional environment that embraces diversity throughout the field (Selvi, 2009).

5. Implications

This study has significant implications for both policy and theory. Education practices and policies that emphasize native-speakerism bolster the preference for native English among students, parents, and policymakers, adversely impacting their perceptions of localized English varieties. This trend endangers the linguistic and cultural diversity of regional non-native English variants and their sustainability, as well as the identities of non-native English-speaking teachers (NNESTs). The application of native-speaker ideology in English language teaching policies and practices has been problematic. Therefore, a frequently recommended solution is to adopt a localized model that is more linguistically, culturally, and politically relevant to the local context of students and teachers than a native speaker model.

Native speakerism arises from the historical and ongoing cultural dominance of English-speaking Western countries, coupled with discrimination against nations both within and outside the Expanding Circle. Additionally, native speakerism is based on the traditional belief that native English speakers inherently own the language and embody a superior educational culture. It is imperative for ELT researchers and educators to continue challenging and debunking these outdated and persistent chauvinistic ideologies. Addressing the persistence of native speakerism in global ELT and recognizing the diverse sociolinguistic and sociocultural dynamics brought about by globalization will foster a more ethical, democratic, and harmonious environment for ELT learners.

6. Limitations of the study

Some limitations of this study should be considered. Firstly, the analysis is based solely on a single article from the Saudi Arabian context. Secondly, the study employs only Fairclough and Fairclough's (2012) framework for discourse analysis. Other analytical approaches could be applied to examine the discourse comprehensively.

7. Future directions

To gain a deeper insight into native-speakerism, it is essential to undertake more qualitative studies examining its impact on individual teachers. Such research will help elucidate the intricacies of this ideology in the educational field and equip us to address it effectively. This can be achieved by evaluating additional studies through various theoretical frameworks to more effectively reveal the consequences of native-speakerism.

8. References

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