

Native English teachers (NETs) strategies in teaching English to non-native learners

Pebrina Pirmani¹, Mayang Sastra Sumardi², Rahmadani Putri³

¹SMPS YPM Teding Tinggi, Jambi, Indonesia, ^{2,3}Faculty of Tarbiyah and Teacher, UIN STS Jambi, Indonesia

¹pebrinapirmani@gmail.com; ²mayangsastra@uinjambi.ac.id; ³rahmadaniputri@uinjambi.ac.id

*) correspondence: mayangsastra@uinjambi.ac.id

ABSTRACT

Students prefer learning English with native English teachers (NETs) compared to non-native English teachers (NNETs). Knowing how the NETs teach in the class, like their learning activities, would be very interesting. The purpose of this research is to find out the strategies used by NETs in teaching English to non-native learners. Five NETs were chosen based on the demographic information questionnaires and to be interviewed to describe the strategies that they used in teaching English, especially speaking skills, to non-native learners. This is the qualitative design with the case study tradition. Three themes were found as the result of this study: NETs' strategies in teaching English (how to begin the class, the activities during the class, and how to end the class), media used in teaching English, and games used during teaching. The various fun activities provided by the NETs in teaching English could be useful information for other NETs, fresh graduate English teaching students, and English teachers who want to teach English in non-native English countries.

Keywords: native English teachers' strategies; non-native learners; teaching English

INTRODUCTION

The issue of learners' preference for native English teachers (henceforth, NETs) in learning English has become a popular topic in the field of language teaching. According to percentages calculated by Crystal (2008) about English language learners around the world, 50% learned English as a foreign language, 30% learners who learned English as a second language, 19% of learners who learned English as a mother tongue, and 1% learners who did not show clear reason for learning English. So, based on that data, we could say that the demand for the English teacher to learn English as a foreign language is high. Fulfilling the demand, native English speakers are hired as teachers in non-native countries.

Many countries try to hire NETs to teach learners, and there are some reasons for doing that. First, by hiring NETs to teach English can increase the enrolment of the students and compete with other similar schools (İsmet, 2005). Kurniawati and Rizki (2018) stated that NETs are mostly hired by private English courses and international schools or colleges in Asia to attract students' parents to make their children study in their schools. They believed that NETs are the best teachers to teach English. They used NETs in the promotion of their school. In addition, Braine (2010) gave the example that some educational institutions looked for NETs which were written in the advertisement in newspapers of Hong Kong.

Second, according to Bedford (1970), NETs are the shift in emphasis from the once-dominant translation method to the aural-oral approach. It is supported by Jie (1999) mentioned that a good oral English teacher should be a good English speaker and many native English speakers have proven to be successful teachers in oral English classes in China. According to Tosuncuoglu (2017), a reason non-native learners prefer being taught by NETs is the aesthetic of English as it is a status language by the NETs.

Third, in addition, Bedford (1970) also stated that another important reason, though less apparent is the high priority that it imposes on the ability of the teacher to speak the languages that s/he teaches. Native English speakers must have correct pronunciation and accent in speaking English since it is their first language. Tosuncuoglu (2017) found the accent of native English speakers is also the main reason for non-native learners' preference for learning with them. Countries like Turkey, China, and Japan also do the same thing. They decided to hire NETs for teaching English to make the students able to use English for daily communication (Read-Bear, 1995).

To conclude, NETs are hired to be English teachers in some countries because of their command of the language that they use since English is their mother tongue including Indonesian language. Knowing that many native English speakers becoming a teacher, the researcher was interested to know how native English speakers as NETs teach English to non-native learners. This study aimed to provide an overview of NETs' strategies in teaching English especially teaching speaking skill to non-native learners which can be useful information for other NETs who want to teach English in non-native English countries. The findings are also expected to be useful information to non-native English teachers or fresh graduate learners of the English teaching training department who want to be a teacher in designing the strategies for teaching English, especially teaching speaking skills.

METHODS

Qualitative design with a case study tradition was chosen as the method of this study. Qualitative design was used when little is known about the topic or phenomenon and when one wants to discover or learn more about it. It is commonly used to understand people's experiences and to express their perspectives (Creswell, 2009). Researchers knew that there are some NETs who taught English to non-native learners. In order to discover strategies used by NETs in teaching English especially teaching speaking skills to non-native learners, the data of this research were taken from five NETs who had two criteria: be native English speakers and have experience in teaching EFL to non-native learners in Jambi, Indonesia, for at least five years. Native English speaker in this study is someone who has English as the first language from birth. Five NETs are native Americans. All of them have English as their language since they were born. As the limitation of this study, two NETs were teaching an English club at public school, and the others were teaching English at English courses. The data consist of demographic information questionnaire and the interview. Demographic information questionnaire was taken to know the first language of the NETs and their teaching experience, while interview data was conducted to know how they taught English to non-native learners. The demographic questionnaire was filled before interviewing the participants. Interview was done for couple of times to get depth information toward strategies in teaching English. The data were analyzed through some steps. In the first step, the demographic data were analyzed descriptively and the interview was transcribed. The next step was finding the significant statements which related to the purpose of the research. Any data related to strategies by NETs in teaching to non-native learners were highlighted including the media used, the games used, the activities during teaching. Third, the data were interpreted and described the meaning of the significant statements at this point by making a list of meanings. Forth was finding the theme. Next, member checking was used as a validity check whenever possible in this process. Multiple interviews were carried out as a member checking. They were conducted either in person or via email to find detail information of interview result. Finally, the researcher had findings and a discussion of the findings.

RESULTS

Three trends emerged in this study. They are, first is NETs' strategies in Teaching English (how to begin the class, the activities during the class, and how to end the class), second is media in teaching EFL, and the last is games used in teaching EFL.

NETs' strategies in teaching English

How to begin the class. It is common in Indonesia that the learners and teachers would pray before the learning process and it was also done by one of the participants, EC, who teaches in English club H3.

"Hmm my personal habits for me, I usually pray before I start the class hmm but because my students in Indonesia do not have the same believe that I am so I usually just pray by myself before starting the class.."
(Interview EC, June, 2021)

Greeting the learners and asking about how their day was, were also done by some participants in order to begin the class before coming to the material on that day. When the researcher asked the way to begin the class, they said,

".... I usually greet them and ask how they are doing hmm sometimes people just say oh I am fine and it is not always effective hmm but I think it's very important as teachers that we know how everyone came to the class that day because they take the class with their burden or their problem, they're not going to be able to study well until they're able to leave behind that problem so when I asked that question I actually really want to know because if they have a good day they're ready to learn....." (Interview EC, June, 2021)

"..... and so we usually just open it with greeting and hmm starting the subject matter whatever it might be." (Interview MC, July, 2021)

".... because with adults I would say "how are you today, how is your morning going?" so it's just like a warm-up to get them to talk." (Interview MC, July, 2021)

SK tended to give some talks related to motivation in order to motivate them to speak English. It was because his strength as an English teacher was to give motivation to people and it was also the thing that he enjoyed the most teaching English to non-native learners. So, when the same question was asked to SK, he said,

"I usually begin with some talk related to motivation, and repeating our need to overcome and defeat our fear of making mistakes, often do that with the first time I speak I do with in a way to get a reaction out of people but also to help them laugh." (Interview SK, July, 2021)

"... So, therefore, we have to remind ourselves what they are saying is not true so I will not believe it and the other thing is that if I do not speak and practice English then I will not be successful so if I believe what they say (clear throat) and do not practice my English or practice it less that will keep me from success so I let those people keep me from being successful, but your goal is a success not to become proud or arrogant but to be successful so do not let other people keep you from being successful." (Interview SK, July, 2021)

From the data above, it is clear that the participant tried to motivate them to speak by giving jokes and creating a comfortable atmosphere in the class. Creating a comfortable atmosphere was also done by another participant. This participant created a comfortable atmosphere by playing a game to begin the class activity. RLC said,

"Usually begin the class by getting the group together, ...and we start by playing games, we uh play either um something that they like, something makes them relax something to get them comfortable uh uh we do a game uh that's called memory game...and it's a very quick game of cards which I don't think I have time to explain but usually I start by everybody joining at a group game." (Interview RLC, June, 2021)

Again, this participant used game to begin the class because his students were elementary school students. He wants to make the students feel happy and fun and had a desire to learn English. Another participant also makes the students fun at the beginning of the class. CSM said,

"There is no time for them to do that, hmm it would be a review of what we did before, just to refresh their memory maybe something fun that hmm like a tongue twister or just to check in because with adults I would say "how are you today, how is your morning going?" so it's just like a warm-up to get them to talk." (Interview CSM, May, 2021)

She gave the tongue twister to make the condition more comfortable. Then she also did review the previous lesson in order to begin the class. With the same question, she said,

"Hmm with the review of what we did before because I didn't give homework." (Interview CSM, May, 2021)

The Activities during the Class. Every participant had different activities during his or her experience teaching English to non-native learners. When the researcher asked about the activities during teaching English, especially speaking skills, EC, an English teacher at H3 said,

"During the teaching, especially with speaking, then we usually start by reviewing what we did in the last class after the review then teach the new lesson and after teaching the new lesson and sometimes integrated with that make sure that they have enough chance to practice and that's usually fit with the actual teaching part of the lesson." (Interview EC, June, 2021)

From the data above, the participant had three main activities done during teaching English to non-native learners. They were reviewing the lesson, taught the new lesson, and giving the students time to practice speaking English. Other participants tended to give the article on teaching English, especially speaking skills or how to motivate the students to speak English, when the same question was asked to the participant, MC said,

"Usually hmm I think it is very important to read out loud also to see the written language and also to hear the written language so with our conversation time, we do all those, we usually have an article, so students can see it, and read it, and speak it, and ask if they have a question, don't understand the word, don't understand the phrase, they have the opportunity to ask about those things with the conversation." (Interview MC, July, 2021)

Based on the data above, MC gave the article in order to let the students know the written language, heard the language, and practice speaking the language. The same activity was also done by another female participant. CSM said,

"Hmm let's see because it's more focus on professional English for work, hmm we would talk about things in the news, current events, subject material related to the conservation and debates sometimes, and I was just having the opportunity to teach America where I come from so I said it was just a holiday that coming up and I was excited and I want to share my culture sometimes we would do the lesson plan before hmm sometimes we read hmm I did have reading for them like a newspaper article but we would discuss it yeah it was very focus on speaking." (Interview CSM, May, 2021)

The different thing from MC was that in choosing the topic, CSM tended to have the topic related to work, about NGOs because the students learned English for work needs. But they meant the same; it was to make the students to be able to speak English. It was the same purpose as SK. When the researcher asked about the activities during teaching English to non-native learners, he said,

"I try to get I have people take turns, first thing introducing themselves tell us any and everything you wanna tell us about yourself, your hobbies, your family, where you were born, your education. But then after that, I want them (clear throat) I try I have to talk to them about wanting them to speak and to speak about a subject something they know or err interest to them" (Interview SK, July, 2021)

From the data above, this participant motivated the students to speak by asking about the student's personal identity and then asking about an interesting topic related to their personal identity.

Different from SK, and another participant, RLC did different activities during teaching English. When the researcher asked the same question, he said,

"Uh during the teaching we sometimes have spelling, spelling games contest, we'll have words, scrabble words uh to see also another contest to see how many words that they can put together, using the little tiles that we have, we have a dictionary or worksheets or we have puzzles and we have a workbook that we have made up to a certain curriculum that keeps them in ... all mix together, it's everything it's never the same every day it's always changing ... we also have uh a little bit more of the word search puzzle yeah" (Interview RLC, June, 2021)

From the data above, the participant did spelling games contests and scrabble in teaching English especially to motivate them to speak English. The activities were different from other participants because the technique was also different. RLC used mimicking and repetitiveness in teaching, so that was why the activities were spelling games and contests.

How to End the Class. Giving the assignment was the common way done by most participants during their experience in teaching English to non-native learners. When the researcher asked about how the participant usually ended the class, EC, an English teacher at English club H3 said,

"Usually I gave some short assignments based on what they have done. So for example if today's lesson was on introduction, one of the first things that we learn, if what the assignment was so their assignment would introduce themselves for example to two people." (Interview EC, June, Year, 2021)

The same activity was also done by other participants. When the researcher asked specifically whether the participant gave the homework or not to the students, their responses were like this,

"Yes, we sometimes, because it is a casual and conversational situation hmm sometimes we do give a homework assignment and sometimes we do not..." (Interview MC, July, 2021)

"I sometimes do but usually I at least challenge them to practice." (Interview SK, July, 2021)

"Err sometimes hmm we had." (Interview RLC, June, 2021)

But one participant did not give any homework to her students because her students were workers and they were busy with their work. When the researcher asked whether she gave homework or not, she said,

"No, yeah, since they work so the time is very flexible, hmm sometimes we would have a class because sometimes suddenly they would have a meeting like the director would come in so they said "Oh.. sorry we need to go." (Interview CSM, May, 2021)

Besides giving the assignments, another participant reported that he ended the class activity by asking the students to practice speaking English related to the topic that day.

"...I at least challenge them to practice." (Interview SK, July, 2021)

Reviewing the lesson that had already been learned that day was also the activity done by one of the participants in order to finish the class when the same question was asked to this participant, he said,

"Well, to finish the class we bring them all together again and we just and we do a review of what we've learned today." (Interview RLC, June, 2021)

Some participants also ever ran out of time without doing any activities to finish the class. It happened for some time during their experience in teaching English to non-native learners. They said,

"...and sometimes we do not and often because it is conversational, the time gets away from us, and so it is getting away, and we really have to stop, and so we just stop." (Interview MC, July, Year, 2021)

"Usually we just ran out the time." (Interview CSM, May, 2021)

Media used in teaching EFL

According to (Miarso, 2009) , media in learning is all things used to conduct a message and stimulate the brain, feeling, attention, and students' desire in order to support the learning process. There were three kinds of media found in this study. They were human, visual media, and projective motion media. First was human. All participants were a teacher, they taught their students by themselves, which means using a human (as a teacher) as media in the learning process. Second was visual media: some participants were using visual media during their experience in teaching English to non-native learners. When the researcher asked about which media they used, they said,

"hmm but if I was teaching the basic speaking class again on like clothing, I brought in a bunch of different clothing in the suitcase and so I told the story like we're going on a trip and I told about what I packed in my suitcase so when I mention that particular parts of clothing then took it out from the suitcase and showed to them. So then they would understand that, that clothing is the name is this, and next piece." (Interview EC, June, 2021)

"Usually I have something written, yeah, like the article or whatever." (Interview MC, July, 2021)

"hmm yeah.. usually just like a whiteboard, sometimes a newspaper article because it was an ad-hock class...." (Interview CSM, May, 2021)

"Reading actually reading up stories with the text there (clear throat) for them to see ...I have a lot of books right over there that I have used those many times to read aloud to learners and show them pictures." (Interview SK, July, 2021)

From the data above, clothes, articles, newspapers, whiteboards, stories, and pictures were the visual media that participants used during their experience in teaching English to non-native learners. The third was projective motion media. Some participants used projective motion media during their experience in teaching English to non-native learners. When the same question was asked to them, they said,

"They have provided a laptop and microphones, so we've used that and it's been very and they have already an internet connection there and so I've used the internet and gone to YouTube and used some videos that have." (Interview SK, July, 2021)

"Yeah, yeah. Laptops. Or what I'll do is I'll make uh pull out videos off to laptop of the internet and make a DVD err and just err put it in for a DVD player and play it on TV, every different topic that we use media for, we also you know well what I use is the internet to do the research." (Interview RLC, June, 2021)

Based on the data above, the projective motion media used by participants were laptops, wireless microphones, an internet connection, some videos from YouTube, a DVD player, and a TV. They used all of them to make the learning process more interesting and make the students felt not bored in the learning process.

Games used during teaching

All the participants reported that they used games during their experience in teaching English to non-native learners.

"Yeah, most of what. sometimes we did different things like practicing to review the future okay for example like okay we're gonna take the class trip somewhere hmm you have all the money that you want for a trip and something like that, I make this like a game. It wasn't like you have to use this grammar"

and you have to use this grammar rule. it's much more the real-life situation rather than just learning rules.” (Interview CSM, May, 2021)

“...and we start by playing games, we uh play either um something that they like, something makes them relax something to get them comfortable uh uh we do a game uh that's called memory game.” (Interview RLC, June, 2021)

“Um I have used game a little bit but not of whole lot.” (Interview SK, July, Year, 2021)

“hmm sometimes yes, in hmm sometimes those are games the things like a crossword puzzle that they can do it individually sometimes they are teens' games like playing hmm oh, maybe playing hmm “I try to get the name of it” gesture and there is another game hmm taboo then it also a good hmm mostly it's a building vocabulary, those game are for building the vocabularies and hmm some occasions I have.” (Interview MC, July, 2021)

“...So yes, I like to use the game but it's more like an introduction or a way to practice. For me, it's very difficult to teach a new lesson with the game but if we want to review a previous lesson or something that we've already learned to practice or if we want to use the game to introduce a new concept then sometimes that can be very effective.” (Interview EC, June, 2021)

From the data above, every participant used games during his or her experience in teaching English to non-native learners. The difference was just the frequency of using games in teaching. Although not all participants explained the kinds of games that they used during teaching from the data, the researcher found three kinds of games. They were memory games, crossword puzzles, and taboo games. Those games are used to enrich students' vocabularies in order to be able in speaking ability. There is also participant did review the future as a game to make the students practice their English.

DISCUSSION

The NETs created innovative learning English in the class by varying the games, media, and fun activities that can attract the students' activeness in speaking English. The same thing was also done by NETs who taught English in Tanzania as stated in the study done by (Msamba et al., 2023). The students stated that the NETs created innovative learning like games and other fun activities which make them feel enthusiastic about learning English with NETs.

To start the lesson, the teachers review the previous lesson after greeting them. This result is consistent with (Msamba et al., 2023). Before explaining the new topic, NETs in Tanzania reviewed the previous lesson to know how far the students have understood about the previous topic. The difference is the media in reviewing the lesson. NETs in Tanzania had prepared some questions in a paper and the students answer the questions on the paper while in this study, the questions related to the previous topic were asked orally by the NETs to the students.

Another important thing to do before starting the lesson is to make sure that the students have high motivation in learning English. Based on the finding in this study, one of the NETs, SK, motivated the students before starting the lesson. As Yulitrinisya and Narius in 2018 stated that one of the factors that make students low motivation in learning speaking English comes from the students themselves. So, in this study, SK gave some motivational words that can increase the student's motivation in learning English. SK gave an illustration and connect it to real life to make the students feel confident that they can speak English well. It is supported by Megawati and Hartono in 2020 who investigated the impact of teachers' verbal and non-verbal communication on students' motivation in learning English. The result of the study showed that 100% of the students agree that the teachers' verbal words helped to increase their motivation in learning English.

In the pre-teaching activity, one of NETs, RLC, delivered games like memory games, card games, scrabble, and a group game as a warm-up to get the students to talk. According to Talak-kiryk (2010) defined games are fun activities that promote interaction, thinking, learning, and problem-solving strategies. Often, games have an aspect that permits the players to produce information in a short time. Besides RLC, other NETs, also used games during teaching activities. CSM used “a Trip Game”, MC used crossword puzzle, gesture, and taboo game, and the others (SK and EC) also using games in teaching even though they did not mention the kind of games that they had. The result of this study is consistent with the study done by (Ardhianto, 2017). Ardhianto in his thesis investigating the use of games to teach English to young learners found that non-native English teachers used various games in teaching the learners. The games were gap information, guessing games, role-playing games, puzzles, card games, matching games, listening games, speaking games, kinetic games, and experiential games. The same purpose of the game is to enhance the learners’ vocabulary items and increase the learners’ confidence in speaking English.

The next strategy is reading aloud. Reading aloud is one of the strategies in teaching speaking done by native English teachers in this study. The NETs want to make sure that the students have the correct pronunciation of every single word. They read the article or phrases or a word then ask the students to repeat. In addition, NETs also want to enhance learners’ understanding of an article by reading aloud and translating each word. According to Fountas and Pinnell (2006), reading aloud is a systematic and explicit method where the teacher becomes a model for vocabulary development, reading fluency, and comprehension strategy. The result of this study is consistent with the study done by (Siyami et al., 2020). The result of the study showed that the increment number in the post-test score after learners were taught by using reading aloud. Another study by (Mantali, 2009) entitled “the application of reading aloud technique to increase students’ pronunciation. He found that the post-test score (8.2) was higher than the pre-test score (4.2) after teaching the learners using the reading-aloud technique. So, reading aloud is no doubt the right strategy for teaching English speaking skills.

Discussion is also a teaching speaking strategy done by the NETs in this study. According to Harmer (2008) in the discussion activity, the learners have opportunities to express their ideas and opinions and to interact in a meaningful realistic context. Some NETs provide the articles and discuss the content of the articles with the learners. Other NETs divide the students into small groups and give a topic to each small group to be discussed together. It is supported by Faoyan (2015). He found that discussion techniques could promote students’ speaking skills, students’ participation in speaking activities and improve the class condition. In addition, Manalu (2010) found non-native English teachers also used discussion in teaching speaking. Based on Manalu’s investigation of non-native English teachers in Jambi, the teachers gave the topic in the previous meeting to make the students find a lot of information about the topic. This process could increase the student’s comprehension and vocabulary items. On the day of learning, the students were divided into some groups and each spokesman will express the group’s idea about the topic. Manalu found an increase in students’ confidence, comprehension, and pronunciation during learning English speaking. No matter what the strategy for teaching English speaking skills is, every native English teacher agreed that the teachers should promote the students’ enrolment during the learning activity. Non-native learners should be active and never give up to try and express the idea of learning English speaking skills.

Support the strategy of teaching English, media plays an important role to make the strategy succeed. For example, NETs in this study used variation media both electronic and non-electronic. Electronic media is like Youtube, DVD players, mobile phones, and microphones while non-electronic media is newspapers, books, and games equipment. It is consistent with Ocktarani (2021). Based on her investigation of 37 learners in the first semester of the English literature program at Muhamadiyah Semarang University, she found that the combination of the platform (WhatsApp, Flipgird, and Zoom) could enhance learners’ English-speaking skills. Another study done by Waloyo and Fatekha (2022) defined the media of teaching speaking in digital and non-digital media. Waloyo investigated the media used in teaching English speaking skills at SMA 1 Gegesik, Indonesia. Non-native English teachers in SMA 1 Gegesik used digital media like YouTube, songs from mobile

phones, movies from DVDs, and non-digital media like textbooks. Waluyo found that the variation media in teaching English speaking skills could make the class more interesting and the students become more active to practice their speaking by giving comments, questions, and answering the questions. Even though some students feel shy and lose control sometimes, it is proven that media help the students to increase the student's ability in speaking English.

CONCLUSION

NETs utilized various strategies for teaching English speaking skills such as discussing, reading aloud, debating, asking and answering questions, and playing games. Strategies used is based on the topic and the purpose of the learning on that day. For example, NETs prefer using reading aloud strategies when they want to make sure that the learners can speak with the correct pronunciation while when NETs want the learners be active in speaking English, they prefer using discussing, debating and asking and answering the question. Last, playing games are often applied in teaching when the NETs want the learners to be focus on learning or to create fun learning atmosphere. Games used by NETs in this study are memory games, card games, scrabble, group games, trip games, crossword puzzles, gestures, and taboo games.

NETs has created the lesson plan before teaching. They have planned the activities which will be done during pre-activity, while activity and closing activity. To start the lesson, like any other teachers, NETs do pray, greet, ask how the students' doing. Some NETs also give some motivational words to start the lesson. Before starting the lesson, NETs sometimes do play games or review the previous lesson. Those. During the teaching, they teach the topic using chosen strategy. NETS often have games when the learners are noisy in order to make the learners be focus again to learn the lesson. To finish the class, there are three done by NETs. They are giving the assignment, saying goodbye, and reviewing the lesson on that day. In teaching, NETs also uses some media. Media used in this study are defined as digital (YouTube, DVD players, mobile phones, and microphones) and non-digital media (newspapers, books, and games equipment). Some media have prepared by NETs while others have been instructed to students to bring to class. Media help the NETs and learners to understand the topic easily and create interesting learning atmosphere.

In teaching English speaking to non-native learners, very NET agrees that the teachers should promote the students' enrolment during the learning activity. NETs believe that on-native learners should be active and never give up to try and express the idea of learning English speaking skills in order to be able to speak English in their life. Strategies by NETs in this study are only teaching English speaking skill. Other strategies are possible to be applied especially teaching other English skills. Further researcher could investigate other NETs who taught English for others skills or English for specific purpose.

REFERENCES

- Ardhianto, Awan. 2017. The use of games to teach English to young learners. *Published Thesis*. Satya Wancana Christian University.
- Bedford, R. C. (1970). The role and function of the native teacher. *English Teaching Forum*, 8(5), 7-11.
- Braine, G. 2010. *Non-native speaker English teachers: Research, pedagogy, and professional growth*. New York: Routledge
- Creswell, J. W. (2009). John W. Creswell's research design 3rd Ed. In *Research Design 3rd Ed*.
<https://www.worldcat.org/title/research-design-qualitative-quantitative-and-mixed-methods-approaches/oclc/269313109>
- Crystal, D. (2008). Two thousand million? *English Today*, 24(1), 3-6.
<https://doi.org/10.1017/S0266078408000023>
- Faoyan, Agus Furyanto. 2015. The implementation of discussion technique in teaching speaking. *Vidya Karya Journal*. 30 (1); 60-65
- Fountas, L.C. & Pinnel, G.S. 2006. *Teaching for comprehending and fluency: Thinking, Talking and Writing about Reading*, K-8. Heinemann, Portsmouth, NH.

- Harmer, Jeremy. *How To Teach English*. London: Longman.
- İsmet, Ş. (2005). The effect of native speaker teachers of English on the attitudes and achievement of learners. *Journal of Language and Linguistic Studies*, 1(1), 40–58.
- Jie, Z. (1999). How can a Chinese teacher of English succeed in oral English classes? *TESL Journal*, 5 (7), 2023. <http://www.aitech.ac.jp/~iteslj/articles/Zhou-successfulTeacher.html>.
- Kurniawati, K., & Rizki, D. (2018). Native vs. non-native EFL teachers: Who are better? *Studies in English Language and Education*, 5(1), 137–147. <https://doi.org/10.24815/siele.v5i1.9432>
- Manalu, Astric. 2010. *Teachers technique in teaching speaking at SMA Xaverius 2 Kota Jambi*. Unpublished Thesis. Jambi: Universitas Jambi
- Mantali, S. M.A. 2009. *The application of reading aloud technique to increase students' pronunciation*. Published Thesis. Gorontalo State University.
- Megawati, W., & Hartono, R. (2020). The impact of teachers' verbal and non-verbal communication on students' motivation in learning English. *English Education Journal*, 10(4), 436–448. <https://doi.org/10.15294/eej.v10i4.39157>
- Miarso, Y. (2009). *Sowing educational technology*. Jakarta: Kencana Prenada Media Group.
- Msamba, E. M., Msuya, E. A., & Anangisye, W. A. L. (2023). The impact of in-service education and training on teachers' learning: Perspectives from English foreign language teachers in Tanzania. *Education Research International*, 2023. <https://doi.org/10.1155/2023/6135444>
- Ocktarani, Y. M. (2021). Students' voice over technology-based speaking class. *English Language and Literature International Conference (ELLiC) Proceedings*, 4(Vol 4 (2021): Creative and Innovative Learning Strategies in The Field of Language, Literature, Ling), 235–240. <https://jurnal.unimus.ac.id/index.php/ELLiC/article/view/7483/5540>
- Red-Baer, R. (1995). *English for communication: Why it isn't and how it can be?* The Edogawa Women's Junior College Journal 10_ Edogawa, Tokyo, Japan. Retrieved from the world wide web: <http://www.edogawau.ac.jp/robert/eng4com.htm>
- Sahin, I. (2005). *The effect of native speaker teachers of English on the attitudes and achievement of learner*. Japan. University of Kacoei.
- Siyami, I., Haryanti, E., Nurwanti, D., & Kurniawati, N. (2020). *The use of reading aloud method to improve students' speaking ability: Indonesian secondary school*. December 2021, 250–256. <https://doi.org/10.5220/0008216502500256>
- Talak-kiryk, A. (2010). Using games in a foreign language classroom. *MA TESOL Collection.*, 1(1), 53. http://digitalcollections.sit.edu/ipp_collection
- Tosuncuoglu, İ. (2017). Non-native & native English teachers. *Journal of History Culture and Art Research*, 6(6), 634. <https://doi.org/10.7596/taksad.v6i6.573>
- Waloyo, E., & Fatekha, L. (2022). Exploring the use of media in teaching speaking. *Language and Education, Volume 7, No. 2, November 2022*. 7(2), 75–86.
- Yulitrinisya, W., & Narius, D. (2018). Using pair work technique in teaching speaking at junior high school. *Journal of English Language Teaching*, 7(1), 157–163. <http://ejournal.unp.ac.id/index.php/jelt>

CONFLICT OF INTEREST STATEMENT: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Appendix A: Demographic Information Questionnaire

(Please note, your information will not be sold or given to outside entities. It is for internal use only)

1. Name:
2. Place & date of birth:
3. Country:
4. Language Teaching experience in your country:
5. Language Teaching experience in Indonesia:
6. Experience in teaching in Indonesia:
 - How long:
 - Place:
 - Skill:
7. Purpose to come to Indonesia:
8. First Reason for teaching EFL:
9. What do you think about Indonesian learners?

(Adopted from Sahin, 2009)

Appendix B: Interview Questions

Natives' reason for teaching EFL

1. Why did you choose to teach EFL?

Native speakers' perspectives on teaching non-native learners confidence in teaching EFL

2. How confident were you in teaching EFL in the beginning?
 - Very confident
 - Confident
 - Confident enough
3. How confident are you teaching EFL now?
 - Very confident
 - Confident
 - Confident enough
4. What are the things that you enjoy the most about teaching EFL to non-native learners?

Native teaching experience

5. How often did you ever teach EFL to nonnatives learners?
 - Very often
 - Often
 - Often enough

Native's strategy for teaching speaking

6. What teaching technique do you usually use in teaching speaking?
7. How do you usually begin the class on teaching speaking to non-native learners?
8. What were the activities during teaching?
9. How did you end the class on teaching speaking to non-native learners?

Native's Preparation before teaching English to non native learners

10. What did you prefer before teaching speaking to non-native learners?
11. Did you make a lesson plan?

Media on Teaching Speaking to non-native Learners

12. What is the media that you used on teaching speaking to non-native learners?
13. What are the books/ materials that you taught to non-native learners?

Problems and solutions of NETs on teaching speaking to non-native learners

14. What are the problems you have had about teaching? Especially teaching speaking?
15. How do you solve those problems?
16. What do you think are your strengths in being an EFL teacher?
17. What do you think about your weaknesses in being an EFL teacher?

Native's point of view on teaching EFL

18. What, in your opinion, is the most effective way to teach EFL students? Why?

Native's point of view on teaching EFL

19. What, in your opinion, is the most effective way to teach speaking? Why?

Native's point of view on Learning Atmosphere in teaching EFL

20. What did you feel during teaching speaking to non-native learners?

- a. The atmosphere of the classroom
- b. The atmosphere among the students
- c. The atmosphere between you and the learners

Native's Point of view about EFL Teacher

21. What do you think you need more to be a better EFL teacher?

22. What do you think a person should have or need to be an EFL teacher?

Native's hope in his /her teaching

23. Would you hope to continue teaching EFL in the future? Why?

(Adopted from Sahin, 2009)