

Attitudes towards Indonesian Teachers of English and Implications for Their Professional Identity

by

Ardian Wahyu Setiawan

Master of Education (TESOL), Monash University, Australia, 2006

Bachelor of Arts in English Literature, the State University of Malang, Indonesia, 2001

A thesis submitted for the degree of Doctor of Education

from the University of Adelaide

April 2015

Abstract

This qualitative study explores the way various education stakeholders, including students, parents and other subject teachers (OSTs), perceive Indonesian teachers of English (ITEs) in relation to the strong preference for native English-speaking teachers (NESTs) in the field of English language teaching in Indonesia. More importantly, it investigates the way the ITEs perceive their professional selves despite the other stakeholders' perceptions. The study also explores some relevant issues, such as the way the stakeholders perceive English, the way they conceptualize an ideal English teacher, the way they understand the term 'native English speaker' and the way they perceive NESTs.

The study was conducted at a senior high school in Malang, Indonesia, involving 178 third-year students, twelve parents, eight OSTs and six ITEs. Semi-structured interviews were employed for collecting data from eighteen students, the twelve parents, the eight OSTs and the six ITEs. In interviews with the students, a computer-based image elicitation technique was used for exploring the racial aspects of students' various concepts of an ideal English teacher. Additionally, 160 students were involved in group discussions. In the data analysis, a hermeneutic-reconstructive approach was used.

This study reveals that the participants' perceptions of English are not isolated from sociocultural, economic and political factors related to the language. This suggests that there is a discourse closely intertwined with such complex factors in classrooms which influences the identity of teachers. Furthermore, it is found that the participants' conceptualizations of an ideal English teacher are multifaceted. The native speaker fallacy, the belief that ideal English teachers are native speakers of English, is visible among the students and there is a racial dimension to the students' various concepts of the teacher. Nevertheless, the fallacy was not dominant in the participants' conceptualizations. Generally, the perceived characteristics of an ideal English teacher identified in this study favor neither NESTs nor NNESTs. Therefore, there are opportunities for both NESTs and ITEs to be regarded as 'good' English teachers. The study also indicates that the native speaker fallacy is problematic not only because it is founded on misconceptions about native English speakers, but also because there are misunderstandings about the term 'native English speaker', particularly among students and parents.

Surrounded by such problematic issues, the professional identity of NESTs and ITEs were perceived differently by the participants. The stereotype of NESTs as 'superior' teachers had

influenced the way the participants perceived NESTs and ITEs. NESTs were seen as having more strengths, particularly by students, parents and OSTs. ITEs, by contrast, were perceived as having more varied strengths and weaknesses. The students, parents and OSTs used the stereotypical image of NESTs as 'superior' teachers as a benchmark against which to assess ITEs.

ITEs perceived themselves positively despite the presence of negative perceptions. Through the analytical lenses of social identity theory (Tajfel, 1978) and dialogical self theory (Hermans, 2001), this study has identified two factors contributing to ITEs' self-perceptions: (1) ITEs' awareness of different characteristics of NESTs and ITEs, and their ability to see their distinctive features as strengths, and (2) ITEs' ability to see other individuals, particularly students, as an important element of their professional selves. Overall, this study contributes to the understanding of the complexity and multifacetedness of ITEs' professional identity.

Declaration

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in my name, in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in a submission in my name, for any other degree or diploma in any university or other tertiary institution without the prior approval of the University of Adelaide and where applicable, any partner institution responsible for the joint-award of this degree.

I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying, subject to the provisions of the Copyright Act 1968.

I also give permission for the digital version of my thesis to be made available on the web, via the University's digital research repository, the Library Search and also through web search engines, unless permission has been granted by the University to restrict access for a period of time.

Ardian'Wahyu Setiawan
School of Education, Faculty of Arts
The University of Adelaide

Date: 9 November 2015

Table of Contents

| | |
|---|----|
| Prologue | 1 |
| Chapter 1..... | 5 |
| Introduction..... | 5 |
| 1.1. Background..... | 5 |
| 1.2. Objectives of the research | 7 |
| 1.3. Research questions..... | 8 |
| 1.4. Scope of the research..... | 8 |
| 1.5. Research significance | 9 |
| 1.6. Organization of thesis..... | 10 |
| Chapter 2..... | 11 |
| Literature Review..... | 11 |
| 2.1. Native and non-native English-speaking teachers | 11 |
| 2.2. The professional identity of English teachers | 13 |
| 2.2.1. Identity..... | 14 |
| 2.3. Social perceptions, categorization, and stereotypes..... | 18 |
| 2.3.1. Social perception..... | 18 |
| 2.3.2. Experience and prior knowledge in social perception..... | 20 |
| 2.3.3. Stereotyping..... | 21 |
| 2.3.4. Stereotype formation | 22 |
| 2.4. English and English language teaching in Indonesia..... | 24 |
| 2.4.1. Historical account..... | 24 |
| 2.4.2. The status of English in Indonesia | 26 |
| 2.5. English as an international language | 28 |
| 2.6. Investment in second language learning..... | 29 |
| 2.6.1. Revisiting Gardner’s theory of motivation in second language learning..... | 30 |
| 2.6.2. Investment in second language learning | 31 |
| 2.6.3. Imagined language community and identity..... | 33 |
| 2.6.4. English as linguistic capital – Bourdieusian perspective | 34 |
| 2.7. The ‘native speaker’ concept | 35 |
| 2.8. An ideal English teacher | 41 |
| 2.9. Theoretical frameworks | 46 |

| | |
|---|-----|
| 2.9.1. Bhabha’s colonial discourse and stereotype | 47 |
| 2.9.2. Social identity theory | 51 |
| 2.9.3. Dialogical self theory | 53 |
| 2.10. Review of previous research..... | 56 |
| 2.10.1. NNESTs perceived by other education stakeholders | 57 |
| 2.10.2. Non-native English-speaking teachers’ self-perceptions | 60 |
| 2.11. Chapter conclusions | 63 |
| Chapter 3 | 65 |
| Research Methodology | 65 |
| 3.1. The ontology, epistemology, and paradigm of the research..... | 65 |
| 3.2. Research design – Qualitative Ethnography | 67 |
| 3.2.1. My research reflexivity – Who am I in this research?..... | 68 |
| 3.3. Ethical considerations | 70 |
| 3.4. Data collection | 71 |
| 3.4.1. Research setting | 71 |
| 3.4.2. Participants | 73 |
| 3.4.3. My field identity – Being an English teacher at the school | 78 |
| 3.4.4. Data collection process..... | 79 |
| 3.4.5. Pilot study – Computer-based image elicitation technique..... | 83 |
| 3.5. Data analysis..... | 93 |
| 3.6. Chapter conclusions | 97 |
| Chapter 4 | 98 |
| Students’ Perceptions | 98 |
| 4.1. Students’ perceptions of English..... | 98 |
| 4.1.1. Findings from interviews | 99 |
| 4.1.2. Findings from group discussions | 111 |
| 4.2. Students’ concepts of an ideal English teacher | 115 |
| 4.2.1. Findings from interviews | 116 |
| 4.2.2. Findings from group discussions | 140 |
| 4.3. Students’ understandings of ‘native English speaker’ | 148 |
| 4.3.1. Findings from interviews | 149 |
| 4.3.2. Findings from group discussions | 159 |
| 4.4. Students’ perceptions of NESTs..... | 165 |

| | |
|--|-----|
| 4.4.1. Findings from interviews | 166 |
| 4.4.2. Findings from group discussions | 180 |
| 4.5. Students' Perceptions of ITes | 189 |
| 4.5.1. Findings from interviews | 189 |
| 4.5.2. Findings from group discussions | 205 |
| 4.6. Chapter conclusions | 213 |
| Chapter 5..... | 215 |
| Parents' Perceptions | 215 |
| 5.1. Parents' perceptions of English..... | 215 |
| 5.2. Parents' concepts of an ideal English teacher | 223 |
| 5.3. Parents' understandings of 'native English speaker' | 231 |
| 5.4. Parents' perceptions of NESTs..... | 235 |
| 5.5. Parents' perceptions of ITes..... | 242 |
| 5.6. Chapter conclusions | 251 |
| Chapter 6..... | 253 |
| Other Subject Teachers' Perceptions | 253 |
| 6.1. OSTs' perceptions of English | 253 |
| 6.2. OSTs' concepts of an ideal English teacher..... | 258 |
| 6.3. OSTs' understandings of 'native English speaker' | 265 |
| 6.4. OSTs' perceptions of NESTs..... | 270 |
| 6.5. OSTs' perceptions of ITes | 278 |
| 6.6. Chapter conclusions | 287 |
| Chapter 7..... | 289 |
| The Perceptions of Indonesian Teachers of English..... | 289 |
| 7.1. ITes' perceptions of English | 289 |
| 7.2. ITes' concepts of an ideal English teacher | 294 |
| 7.3. ITes' understandings of 'native English speaker' | 302 |
| 7.4. ITes' perceptions of NESTs | 306 |
| 7.5. The way ITes perceive themselves..... | 315 |
| 7.5.1. ITes' perceptions of themselves..... | 316 |
| 7.5.2. Aspects contributing to ITes' perceptions | 318 |
| 7.6. Chapter conclusions | 330 |
| Chapter 8..... | 332 |

| | |
|---|-----|
| Discussion..... | 332 |
| 8.1. Review of research objectives and questions..... | 332 |
| 8.2. How do the various stakeholders perceive English?..... | 333 |
| 8.3. How do the various stakeholders conceptualize an ideal English teacher? | 341 |
| 8.4. How do the various stakeholders understand the term ‘native English speaker’?..... | 350 |
| 8.5. How do the various stakeholders perceive NESTs?..... | 354 |
| 8.6. How do the various stakeholders perceive ITEs? | 355 |
| 8.6.1. The way students, parents and OSTs perceived ITEs | 356 |
| 8.6.1. The way ITEs perceived their professional selves..... | 359 |
| Chapter 9..... | 363 |
| Conclusions | 363 |
| 9.1. Implications of the study..... | 369 |
| 9.2. Limitations of the study and recommendations for further research..... | 372 |
| Epilogue..... | 374 |
| References | 375 |
| Appendices..... | 395 |

List of Tables

| | |
|--|-----|
| Table 1. Summary of definitions and characteristics of ‘native speaker’ | 40 |
| Table 2. Criteria for the selection of participants..... | 73 |
| Table 3. Parents involved in the study..... | 76 |
| Table 4. OSTs involved in the study..... | 77 |
| Table 5. ITEs involved in the study | 78 |
| Table 6. Images and textual data generated in the pilot study..... | 90 |
| Table 7. Students’ views of English - findings from interviews..... | 99 |
| Table 8. Students’ understandings of ‘native English speaker’ (interviews)..... | 149 |
| Table 9. Students’ perceptions of NESTs – findings from interviews | 166 |
| Table 10. Students’ perceptions of NESTs – findings from group discussions | 181 |
| Table 11. Students’ perceptions of ITEs – findings from interviews..... | 190 |
| Table 12. Students’ perceptions of ITEs – findings from group discussions | 206 |
| Table 13. Parents’ views of English..... | 216 |
| Table 14. Parents’ concepts of an ideal English teacher..... | 223 |
| Table 15. Parents’ understandings of ‘native English speaker’ | 231 |
| Table 16. Parents’ perceptions of NESTs..... | 235 |
| Table 17. Parents’ perceptions of ITEs..... | 242 |
| Table 18. OSTs’ views of English..... | 254 |
| Table 19. OSTs’ concepts of an ideal English teacher | 258 |
| Table 20. OSTs’ understandings of ‘native English speaker’ | 266 |
| Table 21. OSTs’ perceptions of NESTs | 271 |
| Table 22. OSTs’ perceptions of ITEs | 279 |
| Table 23. ITEs’ views of English | 290 |
| Table 24. ITEs’ concepts of an ideal English teacher | 294 |
| Table 25. ITEs’ understandings of ‘native English speaker’ | 302 |
| Table 26. ITEs’ perceptions of NESTs..... | 307 |
| Table 27. ITEs’ self-perceptions | 320 |
| Table 28. Participants’ views of English | 333 |
| Table 29. Perceived aspects of an ideal English teacher..... | 344 |
| Table 30. Perceived personal characteristics of an ideal English teacher | 345 |
| Table 31. Perceived pedagogical characteristics of an ideal English teacher..... | 346 |

| | |
|---|-----|
| Table 32. Perceived language characteristics of an ideal English teacher..... | 347 |
| Table 33. Perceived characteristics of an ideal English teacher – culture..... | 348 |
| Table 34. Perceived characteristics of an ideal English teacher - experience..... | 349 |
| Table 35. Perceived characteristics of an ideal English teacher - professionalism..... | 349 |
| Table 36. Summary of the participants’ understandings of ‘native English speaker’ | 350 |

List of Figures

| | |
|--|-----|
| Figure 1. Japanese advertisement..... | 3 |
| Figure 2. Data collection process – based on Rubin and Rubin’s (2012) ‘responsive interviewing’..... | 82 |
| Figure 3. A screenshot of Facegen Modeller software | 86 |
| Figure 4. Samples of generated facial images | 89 |
| Figure 5. Data analysis spiral (Creswell, 2013) | 95 |
| Figure 6. Students’ Concepts of an ideal English teacher (using Facegen)..... | 117 |
| Figure 7. Students’ concepts of an ideal English teacher (using an open-ended question)..... | 127 |

List of Acronyms

| | |
|--------|--|
| DST | : Dialogical self theory |
| EFL | : English as a foreign language |
| EIL | : English as an international language |
| ELT | : English language teaching |
| ESL | : English as a second language |
| ITEs | : Indonesian teachers of English |
| L2 | : Second language |
| NESTs | : Native English-speaking teachers |
| NNESTs | : Non-native English-speaking teachers |
| OSTs | : Other subject teachers |

SIT : Social identity theory
TESOL : Teachers of English to speakers of other languages
The UK : The United Kingdom
The US : The United States of America

Acknowledgements

The journey of finishing this thesis has been a challenging and inspiring experience. I would like to thank the following people who made this research possible:

My principal supervisor, Dr. Ian Green, for his encouragement and willingness to let me explore my personal interest in my research journey

My co-supervisors,

Dr. Cally Guerin, for her support and thoughtful critiques, helping me to see the project more clearly

Dr. Linda Westphalen, for her encouragement and generous feedback; her view helped me to see the research more critically

Dr. Julia Miller, for her invaluable advice and assistance

Also,

My parents and family; my wife and two daughters, for being with me during my journey

The University of Adelaide, for the Adelaide Scholarship International (ASI), which made my doctoral study possible

My fellow PhD students and staff at the School of Education, the University of Adelaide

My friends at GoLive Acoustic and PPIA-South Australia

All participants of this research, for their goodwill and sincerity

All dreams are possible...