Exonormativity, Endonormativity or Multilingualism: Teachers' Attitudes towards Pronunciation Issues in Three Kachruian Circles

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Abstract

Despite the accumulated body of debates surrounding English as an international language (EIL), and stronger orientations towards mutual intelligibility, little research has been done on teachers' attitudes towards English pronunciation pedagogy in ELT classes. To address this gap, this study explores the perceptions of 352 English teachers from all Kachruvian Circles towards pronunciation pedagogy within the framework of English as an international language. Using a questionnaire, supplemented with interviews, the findings demonstrated an exonormative-endonormative gap among teachers in expanding circles (EC) and outer circles (OC). While teachers in the EC circle were in favour of native-speakerism, OC teachers highly valued their own local forms of English while they were in favour of native English. Native English teachers' replies were also indicative of their acceptance of different varieties of English. Teachers' preferences in regard to their attitudes towards varieties of English also show a disconnection between teachers' theoretical knowledge and practical knowledge about world Englishes (WEs) in ELT classes which might have influenced the construction of their professional identity. This article argues that together with encouraging and valuing different varieties of English, it is essential to promote ways to raise teachers' awareness in order to acclimate to the rapid spread and changes of English as a pluricentric language.

Keywords: Language attitude, pronunciation, intelligibility, English as an International language, language awareness, identity

Introduction

The rapid spread of English has inspired many scholars to look into the probability of shifting from traditional ENL (English as a native language) pedagogy in ELT (English Language Teaching) to EIL (English as an International Language (Ahn, 2017; Kirkpatrick, 2007; Matsuda, 2012, 2019; McKay, 2012, 2018; Monfared, 2018, 2020; Sadeghpoor & Sharifian, 2019;

Sharifian, 2009). Taken together, the goal of teaching English today from an EIL perspective is to prepare the learners to use English to become part of the globalised world, which is linguistically and culturally various, and thus both teachers and EIL courses should prepare learners for such diversity and to represent English as a pluralistic and dynamic component rather than a monolithic and static one. In terms of pronunciation instruction, Global intelligibility has been accentuated over native accent for fruitful communication in international contexts (Crystal, 2003; Jenkins, 2005, 2018). Considering pronunciation instruction, intelligibility should be set as a goal by teachers and learners (Derwing & Munro, 2005; Munro & Derwing, 2011). Jenkins (2003) believes that EIL learners should be stimulated not to follow a native speaker (NS) norm, but try to go towards "international phonological intelligibility" (p. 86). Following Jenkins, McKay (2012) puts emphasis on language awareness among all users of English, including both L1 and L2 speakers. He believes that EIL users should be aware of notions such as language innovation, varying linguistic and pragmatic norms, negotiation strategies, and social sensitivity in language use.

One of the most important issues which gives English an international status is the outgrowing number of its users. Kachru (1986, 1992) used a model that classified the role and use of English around the world into three concentric circles: Inner Circle, the Outer Circle and the Expanding Circle countries. Inner Circle countries are those where English is used as the first language. The Outer Circle are multilingual and English has the status of a second language along with other languages. Finally, in the Expanding Circle countries, English has the status of a foreign language in teaching and learning. Indubitably, major users of English are bilingual and multilingual speakers from the Outer and Expanding Circles. The vast majority of communication in English does not involve any "native speakers" of the language (Graddol, 1997). Considering the mentioned points, it would seem necessary that pronunciation instruction should also relocate towards planning an international version of English which can help learners build a realistic goal for their pronunciation and develop their own intelligible accent (Derwing & Munro, 2005, 2015; Monfared, 2020).

However, in the area of EIL, pronunciation pedagogy is still a problematic issue for both teachers and learners. In listening to the voices of nonnative speakers, we understand that English language learners' orientation is still towards inner circle norms as their standards (Derwing, 2003; Li, 2009; Timmis, 2002; Üresin & Karakaş, 2019). In English language teaching context, teachers may still be confused regarding what learners expect from their pronunciation instruction and learners might also be frustrated by facing different varieties of English. Although a number of studies have been accomplished on teachers' and learners' attitudes towards EIL, there are fewer studies that are concerned with the perceptions of teachers regarding pronunciation instruction and different varieties of English from an EIL perspective (Monfared, 2020; Tsang, 2019; Üresin & Karakaş, 2019).

The current study investigates the developing picture of EIL pronunciation and evaluation of multiple varieties of English from the perspective of teachers across the three circles and makes recommendations to facilitate a better synchronization of teachers' instructions and learners' needs in ELT contexts.

Literature Review

Pedagogical Models for ELT in Pronunciation Teaching

In view of the close relationship between the selection of appropriate ELT instructional models and context-dependent pronunciation goals, Kirkpatrick (2007) presents three different pedagogical ELT models: an exonormative native speaker (NS) model; an endonormative nativised model, and a lingua franca model.

The exonormative native speaker model (Kirkpatrick, 2007, pp. 184-189) represents an extension of inner circle English culture and values. From the view of this model, the British "Received Pronunciation" or the general American accent are the proper pronunciations in ELT class. The main reason that it is so popular, especially in expanding circle countries, is that models based upon inner circle or what has been understood as "native speaker" English are seen to own "prestige and legitimacy". Kirkpatrick (2007) further explains that exonormative models have been codified, meaning they are supported by established grammar and dictionaries. Inner circle English is often seen as the "proper" English and the governments that strive towards these standards are providing the best for their people (Kirkpatrick, 2007, p.185). According to Kirkpatrick (2007), the main disadvantages of this model is that it disempowers local teachers, it provides a vehicle for the industry of language resources generation and it provides a model, native pronunciation here, that English language learners may feel impossible to attain.

An endonormative model which has a widespread social acceptance in the outer circle countries (e.g., India, South Africa, Malaysia) is one where "a localised version of the language has become socially acceptable" (Kirkpatrick, 2007, p. 189). In this model, a codified endonormative model (Kirkpatrick, 2007; Schneider, 2011) based on the acrolect of the local variety (i.e. spoken by local educated speakers) could be used in local ELT classrooms. In this model, the multilingualism of teachers is considered an asset because the teachers provide a model of English that seems attainable by the learners and the teachers are more familiar with social norms and local school community and money is not wasted by governments on employing expensive native teachers and buying expensive teaching materials. Regarding expanding circle countries, one big problem is that for issues like pragmatic reasons, unavailability of resources and for a sense of prestige the exonormative model would still be applied by EC teachers. This is a particularly sensitive issue when considered in light of regional hegemonic

power as being a far more pressing issue than distant hegemonic power. China would hardly take on an Indian endonormative English.

Kirkpatrick (2007) presents the third model of English as multilingual model which is a component of the so-called Lingua Franca approach. Sewell (2016) believes that the lingua franca approach was "promising" because it oriented pronunciation teaching "towards the intelligibility principle rather than the nativeness principle, regardless of whether we see 'nativeness' as residing in native-speaker models or in local 'nativised' ones, as both are seen as too restrictive" (p. 98). Kirkpatrick (2007, p. 194) explains, "in aiming to teach and learn English in ways that would allow for effective communication across linguistic and cultural boundaries the focus of the classroom moves from the acquisition of the norms associated with a standard model to a focus on learning linguistic features, cultural information and communicative strategies that will facilitate communication". Sarvandi & Ekstam (2018, p. 49) also mention that:

> the lingua franca approach provides a radical departure from the traditional methods and tenets of English language teaching, where native speaker English has been preferred. This has been at the expense of other varieties of English. Most importantly, the approach suggested here takes into account that English is being used as a lingua franca in settings far removed – geographically, politically and linguistically, from traditional Anglophone and Anglocultural centers.

Considering the above-mentioned models, as Kirkpatrick (2007) has said WEs is about identity, and ELF is about communication. Regarding EIL, for Sharifian (2009), identity and communication are both part of his new EIL, and we should not underestimate how different our various world views can be. So, in this paper, ELF and EIL as sub-paradigms of WEs, which can, as Seidlhofer (2011) has said, add substance and offer fresh perspectives to constructs which are central to the field as a whole. Additionally, it can be concluded that EIL, WE and ELF are not conflicting paradigms but as concepts that resonate strongly with each other in terms of thinking about and researching the worldwide spread of English. EIL includes both WE speakers' interactions in their own country and interactions in ELF. As House (2012, pp. 186-187) mentions EIL is:

> the most comprehensive term and also the linguistically most complex use of English, as it captures the vast formal and functional plurality of English indicating national, regional, local, cross-cultural variation, the distinct identities of these varieties, their degrees of acculturation and indigenization, and their embeddedness in a multilingual and multicultural context.

The Pedagogy of EIL, How to EIL-ise Our Courses?

The rapid growth and the changing sociolinguistic reality of English has encouraged many scholars to look into the possibility of shifting from traditional ENL (English as a native language) pedagogy in ELT to EIL with multiple accents, vocabulary, grammars and pragmatic discourse conventions (Jenkins, 2018; Kirkpatrick, 2007; Matsuda, 2019; McKay, 2018; Monfared, 2020; Sharifian, 2009). McKay (2016, p.) listed 12 criteria for teaching EIL (see Table 1).

Table 1
Twelve keys to developing EIL (adopted from McKay and Brown, 2016, p.97)

Establish EIL Intelligibility Standards
1. Respect the local culture of learning and promote a sense of ownership and confidence in the local varieties of English.
2. Provide students with awareness of linguistic and cultural differences in the various contexts in which English is learned and used.
3. Include models of and local appropriation" (Alptekin, 2002, p. 63) to help learners be "both global and local speakers of English" (Kramsch & Sullivan, 1996, p. 211) who can function both at home in their national culture as well as internationally.

Provide EIL Motivation
1. Include successful bilinguals as English language and pedagogic models.
2. Include materials and activities based on local and international situations that are recognizable and applicable to the students' everyday lives, pertaining to both NS-NNS and NNS-NNS interactions.
3. Support learning English efficiently and help students feel better about their English learning.
4. Enhance students' access to the international body of knowledge in English.

Develop EIL Fluency
1. Furnish students with strategies for handling linguistic and cultural differences in the various contexts in which English is learned and used.
2. Foster English language and cultural behaviors that will help students communicate effectively with others and achieve friendly relations with English speakers from any culture.
3. Help students achieve intelligibility when they are among other English speakers.
4. Enhance students' capacity to contribute to the international body of knowledge in English.

As cultural and linguistic diversity is the focal point of EIL curriculum, English learners should be guided towards raising their awareness of English language variation and they should be helped to communicate more

effectively with interlocutors from different lingua-cultural backgrounds in different contexts.

The changing nature of English has inspired many language educators to integrate the principles advocated by the EIL paradigm in ELT and to re-consider curriculum and syllabus materials (Brown, 2012; McKay, 2012), teaching methodology (Brown, 2006; Kumaravadivelu, 2003), language testing (Hu, 2012; Jenkins & Leung, 2017; Lowenberg, 2012; Monfared, 2020) and many other areas in the field of English language teaching and learning.

The EIL Pedagogy and Implications for Pronunciation Practice

With the expansion of EIL and the recognition of the pluricentricity of English and the plurilingual nature of today's communication with multicultural users of English, there is a need to consider how this might have an effect on the shaping of pronunciation practice in the EIL classrooms. The issue of pronunciation has been vastly discussed by many scholars in the past few years (Derwing & Munro, 1997, 2005; Jenkins, 2002, 2018; Munro & Derwing, 2011). Jenkins (2002) believes that the intuitions that are taken into account for pronunciation are those of native speakers and little consideration is given to the intelligibility of non-native speakers, in spite of the fact that non-native speakers outnumber native speakers by a significant margin. Jenkin (2000, p. 207) also points out, "a native-like accent is not necessary for intelligibility in ELF interaction". EIL teaching should include a sociocultural component to lessons in order to help learners to share aspects of their culture with other English speakers (Alptekin, 2002; McKay, 2018).

One of the most important issues that dominates the discussion on pronunciation goals for EIL is the issue of accent. By accent, we refer to the segmental (vowel and consonants) and suprasegmental (e.g. stress, pitch, intonation and rhythm) features of a person's pronunciation that shapes a particular pronunciation patterning. According to Morley (1991, pp. 498-501), near-native like accent is unattainable for many English speakers because of some factors such as neurological, psychological and cognitive ones. The issues of accent are also closely tied to identity. Unfortunately, ELT materials usually construct a highly positive image of native speakers, so non-native speakers attempt to assimilate those identities by imitating NS accent. As McKay (2012, p. 39) states, it is essential for teachers and students to develop critical language awareness in order to understand and challenge unequal relations of power that are manifested not only in language and culture but also in race, gender, class, and other social categories. English exists not just globally, but also locally, alongside local languages and cultures in multilingual communities of bilingual speakers (Brutt-Griffler, 2002). English alongside its obvious position as a global language should serve the diverse local needs of its multilingual, multicultural communities of EIL speakers and learners (Alsagoff, 2012). This glocal perspective should raise teachers' and

learners' awareness that English as McKay (2002, pp.125-128) states is used within multilingual communities and by typically bilingual users of English for both global and local purposes and that cross-cultural communication must be considered for the use of EIL. Therefore, acquiring a native-like competence may neither be desired nor necessary.

Another important issue concerning EIL goals is the issue of intelligibility. Derwing and Munro (1997) divide intelligibility into subjective and objective intelligibility. Objective intelligibility is defined as "the extent to which a speaker's utterance is actually understood' (Munro, Derwing, & Morton, 2006, p. 112), while subjective intelligibility (also named comprehensibility) is understood as the "listeners' estimation of difficulty in understanding the message" (Munro, Derwing & Morton, 2006, p. 112). In order to determine a NNES's level of intelligibility a proficient listener might ask, Do I understand the content of what this speaker has to say? (Murphy, 2014, p. 261).

Teachers' Attitudes Towards Pronunciation Issues

In matters of pronunciation in the context of world Englishes, studies have been conducted to investigate teachers' attitudes towards pronunciation and varieties of English. In a study of 204 teachers' attitudes towards Korean English (KoE), Ahn (2014) showed that that the majority of teachers display a positive attitude towards Korean English. The unique features of KoE, its intelligibility, demographic and widespread use of KoE were perceived by participants as the most influential factors shaping their cognitive attitudes towards the language. In another study conducted by Coskun (2011), 47 future English teachers were surveyed to ascertain which type of English they preferred. Most of the teachers believed that clear and intelligible English should be the goal of a pronunciation class. However, most of them perceived that the goal of a pronunciation class should be to speak like a native speaker, and this implies that intelligible English is associated with the native speaker. Murphy (2014) collected 34 responses from specialists in pronunciation teaching which characterised the qualities of a recorded speech sample of an NNES, the award-winning film actor Javier Bardem. His study rejected a deficit model of NNE pronunciation and foregrounded positive dimensions of what intelligible, comprehensible NNESs are able to do well. Hu (2005) asked Chinese teachers about what they want to sound like. A total of 42.6% of teachers chose GA, 31.6% chose RP, and 25.8% of them chose Chinese English. Sifakis and Sougari (2005) also surveyed 421 Greek EFL teachers' attitudes regarding their pronunciation beliefs and practices. The result of their study demonstrated that Greek EFL teachers' norm-bound views on pronunciation teaching are shaped by their natural role as the legal guardians of the English language, their recognition of any language with its native speakers and their lack of awareness of EIL.

Purpose of Study

This study aimed at investigating the developing picture of EIL pronunciation and evaluative reactions of Inner, Outer and Expanding Circle teachers towards their own English in the globalised world. To explore this area of interest further, the following research questions were formulated:

1. What are Inner, Outer and Expanding circle teachers' beliefs about the significance of NS accents and their functions in communication?
2. What are Inner, Outer and Expanding circle teachers' orientations in relation to pronunciation instruction in educational settings?
3. To what extent do Inner, Outer and Expanding circle teachers take an EIL perspective in educational settings?

Methodology

Participants

There were altogether 352 English teacher participants, who were all self-selected by responding to an email invitation to participate in this study. The email invitation was linked to a website (www. esurveycreator.com) where details of the study including research goals, what participants were expected to do could be found. Of the 352 participants, 112 were native teachers (53 from the USA and 59 from Britain as members of Inner Circle community; 120 were from India and Malaysia as members of Outer Circle and the last 120 were from Iran and Turkey as participants of Expanding Circle community. Based on Kachru's (1992) model, English is a foreign language (EFL) in Iran and Turkey and they are among EC countries. In India and Malaysia, English is a second language (ESL) and also the official language of these countries and they are among OC countries. Selecting Iran and Turkey as the community of language in the EC is because of the physical environment where the study was conducted. The findings of the study and users of the study were located in Iran and Turkey as neighbouring countries. OC teachers were met in TESOL Arabia conferences in Dubai in 2016 and 2017 and the author was in direct contact with all the teachers through the linkedin website (www. linekedin.com). All OC teachers were teaching English in British Council centers. EC teachers also had a TESOL certificate in teaching English and were teaching in three English centers in Tehran, Istanbul and Ankara. All Inner circle teachers were also teaching English in language centers in the Middle East. Table 2 gives an overview of the general profile of all participants.

Table 2
General profile of participants

Participants' general Information	Outer circle Teachers	Expanding circle Teachers	Inner circle Teachers
Gender			
Male	56	52	60
Female	64	68	52
Educational Background			
BA degree	32	28	12
MA degree	72	64	60
PhD	16	28	40
Age			
21-30	45	32	48
31-40	32	48	32
41-50	20	25	12
50 +	23	15	20
Teaching Experience			
0-1	12	12	8
1-5	44	28	44
5-10	28	32	32
10+	36	48	28

Data collection, Instrument and Procedure

The data of this study were elicited using an 11-item questionnaire. The questionnaire was designed by adopting an idea from Coskun (2011), Kong (2014), Sifakis and Sougari (2005) and Li (2009) questionnaires. The questionnaire contained close-ended questions. The teachers were asked to respond to items on a six-point scale (1 = strongly disagree; 2 = disagree; 3 = moderately disagree; 4 = moderately agree; 5 = agree; 6 = strongly agree) based on their own pronunciation. Moreover, interviews were conducted with 15 Native English teachers, 15 Indian and Malaysian teachers and 15 Iranian and Turkish teachers who had previously answered the questionnaires and had volunteered for the interviews. The participants were invited to online interviews using MSN Messenger or Gmail Chat.

Basically, the collected data from teachers' responses to semi-structured interviews with 15 participants aimed to supplement the quantitative data. Interviews were conducted with participants who had previously answered the questionnaire and had expressed their willingness for the interviews. The interviews lasted about fifteen minutes. Participants' responses were audio-recorded. The recordings were played several times to find the themes referred to by the majority of the research participants. The extracted themes were then used to supplement the quantitative data of the research study.

In order to measure the internal consistency of the questionnaire in this study, Cronbach's Alpha coefficient was utilised. The Cronbach's alpha

reliability indices for the questionnaire were .66 for the total sample, .63 for the Iranian and Turkish, .69 for the Indian and Malaysian, and .48 for the native groups. The main types of validity for questionnaire validation investigated in the current study were content validity and construct validity. Before the actual administration of the questionnaire, it was piloted with 62 English teachers in order for the purposes of content and linguistic validity. Twenty university professors in the field applied linguistics were also consulted about whether the items in the questionnaire were clear and the scales were appropriate. Based on the feedback obtained, several modifications were done. In order to establish the construct validity, factor analysis was utilised to statistically check the validity. The second criterion concerning the suitability of running factor analysis is related to the inter-correlations among the items in the questionnaire. Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure determine this criterion. The values of KMO for the total sample, Expanding, Outer and Inner circle groups were .717, .590, .653 and .626 respectively. All values were higher than the minimum acceptable index of .50 (Field, 2013). The whole questionnaire was written in English for both groups and the survey was conducted between January and September 2019. One-way analysis of variance (ANOVA) and percentages were used to compare accent perception among the three groups.

The teachers' consent to participate in the study was sought and secured. They were assured that all the data collected were for research purposes only, and their confidentiality would be respected during the study.

Results

The Importance of Pronunciation: Native-likeness or Intelligibility

In order to illuminate how pronunciation was important for IC, OC and EC participants, their ratings for item 1 were examined. Based on the results displayed in Figure 1, it can be claimed that pronunciation was important for majority of participants in all three groups. The total percentage of positive responses was more than 80% in all three groups. Although the survey results show that a majority of the participants emphasised the importance of pronunciation, the interviews revealed complicated conflicts in their attitudes towards pronunciation in communication. Expanding circle participants showed that most of them liked to adopt a "native speaker" (norm-bound) perspective in communication that their replies represented their belief that English was linked with the native speakers of the language. In contrast, IC and OC teachers' replies were indicative of more focus on intelligibility in communication. Here are some remarks by teachers regarding pronunciation in communication:

> OC15: By pronunciation, I mean intelligibility and communicative aspects of language which are more important than native accent.

Accent is a matter of personal taste.

IC10: You should be understood in communication - it is not necessary to speak like a native. Accent has nothing to do with producing meaning. Meaning is of key importance not if a person has a "native-like accent".

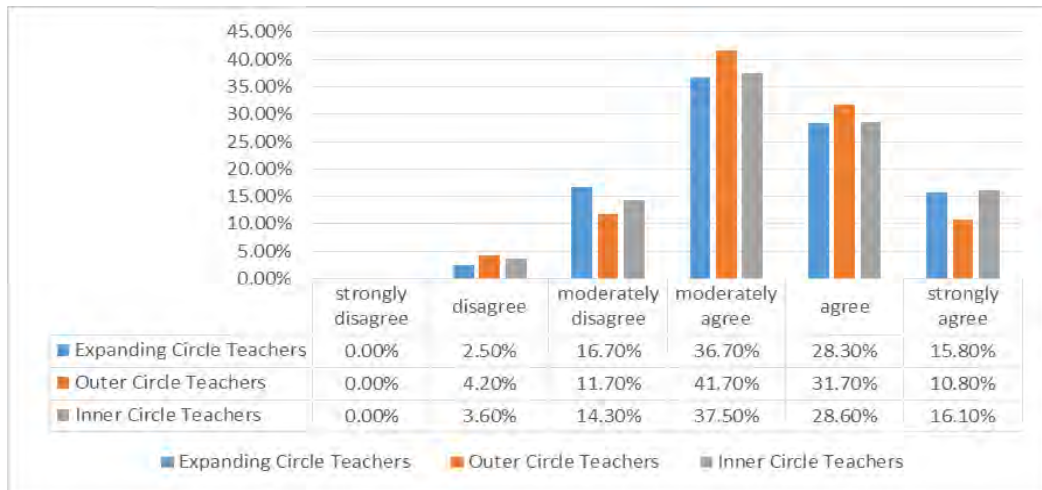|	strongly disagree	disagree	moderately disagree	moderately agree	agree	strongly agree
Expanding Circle Teachers	0.00%	2.50%	16.70%	36.70%	28.30%	15.80%
Outer Circle Teachers	0.00%	4.20%	11.70%	41.70%	31.70%	10.80%
Inner Circle Teachers	0.00%	3.60%	14.30%	37.50%	28.60%	16.10%

Figure 1. Importance of pronunciation in communication by nationality

Items 2 and 4 intended to discover participants' concerns and desires about learners' pronunciation. Based on the results, it can be claimed that majority of teachers in all three groups were concerned about their learners' pronunciation (Figure 2).
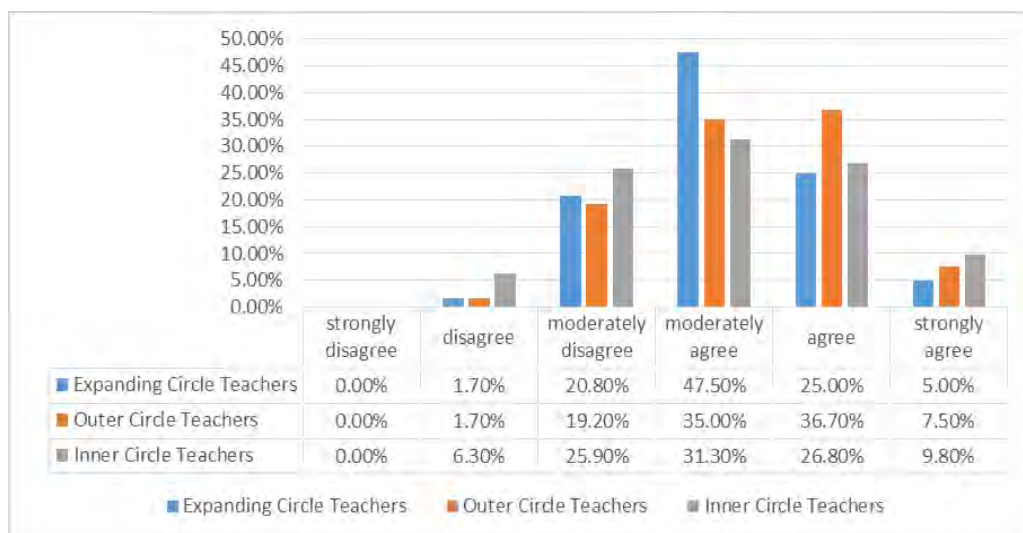
	strongly disagree	disagree	moderately disagree	moderately agree	agree	strongly agree
Expanding Circle Teachers	0.00%	1.70%	20.80%	47.50%	25.00%	5.00%
Outer Circle Teachers	0.00%	1.70%	19.20%	35.00%	36.70%	7.50%
Inner Circle Teachers	0.00%	6.30%	25.90%	31.30%	26.80%	9.80%

Figure 2. Participants' concern about students' pronunciation by nationality

Interviewees' attitudes toward their concerns varied. Some revealed negative attitudes expressing their beliefs that other varieties of English were incorrect English and they were concerned about their learners to speak English like native speakers while others were positive about other varieties of English believing they were on their ways to becoming legitimate varieties of English and had the potential to do so. The intelligibility of other varieties of English was of significant concern to these teachers. Expanding circle interviewees showed somehow more orientation towards having native-like accent for their learners in comparison with Outer and inner circle teachers. Here are some remarks by teachers who were in favor of native models for their learners:

> OC 10: It is important for learners to have native-like accent to be understood immediately by any native speaker, to save time on repetitions, to gain confidence and to continue business uninterrupted.
> EC 22: It is foolish to think that there can be many versions of English and assume that learners can seamlessly communicate with every variety of English. Varieties of pronunciation Do impede communication.

Here are some remarks by participants who saw intelligibility as their main concern:

> IC7: I see English as a tool for communication, so as long as one learner's accent is intelligible, standard accent does not matter.
> OC16: Imitation will never be successful. If a native-like accent comes naturally, then sure! A teacher's main concern should be to teach with whatever accent feels comfortable to learners. Otherwise, it will be awkward and students will not respond well.

In terms of teachers' attitudes toward insisting on a native-like pronunciation, significant differences were found among teachers in the three circles of World Englishes (Item 3). Teachers in the IC most strongly were in favor of not insisting on native-like pronunciation unless communication fails ($M = 4.32$). Agreement on this statement was weaker among the respondents in the OC ($M = 4.13$) and weakest among EFL teachers in the EC ($M = 3.37$).

Table 3

Descriptive statistics, results of ANOVA, and effect sizes for item 3 (N= 352)

Item	Mean (standard deviation)			ANOVA			Location of significance Tukey *p* (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	*p*	OC-EC	OC-IC	EC-IC	
3. Not insisting on native-like pronunciation	3.37 (1.07)	4.13 (.88)	4.32 (1.06)	29.19*	.000	.000 (0.75)	0.303 (0.19)	0.000 (0.94)	

*p<.05

Considering teachers' attitudes toward clear and intelligible pronunciation, significant differences were also seen among teachers in the three circles of World Englishes (Item 5). Tukey post hoc tests showed that, when compared to those from IC and OC, teachers in the EC expressed stronger aspirations for learners to imitate native-like pronunciation and to sound like a native speaker (p = .00).

Table 4

Descriptive statistics, results of ANOVA, and effect sizes for item 5 (N= 352)

Item	Mean (standard deviation)			ANOVA			Location of significance Tukey *p* (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	*P*	OC-EC	OC-IC	EC-IC	
5.Focusing more on intelligibility than a native-like pronunciation	3.83 (1.06)	4.36 (.94)	4.46 (1.11)	12.74*	.000	.000 (0.51)	0.719 (0.10)	0.000 (0.51)	

*p<.05

When teachers were asked about creating an atmosphere of security for learners to use their non-native accent, participants' reactions to satisfaction with this non-native atmosphere varied significantly across the different circles of World Englishes (p = .00). Teachers' dissatisfaction with this non-native atmosphere was particularly high in the context of the EC (41.70%).

Table 5

Descriptive statistics, results of ANOVA, and effect sizes for item 6 (N= 352)

Item	Mean (standard deviation)			ANOVA		Location of significance Tukey p (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	P	OC-EC	OC-IC	EC-IC
6.Create secure atmosphere to use native-like pronunciation	a 3.72 (1.04)	4.14 (1.03)	4.29 (.96)	9.96*	.000	004 (0.42)	0.144 (0.14)	0.000 (0.56)

p<.05

Attitudes Towards Varieties of English in ELT Textbooks

In this section, participants' attitudes towards exposing students to different varieties of English in ELT books were investigated (items 7 & 8). The results of Tukey post hoc tests (item 7) revealed that, when compared to those from EC, teachers in the IC and OC, more significantly believed that teachers should use different materials to make students familiar with a variety of dialects (p < .05).

In addition, the responses to item 8, "I ask my students to role-play different users of English from different countries so that they feel more confident in international communications" showed that OC participants more than EC and IC teachers (79.20 %) ask students to role play different varieties of English.Consider the following comments by some teachers in oral interviews:

> IC10: I think we shouldn't focus too much on a single model for pronunciation in ELT classes; however, presenting different models may result in confusion. In my opinion, it is better to raise awareness while presenting a model without prejudice.

> EC 12: It is important to understand that dialects and accents exist, and some exposure is necessary. Having said that, it is generally a low priority if one is teaching in a homogenous society where the basics are already a tall mountain (Native accent) to overcome.

Table 6
Descriptive statistics, results of ANOVA, and effect sizes for item 7 (N= 352)

Item	Mean (standard deviation)			ANOVA		Location of significance Tukey p (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	P	OC-EC	OC-IC	EC-IC
7.Exposing students to different varieties of English in ELT classes	3.79	4.28	4.17	7.49*	.001	.001	0.709	0.013
	(1.02)	(.97)	(1.04)			(.48)	(.10)	(0.37)

*p<.05

Providing Feedback in ELT Classes

The Tukey post hoc tests showed that there was a significant difference between responses in the IC and those in the EC and OC ($p<.05$). Teachers in the IC most strongly were in favor of providing delayed feedback on learners' performance regarding English pronunciation as long as communication is not adversely affected (M = 4.20). Agreement on this statement was weaker among the respondents in the OC (M = 3.83) and EC (M = 3.73).

Table 7
Descriptive statistics, results of ANOVA, and effect sizes for item 9 (N= 352)

Item	Mean (standard deviation)			ANOVA		Location of significance Tukey p (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	P	OC-EC	OC-IC	EC-IC
9.Provide delayed feedback unless communication fails	3.73	3.83	4.20	6.52*	.002	.697	0.022	0.000
	(1.02)	(1.12)	(.94)			(.10)	(.35)	(0.45)

*p<.05

Raising Awareness towards Local Cultural Identity

For item 10, teachers were asked about raising local cultural awareness instead of focusing on native-like accent. Robert McCrum (2010) declares that the world has an "appetite for English language and culture" (p. 9), and that "English plus Microsoft equals a new cultural revolution" (p. 14). He, simplistically, links English not only with cultural identity but also with fundamental human values such as freedom. Tukey post hoc tests revealed that, when compared to those from the OC and EC, teachers in the IC expressed stronger aspirations to raise local cultural awareness instead of focusing on a native-like accent (p = .00).

Table 8
Descriptive statistics, results of ANOVA, and effect sizes for item10 (N= 352)

Item	Mean (standard deviation)			ANOVA		Location of significance Tukey *p* (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	*P*	OC-EC	OC-IC	EC-IC
10.Raising local	3.67	4.03	4.37	13.92*	.000	.017	0.028	0.000
cultural awareness	(1.06)	(.92)	(1.04)			(.35)	(.34)	(0.69)

*p<.05

See the following online interview comments:

> IC 4: Yes, context ties back to intelligibility. A single model cannot apply to all Englishes, all socio-cultural and sociolinguistic contexts.
> OC 2: A curriculum should be set to fit the learner, so it should definitely be culture specific if that aids learning, as long as final assessments are as objective and (culturally) blind as possible.

Participants' responses to item 11 showed statistically significant difference across the three circles. The difference was especially significant between responses in the IC and those in the EC (p = .00). More than those in the EC, teachers in both the IC and OC wanted to encourage students to claim their own identities with their non-native accents in international and intercultural communications.

Table 9
Descriptive statistics, results of ANOVA, and effect sizes for item 11 (N= 352)

Item	Mean (standard deviation)			ANOVA		Location of significance Tukey *p* (effect sizes)		
	EC (N = 120)	OC (N = 120)	IC (N = 112)	F(2, 125)	P	OC-EC	OC-IC	EC-IC
11.Encouraging students to claim their own identities	3.83 (.92)	4.25 (.99)	4.42 (.85)	12.30*	.000	.002 (.45)	0.349 (.18)	0.000 (0.63)

*p<.05

For more supportive evidence, see the following responses in the interviews:

> IC 15: Learning English is not important because it is English, learning English is important because it is the world's lingua franca-for better, or for worse. Now, in the glocal world, it is necessary to keep their own identity.

> EC 10: It is more prestigious to speak English with native accent and I can attract more the attention of others when I interact with them.

Discussion

The current study chose one or two representative countries from each circle based on Kachru's (1992) three concentric circles. The United States and England were selected as demonstrative countries for the first diaspora where English is their native language. Then the study chose India and Malaysia as example countries of the second diaspora for the spread of English, which was the result of the colonization of Asia by Great Britain. In these countries, English is used as the official second language. Finally, Iran and Turkey represent countries where English is primarily learned nationwide and actively used for international communication.

Findings of this study revealed that a majority of teachers in the three circles of countries were concerned about the pronunciation improvement of their learners. Somewhat expectedly, the importance of pronunciation in communication was apparent in all three circles but it was critical in successful communication between interlocutors in global contexts (Derwing & Munro, 2005). Teachers in the EC in particular, compared to those in the IC and OC, were especially more concerned about their leaners' pronunciation, given that good pronunciation is that of native speakers.

Upon closer scrutiny of Expanding circle participants, it can be understood that English in Iran and Turkey is exonormative at this point in time. Orientation towards exonormativity, supporting native-speakerism, is

opposed to endonormativity which would accept "a localised version of the language" as the goal for students to attempt. (Kirkpatrick, 2007, p. 189). In fact, more than 87% of the EC teachers in the interviews still preferred for their learners to strive for inner circle norms (i.e., American English) in their pronunciation and expressed their desire to have native-like learners. This finding aligns with previous reports that Expanding circle English language speakers prefer to model inner circle standards (Monfared & Khatib, 2018; Monfared & Safarzadeh, 2014; Richards & Sadeghi, 2015). Literature has often stated that nonnative teachers construct multiple identities based on pedagogical and social contexts which reflect the different social and linguistic groups they belong in order to be seen—and to see themselves—as successful English teachers (Clarke, 2008; Duff & Uchida, 1997; Norton, 2000; Petric, 2009; Widin, 2010), despite the fact that nonnative speakers no longer learn English to communicate primarily with native speakers (Jenkins & Leung, 2017). In fact, teachers are in a schizophrenic situation (Medgyes, 1983), as a result of which they find themselves hating what they are and loving what they can never be (Llurda, 2009). However, in the contexts of globalization and English as a lingua franca, awareness of identity formation by teachers and learners to preserve and protect their own linguistic and cultural identities is urgently called for. In response to such an awareness, Kumaravadivelu (2008) believes that teachers and learners should move from biculturalism to interculturalism (Byram, 1997; McKay, 2002), and from interculturalism to cultural realism (Baker, 2011; Kumaravadivelu, 2008). Cultural realism requires a willingness and ability to learn from other cultures, not just about them. Teachers in the EC need to be encouraged to build their own realistic identities instead of assimilating those non-real identities by imitating NS accent in their classes. This awareness can also provide an opportunity for EC learners to engage with the EIL paradigm to increase their critical awareness of teaching an international language as well as to boost their self-confidence (Kang, 2014; Llurda, 2009).

Considering India and Malaysia, the results of the study show that although British English is favored more positively among Indian and Malaysian teachers as the best linguistic model, they still have a positive attitude towards their own local variety. Endonormative teaching targets, such as India and Malaysia, are more sensitive to local cultures and more realistic to achieve and of course they can develop and supports local sources (see Hohenthal, 2003; Monfared & Safarzadeh, 2014). More than 65 % of the OC teachers in the interviews wished to develop their own clear accent. Bernaisch and Koch (2016) observed that although British English is the variety which is rated most positively among the outer circle participants, it conveys with it a "colonial baggage" and Outer circle speakers of English have a more positive attitude towards their own local variety compared with a native model. This satisfaction and willingness among Indian teachers can confirm the Indianization of English (Bernaisch & Koch, 2016; Kachru, 1986) symbolizing Indian local culture, as mentioned by Kachru (1986),

These processes of Indianization go beyond the surface linguistic levels, and involve the underlying cultural presuppositions and their linguistic realizations. India's multilingualism and ethnic pluralism have added further levels of complexity. In "mixing" words, phrases, clauses and idioms from the Indian languages into English, or in "switching" from one language into another, one is not –just using a code, one is also expressing an identity, a linguistic "belonging". Such mixing and switching take for granted, for example, the multilingual and multicultural competence of the interlocutors. In such interactions, naturally, the "native" speaker becomes peripheral: Indian English thus has become a code of local culture and local cultural presuppositions.

This type of finding demonstrates a new movement in World Englishes, that is, shifting the ownership of English (Kirkpatrick, 2015).

Native teachers' responses towards pronunciation and varieties of English were also indicative of their acceptance of different varieties of English in the globalised world (Kirkpatrick, 2015). Most of them prioritised comprehensibility and mutual communication in the globalised world. The data collected through the interviews also yielded similar results.

The overall responses of teachers also indicated that the IC and OC teachers, compared to those from the EC, were more in favor of exposing students to different varieties of English in the ELT books. However, the results of this study suggest more awareness of English teachers towards variants of native and non-native Englishes based on an EIL curriculum. Creating space and time in the curriculum, and lesson plans with exposure to different varieties of English especially from the Outer and Expanding Circles (Brown, 2012) can help learners to have a choice and a voice in their pronunciation classes and not be subject to the pronunciation norms set by Inner Circle varieties. It is important for everybody to realise the features of interaction in EIL communicative settings, and teachers and learners alike need to appreciate these differences. Both students and teachers should debunk this false assumption that people with non-native accents are not educated or not smart. In fact, many nonnative people run their own businesses and are quite successful. Technology employees in multinational companies, such as Microsoft, Amazon, and T-Mobile, are often non-native speakers of English, and this fact does not prevent them from learning and doing their work well. Providing students with useful sources for teaching EIL pronunciation can be very useful to familiarize learners with different varieties of English. Jenkins' (2000) Lingua Franca Core (LFC) might be considered as a functional feature to the training of pronunciation in the beginning. For pronunciation instruction for EIL, McKay (2002) supports establishing cross-cultural pragmatic competence according to the different cultures. She further mentions that it is significant to tap on the rich linguistic repertoire of EIL learners and constantly let them reflect on the phonological features that differ between their variety of English spoken and the other languages that they speak and, for completeness, with a native variety of English as well.

Conclusion and Implications

The current study investigated the language attitudes of Inner, Outer, and Expanding Circle teachers towards pronunciation issues and varieties of English. It provided data from the three circles of World Englishes. The analysis of findings in the study revealed that Expanding circle participants had an exonormative orientation towards English and indicated their preference for native American English pronunciation. On the other hand, Outer circle teachers, as an endonormative target, although favored British English as the best linguistic model, they still had a positive attitude towards their own local variety.

Although the rapid spread of English in the globalised world implies a stronger orientation towards comprehensibility and mutual understanding rather than sticking to tacit norm-based concepts, this study shows that sticking to "native speaker" norms are still dominant among some teachers. This tacit assumption can be challenged by further education and raising awareness of teachers and policy-makers towards EIL in the globalised world. The main goal of EIL teacher preparation programs is to produce graduates who can teach students to communicate successfully with all sorts of speakers no matter which World English they use; however, this preparation needs the supports and guidance of teacher educators.

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