

# TEACHERS' ATTITUDES TOWARDS 'NON-NATIVE' VARIETIES OF ENGLISH

'To me it is the RP (Received Pronunciation)'

- 'Doesn't allow for someone to be 'native' in more than one language
- Does not represent those who become more proficient in another language
- Promotes 'native' ideologies: 'native is best' and 'standard language ideology'

'I would say it is spoken by a native speaker of an English-speaking country'

- 'Outdated model – more representative of 70s & 90s societies
- Assumption these countries are monolingual
- Disregards other countries that use English
- 'Model Providers' (Xiaoqing & Xianxing, 2011)

'Models for English Language Teaching'

## Traditional Definition:

'[S]omeone who has spoken a particular language since they were a baby'. (Cambridge Dictionary, 2019)

**'Native' Countries & Kachru's Circles**  
(Kachru, 1985 and 1992)  
UK, US, Canada, Australia and New Zealand

**'Proficient User'**  
(Paikeday, 1985 cited in Galloway & Rose, 2015)  
Similar to Kirkpatrick (2007)

**First Language & Second Language**  
(Kirkpatrick, 2007)  
'the level of proficiency someone has and not age of acquisition'

**"Native Speaker"**

**"Language Expertise"**  
(Rampton, 1990) You are not 'native' in a language; you are an 'expert' in a language

- 'Allows for different ability levels in different areas e.g. you may be better at speaking and listening than reading and writing
- Implies you have passed examinations and gained qualifications
- More accepting in relation to 'non-native' teachers

'Native speakers have a range of dialects. From country to country the language is varied'

'This is for me is a level C2 or above which permits the speaker to speak English without hesitant'

English native to the country

0% of respondents

'Standard' Englishes

100% of respondents

British & American English

For example

Singaporean English

Hindi English