

NATIVE SPEAKER TEACHERS AND TEACHING THE CULTURE OF ENGLISH**Lina Farsia^{1*}**

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Abstrak

English is the world's lingua franca which used by different people from different nation for communication purpose. Hence English is not only owned by the nations that use english as their first and official language but it is also owned by everyone who uses English. Every person who uses english has the same ownership of english as the person who is English native speaker. Consequently, the culture of English does not only belongs to the native english contries but also to everyone who uses english for comunication. The notion that native speaker teacher is better than non native speakers teachers is not valid anymore. The competence non native speakers teachers also can teach English successfully. American and British cultures are no longer the priority when it comes to teaching the culture of english but building up the awareness fo how people from different countries have different culture and improving students cross-cultural understanding is the key to the successful to the teaching of Englishh culture

Keyword : Native, Teachers Culture of English.**INTRODUCTION**

“**I prefer a native speaker teacher**” is a statement I did not and still do not like. Few years ago, I kept listening to this statement from my students and from some language institutions. However, at that time I just felt mad because they ignored my ability in teaching English but could not do anything to prove this statement was wrong maybe because I used to think the same way. Therefore, I could not blame them for that because if I were them I might have preferred the same thing. No one is better in teaching English besides native speakers of English. Because previously those people and I was thinking that the goals of studying English is how to be as “cool” as native speakers (American and British English). What was worst at that time was we looked down and assumed that Australian English is not good enough to be studying.

Hence American and British were the only role model in English teaching and

learning activities. As the result, the teaching and learning of English was always about British and American English where students are encouraged to read the American and British literature and the teaching about culture was always about the culture of America and British, especially about food and festivals or events. Therefore, it is not wrong to think no one can be better in teaching English besides native speakers (American and British people) of English because they speak very well in English and they know better about their culture compare to non-native speaker teachers and non –native speakers teacher always be the last option.

Fortunately, nowadays the story about English native speakers of English is not as simple as American and British English. English has become a world's lingua franca, which means that people who use different mother tongue use English for their communication to make them understand each other. Holmes (2008, p. 82) defines lingua franca as a language used for communication between people whose first language differs. Here, it can be concluded that when different people from different countries speak different L1, they need one language as a medium to make them understand each other and for now English is used as that medium. As English has become a world's lingua franca, spoken by a lot of people in the world, English is now not only American English and British English but there are a lot of "Englishes", such as Singaporean English, Colombian English, Indonesian English and a lot of other "Englishes" and hence this geographical spread of English speakers makes many developed variations of English which of course, speakers of all these different Englishes use different vocabulary, different phonological system, different grammar system, and different in terms of pragmatic meaning because each of varieties brings its own norms.

DISCUSSION

NATIVE SPEAKER TEACHER

Many English teachers out there are not aware that the English is now a world's lingua franca which means that students have to think that English belongs to them too not belongs to "foreigners" which later make them think only native speaker teachers can teach best the culture of English. The non-native speaker teachers to be more confident that they are also can do better in teaching culture of

English because they are the expert of their own culture and norms. As it is known that the language teaching is not a static process but dynamic process, it changes due to the change found in the social and context. In the past, it might be not all non-native teachers have the confidence to say that they also can teach English culture better than native English speakers but now a lot of writings have shown that we are non-native speakers teachers also can teach English with the culture of our own and we are the expert of it non the teachers from USA and UK.

With this confidence, the teaching process will be much better because our self-esteem as non-native teachers has been upgraded. Hence, the contribution of scholar writing is very essential for better education for better teaching and learning process to help educators, teachers, and students achieve the goals of learning English and the culture effectively. A native or non-native teacher does not determine the good teaching and learning process but teachers' competence in teaching is one of them. If she or he is a native teacher but you are not competence then she or he is very likely not to have a professional success and vice versa.

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This expansion of English hence challenges the status of native speakers as the only correct and good model for learning English and English culture. In line with this, Nayar (2000, p. 466) mentions that the expansion of English, in other words, is potentially challenging the status of the native speaker as “the representative of correct language acts, authentic pragmatics, proper critical thinking, and unassailable rules of elegant social behavior in English . . .” Therefore, teaching culture of English based on the native speakers culture is no longer a wise decision. This is somehow; bring a good impact on the non-native speaker teachers because we do not have to teach the culture of America or British when sometimes we ourselves do not really understand about the food or the events from the USA and UK and the notion that only the native speaker teachers can teach English culture the best has to be re-examined.

Since English has become a lingua franca which means that English belongs to everyone who speaks it and it is automatically the culture of the person speaking English is embedded in English. 'this variety of English' in the real life they also deal with a lot of other varieties. Teachers have to make students be mindful that communities from different nations do things differently. Here, teachers can prepare in her lesson plans and material about teaching culture with the intercultural aspects needed for communication success such as how people do greeting, promising, accepting and rejecting invitation differently. For example, Japanese people greet differently from New York , and the other example is that what is considered polite in once culture might be considered impolite in the other culture.

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When Indonesian people speak English they bring their own norms and they used their own pragmatic meaning in a variety of context and also when the other people use English their cultures are inserted into the English and therefore a lot of cultures are associated to English as lingua franca. As result, Kirkpatrick (2006, p. 78) states, "the cultural content of the classes of lingua franca becomes significantly broadened". Here, he implies that it is impossible for teachers to teach each and every culture associated to all varieties of English. Therefore, for teachers, to build students' awareness that, even though they learning To support this argument, Kuo (2006, p. 219) points out that "what seems to be more urgently needed in preparing learners from widely different L1 backgrounds to interact with each other in English is to raise consciousness of intercultural understanding, such as being aware of and sensitive to the fact that people from different cultural backgrounds tend to express politeness, gratitude, and condolences in overtly different ways." Subsequently, the understanding of the intercultural competence and the ability to adapt and function properly in interacting with the other people from different cultures can help students use English more successfully for their communication. Additionally, Kirkpatrick (2002) suggests that curricula should focus more on local varieties in order to negotiate the cultures and pragmatic norms relevant in the region rather than those associated with so-called native speakers.

TEACHING THE CULTURE OF ENGLISH

As English has become the world's lingua franca the culture of America and British has not become the priority in teaching the culture of English, to have native speaker teachers in teaching English is not the only thing that can lead to the successful teaching learning process. When teaching and learning about the culture of English does not only about food and festival of the USA and UK, when teaching culture means that teachers have to teach about the variety of cultures and how to engage between culture and teaching about what is cultural and what is universal building the awareness of the students that when they deal or engage with the difference of the culture and their cultural stops there and they have to start to deal with the universal culture, the non-native speakers teachers can have equal chances with the native speakers teachers to achieve professional success and even sometimes the non-native speakers teachers can do better when teaching their own culture to their students something that native-speakers teachers do not fully understand.

Kirkpatrick (2002:222) also prefers that local multilingual teachers to teach the culture when teaching English support the idea that local teacher because of their socio- cultural understanding and their ability to provide “an appropriate and attainable model of the language”. If non-native speakers have rights to culturally appropriate varieties of English, fashioned by the non-native speakers themselves and in which local people have a voice and are portrayed using English with fellow non-native speakers in real settings, then “the regional vernacular or variety should become the taught variety and [. . .] Should provide the models and the materials” (Kirkpatrick 2002:222).

CONCLUSION

In summary, since English has become a world's lingua franca the notion of “only native speaker teacher can teach English well” is no longer acceptable. It is clear that the non-native teachers also have the chances to make the successful English teaching learning process. Because the culture model of teaching English as lingua franca is not only America or British but student' own culture can be used as a

source in learning and students have to think that English does not belong to America and British people only but belongs to everyone including them too. Saraceni (2009) in her critical way of looking at the culture of English as lingua franca adds, for the successful of the students of learning, students have to see English does not belong to somebody else anymore or expression of somebody else's culture and is spoken better by somebody else, but as a language that is part of their own linguistic repertoire, and also expression of their own culture and is spoken with a local flavor or international intelligibility according to the situation.

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