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Identity clashes of EFL instructors in Turkey with regard to pronunciation and intonation in English

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Abstract

Foreign language teachers may develop an additional identity besides their own cultural identity. This may lead to a risk of identity clashes for some teachers. In this paper, the L1 identity of the non-native teachers of English in Turkey, and the reflections of it on their professional identity was handled concerning the linguistic components of pronunciation and intonation. The study adopted descriptive research design based on quantitative data. The data were collected via an online survey developed by the researcher adapting the surveys developed by Coşkun (2011); Yapıcı-Sarıkaya, (2013), and Jenkins (2005). The survey was composed of demographic information, professional identity questions, and bilingual identity questions. The participants of the study comprised purposefully selected 60 non-native English instructors at 29 Turkish universities on voluntary basis. The obtained data were analyzed via the Statistical Packages in Social Sciences (SPSS) Version 21 administering such analyses as percentage, frequency, one-way ANOVA, and Pearson's correlation coefficient. The results on professional identity revealed that most of the participants paid attention to pronunciation teaching in their classes. Also, a significant difference was found between the ones who took phonology classes and who did not. As for the bilingual identity, it was illustrated that the academic qualifications of the instructors seemed to affect their bilingual identity in a positive way. In addition, it was determined that the participants would appreciate it when they were told that they had a native-like accent, adding that it was not a big problem for them to have an accent. This contradict might verify the identity crisis of the non-native instructors, and this might be solved through in-depth training during the pre-service and in-service teacher education process.

Keywords: Native teachers; non-native teachers; identity; pronunciation; accent

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1. Introduction

1.1. *The issue of identity*

“The accent of a man's native country remains in his mind and his heart, as it does in his speech.”

Francois de La Rochefoucauld

“I learned to change my accent; in England, your accent identifies you very strongly with a class, and I did not want to be held back.”

Sting

Work on native and non-native English language teachers has been going on for a number of years and distinct features and similarities between the teachers, their perceptions of teaching English, and their language proficiency/competency levels have expanded popularity in many studies (Al-Omrani, 2008; Burri, Chen, & Baker, 2017; Ezberci, 2005; Jenkins, 2005; Karakaş, 2019; Medgyes & Arva, 2000; Tajeddin & Adeh, 2016; Tajino & Tajino, 2000). Although there is a controversy over the difference between the descriptions of “native” and “non-native” teachers in academic studies, the most common one is based upon their first language. A teacher, the L1/mother tongue of whom is English is usually considered as a “native English speaking teacher (NEST)” while the ones whose L1 is different from English are regarded as “non-native English speaking teachers (NNESTs)” (Brown, 2001; Jenkins, 2005; Medgyes, 2001; Ur, 1996; Yapıcı-Sarıkaya, 2013).

Researchers have amassed a compelling body of research focusing on only NNESTs, including but not limited to their teaching experience, their self-perceptions of proficiency, and employability (Tajeddin & Adeh, 2016). Research on the subject has been mostly restricted to limited comparisons of these dimensions, but the teaching of pronunciation, teachers’ self-perception on their pronunciation skills, and the connection between these two aspects- as implications of a teacher’s identity- need further investigation.

Ethnic identity issue in language teaching milieu poses a significant problem with regard to resorting to certain features of L1 as an international language right, thereby leading to the controversy over the relationship between language use and ethnicity (Demirezen, 2007) and identity formation (Burri, Chen, & Baker, 2017; Wolff & De Costa, 2017). While some scholars claim that native language is not necessarily an essential part of identity, some others put forward that L1 is a representative indicator of the identity of non-native speaking teachers. In this paper, the identity of non-native

teachers of English in relation to their native language and the reflections of it on their professional identity will be handled pertaining to pronunciation and intonation.

1.2. Literature Review

The perception of NESTs and NNESTs, their pronunciation and its relationship with their identity are presented as follows.

1.2.1. Teachers' Perceptions of NESTs and NNESTs

NNESTs regard their language proficiency levels as inferior to the ones of NESTs, and when it comes to speaking skills specifically, their self-efficacy in their oral proficiency becomes worse. To illustrate, in Tang (1997) study, the researcher examined whether teachers' perception would differ in different skills or linguistic competence of the teachers. The findings revealed that a vast majority of the participants reported that NESTs surpass NNESTs in terms of their skill at a percentage of 100, competence in pronunciation by 92%, listening skill by 87% vocabulary knowledge with a percentage of 79%, and reading skill (72%). In contrast, NNESTs felt to be associated with accuracy rather than fluency. According to Liu (1999), this low competence of NNESTs is in line with the stereotype of non-native English-speaking professionals who are either born or live in foreign countries, and thus learning English in EFL contexts cannot develop native proficiency in English.

In Braine (2005), non-native English speaking teachers perceived their own language skills as proficient. However, NNESTs noted pronunciation as the least proficient skill, which leads them to avoid even speaking. Rajagopalan (2005) highlighted the negative consequence of this perception and avoidance by revealing that NESTs are perceived as idols of language learners. This feeling of inferiority to NESTs brings about some clashes over their identities.

1.2.2. Pronunciation and NNESTs

The common point that comes out of most of the studies on pronunciation is that NNESTs seem to underestimate their pronunciation skills among the other language skills in their teaching. For example, Kelly (2000) attributed the reason for this underestimation to the overloaded syllabi in the lessons, so the teachers generally eliminate the parts on the sounds and intonation. Another reason why teachers do not want to allocate time for pronunciation is that the lack of teacher training in these aspects. Still another reason is that teachers do not feel competent to handle this component of a language. In line with this reason, Derwing and Munro (2005) found out that most of their participants were not content with phonology and pronunciation training they received during their pre-service education. They also underlined such reasons as constrained time allocation and little expended effort, hindering them from incorporating pronunciation into their own course content.

Wong (1993) brings up a different underlying reason for the indifference of NNEST to pronunciation teaching: anxiety. He also proposes that this worry can be eased, and their confidence could be boosted when they are well-educated in this linguistic aspect similar to the proposals of Kelly (2000) and Derwing and Munro (2005). In fact, Wong (1993) views being a NNEST as more advantageous over the NESTs since they can act upon their pronunciation as well as intonation with some awareness, which lacks in NESTs (Burri, Chen, & Baker, 2017).

Jenkins (2005) conducted a different study in that NNESTs attitude towards their accent in different situations was compared. She studied eight NNESTs and asked them how they feel about their own accent. The participants expressed their confidence as well as their satisfaction with it. However, when it comes to other people's comments, their attitude changes to some extent. In fact, when people tell them that their pronunciation is akin to the one of a native speaker of English, they express that they feel proud and confident. These two different attitudes towards their own accent show people's identity crisis in relation to their pronunciation. The following section will focus on this clash more in detail.

1.2.3. *Pronunciation and Identity Issues*

For all English language professionals, pronunciation and its teaching are essential for two reasons. The first one is that people could ensure intelligibility among NNESTs. Intelligibility means creating discourse comprehended clearly by participants in their communicative encounters. This premise forms the basis of English as an International Language term; however, as Demirezen (2007), Jenkins (2005) and Medgyes (1992) point out, professional identity or career in English language teaching entail gaining particular foreign language knowledge as well as teaching skills as much as possible. Another reason why pronunciation assumes importance is that the way people sound is intertwined with others' beliefs and attitudes towards their socio-cultural identity (Morgan, 1997).

Although it is difficult to provide a crystal clear explanation of what identity means, Edwards' (2009) and Gee's (2001) definitions could offer an overall understanding of the term Edward (2009) defines *identity* as "self -definition by groups or individuals" (p 258); and Gee (2001) explains it as "being known as a certain type of a person within a specific context" (p.99). By these references, it goes without saying that identity encompasses not only self-concept but also how others observe and define oneself.

Controversies over the identity issues have been aroused in a wide range of disciplines, and within the past two decades, the studies on native and nonnative English speaking teachers' identities have gained momentum in foreign language teaching and learning as well (Moussu & Llorca, 2008). This interest gave rise to the need to shed more light on the connection between identity issues and practice for the scholars.

As Reagan (2009) mentions, “language is far more than merely a method for communication, it is a core marker of a group identity” (p.78). The identity construction of a teacher is primarily concerned with the things they believe in, with their self-perception, with how other stakeholders in the educational platforms or the society view them and their innermost feeling during this identity construction.

Foreign language teaching profession entails adjustments in identity formation, especially for non-native English teachers. As language teachers concurrently develop different kinds of identity including but not limited to native, national, ethnic, and cultural identities, a possible identity crisis becomes inevitable for them (Jenkins, 2005; Demirezen, 2007; Bhatti, Pathan, Tabieh & Hassan, 2020).

1.2.4. *Identity Types and Their Relations*

The pronunciation habits, the phonology of the mother tongue mingle with the counterparts of the target language; hence, an intralanguage comes into play. In such a language, the traces of biological, sociocultural, personality, linguistic factors, and features of connected speech coexist (Demirezen, 1999; Khatib & Monfared, 2017). Demirezen (2007) proposes different identity types of non-native English teachers. The first one is *personal identity*, meaning the personal self-image. One’s native dialect or language penetrates into the personal identity of that individual. The second one is *ethnic identity* referring to a sense of belonging to a group. He states that as people share the collective mindset ancestry feature of the same dialect, individuals in the particular social group have their ethnic speech style. Ethnolinguistic identity theory (Giles & Johnson, 1987) allows people to become more aware that language is an overarching power over their foreign language habits (as cited in Demirezen, 2007). The third identity type is called *national identity*, strongly linked to “the use of a standard national language, functions as a common ground for national unity” (Demirezen, 2007, p.3). Standard language is the landmark of nationhood functioning as the nation’s identity. Spolsky (1999) exemplifies this type of identity by referring to the children of Israel preserving their own identity during the slavery period in Egypt while using their own language actively (as cited in Demirezen, 2007). Another type of identity is called “*(Bi/Multi) Cultural identity*” which is not only related to language. Cultural identity is a collective identity case consisting of a couple identity types, as members of a group, a nation or a community acquiring its cultural specific vocabulary, race, context-sensitive topics, shared belief(s), attitudes, superstitions, customs, structural forms of related language, alongside with idioms and proverbs, as well as the features of paralanguage and mannerisms of the entire community” (Demirezen, 2007, p. 3). To illustrate, Hult and King (2004) give Urdu as an example of a language used for religious purposes or elements in Bollywood films. Second language learning also involves the *bilingual language identity*, which is listed as another class of identity. This could change into multilingual identity depending on the number of the languages. This identity is well-

evidenced in Charlemagne 's statement: “To have another language is to possess a second soul”. Likewise, a Turkish proverb states as “Dil adamı beyan eder (Yurtbaşı, 2012)” (The language reflects the identity or the personality of a person), thus implying that if you have more than one language, you have a different identity. *Professional identity* is mainly related to the teachers of English, meaning teachers' subject matter knowledge of the field. As Lado (1964) mentions, one needs to be professionally qualified in order to meet the requirements of that job. *Professional Identity* calls for having a good command of the language itself and effective teaching skills. Other important skills required for professional identity can be counted as critical thinking, interpersonal skills, problem-solving skills, competency in using technology and alternative assessment, in other words, professionalism in language education as suggested by TESOL Law/Code of Ethics (as cited in TexTESOL, 2012). Last but not least, *collective identity*, however, is the one in which more than one identity coincides peacefully; it is a combination of certain identities (Demirezen, 2007). Language and identity are inseparable as language is only the means of ethnic identity. Below is a figure showing the types of language identity:



Figure 1. Types of language identity

All these identity types are intertwined, so closely related to each other. However, for this study, the teachers' professional identity will refer to their teaching skills in pronunciation and intonation as well as their teaching philosophy on these aspects. On the other hand, language identity will refer to their foreign language (English) knowledge or bilingual identity with regard to pronunciation and intonation as a speaker of that language.

Considering all these identity types, NNESTs are inclined to have identity clashes as they inevitably take on a new identity when learning as well as teaching a foreign language. When the habits concerning one's own first language are converted into the

pronunciation and intonation of the target language, it is inevitable to develop a foreign accent. According to Demirezen (2007), the term 'foreign accent', refers to a speaker's incompetence with regard to "the articulation, pronunciation, and intonation of a foreign language in a native-like habit". In addition to this incompetence, the slow flow felt in a foreigner's speech display the characteristic of a non- native speaker, which is not recognized easily by the speaker, himself. All these features of non-native speech mark social identity of the speaker (Demirezen, 1999).

Foreign accent is sociolinguistically-based because the members of a specific culture identify themselves with that culture and thus keeping a "foreign accent" in their pronunciation, they insist on preserving their cultural identity. In order to show their own personal or ethnic identity purposefully, some foreign language teachers speak with a very strong accent projected in their speaking and teaching philosophy. According to Demirezen (1999, 2007; Ur, 1996), such type of speech is not fluent or correct, causing it to be incomprehensible and unnatural for the students. Although this stance of the teachers deserves high respect (Ur, 1996), it must be taken with care that trying hard to develop an understandable accent does not necessarily mean losing one's identity. It must also be highlighted by teacher educators that foreign accent may have some detrimental effects on students if the teacher does not pay enough attention to the pronunciation (Zhang, 2009). The non-native teacher could not even understand what a native speaker asks, which may be an indication of the weakness of teacher's communicative discourse competence (Hult, 2010). Another harmful effect would be the misuse of melody results in the loss of comprehensibility, especially in listening exercises on the part of the students (Burri, Chen, & Baker, 2017; Demirezen, 1999).

In conclusion, non-native teachers' stances in language classes play more role in students' language competencies, in particular pronunciation and intonation. However, as Hornberger (as cited in Hult & King, 2011) states, it does not necessarily be connected to expertise or inheritance, mostly it has to do with the identity of the instructors (p.22). Hornberger also contends, "The language/culture/ identity dilemma, therefore, emphasizes how intertwined the changes teachers can enact for their students are with their own roles and affiliations" (Hult & King, p. 23). Therefore, both their language identity and the professional identity seem to be pivotal, especially in EFL contexts (Khatib & Monfared, 2017). However, in order to see the whole effect, communicative competence in relation to cultural values, the connections between language in use, social identity, teaching practices, and learning processes need to be considered together (Hult, 2010).

The present study will potentially bring to light the potential mechanisms responsible for the identity crisis based on NNESTs' perceptions on being a non-native English instructor, and teaching pronunciation, as it mainly differentiates being native or sounding native-like. Considering this fact, how NNESTs view their own pronunciation

of the English language and to what degree their perceptions are projected in teaching practices of developing pronunciation skills of learners may reveal the relationship between their professional and language identity.

To address the aforementioned issues, the following research questions were sought in this study:

1. What are the opinions of non-native English teachers on their professional identity in terms of pronunciation and intonation?
2. What are the opinions of non-native English teachers on their language identity with regard to pronunciation and intonation?
3. Is there a significant difference between non-native English teachers' professional identity and their years of experience?
4. Is there a significant difference between non-native English teachers' language identity and the following factors separately:
 - a. whether they have been abroad
 - b. academic qualifications
5. What is the relationship between NNESTs' perceptions of their professional identity and their language identity?

2. Method

The study aimed to investigate the identity problem of the non-native English teachers in relation to pronunciation and intonation revealing the participant instructors' perceptions on their professional identity and language identity. In the study, descriptive research design was adopted, and quantitative data were utilized. Qualitative and descriptive research methods have commonly been used in education, psychology, and social sciences. Qualitative and descriptive research design suits well to studies on L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to real classroom contexts are questionable (Nassalji, 2015).

Other details about the method of the study are as follows:

2.1. Setting and Participants

This research was conducted in 2014-2015 academic year, and the participants were composed of purposefully selected 60 volunteer non-native EFL instructors from 29 different universities in different geographical regions of Turkey. The participants who

have different backgrounds were all native speakers of Turkish. The details of the participants' demographic and personal information are illustrated in Figure 2 below:

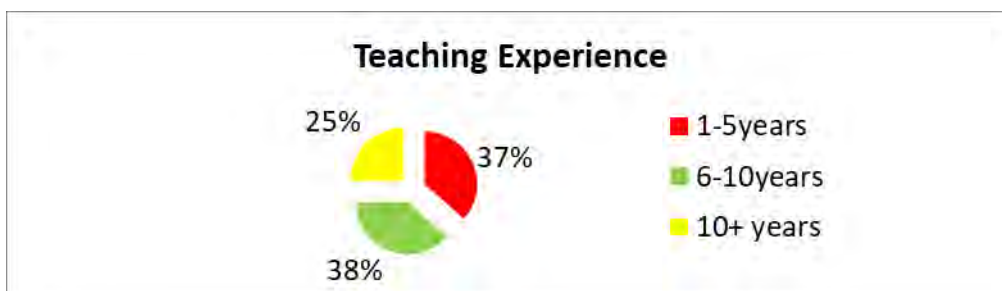


Figure 2. Number of years in teaching EFL

As seen in Figure 2, 25 % of the participants are experienced teachers, 38 % of them have 6-10 years of experience, and 37 % of them are newly- initiated teachers.

Figure 3 below illustrates the academic degree that the participants have completed.

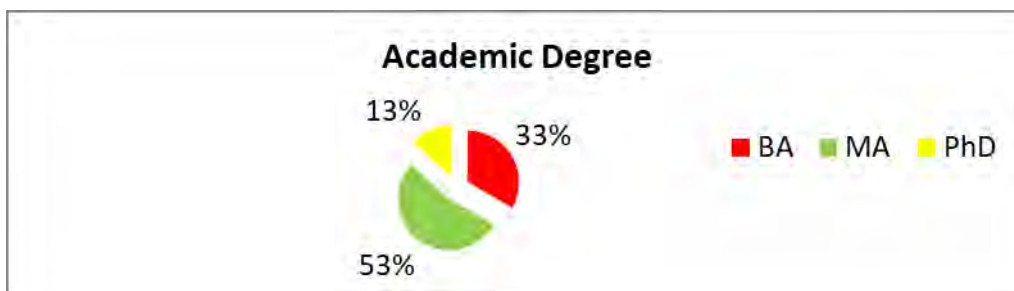


Figure 3. Academic qualifications of the instructors

Figure 3 shows that more than half of the instructors (53%) have an MA degree, 33 % of them have a BA degree and 13% of them have a PhD. degree.

2.2. Instruments

The data of the study were collected via a survey which was developed by the researcher adapting the surveys developed by Coşkun (2011), Yapıcı-Sarıkaya (2013), and Jenkins (2005). To obtain expert opinions in order to ensure the validity of the items, three EFL instructors in the School of Foreign Languages in different universities, and four academics in the Department of English Language Education examined the questionnaire, and provided feedback.

The reliability score for the questionnaire was found .632, which was an acceptable level. The internal consistency of the sub-scale on *professional identity* was .856 and the

Cronbach's alpha score of the *bilingual identity* section as .784, both of which were at a good or very good level of internal consistency (Fraenkel & Wallen, 2005; Pallant, 2011). After developing the final version, the survey was delivered online to the colleagues of the researcher (convenient sampling) and the participants also sent them to different instructors both from their home institutions or to the other instructors at different universities in Turkey (snowball sampling). In general, "purposeful voluntary basis sampling" was utilized.

The resulting questionnaire (see Appendix A) ended up three parts, the first of which was about the participants' demographic information on their teaching experience, learning experience in relation to pronunciation, their personal experiences, and thoughts on the choice of accents. The second part of the questionnaire aimed at revealing the instructors' opinions on their professional identity; whereas the last part included questions on their language identity with regard to teaching pronunciation and intonation. For the first part, almost all questions had the option of "others" with the help of which participants could add their own ideas. While the first part had open-ended, multiple choice or yes/no questions; the second and the third part had Likert-scale items (see Appendix A).

2.3. Data Collection Procedure:

The final version of the questionnaire was administered online to the participant instructors through e-mails and social networking sites, and it took about one week to collect all data. It was sent to about 100 instructors, and 62 responded to it. Two of them were not taken into consideration due to incomplete process.

2.4. Data Analysis

The data gathered were analyzed quantitatively using Statistical Packages in Social Sciences (SPSS) Version 21. The answers to multiple-choice questions were analyzed quantitatively using percentages and frequencies. In addition, to find out what the NNESTs idea on their professional and language identity, frequencies and percentages were used in each group. To reveal the relationship between some demographic information such as the duration of the participants' stay abroad and the two identity types were analyzed through a one-way ANOVA test. Pearson's correlation coefficient was performed to contrast two identity types of the instructors.

3. Results

The findings of the research are presented referring to each research question below:

3.1. *Research Question 1: What are the opinions of non-native English teachers on their professional identity in terms of pronunciation and intonation?*

In order to answer the first research question, all participants’ responses to question 9 in Part I and all questions in Part II were analyzed using descriptive statistics (mean scores, frequency...).

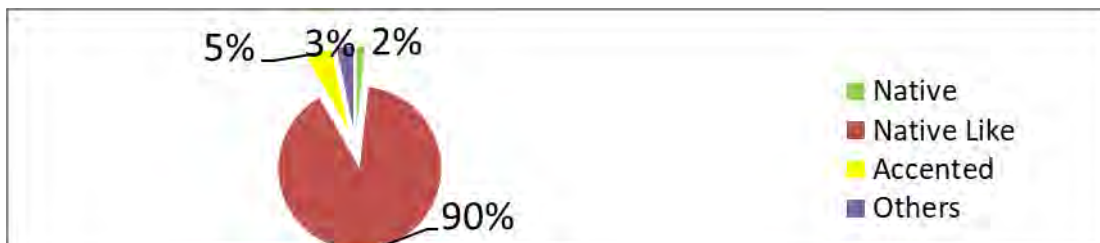


Figure 4. What should be the proficiency level of a non-native English teacher in terms of pronunciation

According to almost half of the participants in this study, a non-native English language teacher should have native-like accent, which is also parallel with Demirezen’s proposal (1999; 2007). This result also implies the identity crisis for half of the instructors as they consider the ideal teacher at a near native level.

The mean scores in this analysis of Part B were interpreted relying upon the following breakdown: 1.00-2.33: Disagree; 2.34-3.67: Mixed (Partial Agree, Partial Disagree); 3.68-5 Agree. Negative questions (Part B, Qs 8) were reverse coded to calculate the average mean scores for each construct, but the frequencies and the percentages are presented in the tables as they appear in the survey.

The results concerning the teachers’ perceptions of their professional identity are shown in Table 1, the items with the highest mean scores and the lowest mean scores will be presented in figures and will be discussed in detail.

In order to answer this question, the descriptive statistics of each question for professional identity were examined and presented below.

Table 1. The opinions of non-native English teachers on their professional identity in terms of pronunciation and intonation

N	Item		SD	D	N	A	SA	M	SD
60	Q1	f	2	10	15	30	3	3.37	.9
		%	3.3	16.7	25	50	5		
60	Q2	f	0	0	6	25	29	4.38	.6
		%	0	0	10	41.7	48.3		
60	Q3	f	1	0	3	24	32	4.43	.7
		%	1.7	0	5	40	53.3		
60	Q4	f	1	4	14	31	10	3.75	.8
		%	1.7	6.7	23.3	51.7	16.7		
60	Q5	f	0	2	0	27	31	4.45	.6
		%	0	3.3	0	45	51.7		
60	Q6	f	0	9	16	24	11	3.62	.9
		%	0	15	26.7	40	18.3		
60	Q7	f	0	4	5	32	19	4.10	.8
		%	0	6.7	8.3	53.3	31.7		
60	Q8	f	24	27	6	3	0	4.20	.8
		%	40	45	10	5	0		
60	Q9	f	1	5	10	32	12	3.82	.9
		%	1.7	8.3	16.7	53.3	20		
60	Q10	f	0	1	7	38	14	4.08	.6
		%	0	1.7	11.7	63.3	23.3		

Note. f=Frequency; Qs: Question Number; M=Mean Score; SD=Standard Deviation; Q= Question; SD= Strongly Disagree; D=Disagree; N=Not sure A=Agree; SA= Strongly Agree

As illustrated in the table, most of the mean scores are in the agree scale; in other words, in general, instructors have positive ideas about their own professional identity. This also implies that they pay attention to pronunciation and intonation skills as a teacher and try to integrate these in their classes, which is a good sign for their professional identity. Looking into question 5, specifically, which asks whether they check the pronunciation of a new word, we can state that about 96 % instructors are aware of their responsibilities as their professional identity requires them to be correct in pronunciation of the words. Here is a figure illustrating this high agreement (See Figure 5).

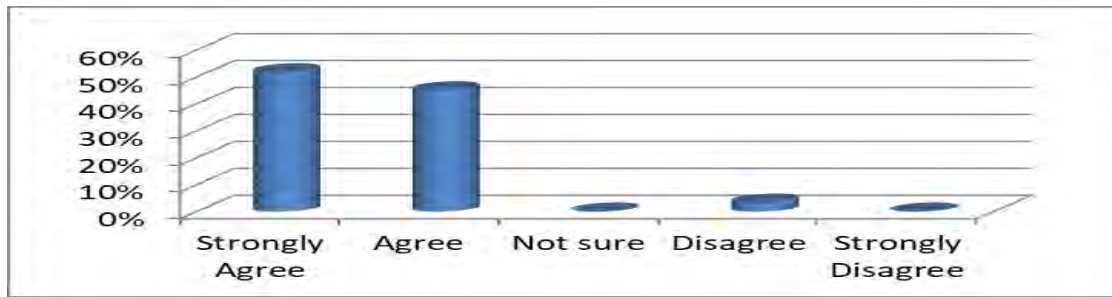


Figure 5. Part B: Question 5: I check the pronunciation of unknown words in a dictionary before going to the classroom.

Likewise, question 3 was also marked in the “agree” range with the mean score of 4.43/5. This means that non-native teachers are willing to teach different accents although they prefer a specific accent.

Concerning the lowest scores in “Professional Identity” questions, question 1 seems to be on the edge of the “not sure” range meaning that 55% of the instructors, as NNESTs, disagree that the aim of the pronunciation teaching is to help the students to be as native-like as possible.

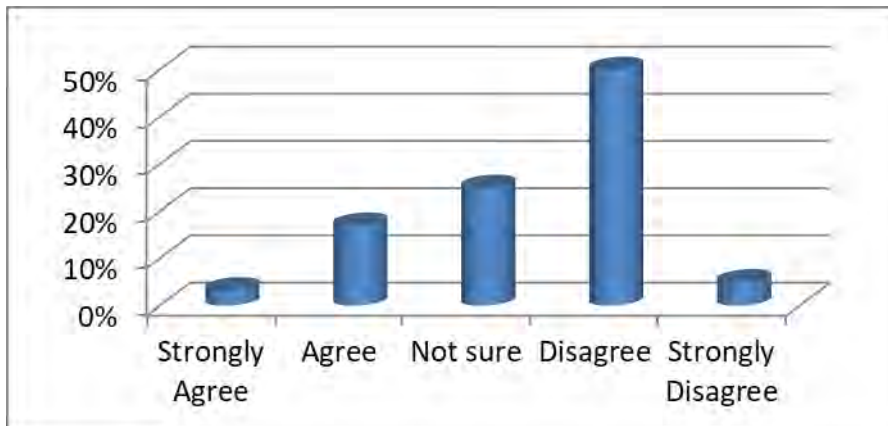


Figure 6. Part B Question 1= The goal of pronunciation teaching is to help students become as native-like as possible.

The results above point to the fact that instructors have an identity crisis for their professional area. It is also noteworthy that 60 % of the teachers also state that they spend time on individual sounds.

3.2. Research Question 2: What are the opinions of non-native English teachers on their language identity with regard to pronunciation and intonation?

In order to understand the teachers’ perceptions of their language skills and identity, question 7 and 8 in Part A were analyzed and shown below:

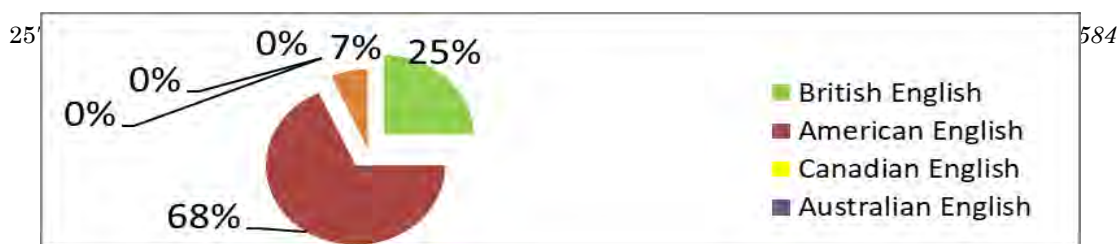


Figure 7. The accent choice of the instructors while speaking English

As seen in Figure 7, most of the instructors prefer to use American English. Figure 8 shows the reasons why they choose the specific accent.

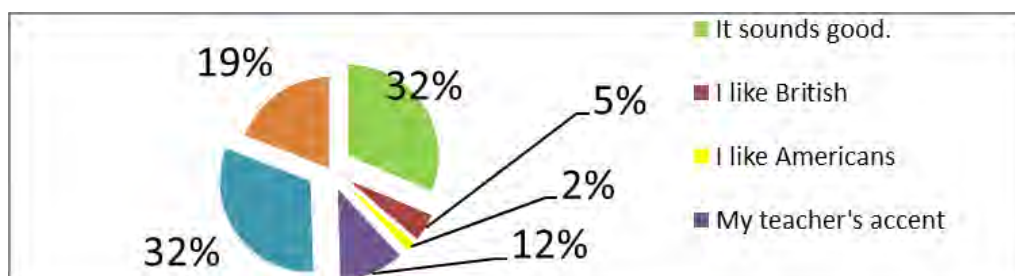


Figure 8. The reasons for the choice of accent

As demonstrated in the figure, 32 % of the participants believe that their accent sounds good or they prefer their accent because of their educational background in the past. Some participants made additional comments on why they have chosen their accent. This can be seen in Table 2:

Table 2. Additional comments on the choice of accent

Choice of Accent	British	American	Combination of BR and AM	Turkish
The reason for the choice of accent	It sounds more natural	I watch a lot of Hollywood movies and American TV shows, sitcoms	Actually, I use both American and British accents but mostly American as I like it more	Natural
The reason for the choice of accent	I am an English Language and Literature graduate in BA	I feel more competent with it since we are exposed mostly to American accent.	To make myself more clear to a wider range of audience in different parts of the world	
The reason for the choice of accent		Ease of articulation	materials I use teaching, the books I read whose writers are BR US	

In order to answer the second research question, Part C was also analyzed using descriptive statistics (mean scores, frequency...). The mean scores in this analysis were interpreted relying upon the following breakdown: 1.00-2.33: Disagree; 2.34-3.67: Mixed

(Partial Agree, Partial Disagree); 3.68-5 Agree. Negative questions (Part C, Qs 1&6) were reverse-coded, but the frequencies and the percentages are presented in the tables as they appear in the survey. The results concerning the teachers’ perceptions of their professional identity are shown in Table 3 below:

Table 3. Non-native English teachers’ perceptions of their bilingual identity

N	Item		SD	D	N	A	SA	M	SD
60	Q1	f	0	7	11	29	13	2.20	.9
		%	0	11.7	18.3	48.3	21.7		
60	Q2	f	10	25	10	13	2	2.53	1.1
		%	16.7	41.7	16.7	21.7	3.3		
60	Q3	f	1	4	6	33	16	3.98	.8
		%	1.7	6.7	10	55	26.7		
60	Q4	f	0	6	9	37	8	3.78	.8
		%	0	10	15	61.7	13.3		
60	Q5	f	1	6	1	30	22	4.10	.9
		%	1.7	10	1.7	50	36.7		
60	Q6	f	10	26	16	4	4	3.57	1
		%	16.7	43.3	26.7	46.7	6.7		
60	Q7	f	0	2	6	23	29	4.32	.7
		%	0	3.3	10	38.3	48.3		
60	Q8	f	4	10	10	33	3	3.35	1
		%	6.7	16.7	16.7	55	5		
60	Q9	f	0	3	9	38	10	3.92	.7
		%	0	5	15	63.3	16.7		
60	Q10	f	0	0	2	32	26	4.40	.5
		%	0	0	3.3	53.3	43.3		

f= Frequency; M=Mean Score; SD=Standard Deviation; Q= Question; SD= Strongly Disagree; D=Disagree; N=Not sure A=Agree; SA= Strongly Agree

By considering the mean scores of these items overall, instructors seem to hold mixed opinions on their bilingual identity, meaning that they might still have some concerns over specific issues, which will be presented in the subsequent sections. When it comes to the question of whether NNESTs are aware of the specific difficulties of Turkish speakers with individual sounds, 96.6% seem to agree with this statement (Qs 10: M=4.40/5). This is one of the important features of a non-native English teacher.

On the other hand, the instructors demonstrate their willingness to speak like a native speaker in question 7. The majority of the instructors either agrees or disagrees with the

idea that they would feel proud if someone told him/her that s/he has a native-like pronunciation. Figure 9 below demonstrates this result:

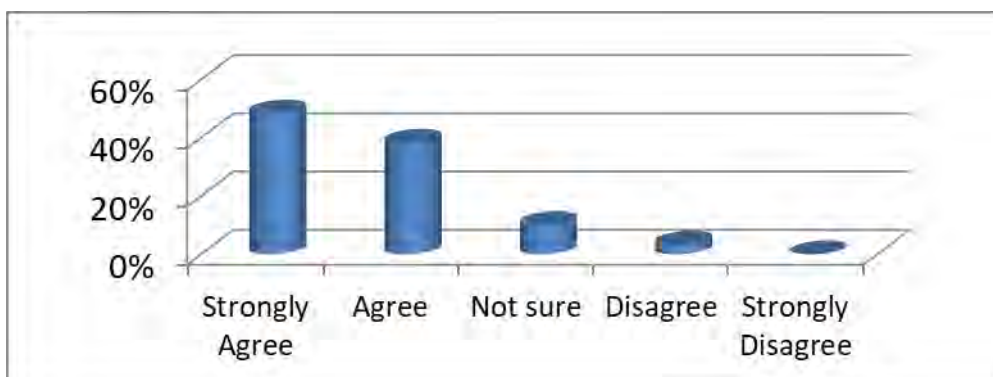


Figure 9: Part C: Qs 7= I would feel proud of myself if someone told me that I have a native-like pronunciation.

When it comes to the lowest scores in bilingual identity, in question 1, 70% of the instructors claim that it is acceptable for them to have an accent, which also contradicts the result for question 7 (see Figure 10). This might result from the fact that instructors know that they have an accent, and they may subconsciously feel inferior as they cannot speak like a native speaker. This also shows us the identity crisis of the non-native instructor. Here is a figure illustrating this result:

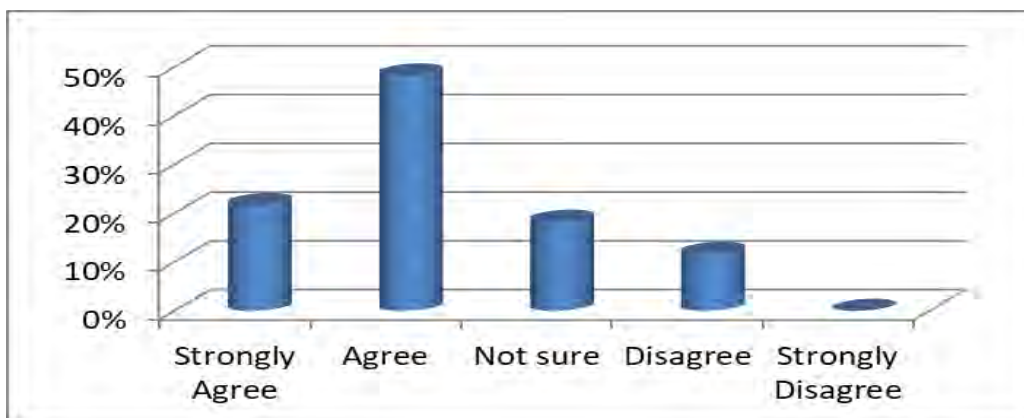


Figure 10: Q1= As a non-native English teacher, I think it is OK to have an accent.

For question 2, 58% of the instructors also think that having a Turkish accent is a hindrance for them. This result again shows their identity problem as almost half of them do not know which way to choose: accented or a native accent. They may want to

change their accent, but at the same time they may feel that it is not easy to achieve after Critical Age Period (Lenneberg, 1967).

3.3. Research Question 3: Is there a significant difference between non-native English teachers’ professional identity and their years of experience?

In order to examine this relationship (if any), one-way ANOVA was performed as there were three options in the alternatives (1-5 years; 6-10 Years; 10 + years). Below is the table showing the relevant results:

Table 4. The effect of teaching experience on professional identity

	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Between Groups	2	.063	.385	.682
Within Groups	57	.165		
Total	59			

A one-way between-groups analysis of variance was conducted to explore the impact of the teaching experience on professional identity. Subjects were divided into 3 groups according to their proficiency level (1: 1-5 years; 2: 6-10 Years; 3: 10 + years). There was not found a statistically significant difference at the $p < .05$ level in professional identity scores for teaching experience: $F(2, 55) = .385, p = .68$. Looking into the table, we can state that there is no relationship between the years of experience and the professional identity scores. This implies that instructors pay attention to pronunciation and intonation teaching depending on some other personal reasons. This may also show that both newly initiated teachers and experienced teachers focus on pronunciation teaching in their classes. As .682 is not statistically significant, we cannot solely attribute to the experience of the teachers to understand their professional identity with regard to pronunciation/intonation.

3.4. Research Question 4: Is there a significant difference between non-native English teachers’ bilingual identity and the following factors separately:

a. whether they have been abroad

In order to explore this relationship, a one-way ANOVA was done. The results are given Table 5 below:

Table 5. The effect of going abroad on bilingual identity

	df	Mean Square	F	p
Between Groups	5	.118	.892	.493
Within Groups	54	.133		
Total	59			

As demonstrated in the table, there is no difference between the ones who stay longer abroad and the bilingual identity scores ($p > .005$). This may mean that living abroad does not affect one's pronunciation as much as expected. In fact, the sensitive period, or when the instructors went there or what purpose they had been to the countries could account for this result (Han, 2004).

3.5. Research Question 4: Is there a significant difference between non-native English teachers' bilingual identity and the following factors separately:

Academic Qualifications

In order to see this relationship, one-way ANOVA was done on SPSS. The results are as in the table below:

Table 6. The effect of academic qualifications on bilingual identity

	df	Mean Square	F	p
Between Groups	2	.452	3.758	.029
Within Groups	57	.120		
Total	59			

Note. *. Correlation is significant at the 0.05 level (2-tailed).

A one-way between-groups analysis of variance was performed to examine the effect of the teaching experience on professional identity. Participants were divided into three groups according to their educational background (1: Bachelor's Degree; 2: M.A. or M.S. ; 3: PhD.) A statistically significant difference was revealed at the $p < .05$ level in bilingual identity scores for educational level: $F(2, 55) = .375$, $p = .029$. According to this table, there seems a relationship between the instructors' academic qualifications and their bilingual identity scores, meaning that the more educated the teachers are, the more careful they are with their pronunciation so as to be native-like, at this point, it can be concluded that educational background or the level of it seem to affect teachers' correct pronunciation or their motivation to have a correct pronunciation in their own language skills.

3.6. Research Question 5. What is the relationship between NNESTs’ perceptions of their professional identity and their bilingual identity?

A positive correlation was revealed between professional and bilingual identity, implying that the more instructors are aware of their own pronunciation, the more they pay attention to teaching pronunciation skills in their professional area. These two identity types are intertwined.

Table 7. The relationship between professional identity and bilingual identity

		Professional Identity	Bilingual Identity
Professional Identity	Pearson Correlation	1	.261*
	Sig. (2-tailed)		.044
	N	60	60
Bilingual Identity	Pearson Correlation	.261*	1
	Sig. (2-tailed)	.044	

From this table, we can infer that the more careful the instructors are with their pronunciation as in the way of standard forms, the more they pay attention to pronunciation teaching in their classrooms. This implies that teacher training plays a very important role both in prospective teachers’ pronunciation skills and their teaching skills in this sense.

3.7. Limitations of the Study

This research was conducted with 60 non-native English instructors at 29 different Turkish universities. The low number of the participants could be regarded as the limitation to the study, which may hinder generalizing the results of this study to all English teachers in Turkey, or in the world. If the study had been conducted at more universities with more participants at Ministry of Education Schools, it would have been possible to get more reliable data. If the quantitative data had been triangulated through such qualitative methods as interviews or observations, the findings could reveal more in-depth data. The study could also have been implemented in the ELT departments to examine the professors’ identity issues. Due to the time constraints and the low number of voluntary participants, these limitations could not be overcome, but these points could be taken into account for further studies.

Discussion and Conclusion

The present study aimed to shed light onto the professional identity and bilingual identity of non-native English instructors at different universities in Turkey. The study specifically explored the university instructors’ perceptions of their teaching practice and

philosophy in relation to pronunciation and intonation. In addition, the study provided information about how they perceive their language skills regarding these specific areas.

The results of the study show that most of the instructors have positive attitude towards pronunciation and intonation teaching in their classes. This implies the fact that they pay attention to these specific aspects as professional identity requires them to do so (Demirezen, 1999; Ur, 1996). Also, it is noteworthy that half of the instructors believe a non-native English teacher needs to have near-native like accent, the minimum expected level of an ideal teacher, which is in line with the findings of Zhang (2009); however, in the same study, native teachers hold the belief that teachers need to have some other competencies for their professional identity. Another remarkable result is that a great majority of the instructors check the pronunciation of an unknown word before going into the classroom, which is also a necessity for the professional ethics. What is more about the professional identity is that teachers do not aim at teaching their students to be a native-like. This might derive from the fact that they do not believe in the necessity of this, or they do not feel confident to do so as they, themselves, do not have that competency (Jenkins, 2005). However, this seems to be contradictory to the Code of Ethics delivered by TESOL (2006), which clearly presents the professional requirements of an English teacher. According to the responsibilities of a language teacher, “Code 1.2.: The foreign language/second language teacher shall direct his/her whole professional effort to assist the students to develop his/her second language speaking ability” (as cited in *TexTESOL*, 2012). This also shows the identity crisis of the NNESTs in this study.

As for the bilingual identity questions, 68 % of the instructors opt for American accent for their pronunciation, and they attribute to the reasons to either education in the target language or that it sounds good to them. Nevertheless, 3 % of the instructors insisted on using either Turkish accent, which could be a way of preserving their Turkish identity on the part of themselves. However, learning a language enables one to have multiple identities (Demirezen, 1999; 2007; Karakaş, 2012).

Another notable finding is that most of the instructors feel proud if someone told them they had a native-like pronunciation, implying a conclusion that they determine what the ideal level needs to be. Also, the result is in congruence with Jenkins (2005) in the sense that participants feel confident when they are asked whether they sound like a native speaker of English, they expressed their pleasure to have that good quality. The impressive result here is that 70 % of the instructors feel that it is not a big deal to have an accent. This might result from the fact that instructors feel burn-out to change their pronunciation skills as they have passed through Critical Age period (Lenneberg, 1967; Zhang, 2009). Otherwise, it could also be an attempt to resist to have their identity in L1. Attitude, motivation, identity, native language, and educational factors might also be in play for their view. The result might also derive from the fact that the term “accent” might not be clear to the teachers. They may have had difficulty with differentiating

Turkish accent or the other accents. This finding also points to the reality of the NNESTs identity crisis (Jenkins, 2005).

Another important result is that the instructors who have taken phonology classes incorporate pronunciation and intonation in their classes more. This might stem from the fact that they feel more confident as they received training on this aspect (Coşkun, 2011; Demirezen, 1999; 2007, Derwing & Munro, 2005; Wong, 1993).

Last but not least, the participants in the present study demonstrated that academic qualification, whether they have a graduate degree, affected their bilingual identity, meaning that the more they get an education, the more careful they become with their pronunciation and intonation as a language speaker. As the identity types are closely related, this may pave the way for the development of the pronunciation skills of the students as well. Therefore, it surely has a positive effect on professional identity, as well (Demirezen, 2007). This result is also in alignment with the requirements of professionalism in TESOL as suggested by TESOL Law of Ethics: 2.5.: The foreign language/second language teacher shall recognize his/her obligation to improve his effectiveness as a foreign language/second language teacher in every possible way (as cited in *TexTESOL*, 2012). This finding also resonates with Burri, Chen, and Baker (2017) in that both segmental and suprasegmental features of pronunciation may exert a positive influence on student teachers' professional identity.

This study has some implications in foreign language teaching. First, it verifies the fact that teachers' educational background has a direct positive effect on their bilingual identity. In addition, although teachers seem to be content with their own accent, they do not deny having a native-like accent. To achieve this, they can be sent abroad for exchange programs, they can communicate more with the natives, and they can receive in-service training in their professional lives. Instructors also need to be encouraged to choose one accent and they need to stick to that specific accent rather than a combination of it. This may help students with standard English in one way. To achieve this, the suggestions of TESOL Law/Codes of Ethics could be followed: 4.3. The foreign language/second language teacher shall do all in his/her ability to advance his/her teaching qualifications by way of attending conferences, undertaking on-line MA or Certificate program work, or such other training as may be available to the teacher (as cited in *TexTESOL*, 2012).

This study shed light onto the perceptions of instructors on their own professional as well as bilingual identity as non-native speakers of English. This study has some important implications, yet its scope could be broadened to have a variety of data both in Turkey and in other countries. It could also have been administered to professors at the English Language Teaching (ELT) departments to contrast the results. The study also shows that there is an identity crisis on the part of the instructors at a university level. All in all, pronunciation and intonation teaching is a must and teachers need to be

trained starting from their language learning process to teacher education programs, including in-service training to avoid devastating impacts of accented speeches on the students.

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Part II: Professional Identity Questions

Choose the best alternative that fits into your case, please be informed that there is no correct answer.

1: Strongly disagree, 2: Disagree, 3: Not sure, 4: Agree, 5: Strongly agree

No		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The goal of pronunciation teaching is to help students become as native-like as possible.	1	2	3	4	5
2	The goal of pronunciation teaching is to help students become as intelligible as possible.	1	2	3	4	5
3	The students need to be exposed to different varieties of English.	1	2	3	4	5
4	I spend time on teaching stress /rhythm and intonation in my classes.	1	2	3	4	5
5	I check the pronunciation of unknown words in a dictionary before going to the classroom.	1	2	3	4	5
6	I spend time on teaching how to pronounce individual sounds in my classes.	1	2	3	4	5
7	I spend time on improving the pronunciation of specific English sounds that Turkish students have difficulty with.	1	2	3	4	5
8	I wouldn't pay attention to my pronunciation in the classroom if my students had a native English speaker teacher.	1	2	3	4	5
9	I make sure that my students know about the difference between Turkish and English sound systems.	1	2	3	4	5
10	I see myself as a good role model for pronunciation in my classes.	1	2	3	4	5

Part III: Bilingual Identity Questions**1: Strongly disagree, 2: Disagree, 3: Not sure, 4: Agree, 5: Strongly agree**

No		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	As a non-native English teacher, I think it is OK to have an accent.	1	2	3	4	5
2	Being a non-native English teacher is a hindrance in terms of my pronunciation.	1	2	3	4	5
3	Having a native-like pronunciation is important for me as a non-native English teacher.	1	2	3	4	5
4	I need to learn more about stress/rhythm/intonation in English.	1	2	3	4	5
5	My pronunciation would be better if I spent time abroad.	1	2	3	4	5
6	I would feel good if people recognized that I speak English with Turkish accent.	1	2	3	4	5
7	I would feel proud of myself if someone told me that I have a native-like pronunciation.	1	2	3	4	5
8	I need to work on improving my pronunciation of individual English sounds.	1	2	3	4	5
9	I feel confident about my pronunciation as a non-native English teacher.	1	2	3	4	5
10	I am aware of specific difficulties Turkish speakers have with individual English sounds and clusters of sounds.	1	2	3	4	5

Thank you for your participation☺

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