

NNESTs and Preservice Teachers Construction of Identity through Perception towards Native Speakerism

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ABSTRACT

The ELT industry worldwide has been criticized for situating the native speaker model as the ideal model in English language teaching profession which along the line builds up a false division (dichotomy) amongst native English-speaking teachers (NESTs) and nonnative English-speaking teachers (NNESTs). The distinction that exists between native/nonnative has impact on the lives of NNESTs. Since the dichotomy that exists between natives/nonnatives falls short in fully capturing the complex and multifaceted nature of individuals' diverse linguistic backgrounds, it is, therefore, necessary to investigate the construction of identity of NNESTs in diverse distinct contexts. There is a dearth of research work on identity construction of non-natives in Northern Cyprus.

Thus, to add more to the literature by offering more insight into the complexity and dynamic nature of L2 identity construction in different contexts, this study investigates the identity construction of nonnative English-speaking teachers and student teachers in Northern Cyprus through their perception of native speakerism. Qualitative method through narratives was employed to access the thought and experiences of the participants. The findings show that the respondents have different experiences and perception of the native speaker fallacy in the FLE field. The findings addressed three major issues: a) accent and pronunciation, b) employment, and special treatments, c) cultural issues.

The three emerging concepts from the study which reveal the identity formation of the participants were self-image, self-efficacy, and beliefs about teaching and learning.

The findings reveal that the participants have positive and high self-efficacy and self-image in teaching English, though with an underrated level of self-doubt due to their weaknesses, which propels them to invest more in themselves. Similarly, their beliefs, a core reflection of their identity was a catalyst to being an English language teacher.

Keywords: Native Speakerism; English-Speaking Teachers; Nonnative English-Speaking Teachers; Nonnative English-Speaking Student Teachers; Teacher Identity.

ÖZ

Dünya çapında İngiliz Dili Eğitimi (ELT) topluluğu, anadili İngilizce olan öğretmenler (NESTs) ve anadili İngilizce olmayan öğretmenler (NNESTs) arasında yanlış bir bölünme (ikilik) oluşturan İngilizce öğretmenliği mesleğinde ideal model olarak; anadili konuşan modeli benimsediği için eleştirilmiştir. Yerli / yabancı arasındaki bu ayırım; anadili İngilizce olmayan öğretmenlerin (NNESTs) yaşamları üzerinde etkisi vardır. Yerli / yabancı öğretmenler arasındaki ikilik, bireylerin çeşitli dilsel geçmişlerinin karmaşık ve çok yönlü doğasını tam olarak yakalamada yetersiz kalmasından ötürü; anadili İngilizce olmayan öğretmenlerin (NNESTs) kimliğinin birçok farklı bağlamlarda inşasını araştırmak gereklidir. Kuzey Kıbrıs'ta yerli olmayanların kimlik inşasına yönelik araştırma çalışmaları yetersizdir.

Bu nedenle, farklı bağlamlarda L2 (İkinci dil) kimlik inşasının karmaşıklığı ve dinamik doğası hakkında daha fazla bilgi sunarak literatüre daha çok veri eklemek için; bu çalışma, anadili İngilizce olmayan öğretmenlerin ve Kuzey Kıbrıs'taki öğretmen adaylarının kimlik inşasını anadili konuşmacılık algıları üzerinden incelemektedir. Katılımcıların düşünce ve deneyimlerine ulaşmak için anlatılar(öyküleme) yoluyla nitel yöntem kullanılmıştır. Bulgular, katılımcıların Yabancı Dil Eğitimi (FLE) alanında anadili İngilizce olan kişi yanılıgısına ilişkin farklı deneyimlere ve algılara sahip olduğunu göstermektedir. Bulgular üç ana konuyu irdelemektedir: a) aksan ve telaffuz, b) istihdam ve özel muameleler, c) kültürel konular.

Katılımcıların kimlik oluşumunu inceleyen araştırmadan ortaya çıkan üç kavram; benlik imajı, öz-yeterlik ve öğretme ve öğrenmeye ilişkin inançlardır. Bulgular, katılımcıların İngilizce öğretiminde, olumlu ve yüksek öz-yeterlik ile öz- imaja sahip olduklarını, ancak zayıflıklarından dolayı düşük düzeyde kendilerinden şüphe duyduklarını ve dolayısıyla kendilerini daha fazla yatırım yapmaya yönelttiğini ortaya koymaktadır. Benzer şekilde, kimliklerinin temel bir yansıması olan inançları; İngilizce öğretmeni olmak için bir katalizördü.

Anahtar Kelimeler: Anadil Konuşurluğu; İngilizce Konuşan Öğretmenler; Ana Dili İngilizce Olmayan Öğretmenler; Ana Dili İngilizce Olmayan Öğretmen Adayları; Öğretmen Kimliği.

DEDICATION

This dissertation is dedicated to God almighty, my parents, wife and lovely children

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Chapter 1

INTRODUCTION

This chapter presents three sections. The first section discusses about the background of the study. The second section presents the aims and significance of the study followed by the research questions.

1.1 Background of the Study

Many studies recently focused on teacher identity being an emerging research area. Teachers' role in the process of language teaching and learning instigated the exploration of teacher identity by many researchers (Akkerman & Meijer, 2011). Varghese et al. (2005) noted that in order to better understand language learning and teaching,

we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them (p. 22).

Due to the importance of teachers in the language learning process, different studies have invested in the concept of teacher identity. (Barkhuizen, 2016; Huang, 2014; Mutlu, & Ortaçtepe, 2016; Berger & Lê Van, 2019; Hanna, Oostdam, Severiens, & Zijlstra, 2020; Karimi, & Mofidi, 2019; Kayi-Aydar, 2019; Siuty, 2019; Tsui, 2007; Van Lankveld, et al., 2017). Identity being the way we see ourselves and the image of ourselves we present to others (Day 2011) constitute a framework on which teachers construct ideas about “how to be,” “how to act,” and “how to understand” their work (Sachs, 2005). However, due to its dynamic nature, there is no one way to fully

understand the concept. Because of the dynamic nature of teacher identity which makes it unfixed (Duru, 2006). Researchers therefore, considered identity construction especially teacher identity as a social process encompassing sub-identities that changes constantly according to different social, cultural, and political status (Akkerman & Meijer, 2011; Block, 2013; Jiang, 2017; Varghese et al., 2005). Akkerman and Meijer (2011) noted that teacher identity encompasses different parts which makes its changing state unpredictable. Teacher identity is a blurry and complex concept due to different conceptualizations and because of its combined contradictory characteristics. Teacher identity, being “simultaneously unitary and multiple, continuous and discontinuous, and individual and social” Akkerman and Meijer (2011, p. 315) cannot be static, predictive and or overgeneralized for different context if one is to make sense of the self of a whole person. This clarity necessitates the importance of painstakingly considering the different components of teacher identity and the factors that shape and reshape it.

A better insight into the crucial component of teacher identity has been dealt with in existing studies from different perspectives which open up more knowledge on the concept of teacher identity (e.g., Bandura, 1995; Barkhuizen, 2016; Bukor, 2012; Kaufman, 2018; Knowles, 1992; Olsen, 2008; Williams & Burden, 1997; Van, et al., 2017). Furthermore, different components have been studied in relation to teacher identity: the subject matter knowledge, communicative ability, and teaching experience (Beijaard, et al., 2000), self-image, self-esteem, job motivation and satisfaction, task perception (Kelchtermans, 1993; Canrinus et al., 2012), self-efficacy (Robnett, et al., 2015), beliefs about teaching and learning (Williams & Burden, 1997). However, there are indications that these concepts are interwoven. Therefore, self-image, self-efficacy and teachers’ beliefs about teaching and learning are some of the

main components that have an encompassing view of teacher identity as reflected in most classic studies (e.g., Kelchtermans, 1993; Knowles, 1992; Williams & Burden, 1997).

The investigation into teacher identity development and enhancement through poststructuralist approaches has been a common phenomenon among scholars for decades. This approach helps in the conceptualization of identity through social performance without pre-existing categories since identity is dynamic and constructed within particular social, cultural, historical, and political context (Peirce, 1995). Many researchers have explored teachers' identity construction from different perspectives. One major area that has been extensively focused on is the epidemic of "native speakerism" on TESOL. The native–nonnative dichotomy has become the dominant paradigm for examining language teacher identity and identity development. In recent time, different studies have considered the influence of the native–nonnative dichotomy on teacher identity (e.g., Aneja, 2016; Matsumoto, 2018), and the identity negotiation and (re)construction of NNESTs (Mutlu & Ortaçtepe, 2016).

Furthermore, there have been investments by researchers on identity construction through self-perceptions towards NESTs and NNESTs in EFL/ESL contexts (e.g., Huang, 2014, Huang, 2018). Akkerman and Meijer (2011) asserted that teacher identity cannot be static, predictive and overgeneralized for different context. In line with this, Faez (2011) noted that a fixed and unitary view of linguistic identity has serious implications for practice, policy, and research. It is therefore, significant to consider teacher identities in different contexts. This will enable different language learning programs in distinct contexts to have an understanding of teachers, also,

teachers will be able to have an understanding of who they are as professionals in the field.

Considering the world globalization, there are certain facts that characterized the English Language Teaching (ELT): The status of English as the world's first truly global language is indisputable (Crystal, 2012). Also, according to Medgyes, (2014) there are more nonnative speakers (NNSs) than native speakers (NSs) with ratio four to one. Regardless of this, nonnative English-speaking teachers (NNESTs) in some parts of the world are frequently seen as inferior to their NS counterparts with lower professional status (Mahboob, 2010; Braine 2010, Walkinshaw, & Oanh, 2014, Meşincigiller, & Akcan, 2015; Huang, et al., 2017). Although there is no substantial evidence supporting the notion that Native-English speaking teachers are better teachers than their NNESTs counterparts, NESTs are still privileged than their NNESTs counterparts (Canagarajah, 1999). In many parts of the world, as ascertained by Benson (2012), it is inevitable to rule out the divides between the NEST-NNEST as it is “central to everyday English language teaching discourse and practice” (p. 484). This concept was termed native speakerism by Holliday (2006), a “neo-racist ideology that has wide-ranging impact on how teachers are perceived by each other and by their students” which has been questioned recently in the NNEST movement. The ideology upheld the notion that those perceived as “native speakers” of English are considered to be better language models with a superior western teaching methodology than those perceived as “nonnative speakers”. This ideology makes extensive use of an “us” and “them” dichotomy where NNESTs and students are seen as culturally inferior and in need of training in the “correct” western methods of learning and teaching.

A number of studies have challenged the divides between native and nonnative speakers from the different perspectives. Cook (1999) for instance while reflecting on the role of individual in second language teaching and acquisition raised questions concerning the definition of native speaker, which empowers dichotomy. Kumaravadivelu (2006) noted that this dichotomy perpetuates relations of power that discriminate against nonnative speakers, which frequently bring about discrimination in hiring practices towards NNESTs (Alshammari, 2020; Fithriani, 2018; Flynn and Gulikers, 2001; Jun-shuan, 2020; Mackenzie, 2020; Mahboob, Uhrig, Newman and Hartford, 2004; Clark and Paran, 2007; Selvi, 2010; Mahboob, & Golden, 2013; Tatar, 2019). Thus, some NNESTs may battle to affirm their legitimacy as teachers of English (Thomas, 1999; Canagarajah, 1999; Liu, 1999; Maum, 2002; Selvi, 2014).

The ELT industry has been criticized for situating the NS model as the ideal model in English language teaching profession which along the line building up a false division (dichotomy) amongst NESTs and NNESTs (Moussu and Llurda, 2008; Selvi, 2014). More also, mainstream SLA (Second Language Acquisition) research has been criticized for its inclination to arrange the way toward learning only in the mental area (psychological domain) without taking into consideration the social, economic, cultural, political, or physical domain in which language learning happens (Pennycook, 1999). Researchers, like of Pennycook (2001) highlighted the need of putting the deliberation of language learning and teaching in its sociocultural, political, and historical settings, and to explore issues of power, inequality, difference, class, race, and sexual orientation.

From a sociohistorical perspective and in relation to Luk and Lin (2007) claim that native-nonnative dichotomy “should not be seen as a pre-given natural identity and

ability, but should be seen as being interpolated through dialogic and repeated acts of discourse in different contexts” (p. 31), this dissertation investigates the identity formation of prospective NNESTs and NNESTs, whose professional standing in the field of TESOL and applied linguistics has historically been viewed as inferior, or at greatest below average in contrast to their NESTs counterparts (Phillipson, 1992; Rudolph, 2013).

1.2 The Study Aims and Significance

The major motivation behind this study is to explore the identity formation of NNESTs and prospective teachers through their perception of native speakerism. Considering how complex and dynamic identity construction is in changing contexts, the study focused on identity formation in Northern Cyprus context. It has been suggested that in order to better understand language learning and teaching, there is a need to understand teachers; who they are, and the identities ascribed to them (Varghese et al. 2005). It is therefore crucial for language learning programs to have an understanding of teachers as well as for teachers to have an understanding of who they are as professionals in the ELT field. Therefore, this research through the eyes of the native speaker ideology (a paramount factor in identity construction) investigates Turkish EFL teachers and preservice teachers’ identity construction.

Overall, the study may influence teacher education program on the construct of identity built through the program. Also, since the purpose of teacher education program in Northern Cyprus is to produce teachers who are autonomous and self-directed, the study may give teachers an insight into who they are in order to further improve on their professionalism.

Besides, a better understanding of the identity formation of NNESTs may encourage the facilitation of the help NNESTs may require in order for them to be confident teachers. Conclusively, the discoveries of this investigation might inform teacher educators on the issues significant to NNESTs while getting them ready for the teaching profession.

1.2 Research Questions

Keeping in mind the end goal to accomplish the aims of this study, this case study explores the stories of teachers and prospective teachers in Northern Cyprus with the following accompanying questions:

1. What is the perception of nonnative English-speaking teachers and prospective teachers on Native Speakerism?
2. How are the identity formation of nonnative English-speaking teachers and prospective teachers in Northern Cyprus revealed through the eyes of Native speakerism?
3. What is the difference in the experience of teachers who have been in the profession for 10 years or more and those who have between 1-9 years of experience of native speakerism in Northern Cyprus?

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses and reviews the relevant literature in the field regarding the NS/NNS dichotomy and the native speaker fallacy. The second section introduces and discusses another key construct of the study, that is, identity, teacher identity and the effect of the native-nonnative dichotomy on teacher identity.

2.2 The Native-Nonnative Dichotomy

2.2.1 Definition of Native-Nonnative Speakers

The concept “native and nonnative has attracted different definition in literature (e.g., Braine, 2010; Davies, 2003; Medgyes, 2001). Davies (1991) record on native speaker was first seen as “The first language a human being learns to speak is his native language; he is a native speaker of this language” (Bloomfield, 1933, p. 43). This means that an individual is a native speaker of the L1 learnt in childhood which Davies (1996) called the “bio-developmental definition” (p. 156). According to Medgyes (2001) a native speaker of English is “someone who speaks English as his or her native language, also called mother tongue, first language, or L1” (p. 430). In the same vein, Murray and Christison (2011) describe a native speaker as someone who has exposure to a language from birth, having mastery of its accuracy and pronunciation. Davies (2003) from a different perspective in explaining who a native speaker is, considers native speakers as models that typify the check of accuracy and acceptability of utterances due to the fact that they possess “a special control over a language, insider

knowledge about their language” (p. 1). In the light of these definitions, it is therefore evident that a nonnative speaker is seen as a person who speaks a language as a second or a foreign language and not as his or her first language. (Braine, 2010). From a sociolinguistic view, Davies (1991, 2003) discusses what the NS is by proposing six characteristics:

1. The native speaker acquires the L1 of which s/he is a native speaker in childhood.
2. The native speaker has intuitions (in terms of acceptability and productiveness) about his/her Grammar 1.
3. The native speaker has intuitions about those features of the Grammar 2, which are distinct from his/her Grammar 1.
4. The native speaker has a distinct capacity to produce fluent, spontaneous discourse, which exhibits pauses mainly at clause boundaries . . . and which is facilitated by a huge memory stock of complete lexical items . . . In both production and comprehension, the native speaker exhibits a wide range of communicative competence.
5. The native speaker has a unique capacity to write creatively (and this includes, of course, literature at all levels from jokes to epics, metaphor to novels).
6. The native speaker has a unique capacity to interpret and translate into the L1 of which she/he is a native speaker (2003, p.210).

Davies (2003) notes that although NNSs can achieve all other characteristics save the first. He therefore submitted that being categorized as a native speaker in a speech community is largely dependent on self-perception.

From a critical perspective, Cook (2005) considers the first language learned in childhood as a yardstick for identifying a native speaker. He further explains that it is not possible to be identified as a native speaker of a language learned after childhood. In order to put an end to the debate on who NNESTs and NESTs are, in terms of comparing them based on some specific qualities by figuring out what they are or not, instead, he coins the word “*L2 user*”. He explains that with the knowledge of this concept teachers are to help their students not necessarily to imitate native speakers but to become effective L2 users of the target language.

2.2.2 Differences between Native and Nonnative Teachers

Several studies have focused on the differences between native and nonnative language teachers from different aspects (e.g., Árvai, & Medgyes, 2000; Barany, & Zebari 2018; Levis, et al., 2016; Long, 1983; Medgyes, 1992; Phillipson, 1992; Tang, 1997). In most of the discourses on native versus nonnative, the term “native speaker fallacy coined by Phillipson (1992) was a predominant term which reflects the belief that “the ideal teacher is a native speaker, somebody with native speaker proficiency in English who can serve as a model for the pupils” (p.193).

Medgyes (1992) in response to this fallacy, explains the concept in a wholistic way. He analyzes in detail what native and nonnative speakers entails. His analysis reflects that exposure to English at birth and during childhood in an English-speaking environment connotes high proficiency. Therefore, a person who had exposure to English during childhood or who was given birth in an English-speaking environment is thought to be more proficient compared to a person who is not from an English-speaking environment. This view according to Medgyes reveals that “... motivation, aptitude, perseverance, experience, education, or anything else” (p. 342) cannot compensate for the advantage native speakers have over nonnative speakers, as he

claims that nonnative speakers can never reach a native like competence. On the other hand (Medgyes, 1992) questions the notion that proficiency in English is enough to being an ideal teacher and resolves that both NESTs and NNESTs can be effective in class because they both have their peculiarities (merits). Considering the experiences NNESTs have as language learners themselves, they can as well be a good language models for learners in anticipating the possible problems learners make, share different working strategies with them and if necessary, make use of their mother tongue. In his conclusion Medgyes (1992) makes a juxtaposition that in order for NESTs to become an ideal teacher “a high degree of proficiency in the learners’ mother tongue” is required and NNESTs need to reach “near-native proficiency in English” (pp. 348-349).

Tang (1997) in her survey on the roles of NNESTs in class which included 47 NNESTs in a teacher retraining course in Hong Kong, examined the participants’ perceptions of the proficiency and competency of NESTs and NNESTs. There were assertions that NESTs were more competent in specific areas; “speaking (100%), pronunciation (92%), listening (87%), vocabulary (79%), and reading (72%)”. NNESTs on the other hand were considered to be have better accuracy in language use (Tang, 1997, pp. 577-578). NNESTs were also considered to have empathetic attributes, an advantage that allows them to be able to relate to students’ learning problems more easily having been in the same shoe once. Through the findings of her study Tang (1997) placed emphasis on the importance of the pedagogy for NNESTs.

More recently, Levis, et al., (2016) contributed to this debate by investigating the distinction between native and nonnative speakers in the context of language teaching and learning. He questions if improvement depends on the native language of the

instructor, nor if learners improve differently depending on whether their teacher is native or nonnative. They suggest that being a NNEST or NEST is not a critical factor in teachers being an effective teacher in specific skills. NESTs are not likely to be effective simply because they are native, nor are NNESTs likely to be ineffective because they are not native. Although they admitted that NESTs and NNESTs might have their peculiarities and strengths, they also claim those skills can be taught equally well by NNESTs and NESTs, a conclusion that should bolster the confidence of skilled NNESTs and NESTs alike. A concluding remark, that draws attention to the effect of this notion on employment prospects and underlines the necessity of overcoming the obsession to be native-like but to develop a more accurate sense of professionalism.

Barany and Zebari (2018) conducted a study on the opinions of Kurdish English language learners of their native – nonnative teachers of English as a foreign language; identifying which group of teachers is more useful to them; (native or non-native) and in which language skills. The study has hypothesized that Kurdish university students show positive beliefs of native English language over nonnative English language teachers. In order to validate the objectives and hypotheses of the study, a questionnaire consisting of (14) items that included (9) general items and (5) items on the teaching of each of the following language skills grammar; vocabulary; pronunciation; listening; reading and speaking was given to one hundred students studying English at four private universities in Kurdistan of Iraq. The study revealed that, in general, students significantly preferred to have native English language teachers more than nonnative English language teachers.

2.3 Identity

Identity can be viewed from different perspectives, and in order to have a comprehensive understanding of the concept, all the different views need to be explored. The first perspective is the Humanistic perspectives which points out that everyone has “an essential, unique, fixed and coherent core” (Norton, 2013, p. 4). Upon this premise, the poststructuralist perspectives consider, identity as “diverse, contradictory, dynamic and changing over historical time and social space” (Norton, 2013, p. 4).

Block (2007) notes that postructuralists view went beyond the structuralists to encompass “nuanced, multi- leveled, and, ultimately, complicated framings of the world around us” in place of a fixed and unchanging aspects (p. 864). Norton (2013) therefore from this perspective defines identity as “the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (p. 4). Norton further explains that individuals negotiate and shift their identities during their interactions in different contexts.

Burke and Stets (2009) sees it from a different perception and define identity as the set of meanings and characteristics that identify a person as a unique person when he or she occupies a certain role within a group or society. From these definitions it can be concluded that individuals have multiple identities that are shaped and influenced by their contexts or based on their relationships within particular situations.

2.3.1 Teacher Identity

The role teachers play in the process of language teaching and learning instigate the exploration of teacher identity by many researchers (Akkerman & Meijer, 2011; Block; Barkhuizen, 2016; Duru, 2006; Jiang, 2017). Varghese et al., (2005) noted that the quest to understand teachers' role in classroom practices better and in the language teaching and learning processes and in order "to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them" (p. 22) motivated researchers to explore the concept of teacher identity in recent years. Insight into teacher identity is therefore necessary in order to have further knowledge of traditional teaching and "to create, and reconstruct the possibilities for the new educational reforms, programs, paradigms, and change educational processes for a better life" (Duru 2006: 121). In addition to understanding the logical basis behind teachers' beliefs or actions in class, Hong, (2010) noted that understanding teacher identity helps to look into teachers' "career decision making, motivation, job satisfaction, emotion, and commitment" (p. 1532). Lastly, investigating teachers' identity formation allow for an in-depth insight to teachers' inner worlds and how they cope and deal with different challenges from personal conflicts to more professional problems (Beijaard et al., 2004).

2.3.2 Defining Teacher Identity

There are different complementing and conflicting definition of teacher identity being a concept which has attracted a lot of interest in literature. Beijaard et al. (2000) define teacher identity based on the impression teachers have about themselves; "the ways they see themselves as subject matter experts, pedagogical experts, and didactical experts" (p. 751). Their study reveals that the professional identity of teachers is define /redefine based on teachers' knowledge of their subject matter, their ability to

communicate with students, and their level of training which prepares them to properly execute lessons (Beijaard et al., 2000).

Day et al., (2006) provides an overview of a change in attitudes in the literature towards the concept of teacher identity. This overview reveals that the initial views on teacher identity which have evolved into different notions is that teacher identity is a fixed and singular concept unaffected by the context (Day et al., 2006). Since there is no clear-cut definition of the concept, some key features have been agreed on by researchers (Beijaard et al. 2004). One of the major features widely accepted is its dynamic nature (e.g., Beijaard et al., 2004; Duru, 2006; Gur, 2013; Rodgers & Scott, 2008).

One other feature worth mentioning as reflected in the literature is that teacher identity encompasses sub-identities that constantly change in accordance with different contexts and relationships (e.g., Akkerman and Meijer, 2011; Beijaard et al., 2004). These two features reveal an encompassing idea that teacher identity constantly changes throughout teachers' career due to several factors. Furthermore, from a more balanced stance, Akkerman and Meijer (2011) redefine teacher identity as "simultaneously unitary and multiple, continuous and discontinuous, and individual and social" (p. 315). Considering the combination of different contradictory characteristics in this definition, it clearly shows from this stance the complexity of the concept of teacher identity.

In spite of different attempt in the literature to define teacher identity more explicitly on the basis of common themes recurring, teacher identity as a concept due to different conceptualization remains blurry. In light of this, in order to better explain the concept,

it is necessary to elaborate further on the components constituting it and factors leading to changes in the identity.

2.3.3 Components of Teacher Identity

The literature on teacher identity gives us better insights into the essential components of the concept. Some of the components include as noted in Kelchtermans' (1993) research lists are: self-image, self-esteem, job-motivation, task perception and future perspective as the indicators of professional identity; however, he also notes how interwoven these concepts are. Other researchers (Bandura, 1995; Gibbs, 2003) also give more components of teacher identity which are self-efficacy, beliefs about teaching and learning (Williams & Burden, 1997), knowledge (Beijaard et al., 2004), beliefs, values, motivation, job satisfaction, commitment (Day et al., 2006), and emotions (Beauchamp & Thomas, 2009; Day et al., 2006).

It can be deduced from previous studies as argue by Beijaard et al. (2004) that most of the different concepts about teacher identity refer to the same thing, necessitating the need to give "better conceptual clarity" on the relationship of these concepts to each other (p. 126). Considering this, a vivid look at the suggested components of teacher identity in the literature reveals a set of interrelated terms. In order to do this, it is important therefore to delve into the core of teacher identity and identify the key components affecting all the others. In light of this, with the elimination of the external factors, factors like self-esteem, motivation, occupational commitment and job satisfaction relates to having a positive perception of the self and abilities. In other words, if teachers have weak images of the self and doubt about their abilities, this will reflect in their self-esteem and motivation to teach, leading to negative emotions and lack of job satisfaction. On the other hand, teachers' positive perceptions of the self and trust in their abilities to teach will further increase their self-confidence, which

will therefore influence classroom performance. In addition to these, teachers' beliefs about teaching and learning can also be considered as a major component of teacher identity in so much that the set of beliefs teachers have shape and determine their choice of actions and judgments in class. In summation, these three components of teacher identity; self-image, self-efficacy and beliefs about teaching and learning are crucial due to their influential capacity on all other components.

2.3.3.1 Self-image

Knowles (1992), defines teacher identity as “the way in which individuals think about themselves as teachers—the images they have of self-as-teacher” (p. 99). From the definition, self-image as one of the components of identity is introduced as “the particular view that we have of ourselves” (Williams & Burden, 1997, p. 97). In the same way, Kelchtermans (1993) sees self-image as one of the indicators of teacher identity by defining the term as teachers' self-description of themselves and their views of how they are perceived by other people. This definition by Kelchtermans reveals an additional perceptive of self-image by putting into consideration teachers' understanding of how others perceive them as well as their own perceptions of the self. That is to say, the images teachers believe others ascribe to them and their view of themselves are the molding blocks through which they negotiate their self-image. Likewise, Day et al. (2006) reveal that teachers construct their identities through their beliefs about what kind of teacher they wish to be. Since teachers need to reflect on their own views of themselves in order to determine the characteristics of the ideal teacher they want to be; these can also be linked to the concept of self-image.

Self-image is an important component of teacher identity because of its impact on classroom practices as it reflects in the literature. Knowles (1992) from the study on five separate cases of pre-service secondary teachers reveal that several factors

influenced the teachers' strong or weak image of themselves as teachers, which inferably led to failure or success of these teachers in class. Similarly, Beijaard et al. (2000) also agreed with this view that the way teachers see themselves influence their efficacy, motivation, teaching practices and their willingness to develop professionally. One can therefore conclude that self-image is an important component of teacher identity and also that the components of teacher identity subsume into each other as they are closely related.

Furthermore, in Deghaidy (2006) work on pre-service teachers' images of the self and self-efficacy beliefs as science teachers, conducted on 36 pre-service science teachers enrolled in a 4-year undergraduate teacher educational program in Egypt. The outcome of the study revealed that, after taking methodology course, the participants' view of themselves, their efficacy as well as beliefs changed, which increased their self-confidence as well as their teaching. The study also revealed that the teachers' approach to teaching shifted from a teacher-centered to a student-centered approach. This shows the interconnectedness of self-image, self-efficacy and teachers' beliefs about teaching. Though how teachers see themselves is a very vital part of teacher identity, studies have not investigated language teachers' views of themselves.

2.3.3.2 Self-efficacy

Self-efficacy according to Williams and Burden (1997), is "our beliefs about our capabilities in certain areas or related to certain tasks" (p. 97). Bandura (1995) is one of the primary sources of information on self-efficacy and he sees self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (p. 2). In his description, he detailed the effect of thoughts, feelings, motivation and performance on self-efficacy. The revelation from his analysis shows close tie between success and a strong sense of self-efficacy and

that self-efficacy development can be achieved by observing people who successfully handled similar experiences one is in or going through.

From a different perspective Bandura (1995) expresses that when people trust their abilities, they have higher motivation to promote learning in class. In other words when people doubt their capabilities, there is every certainty that they will experience stress and tension which might make them give up more easily under difficult conditions. This means that, teachers' doubt about their abilities may result in low level of motivation and occupational commitment and according to Bandura (1995), teachers like this may experience emotional problems, and even end up with teacher burnout.

With the knowledge on the limited studies on NNESTs' self-efficacy, Eslami and Fatahi (2008) study on forty high-school EFL teachers in Iran regarding their self-efficacy, considers teachers' self-reported English proficiency levels and pedagogical strategies, with the aim to investigate the correlations among teachers' sense of efficacy, their proficiency and pedagogical strategies. From the result there was a positive relationship between perceived level of language proficiency and sense of self-efficacy. Besides, the teachers' sense of self efficacy affected the use of communication-based strategies in class. That is to say, teachers with positive perception about their proficiency in English had a higher sense of efficacy for interactive engagement, classroom management and instructional strategies. Also, for such teachers their high self-efficacy beliefs influenced the pedagogical strategies used in class.

In summation, teachers' behaviours and choices in their professional lives are influenced by the beliefs in their capacity, which makes them engage in tasks they can

perform successfully and avoid the ones that they feel they are incapable of. As rightly put by Gibbs (2003), teachers' beliefs and thoughts about their capacities are essential to teacher identity because such beliefs inform their emotions as well as the effectiveness of classroom practices.

There is a thin line between self-image and self-efficacy as explained by Zimmerman (1995). Self-efficacy is about how people judge themselves, "judgments of (their) capabilities to perform activities ... not who they are as people or how they feel about themselves in general" (p. 203). There might seem to be an overlap between self-image and self-efficacy. Self-image focused more on individuals' description of themselves and the description of others about them. While self-efficacy relates to the perceptions of people about their abilities. In a precise way, describing oneself as friendly, approachable and enthusiastic reflects one's self-image. Whereas, beliefs about one's ability and capability as teacher regarding classroom management skills, proficiency levels and instructional strategies to mention but a few reflects self-efficacy. Despite this, the literature has revealed that self-image, self-efficacy, and the other components of teacher identity are interrelated and affect each (Bandura, 1995; Beijaard et al., 2000; Kelchtermans, 1993).

2.3.3.3 Beliefs about Teaching and Learning

One other important component of teacher identity in addition teachers' beliefs about themselves, is teachers' beliefs about teaching and learning as noted by Williams and Burden (1997). How teachers approach teaching and learning regarding activities, error correction techniques, student relationships and many others are considered as part of what teachers believe teaching and learning entails. Teachers' beliefs determine how they organize and plan their lessons and approach problems in class. Beliefs can

therefore be seen as a catalyst that instigate all actions and performance of teachers in class (Williams and Burden, 1997).

In order to affirm that the knowledge upon which teachers based their actions on in class emanate from their beliefs about learning and teaching, Kim (2011) looked into the beliefs about learning, teaching and teacher roles of eight native English-speaking teachers teaching at a university in Korea. The result of the findings revealed that learners' participation, error correction, and autonomy which are parts of the teachers' beliefs about learning have an impact on their classroom practices and that these beliefs were derived from their personal and professional experiences in the past.

The importance of teachers' beliefs was also reaffirmed by Bukor (2012) in a study conducted on the transformation of four language teachers' perspectives of their identity through a reflective autobiographical process. The analysis of the participants' experience shows that the essential part of the participants experiences that affected their behaviours in class and shape their perceptions and interpretations of themselves was teacher beliefs. In other words, teacher beliefs constituted an essential part of their identities.

2.3.4 The Influencing Factors in Teacher Identity

The definition of teacher identity and its component is not sufficient enough to capture all about the concept without looking into the different factors that sharpens teacher identity. In other words, what are the factors that affect teacher identity? 1992 marks the earliest attempts to look into such factors affecting teacher identity by Knowles on five separate case studies on pre-service secondary teachers. Knowles (1992) study revealed that teacher education programs or university education do not have a big influence on the formation of teacher identity, instead experiences from childhood,

family, teaching and as learners are more significant in peoples' lives. It molds up what teachers believe about teaching which inferably affects their teaching performance in the classroom. The study further shows that teacher education programs are not as sensitive to individual needs and previous experiences, noting that experience is what make one behave in specific way.

From a different perspective, teacher identity has been considered as an “individual and psychological matter” because it has to do with self-perception (Varghese et al., 2005 p. 39). In addition, they also assert that since teachers form, negotiate and reconstruct their identities in social contexts like schools, teacher identity can also be seen as “a social matter” (Varghese et al., 2005). This view can therefore, be summarized in this way; what influence teacher identity is a cumulation of individuals' own processing and social relations. In the same vein as pointed out by Beauchamp and Thomas (2009) on the social aspect of teacher identity construction that teachers' current school environment, the learner profile, as well as their colleagues and school administrators are part of the factors that influence identity. From a different perspective, Olsen (2008) and Duru (2006) revealed that the career plans of teachers, popular culture and workplace conditions as an interesting domain influencing teachers' identity.

All the different factors responsible for teachers' identity construction does not only shape and reshape teacher identity but through the influence of this factors, teachers might experience identity shifts throughout their careers. Beauchamp & Thomas, (2009) stresses that “as a result of interactions within schools and in broader communities” (Beauchamp & Thomas, 2009, p. 175) teacher might experience identity shift during the course of their teaching career. From this perspective, Rodgers

and Scott (2008) work on identity construction in different contexts and how it relates with each other. They reveal how teachers through their teacher education programs and classroom experience tried to discover how they should teach undergo series of identity shifts. These identity shifts might either lead to their improvement or frustration, lack of confidence and poor performance. This was affirmed by Pavlenko (2003) who noted that identity shifts do come with different challenges for the teachers. The study was conducted on 44 pre-service and in-service ESL/EFL teachers in a TESOL program, investigating the relationship between their imagined communities and perceived status. The participants were teachers of English in their home before moving to the US, as their identity shifted from teachers to students. The participants' story reveals that having considered themselves based on native speaker and nonnative speaker, the perception of their competence and self-esteem changed during their studies, thus, reflecting on their identity (Pavlenko, 2003). This therefore opens up the native-nonnative dichotomy as a different factor influencing teacher identity construction.

2.3.5 Native or Nonnative Teacher and Teachers' Identity

Several studies have asserted that native teachers are not necessarily better than nonnative teachers. This has led to the change in attitudes towards NNESTs. Nevertheless, NNESTs are still being compared to NESTs by students, trainers or administrators which makes the native and nonnative speaker dichotomy remain an issue. NNESTs therefore confront lots of challenges in the TESOL field. Amin (1997) notes that despite the qualifications of NNESTs, they may feel less and have difficulty constructing their identity due to sentiments against them even by their students because they are NNESTs. Huang (2014) further confirms these claims by asserting that the competence, especially the accent of NNESTs' is always seen as "deviating

from the native norm” which affects “their credibility as English language teachers” (p. 120). As rightly put by Juhász (2011) that NESTs can deal with difficult situations more easily whenever such arise since their ability is not subjected to questioning by the students unlike NNESTs who are under pressure when asked questions which they may not be able to answer due to the fact that their knowledge is often questioned by the students (Juhász, 2011). Another area of focus which is also very sensitive is NNESTs self-perceptions of their merits or demerits. When NNESTs self-categorize themselves in this manner with prejudices, it might affect their “personal esteem, and their in-class performance” (Selvi, 2011, p. 187). From this perspective, it is evidently real that native speaker/nonnative speaker categorization (being a NEST or NNEST) is a sensitive influencing factor in teachers’ identity construction.

There has been much investment on the identity construction of NNESTs in the literature (e.g., Kim, 2011; Inbar-Lourie, 2005; Johnson, 2001; Ortaçtepe, 2015; Park, 2012) with fewer studies on such from the perspective of NESTs (e.g., Inbar-Lourie, 2005; Juhász, 2011; Wong, 2009).

The identity of a nonnative English-speaking graduate student studying a 2-year MA TESOL program in the U.S was investigated by Johnson (2001). The participants, a Mexican woman; Marc tried to negotiate and balance her multiple identities during her experience in the U.S. In her new context she was a language learner and teacher during her experience in the U.S. From the experiences of Marc, Johnson (2001) asserts that MA TESOL students integrates into being part of the social group of NNESTs by taking up the role of NNESTs in constructing their identities as ESL teachers. NESTs on the other hand have no issue related to the native part of their identity. By such self-categorization and self-identification as NNESTs, their

competence is thus subjected to query as nonnative speakers and teachers. From Marc experiences, Johnson (2001) therefore, concluded that teachers' self-perceptions and social identification influence identity.

Kim (2011) carried out a study on the identity reconstruction of three pre-service EFL teachers during their experiences in a U.S English teacher education program. The nonnative English-speaking graduate students were interviewed and questionnaire was also administered in order to access their identity. The study revealed that NNESTs view native speakers as ideal teachers due to lack of confidence in their English competence, which affected their self-esteem and self-images. The experiences of the graduate students in the U.S. however reshaped their self-images, which made them reconstruct the way they positioned themselves as NNEST (H. Kim, 2011).

Similarly, Park (2012) argues that NNESTs journey in a native speaking context might illuminate the identity reconstruction of NNESTs. She investigated the experiences of one Chinese student; Xia Wang, before and during her TESOL program in the U.S. The findings revealed how Xia Wang underwent a transformation from a state of "powerlessness and confusion about her identity in China" (p. 137) to "acceptance of her NNEST identity in the United States" (p. 141). In Parks's submission, the significant of the study might "enable the members of TESOL programs to see the inner world of NNESTs and this can lead to (re)shaping the contents of the TESOL curricula" (Park, 2012, p. 142).

In the same vein, Ortaçtepe (2015) from a Turkish perspective investigated the experience of Turkish EFL teachers pursuing their graduate degrees in the U.S. The language socialization experiences of the teachers shed light on their identity

reconstruction as teachers of intercultural competence. The result revealed that the different social context of the participants impacted their language socialization experiences. Through these experiences, the teachers were able to reflect on their own language teaching in Turkey and their lives in the U.S., which was a sign of identity investment (Ortaçtepe, 2015).

Inbar-Lourie (2005) investigated the gap between self and perceived identities of teachers from both native and nonnative perspectives. The researcher noted that both NESTs and NNESTs are susceptible to experience identity conflict, because when the perception of teachers about themselves contradicts what others think about them either as native or nonnative speaker, there might arise conflict in their identity. The study was carried out on 102 mostly EFL teachers from different countries teaching in Israel with the aim to look at the gap in the relationship between teachers' self and perceived identities as NESTs and NNESTs. The result of the study revealed a gap between nonnative self and perceived identities as they report on their perceptions of themselves as NESTs or NNESTs while less gap was noticed with NESTs.

From the perspective of NESTs, Wong (2009) conducted a research on untrained native English-speaking tutors. The study focused on the tutors: language lessons, challenges faced while teaching and perceptions of their own teaching. The eight participants in the study had no prior language teaching experience and no former language teaching training. The result revealed that the participants have difficulty in explaining the language to the students. They also did not have a clear purpose of language teaching even though they were creative during their lessons. This study asserts the necessity for teachers to be properly trained in order to be able to teach even been native speakers (Wong, 2009).

Juhász (2011) asserts that relatively little attention has been paid to NESTs in the literature by instigating 18 native English speaking teachers' experiences in a foreign language classroom. The participants were drawn from different institutions in Budapest, Hungary and data were collected through questionnaire and interviews in order to uncover the difficulties they experienced, their perceptions of their own strengths and weaknesses, and their perceptions of the differences between NESTs and NNESTs. The findings revealed that the participants embraced NESTs to be a good model for students when it comes to appropriate use of idiomatic expressions, intonation and correct pronunciation. Nevertheless, they further stressed that there are other areas that might be problematic for NESTs, like explaining grammar rules, knowing the students' first language and culture. They also noted that NESTs are different from NNESTs regarding tolerance to errors. Unlike NESTs who overly pay attention to error corrections, especially grammatical errors, NNESTs only correct errors when necessary. Juhász (2011) stressed that problems like this can be solved when there is close cooperation between NESTs and NNESTs.

From the literature reviewed in this chapter, it is evident that there have been enormous studies on the identity construction of NNESTs and NESTs. This is because of the importance of teacher identity in teaching and learning process. Considering the complex and dynamic nature of identity in changing contexts with no study conducted on such in Northern Cyprus, the current study therefore investigates the construction of identity of NNESTs and preservice teachers in Northern Cyprus through their perception of native speakerism. In addition, since the purpose of teacher education program in Northern Cyprus is to produce teachers who are autonomous and self-directed, the study will give teachers an insight into who they are in order to further improve on their professionalism.

Chapter 3

METHODOLOGY

3.1 Introduction

This chapter consists of the description of the research questions, followed by the participants and settings of this study. The research design of the study is explained briefly, encompassing three different data collection instruments, which are a narratives, controlled journal, and interviews. The next section, highlights the steps followed in the research procedure including the selection of the participants and data collection. The overall procedure for data analysis is then provided and the rigor and credibility of the qualitative measures.

3.2 Research Questions

This case study explores the stories of teachers and preservice teachers in North Cyprus. In order to investigate the identity construction of prospective teachers and teachers in North Cyprus under their perception towards Native Speakerism. The study addresses the following issues:

1. What is the perception of NNESTs and student teachers on Native Speakerism?
2. How are the identity construction of student teachers and teachers of English in Northern Cyprus revealed through the eyes of Native speakerism?
3. What is the difference in the experience of teachers who have been in the profession for 10 years or more and those who have between 1-9 years of experience of native speakerism in Northern Cyprus?

3.3 Context of the Study

Cyprus became a colony of Britain in 1925, being a nation consisting of two communities (Greek Cypriots and Turkish Cypriots), the Island has diverse history regarding language and attitude. During the colonial period, Cyprus was a multilingual nation where Turkish, Greek and English were used for various communication purposes (Karoulla-Vrikki, 2004). English was the only official language in government as communication was facilitated through “translation posts” in both Greek and Turkish by the British, which also indicated that the communities were not forced to use English as equal treatment was given to both languages (Karoulla-Vrikki, 2004, p. 22). During this period, English maintained its position solely as the colonial language, but not as the lingua franca. Shortly after Cyprus gained independence in 1960 from British colonial rule, an inter-communal violence also known as the Cyprus crisis, between the Greek Cypriots and Turkish Cypriots broke out, which led to the separation of the Island and the two communities in 1974. The Turkish Cypriot community (Northern Cyprus) being a state recognized only by Turkey maintained a monolingual status but due to the influence of the British colony, English was also used for certain purposes. According to the Turkish Republic of Northern Cyprus, (1985) constitution. Turkish is the official language at public schools but English though without official status is taught from the fourth year of primary schools as well as a medium of instruction in some private schools. This therefore plays an important role in the adoption of English as the medium of instruction in universities in Northern Cyprus. The first EMI tertiary institution in Northern context started in 1979 and currently all tertiary institution is EMI institution. The context therefore provides ample opportunity for language learners to use the target language for daily social

interaction as well as to familiarize themselves with the target culture being a British colony and a Tourist center.

3.4 Participants of the Study

The participants were Turkish Cypriot from different backgrounds of English language teaching profession comprising; Four Turkish Cypriot EFL teachers, four PhD Students doubled as EFL teachers, one MA student and two EFL undergraduate students. The sample of the nine participants (4 males, 7 females) fall within Leedy & Ormrod's (2010) participants' range in qualitative research (5 to 25). The participants were all from a Foreign Language Education (FLE) department of an international university in Northern Cyprus. The department offers program of study leading to the Bachelor of Art (B.A.), Master of Art (MA) and Doctorate (PhD) in English Language Teaching. The participants were chosen deliberately under Dörnyei's (2007) guiding principle of purposeful criterion sampling. In this kind of sampling "the researcher selects participants who meet specific predetermined criteria" (p.128). The criterion which the participants need to fulfill was that they have to be Turkish Cypriot studying or teaching English at the tertiary level in North Cyprus. The participants for the study were given pseudonyms in order to preserve anonymity and confidentiality (Ahmet, Merve, Eylül, Zeki, Miray, Beyza, Ecrin, Denizkan, Jale).

Table 1. Background Information about the Participants

Name	Age	Gender	Family Language(s)	Educational Level	Language Studied	Year of Study/Teaching Experience
Ahmet	21	Male	Turkish/ English	BA	English	3 rd
Merve	21	Female	Turkish/ English	BA	English	4 th
Eylul	29	Female	Turkish	PhD	English/ German	3 rd /5
Zeki	26	Male	Turkish	MA	English	2 nd
Miray	37	Female	Turkish	PhD	English	3 rd /9
Beyza	48	Female	Turkish	PhD	English	22
Ecrin	58	Female	Turkish/Eng lish/Greek	PhD	English	23
Deniz kan	31	Male	Turksih	PhD	English	3 th /8
Jale	28	Female	Turkish	PhD	English	3 rd /5
Omer	60	Male	Turkish	MA	Englsih	35
Aysun	56	Female	Turskish	PhD	English	33

3.5 Research Design

The research paradigm of this study aligned with social constructionism. From a constructivist point of view, individuals do not construct their understanding of experience in isolation, but they interpret experience within historical and

sociocultural contexts (Burr, 2015). In other words, in order to understand and see how NNESTs and student teachers perceive native speakerism and construct their identity in the English Language Teaching profession, it is important to consider the meaning of the experiences they construct within the contexts.

Since the study is field-focused and heavily concerned with specific individuals in specific contexts, the study follows a qualitative approach. Within the epistemology of a qualitative framework, qualitative inquirers use different approaches, theories and methodologies to explore and understand human action and experience, which are grounded theory, ethnography, phenomenology, case study and narrative inquiry. Of these approaches I found narrative inquiry through life history as the best to explore my research interest because it focuses on experiences and the qualities of life (Connelly & Clandinin, 1990).

3.5.1 Life History Interview Approach

In order to explore NNESTs' perspectives and understand how NNESTs make sense of their experiences, this study adopts a life history interview approach. Why NNESTs and student teachers choose teaching, their sense of self-efficacy, their beliefs about teaching and learning, knowledge, and the impact the native speaker fallacy has on their lives are key elements of this study. In order to unravel these aspects of NNESTs' identity and agency, it is necessary to understand the teacher closely (Casey, 1992; Osler, 1997). My epistemological starting-point, therefore, positions the life experiences of the teacher at the core. It recognizes the relationship between the teacher's biography, current work, career, and the prospects for the development of educational systems (Goodson, 1981; Casey, 1992). From this starting-point, the use of a life history approach through narrative is especially pertinent to the question of exploring individuals' identities (Dhunpath, 2000; Chaitin, 2004).

The main claim for the use of narrative in educational research is that humans are storytelling organisms who, individually and socially, lead storied lives (Connelly & Clandinin, 1990). Narrative is suitable for this study because it gives researchers the opportunity to inquire into the history (both present and past) of an individual by “adopting a particular view of experience as phenomenon under study” (Connelly and Clandinin, 2006, p. 479). Narrative is an important and effective data collection instrument in identity research (Noton 2000, Pavlenko, 2003), it helps individuals to make sense of their lived experiences as well as themselves (Clandinin & Connelly, 2000). Also, through narratives, “people tell others who they are, but even more importantly, they tell themselves and they try to act as though they are who they say they are” (Holland, Lachicotte, Skinner and Cain, 1998, p. 3). The study of narrative, therefore, is the study of the ways humans experience the world.

3.5.2 Instruments

To produce a thick description of the phenomenon at hand, we used multiple sources of data which comprised a personal data questionnaire-controlled journal, interviews, field notes and email exchanges. Because of the lengthy demand of this study and the busy schedule of the participants, in order to collect rich information, some the data were collected electronically since there is a high response rate for data gathered electronically (Parker, 1992).

3.5.3 Personal Data Questionnaire

Demographic information about the participants was collected through a questionnaire at the beginning of data collection process. This questionnaire included questions that helped find out more about the participants. An open-ended narrative prompt— “Tell me about yourself, your background...” was used to initiate the interviews, and gather key information relating to participants’ place and date of birth, family, cultural,

linguistic and educational background. The open-ended prompt serves as an invitation to each participant to construct narrative detailing particularities of their experience and “contextualizing them in a specific time and place” (Kramp, 2004, p.114) (see Appendix A for the copy of the personal data questionnaire).

3.5.4 Controlled Journals

Furthermore, according to Pavlenko (2008), personal experience narratives through controlled journals can be collected by providing the participants with key words, interview questions, or requests to tell a particular story related to the phenomenon examined. In this study, the controlled journals consisted of simple question in line with the research question of the study:

1. Write a journal of incidents both positive and negative that occur in your personal, social and teaching or studying context.
2. How does that event/situation/experience make you feel as a person and a teacher?

Although this study aimed to shed light on teacher identity construction, it was important to observe the participants’ experiences in their social and personal lives in addition to their teaching practices. As Varghese et al. (2005) suggest, teacher identity is both an individual and a social concept which is formed and reformed in social contexts and within individuals’ inner worlds. Therefore, this study aimed to capture the experiences or events that could affect the participants’ identity construction during their studying, teaching and social and personal lives through the question above.

Further, since it was a long journal entry period, it was feared that the participants might be lost trying to figure out where to start writing. Therefore, I prepared some guiding questions just as a guide, but did not require them to stick to those questions.

Guiding questions for constructing your journal entries:

1. Where did the incident occur?
2. Who was involved?
3. Detail the incidents and your reflections on the incidents.

3.5.5 Interviews

Another instrument that was employed in this study was interviews. The interviews used in this study were what Dörnyei (2007) identifies as semi-structured interviews. The semi-structured interview schedule structure gave “direction to the interviews” (Floyd, 2012, p. 227). The mode of interviewing was non-directive. Instead, the questions in the semi-structured schedule were viewed “as a checklist of topics” that needs to be covered by the end of the interview (Miller, 2000, p.97). (see Appendix B for the copy of the interview questions).

Alongside the interview with the participants, a series of two informal interviews were held at the beginning and end of the data collection period. The informal interview sessions were necessary in order for the researchers to create a friendly and conducive atmosphere with the participants because of the sensitive nature of the study.

3.6 Data Collection

The autobiography elicited general demographic information about the background of the participants as it relates to their language learning as well as positive and negative experiences and events in their education lives. Prior to the collection of data, the I applied to the ethics committee for consideration and approval of the qualitative questions and methods of data collection, and permission was granted having found it ethical. (See Appendix C for the ethic approval letter)

An in-depth one-to-one interview with each of the seven participants was carried out twice in a year period to gather information on their language learning/teaching experiences. Each of the interview session lasted for one hour. With the consent of the participants, the interviews were audio recorded, transcribed and stored for analysis. Furthermore, controlled Journal was also used to capture the participants “during the teaching/ learning” experiences as they interacted with colleagues and classmates. Pavlenko (2008) stressed that giving participants key words in personal experience narratives in controlled journals is productive to the phenomenon examined. We, therefore, provided participants with simple item questions to make them reflect productively on their educational and social lives. The controlled Journal was administered to the participants during the beginning of each semester and collected at the end of the semesters before each interview sessions. In addition to this, other sources of data collection were field notes and email exchanges. This allows for the triangulation of data available at our disposal.

3.6.1 Data Collection Procedure

The data collection procedure was elaborate because of the sensitivity of the information required from the participants. In order for the participants to be comfortable and opened in giving this required information, I had to familiarize myself with them and gain their confidence through a seasonal built relationship through interaction. Therefore, first phase of the narratives includes the participants’ general demographic information (i.e., name, date of birth, marital status, nationality, education & any qualifications, study abroad/teaching experiences, length of formal education completed), and their childhood, cultural, family, linguistic and educational background which will be less probing in nature, which will help the participants settle into the narrative mode. The participants responded via *email* at their earliest

convenience. The second part of the narrative was given to the participants immediately after the submission of the first phase of the narratives. The schedule of questions for each narrative was flexibly, with the sequence of questions changed to suit the flow of the narrative conversation. The estimated period of the narrative was one month, this is to give the participants ample opportunity to relax and reflect better in order to avoid fatigue about the narratives. The controlled journal was given to the participants after the submission of the first session of the narratives. Finally, an unstructured interview session was solicited with the individual participants for more intimate interactions between each participant and the researcher in probing follow-up questions and clarification.

Prior to conducting the interviews, each participant was informed that audio recordings of the interview will be made and explicit consent for the same was taken before the interviews. A face-to face-interviews was held at a time and place nominated by the participants. The schedule of questions for each interview was very flexibly, with the sequence of questions changed to suit the flow of the conversation, additional questions and prompts were added where relevant with the quality of interaction reaching what Burgess calls a “conversation with purpose” (Burgess 1984, p.102).

The estimated time frame for each interview was an hour. The recorded interview was transcribed and returned to the participants for respondent validation, thus providing them with the opportunity to review what they had said, make amendments, and add or remove points before the analysis will begin.

3.7 Data Analysis

At the stage of data analysis, I went over all the qualitative data coming from the auto narratives and controlled journals according to Boyatzis' (1998) thematic analysis. In view of the fact that multiple narratives constituted this study, the thematic approach was employed since it is "useful for theorizing across a number of cases" (Riessman, 2005, p.3). Thematic analysis, searches for themes that emerge as being important to the description of the phenomenon (Daly, Kellehear, & Gliksman, 1997). Boyatzis (1998), also noted that thematic analysis provides researchers with a way of using "a wide variety of types of information in a systematic manner that increases their accuracy or sensitivity in understanding and interpreting observations about people, events, situations, and organizations" (p. 5). Among the three ways he suggests, data-driven (inductive) approach was used in this study as this form of analysis is pretty sensitive to the raw information and increases the validity of the research (Boyatzis, 1998). The stages he suggests for this approach are reducing the raw information, identifying themes, comparing themes, and creating a code. Considering the research question, I adapted these stages.

The protocol for conducting qualitative analysis allows for the analysis of data before the end of data collection (Harklau, 2011). Therefore, I started the data analysis early which consisted of several steps before the end of the data collection. As suggested by Seidman (2006), that it is easier to notice details on paper. After I transcribed the interviews, I read each transcript on paper copies rather than on screen since. While reading through the data for the first time, I made some jottings which assisted me to figure out the emerging themes. The second-round reading of the data took a more detailed attention as I coloured out the data so as to code the data systematically.

Different themes emerged in the process of coding the data available which are mostly related to each other. This is in line with the observation of Beijaard et al. (2004) that most of the different concept on teacher identity are related and actually synonymous with each other, he therefore suggested that a 'better conceptual clarity' is necessary in order to relate these concepts with each other (p. 126). Because of the recursive iterative nature of the data at our disposal, having gone through different components of teacher identity suggested in the literature, it can be deduced from previous studies as argued by Beijaard et al. (2004) that the most of the different concepts about teacher identity refer to the same thing.

A further analysis of the data was therefore necessary in order to relate the emerging themes in the initial analysis of the data, this would allow for categorization into sensitizing concepts. Sensitizing concepts are "points of departure from interview questions, to look at data, to listen to interviewees, and to think analytically about the data" (Charmaz, 2006. p. 17). The sensitizing concepts that emerged under identity issues were; self-image, self-efficacy, and beliefs about teaching and learning which synthesize with the core components of teacher identity affecting all the other components in the literature, thus, most of the themes that emerged under identity issue fit under these three major frameworks. The different themes that emerged while colour-coding the data related to identity were categorized under these three sensitizing concepts. This was done without neglecting other valuable concepts which might not necessarily fit under any one of the concepts. This allows for proper scrutinization of the available data at hand without unnecessary bias.

Finally, by suggesting triangulation as a strategy for the validation of the data analysis in qualitative studies, Patton (2002) defines triangulation as a way to check "the

consistency of information derived at different times and by different means” (p. 559).

In the light of this, I utilized interviews, controlled journals, field notes and email exchanges to triangulate the data.

3.7.1 Credibility of Qualitative Research

The three concerns that needs to be addressed in order to enhance the credibility of qualitative research are “rigorous methods, credibility of the researcher [and] philosophical belief in the value of qualitative inquiry” (Patton, 2002. pp. 552-553). In order to ascertain the credibility of the findings, I use different strategies during the data analysis. In accordance with Boyatzis’ (1998) thematic analysis, I came up with themes by analyzing the raw data inductively. The different concepts that naturally emerged in the data analysis were represented and accounted for. This stage was important which increased the credibility of the study, since it was, it was possible to analyze the data without being affected by the research question of this study. Also, the in the light of Boyatzis’ (1998) thematic analysis, the emerging themes were related to the sensitizing concepts. In the last stage of the analysis, I sought the opinion of an experienced qualitative researcher about the themes and findings that emerged to identify any possible bias in the data analysis. These different ways to analyze data aimed to enhance credibility and rigor of the study.

In addition, Patton (2002) claims that the researcher influences the credibility of the study with his/her previous knowledge, training, experiences and different views. He regards the researcher as one of the instruments in qualitative research. Therefore, the next section will introduce the researcher of this study.

3.7.2 The Researcher

The importance of the researcher as an important determinant in the process of collecting and analysis data in qualitative research as ascertained by Stake’s (1995)

claim that “of all the roles, the role of interpreter and gatherer of interpretations, is central” (p. 99). It is therefore, important to present an autobiography of the researcher, since the researcher was part of the process by preparing the data collection tools, utilizing them and analyzing all the data. This will reveal the rationale behind this research and the involvement of the researcher in this study.

My quest and love for language teaching was the bedrock upon which my personal and professional self-exploration was based. This informed my decision to specialize in Foreign Language Teaching (English). However, the inspiration to examine teacher identity is mostly related to my experiences as a teacher. Having graduated from university in 2010, I started work as an English instructor in a private institution in Ibadan, Nigeria. During this period, I went to different in-service trainings and workshop. I loved teaching English; although, I faced many challenges. Some of these challenges were related to external factors like the type of students, lack of student motivation and workload, while the others were my own inner conflicts. The biggest problem was the fact that I was inexperienced as a teacher of English as a second language. Being an inexperienced teacher after my BA, I had to be under the guidance of a more experienced teacher. More specifically, each class received between 30- 40 20 hours of instruction per week. I had to teach these hours under the guidance of my teacher mentor. As time went by, I became confident of myself through different training aimed to assist less experienced instructors which helped me to be able to cope with the different demand of teaching. Within a short period of time, with the self-confidence I had attained, I started taking up freelance teaching assignments in other institutions. After which I decided to go for my master’s program, followed by my PhD program.

Currently, I am working on my dissertation as part of the Doctor of Philosophy degree in English Language Teaching at Eastern Mediterranean University. With all these training and years of experience in teaching, I therefore, did not have much concerns regarding my language skills. I feel comfortable while speaking to different speakers of English (both natives and nonnatives). More also, pronunciation which was more like a challenge to me with the intent of pronouncing like the British was no longer the case. Teaching experiences made me realize that communicative competence is the ultimate and not following a particular native like standard, especially, in this era of world Englishes.

In addition, in my conversations with my colleagues during my PhD course work period, they often say that they have similar concerns. In summation, my own experiences and my conversations with my colleagues who shared similar experiences have encouraged me to examine how teachers and preservice teachers construct their identity against the native speaker epidemic. My knowledge, skills, and training guide not only all stages of data collection but also interpretation of the data collected from the participants. However, I do not influence the participant's responses and experiences. In that sense, despite the fact that I am involved in all the stages of this study from data collection process to data analysis, I acted only as an observer of their experience.

In conclusion, this chapter provided information about the research questions, context and the participants of the study, research design which includes life history narrative approach, instruments used, data collection procedures, data analysis, credibility of the qualitative research, and the researcher. The next chapter will report the findings of the data analysis.

Chapter 4

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter consists of two main sections. In the first section, the participants are introduced to the reader through their background information regarding language learning and teaching (their exposure to English acquisition and learning and teaching experiences). The second section of the result deals with the analysis of the data.

4.2 Participants' Autobiography

This section reflects the background information of the participants as it relates to their exposure to English acquisition and learning, and study and teaching experiences and linguistic background. I started with Ahmet, followed by Merve, Eylul, Zeki, Miray, Beyza, and Ecrin, Denizkan, Jale. The participants were given pseudonyms in order to preserve anonymity and confidentiality.

Ahmet was born in Nicosia in 1998 with a Turkish Cypriot nationality and Kyrenia being his home town. At the time of this study, he was in his second year (second semester) in the FLE department having passed the proficiency test which qualifies him to be admitted into the department. With the intention to travel abroad after high school education which was aborted because he could not obtain the required score from IELTS. This informed his decision to be an English teacher which necessitated his enrolment in one of the institutions in North Cyprus. Ahmet s confidence in his linguistic ability as it relates to English was gotten from his mother who is also a

Turkish Cypriot but migrated to Canada with her family when she was 1 years old thereby acquiring the Canadian English: she later moved back to North Cyprus after 14 years. Although Ahmet's father cannot speak English. Ahmet therefore got the exposure to English language at home mainly with his mother. His English language influence was also attributed to the primary and secondary school he attended being an English medium instruction school. In addition, he was also exposed early to the watching of cartoons in English on the TV. His relatives (Uncles and Aunts) were also good with English as he usually spends most time with them. Because of this exposure. Ahmet could use English properly alongside his native language (Turkish).

Merve was born in August 1995 to a mixed family: she therefore shares a Turkish Cypriot and British culture; she did her primary school education in England and her middle and high school education in Famagusta. North Cyprus, after high school she continued her university education in the FEE department of a university in North Cyprus. Her exposure to English started at an early age in primary' school which further continued with her parents at home and Tv set. During the course of her study she participated in one of the formal teaching excises in an English preparatory school in North Cyprus.

Eylul; a married postgraduate student was born into and grew up in a traditional Turkish Cypriot family, with three nationalities (Turkey. North Cyprus, and EU). She got my BA Degree in Translation & Interpretation in English (German-Turkish) in Turkey but also studied languages and worked as a translator & interpreter at the same time in Germany for one and a half year via Erasmus Student Exchange and Internship Programs. Subsequently, in order to be able to become an English language teacher in future, she went for a one-year pedagogical formation program. She has an MA in

Translation & Interpretation (English) in Ankara; Turkey, during which she worked as a language teacher in private language schools. She returned back to her homeland. (North Cyprus) where she is currently doing her PhD program and at the same time an instructor in one of the universities in North Cyprus, Eylül has been teaching English for 5 years (2 years in Turkey 3 years in North Cyprus). She also gives private lessons in German to train secondary and high school students. She can speak Turkish (native language). English (second language) and German (third language).

Zeki was born in February 1993 in the Turkish Republic of Northern Cyprus He is single. Having finished his high school, he developed interest in English language which informed his decision to study Translation and Interpretation in the university. After graduating, he furthered his education and started his master's degree program ELT. Apart from English he can also speak and write French. His knowledge of English was attributed to the cultural influence from United Kingdom since Cyprus was a colony of the British. He started to learn English since his third grade alongside private English lessons until he graduated from high school.

Miray is a Turkish Cypriot was born in 1982 in Nicosia and graduated from college in 1999. She later went for her BA in English Literature and Humanities Department in North Cyprus after which she went to the UK for her master's degree in Philosophy and Critical Theory in 2006. She also got a second masters in Theory and Practice in Translation in 2008 in UK, she lived in UK for six years although without any teaching experience in the UK. On returning back to North Cyprus in 2010 she started her teaching career as a foreign language instructor in different institutions. Prior to the start of her PhD program, she worked as a lecturer in Foundation English School a

Girne University in North Cyprus after which she resigned in order to focus on her PhD program. She is currently an instructor in one of the universities in North Cyprus.

Beyza was born in December, 1971. She is married and a Turkish Cypriot. She was born into a family of teachers. Her grandmother, great aunt, my mother, father and aunt were all teachers, her perceptions about learning and teaching therefore started to develop while she was growing up through the observation of her family members amongst the teachers in the family, her late father was the only language teacher. Her late mother's love and enthusiasm for teaching inspired her to choose the teaching profession as a career. Clearly, her family had a great influence on her development first as a learner and then as a teacher. Further, the teachers she met throughout her school years had an impact on her educational experiences. All these experiences influence her decision to study English language teaching after high school. Having completed her bachelors' program in Ankara (Turkey) in 1994, she started working in a University in Turkey. In the first year of her teaching experience, she was granted the RSA Cambridge Certificate for Overseas Teachers of English (COTE- now 1CELTA) in 1995. In the same year, she started her ELT master's program in Turkey and got her diploma in 1997. After the completion of her MA. She returned to her home country and started work in the English Preparatory School of a university in 1997. Over the years she benefitted from the in-service training courses offered by FLEPS and attained the following certificates' RSA Cambridge Examinations in English for Language Teachers - Level Two (CEELT II) in 1999, Certificate in Educational Management (CEM) in 2000. Certificate in Computers and Teacher Development (CCTD) in 2001 and Certificate in Instructional Technology and Materials Design (I I'MD) in 2009, She also enrolled in the PhD program offered by the Department of English Language teaching (now known as FLE- Foreign Language

Education) at a university in North Cyprus and completed it in 2008 She was appointed to the position of Assistant professorship in 2009 and since then, she has been offering courses in the department of FLE and Foreign Languages division of FLEPS.

Ecrin was born in 1961. into an educated Turkish Cypriot family. Both parents spoke very good English and a bit of Greek in addition to their mother tongue (Turkish). There was a large collection of books, and her parents used to listen to, and even sing. English. French and Italian songs which influenced her exposure to English. When she was 4-5 years old. Her uncle married an English lady, so she was exposed even more to English at a very young age through her. She later went to an English College for secondary education where all the courses were taught in English. She did her BA program in the English Language and Literature department in Turkey and her MA and PhD in ELT from a university in Northern Cyprus. She worked in Turkey as an instructor in a school of Foreign Languages for 13 years before she came back to Cyprus and started working as a teacher and a teacher trainer. She was awarded a Fullbright Scholarship in 1999, and she spent a month in a university in California where she observed the training of teachers. In addition, her husband is from England (a British citizen), so she does not only use English for teaching. It is an integral part of her personal life as well.

Denizkan was born in 1988. into a Turkish Cypriot family. He speaks Turkish fluently as well as English. He is married with a daughter. After completing his BA, he had 4 years of teaching and then went for his MA at the GAU. As soon as he finished his MA, he took an In-Service Certificate in English Language Teaching (ICELT) for one year from the Cambridge University. Presently he is a senior instructor where he teaches EFL learners at the School of Foreign Languages Department and a library

director (a position he has occupied for 3 years) at the Final International University. He is currently a PhD candidate in Eastern Mediterranean University.

Jale was born in November 1991 in North Cyprus to a Turkish speaking family. She is single. She started school when she was 4 years old (one year earlier than her mates as she was so bored at home since she lived in a village). She was a successful student and she took the secondary school entrance exam to study at EMI government college. Having passed the exam she studied most of her subjects in English which gave her the chance to complete her GCE exams and IELTS exam in order to study in the UK. She went to the UK when at 17 years for the BA program and graduated in 2013 at University of Hull. After few months, she continued MA program and graduated in 2014. Although she had always been interested in English, she didn't use to get top marks. She was quite fluent in writing, reading and listening, but couldn't produce a full sentence until she began to prepare for and take the IELTS exam (few months before she went to the UK for the undergraduate course). When she went to the UK, she suffered from an 'accent shock', she could not communicate with natives and used to avoid talking to people. After two years, she felt confident enough to communicate with both native and nonnative speakers in the UK. This experience helped her a lot to improve her speaking skills, pronunciation and fluency. She has been teaching since 2014 at Girne American University, Foundation English School and I also taught at Hull University in summers. She is presently a PhD candidate in Eastern Mediterranean University.

Omer is a married Turkish Cypriot citizen born in August 1960. He did his, BA degree in Turkey where he was qualified as a teacher of English Izmir University. He further went to the UK for further study where he did is MA and some other teacher training

courses. Two main factors motivated him into the teaching profession, one of them was at his secondary school, through one of his teachers, In one way or the other he was role model for him because the teacher's influence had a great impact on his choice. The second was that in Cyprus there were many of his relatives coming from England every summer and he used to communicate with them in English and they were amazed when communicating with him with regards to my vocabulary, pronunciation, grammar knowledge. The amazement they had about his English motivated him much more and he decided to become a teacher of English at the age of 13.

Aysun is a married Turkish Cypriot born in 1964 in Northern Cyprus, thus she is a citizen of the country. She had her BA in English Language Teaching in Istanbul and further went for her MA and PhD in the United States of America for seven year which was a great experience for her. She started her teaching career in 1987 equivalent to 33 years length of work. Her father was the inspiration into the teaching profession. His English was good and they do communicate a lot together. The island being a British colony, there were lots of things regarding English. After the colonial period, her father started worked in British bases on the Island, this gave more chances for her and her father to communicated more in English as they were studying English together which she really enjoyed. During her secondary school years her father used to help her a lot with English classes and assignments which motivated her to learn more about English through this exposure she decided to become an English teacher after high school.

In summation, all the participants were Turkish Cypriot studying or teaching English at the tertiary level in North Cyprus with rich English language acquisition experiences.

4.3 Results

4.3.1 The Perception of NNESTs and Student Teachers on Native Speakerism

The findings revealed what the opinion of the participants were on native speakerism. In order to fully capture their opinion, I asked the participants questions regarding their view of native speakerism, an ideology that native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology (Holliday 2005). I will present all the findings in this section under three themes: a) accent and pronunciation, b) employment, and special treatments c) cultural issues.

4.3.1.1 Accent and Pronunciation

The recurring themes the participants commented on was accent. Sibel expressed that when she compared her life with NS there are many positive aspects speaking fluently, having innate ability, acquiring the language and forming logical correct sentences. In order words, accent is not necessarily a factor. In Merve's opinion, she noted that accent does not play a huge role in ELT in Northern Cyprus because teachers are not always hired because of their accuracy, fluency or perfect pronunciation they are hired due to other force, depending on the university they graduated from, which status they have BA, MA or PHD and the other qualifications.

You could speak perfect English but still be unemployed as an English teacher in North Cyprus (Sibel).

In one of Eylul experience regarding the concept of native speaker during a interview at a Turkish university she explained more on this.

During the interview, after giving a demo lesson, they asked me what I think about being a NNEST. I was not expecting to hear such a question. Yet, I told them my true feelings- that I don't believe in such a concept because it is "old" now and not valid. Native speaker is a very slippery term. Does it refer to somebody born in an English-speaking country? What about those whose parents are 'native speakers', but have lived all their lives abroad? And what about somebody who has lived and studied in e.g., the UK, but doesn't have a British passport? The point I'm trying to make is that the term tells you only so much, and can be dangerously misleading. It can also exclude many fully proficient speakers (Eylul).

Eylul expressed that although the one and only advantage claimed by most NESTs and people is that NS are the proficient users of that language in terms of pronunciation. Yet, this doesn't make sense in the 21st century where "World Englishes" are the new artifacts. She further expressed that she does not believe in one single standard language and one native accent.

What's the advantage in a global and multi-cultural setting of knowing the local slang, phrasal verbs or idioms, and having a native accent which even other native speakers – let alone non-native – find tricky to understand (Eylul).

Based on this insight, she noted that being a NNEST, her aim is to allow students find their own characteristics within English as a foreign language and become independent yet proficient users of English as self-confident individuals. She further said that although she may not be able to pronounce a word as well as a native teacher. Yet, was convinced that this is not a real disadvantage in my context where the aim to bring up English language users, not native speakers.

For this reason, although I am not a native speaker, generally, I don't find a reason not to feel confident about my pronunciation. After all, it is not my one and only or first concern to teach my students how to talk "just like an English woman (Eylul).

Miray also noted that her accent is not good like a native speaker and that she mostly pronounces English words correctly thereby, being confident about her pronunciation.

Jale further noted that despite the acceptance of World Englishes and different accents, native accent is still important in some private schools in North Cyprus (especially primary and secondary schools with tourist from England).

4.3.1.2 Employment and Special Treatments

Regarding employment, which is the main thrust upon which native speakerism draws its strength, the participants perceived that the prevalence of privilege in hiring practices depend on the context different context of working. In some context where schools have native speakers, the administrators' preference for native speaking teacher or graduate from a native speaking country is high. Eylul narrated her experience in relation to this.

Previously, I was working in a private English college where I was teaching secondary and high school students. They purposefully loved to hire English teachers or NNESTs who at least graduated from a university in England. The school had many English students whose mother tongues were English. They were tourists living in Cyprus for short or long periods since many English people find it cheap to have a permanent place in Cyprus and they like the Mediterranean climate. In this context, the accent played a big role concerning the instruction because the mother tongue of many students was English and the administration always emphasized their "English curriculum" and their teachers who were already familiar with the ENGLISH culture. However, I am working at the Preparatory School of a Turkish university right now and the context is totally different, the ultimate purpose is to prepare students for the proficiency exam to be taken at the end of a year (Eylul).

She noted that except for context like the one she experienced others do not necessarily place importance of accent. Since the aim of most teaching contexts is to help students to be proficient language users.

I am a NNEST whose aim is to teach English as a foreign language to NNSs of English for academic purposes where the ultimate goal is to help them become self-confident, independent and credible language users of English in a post-modern, global environment (Eylul).

Furthermore, Beyza reflected on her experience regarding employment being a NNEST.

As I got my BA and MA degree from a prestigious university in Turkey, I could get a job easily but, in those days, there were more vacancies. Also, I had teaching experience so I did not face major difficulties in this regard (Beyza).

Beyza has been working as a teacher of English since 1994, and joined EMU in 1997. She noted that although vacancies then were many compared to this contemporary day where most of her graduated students cannot find jobs easily in North Cyprus which is not due to the preference for native speaking teachers by administrators.

I don't have any colleague at the moment just one that the colleague happens to be wife of a Cypriot, there is no other native speaker. Why because of instability in Cyprus, not being satisfied with the salary. Native speakers don't prefer Cyprus, they don't prefer our context, our institutions (Beyza).

This is a reflection of the fact that in Northern Cyprus universities, native speakers are not given undue privilege as it used to be decades ago. In Jale's reflection with one of her instructors during her days in university classes she raised a question regarding this.

My teacher was talking about the developments in ELT. I asked him "sir, why don't we have NESTs in our department why are all our teachers NNEST" He answered "because they require high wages and special privileges". I thought was a shame, I wish both NEST and NNEST work together with native and non-native students (Jale).

Although the case is a bit different in elementary school where native speaking teachers are still given more consideration in employment. Merve noted that school administration not universities but some high schools, primary schools look for native teacher. She therefore sees this as unfair.

...I think is unfair because there are lot of nonnative speakers who do know the language better than natives but this is the belief of most school administration

that if they are native teachers, the students will acquire the speaking more easily but I don't agree with that but yes in north Cyprus not in universities but in private schools especially they employ native teachers (Merve).

On the other hand, from Denizkan experience, he noted that the case in Northern Cyprus is that although school administrators first look at your profile, if you are a native speaker or if you are from London, Canada or America but here the case is education first” He further revealed especially for high schools it doesn't matter being native or nonnative.

High school is different here you take an exam and try to get the highest score it doesn't matter whether you are a native or nonnative speaker for public schools. Secondary school and private schools for example ESK in Girne they check if you are Turkish and you speak fluently, they don't hire you. It changes from institution-to-institution, ESK has got different principle, British college has got different principle some people from that school pay attention to your proficiency level if you are native speaker or not some check if you graduated from Canada or from England, they don't check if you are a native or nonnative no, they don't pay attention to native speakerism or not (Denizkan).

The experience of Denizkan is not necessarily the case in all institutions in Northern Cyprus especially privately owned school with many British tourist children. Jale noted that in such school, administration look for native teacher although to her this is not because there are lot of nonnative speakers who do know the language better than natives “but this is the believe of those school administration that if teachers are native teachers, the students will acquire the speaking more easily but I don't agree with that”. She further gave examples of such schools;

when it comes to hiring things, some institutions put more emphasis on native speakers for example there is a school ESK in Kyrenia, it is a secondary school and they only hire native speakers and their salary is so high, they pay around 3000 pounds per month and they can pay salary in pounds which is so appealing for a teacher but then they put that barrier that they are using, they are hiring only native (Denizkan).

In Omer's reflection during the interview session, reiterated that back in the days when he started teaching which was about thirty-five years ago, NNESTs were only getting their salaries while NESTs on the other hand were paid more and hand several privileges and opportunities. He also revealed that were even given apartments to live in as well as transportation tickets back to their countries (free flight tickets). From his report none of these opportunities were available to NNESTs.

The salaries were completely different. NESTs were paid higher salaries; they were also getting extra money around 800 USD separately from their salaries which was not given to NNESTs. They also have housing opportunities plus tickets to their home country yearly (Aysun).

Aysun further revealed that although NNESTs have their diplomas and certificates while some of the NESTs were not even college graduates and some without teaching certificates, though some of them were highly qualified. They were given more attention. From her experience though working with them was nice and encouraging as colleagues but the administration treats them more special.

Our native speaker friends were really nice people; most of them were nice. But the school administration was putting a great emphasis on native speaking teachings therefore creating a big gap between NNESTs and NESTs. They were getting special treatments from the administration. It was so sad to see this, we were doing the same thing and they valued our efforts less (Aysun).

We NNESTs were doing the same thing as NESTs, yet they were granted with more opportunities and this really disturbed me, it puts my morale down a bit (Omer).

Omer revealed further that those discrepancies are no longer there as it used to be in the past. He said that though the NESTs might be granted better opportunities, but in those days, the discrepancies were far more than with the situation today. In those days the privileges were great for them but not now.

Further, Aysun further revealed that being a native speaker in during the time she started teaching at FLEP, there was a big difference regarding the administrator and students' attitude and the way they look at native speakers was really different from the way they look at nonnative speaking English language teachers. She noted that they value the native speakers more than the nonnative English speakers, "regarding the prep school students, they were really excited about getting to the class of native speaking teachers". Aysun also revealed that the native speaking teachers were in an advantageous situation like having a different teachers' room, although this did not affect the relationship and collaboration between natives and nonnative, since the administrator were the ones that distinguished between them "we have very good relationship with them, but native speaking teachers were more advantageous than nonnative speaking teachers".

4.3.1.3 Cultural Issue

Culture is an integral part of language teaching, this being the case, the participants expressed different view about culture. Ecrin said that there are cultural issues NNESTs are not knowledgeable enough about, and that can put the NNEST at a disadvantage. Despite the fact that lack of adequate cultural knowledge might be a disadvantage for NNESTs, the participants were still confident about the cultural knowledge they possess.

... although I am not a native speaker, generally, I don't find a reason not to feel confident about my cultural knowledge as I keep learning. (Eylul).

Northern Cyprus was a British colony and most of the countries. Therefore, British culture must have been an integral part of the countries system. This could be the reason why culture was not a big issue for the NNESTs. The participants also noted that being a native speaker with appropriate cultural knowledge does not automatically

place NEST teacher in a superior category. One of the participants even ascertained that being a NNESTs he usually research more about different culture since English is now a world language, it is important to know about different culture in order to be able to teach appropriately.

...since I research about different cultures and I know many things about my learners' profile (Denizkan).

Because Northern Cyprus is a British colony, the participants felt they already have the necessary cultural knowledge to teach. Ahmet for instance said that he did not only acquire English language as he grew up but also the culture.

I also acquired the culture because now, when we are at home, we celebrate Halloween, we celebrate Christmas, these two cultural holidays are the Americans or the Canadian cultural holidays ... so the Halloween celebration and Christmas celebration is not strange to me because I was born in them (Ahmet).

In the same vein, Merve noted that in this era of technological age where the world is a global village, everyone is more expose to the native culture and it has become a part of their behavior. She further noted that this generation are so used to the target culture through social media and this has become a part of their life. She noted that 15 years ago in Northern Cyprus, this was not the case but due to the advancement of technology, there is no stereotypes any more as people now love learning the target culture. Teaching language with cultural knowledge is therefore not a challenge for her. She narrated in one of her experiences regarding this;

We had a birthday there and they all did their hair in a strange way and they loved it, we did jingle bells in class in English lessons they like learning Christmas, we had Halloween party, they don't have stereotypes and because they are using technology all the time, they see the target culture online (Merve).

4.3.2 The Identity Construction of NNESTs and Student Teachers

4.3.2.1 Identity Construction in Terms of Self-image

The findings revealed the ways the participants described themselves as non-native English-speaking student teachers and teachers. The participants' description of themselves was both in a general term and as it relates to their roles as English teachers. I therefore present the findings under different category under three themes: a) personality and abilities, b) NNESTs strengths and weaknesses, c) colleagues and students' perception.

4.3.2.1.1 Personality and Abilities

The construct of self-image revealed through the participants' description shows that they have a positive image towards their personality and abilities as NNESTs without the need of trying to justify their knowledge of English with respect to native speakers, this helps them to focus more on 'being a good teacher' which is reflected in the way they described themselves. Merve described himself and the opinion of others of her in this manner:

I would say I am responsible, practical, punctual, hardworking, creative and fair...some people may think I don't hesitate when I want to point something out. My classmates see me as a confident teacher which is able to manage a class with no difficulties...Now I'm more confident, creative, practical and positive. The aspects which led to this kind of change in my life were the decision of becoming an English teacher, becoming an autonomous learner, learning new strategies and skills to develop myself and overcoming difficult and complicated challenges throughout my education in ELT (Merve).

The participants did not have a blind preference for the NS status; rather they stressed other factors like personality, good teaching skills, and being efficiency as more important. This is in line with Lasagabaster and Sierra's (2002) study emphasizing that professionalism and not NS and NNS status should be valued. In other words the development of personality and teaching skills are more important to the participants

than their native and non-native status. Merve further reiterated that she never sees herself lower than them (native speakers), “because they may be natives but I speak clearly, I speak comprehensibly and there is no rule saying that nonnatives cannot be English teachers. In fact, sometimes one has advantages from knowing the students’ language”.

For Zeki, being a nonnative speaking teacher does not affect his self-image since he can communicate properly which gives him a positive image about himself and makes him proud.

It doesn’t affect my self-image because when I am speaking and communicating, I am almost like native speaker and I always get positive attitudes, it makes me feel confident not too ego but it makes me proud of myself (Zeki).

Further, Ahmet sees himself as someone that can be an effective teacher due to the different chances his life when it comes to education

I have the chance in my education life I have the chance to explore my teachers in my primary school and starting from that, I developed a role model of a teacher in my head, I started questioning like are these the methods I should use, are these methods going to make me an effective teacher (Ahmet).

Ahmet is a person that believes that if one wants to be effective person in any situation, one has to be humorous and make you students see little barrier between one and them. All these knowledges came through exposure to education especially language education from an early age. Also, Merve described herself as a confident teacher who knows how to manipulate and experiment with language in accordance with my audience due to her experiences and training.

Well, I have self confidence in myself as an English language teacher and I believe that I know all the knowledge that I need to know as a teacher to be

able to teach in the classroom and I don't see myself anywhere lower than my colleagues even NESTs.

Denizkan reports on his abilities having attended training sessions, workshops, certification programs and even surveys that they filled to evaluate my knowledge and proficiency level and even having being evaluated on his knowledge and proficiency level by students further revealed that one thing that is important in language teaching is to be determined with the mindset to be of help to others which will propel one to love and invest more in the profession.

I could clearly say that I have sufficient knowledge to teach my target profile. I am a proficient nonnative teacher since my life philosophy has always been to be effective and helpful for others. I know what I am doing, I know what my job is, I like what I am doing, I love whom I teach, I know that they learn from me, I know what I am doing this job. In short, I am aware of all these to be a language teacher (Denizkan).

Beyza gave a positive outlook of who she is with a strong self-image, though she noted that she may not be the perfect teacher, since everyone in different profession always attend training and professional development courses so as to be better. She is quite confident in herself.

I don't want to be humble on this I am a good teacher because I love teaching, that is why when I am teaching, I don't think about that fact the I am going to get money at the end of the month, I don't do it for money, I do it for myself because I love it and because I love it, I am always open to learning new things... I mean I am not claiming that I am the best teacher in the world no, nothing like that but I am a good teacher because I love what I do (Jale).

Merve expressed that it is really an advantage to be a NNESTs like herself because she can put herself into the students learning thereby facilitating their language learning.

Being a nonnative English teacher is an advantage, although the world cannot see this, being a nonnative teacher is the best advantage a teacher could have

had because you know how to learn a language but native teachers or students never know how to learn a language, you are born with it, you grow up with it. They cannot put themselves into the learning situation (Merve).

Aysum noted that although she is NNESTs but when it comes to her abilities, especially comparing it with NESTs regarding teaching English as a foreign language, she said

I think I was doing a quality work by spending more time to prepare for my classes, trying to find different supplementary materials by using different sources in helping my students more. I think our abilities were similar except the speaking of course. I think my speaking abilities were good, when I deal with speaking abilities because I remember once that they gave me speaking classes to teach; like 3 speaking classes in one semester and the administrator told me that I was doing a great job even though there were native speakers around, still they were just getting more attention in many ways from the administrators.

4.3.2.1.2 NNESTs' Strengths and Weaknesses

A recurring theme that the participants commented on was the strength of NNESTs, Ahmet considered himself has an effective teacher and described himself as a teacher with advantage in language teaching. Most of the advantages listed by the participants reflects the four main advantages of NNESTs in Florence (2012) study which are “their ability to use students’ L1, their understanding of student learning difficulties, the ease for students in understanding their teaching, and effective communication between students and teachers (p. 295)”. The participants in this study have confidence in their advantages and abilities to disseminate the language appropriately to their students. Moreover, considering their accent, the participants realized that although they can express themselves in English fluently, they are not near native accent which they did not consider a disadvantage in their teaching because of the confidence they have in their pronunciation with the realization that appropriate pronunciation is more important than native like pronunciation in the face of world Englishes, and English as a Lingua Franca (Mauranen, 2018).

One of the most striking things worth emphasizing on is the way the participants saw themselves in the course of the training program which informed their self-confidence. Although they have no self-confidence because of the way people perceived them before their teacher training course. They revealed that this changed during the course of their program of study.

... Yes definitely, in the past I had no self-confidence, I was over-weighted. I was with the people who didn't have any interests with me in any way. But when I look at me now, I'm in the path going to where I want... My thoughts changed during my education period (Ahmet).

The participants' view of themselves as bilingual also influenced their self-image. They did not see themselves as deficient users of the language but as bilinguals with ample advantages. Having a mastering of their native language and English puts them in a position where they could negotiate between two different images as occasions warrant (less formal in their native language but formal while using English).

I see myself differently. When I talk in Turkish, I feel more like myself since language reflect my identity and Turkish makes me reflect everything about myself. As soon as I start talking in English, I change or "turn off" my Turkish identity and "turn on" my professional identity as an English teacher (Eylul).

The participants did not share the stereotype that associates bilingualism with negative consequences on their development but as an influencer to the dynamic nature of identity (Duru, 2006), which is synonymous with the assertion in other studies on the constantly changing nature of identity construction; specifically, teacher identity due to different social process and context (e.g., Akkerman & Meijer, 2011).

In addition, Denizkan outrightly sees NNESTs as teachers with so many advantages in language teaching even though this is not yet accepted and seen by so many.

Being a nonnative English teacher is an advantage, although the world cannot see this, being a nonnative teacher is the best advantage a teacher could have because you know how to learn a language but native teachers never know how to learn a language, they are born with it, they grow up with it (Denizkan).

Similarly, Beyza expressed that in one of her experiences as a teacher even with native speakers, they preferred her (NNESTs) to teach them grammar. Since grammar is at the core of communication, it is better to be taught by NNESTs.

Now I don't have native speakers in my classes but last year, I had two students and they were happy especially when I was teaching grammar, they said they benefitted from it a lot, they said the way I explained open them up to the structure of the language so they benefitted from the course a lot because they are planning to be teachers of English. In fact, one of them told me she wanted to study at EMU and be taught by NNESTs where there are nonnative speakers because in the future, she might turn up teaching in such context.

Denizkan also focused on the strength of NNESTs which is one of the things that gives him the motivation to want to invest more in himself in order to show that NNESTs are also good teachers. He noted that everything in life has advantages and disadvantages, with the submission that although NESTs have been said to be better than NNESTs in teaching communication skills. He therefore noted that NNESTs also have a complimentary aspect of teaching where they are better than NESTs.

NEST teachers might be better in terms of communication skills or when they are teaching spelling or pronunciation whereas NNEST teachers are performing better than NESTs in grammar teaching (Denizkan).

Considering their strengths, the participants further considered their weaknesses. These weaknesses do not make them lose confidence in themselves but the knowledge about the weaknesses makes them invest more to be better teachers. Ahmet discussed about this with the understanding that he has weaknesses as everybody else, "I also believe that native speakers of English as teachers also have weaknesses as well

everybody has weaknesses”. Jale said that in her case her weaknesses her speaking fast and at the same time paying attention to details.

I may speak fast sometimes so I have to arrange my pace and sometimes you have to know every single detail. You cannot skip a detail. Native teachers don’t generally look at the details, that’s a weakness but nonnative teachers generally look at the details (Jale).

4.3.2.1.3 Colleagues and Students’ Perception

The perception of colleagues and students also emerged among the self-image category of themes. The participants expressed different reactions on the perceptions of their colleague students about them. They noted that when their colleagues; both native and nonnative speakers see them for the first time, the reaction they get is just like every other reaction, which is to evaluate their language proficiency.

when colleagues meet you for the very first time, they try to assess you, evaluate you and once they are done, they are comfortable with your proficiency and with your knowledge of English language, it is over for the first time, students do not judge them (Beyza).

They were not evaluated based on being a nonnative speaker but on their proficiency which therefore, gives them confidence since they know they are capable in their chosen profession. The same thing goes for the students

the same thing too for the students, as soon as you are in the classroom, they assess you, they evaluate you and they make a decision about you and after that, being a nonnative speaker of English has never been an issue (Ecrin).

There have been a few instances when some native colleagues just assess you very gently, they just see how much you know, how much you are open to learn and everything, so there have been a few instances like that. when I realized this, I was a little bit uncomfortable but as I said, once they are happy with the assessment of you, they just give up, they don’t challenge you anymore so it depends on your proficiency (Zeki).

They noted however that in their first encounter with the student there are some kinds of prejudices, but later on after interacting, such a problem does not exist. This means

that at their first encounter, they had to exert their identity as proficient nonnative speaker but this does not last long. The perception of students on Jale made her feel comfortable as a language teacher according to one of her experiences

As a language teacher, from my experience, when my students find me as an effective teacher and they don't get bored in the classroom and they can get their answers whenever they have a question, I feel good and accomplished. It does boost my ego as a teacher.

4.3.2.2 Identity Construction in Terms of Self-efficacy

The analysis of the data revealed the participants' perceptions of their teaching abilities. How their perception changes during the course of their professional career and experiences. Therefore, I will present the findings under two main sections: teaching capacity and training, students' motivation and success.

4.3.2.2.1 Teaching Capacity

4.3.2.2.1.1 Knowledge of Students

One thing that is most profound in the participants' comment is that they understand the students properly, in other words they are aware of the learners' learning system.

I always watch my students, their reactions, their moods, their psychology, their learning and I adjust my teaching accordingly all the time so I don't go into the classroom and say ok this is what I am going to do today and I am not going to change it at all, no. everything depends on their psychology, their mood, their learning, their needs. This is why NNESTs are special, we understand the students' learning process more and take everything into account (Beyza).

The participants noted that because they have been through what learning are going through, it makes them more sensitive to what learners are going through and the amount of learning going on in the classroom.

I can talk about understanding students' learning processes because, I have similar experiences while learning English so I can understand what aspect of English language they may find difficult (Merve).

Through this understanding, the participants expressed that NNESTs like themselves will be able to anticipate student problems and teach in a precise manner accordingly.

think I can anticipate the problems of the students because I was a language learner so, I can understand how they feel from their mimic, the way they participate in the classroom, they are active or not active, I can understand what kind of problem they might have. (Ecrin).

I can relate with language learners and make assumptions based on my own language learning experience (Jale).

4.3.2.2.1.2 Empathy

As non-native student teachers and teachers of English, the participants felt they have the power to empathize with students which is needed in order to be an effective teacher. Ahmet expressed that for a teacher to be effective and successful, they need to be humorous and empathetic and it is much easier for NNESTs to be empathetic than NESTs because NNESTs have once been in the shoes of the students they are teaching.

I think in order to be effective; a teacher needs to put himself/herself into students' shoes. When I tried this myself, I realized that each student in my classes represented a different world and their psychology or background played an important role in their education... With this belief in mind, I have always tried to make use of a variety of activities (integrated skills activities) in my classes (Beyza).

Being a language learner myself, I, as a NNEST, can empathize with the students' learning difficulties more. (Eylul).

NNESTs can empathize with the students and later develop different strategies. When you are a native speaker, you don't think of strategies because you were born with it, you acquire it as you grow up, you don't think of how to learn this language (Merve).

Understanding students' strength and weaknesses enables NNESTs to empathize better which informs their identity. Due to this understanding, NNESTs are able to use different strategies, examples and instructions while teaching compared to NESTs. Miray narrated her experience while teaching A2 level students with a teaching partner

who was NS. For instance, while teaching grammar, she noted that students were not satisfied with their NS teachers' instructions when learning grammar; they preferred her because the NS teacher usually use difficult examples while teaching grammar points compared to her. This is in concomitant the study of Atamturk et al., (2018) that students preferred NNESTs in their class especially (grammar) because of their verse knowledge of grammar and different strategies to teach it. This preference was because NNESTs could empathize, thereby employing the use of different strategies having gone through the same experience as their students.

Through their background knowledge as language learners the participants have the ability to anticipate learners' learning problems or areas where support is needed, which are some of the positive aspects of NNESTs. This is in accordance with Medyes' (1994) view that, NNESTs: "anticipate and prevent language difficulties better" and "be more empathetic to the needs and problems of learners" (p. 51). Lasagabaster & Sierra, (2002) also revealed that due to the fact that NNESTs themselves have undergone the same experience as the learners hence, they could anticipate learning difficulties and help more in learning process.

Ahmet expressed that for a teacher to be effective in teaching it is necessary for such to be humorous and not be strict in teaching because the students are not learning at the pace one expects. He noted further that this is often found with NNESTs like himself because they can empathize with the students thereby not being unnecessarily too difficult on their learning pace. Merve said "I can understand what aspect of English language they may find difficult and I empathize with them". Beyza also expressed that being empathetic allows her to take the students into account before

teaching by seeing them as human who need to go through different phase to learn properly.

I am just starting to see students not as students but as human beings so I empathize with them, more with the personal problems of most of my students...I am talking about as a person, as human being, I am more open to them as human beings so these are the two things which contribute to myself as a teacher. (Beyza).

From a more experienced perspective Miray who has been a teacher for long expressed that due to the empathetic spirit she has been a NNESTs she could understand students better and makes them feel comfortable and not embarrassed.

Form the teacher's perspective, I have experienced learning the language so I can empathize with students and I know how they feel. They might feel embarrassed, they might feel somehow so I understand how they feel and make them comfortable (Miray).

Furthermore, the participants have confidence in their abilities to teach grammar explicitly which is one of the strengths the portray they have on NESTs. Juhász's (2011) revealed that NESTs acknowledged having difficulties regarding teaching grammatical rules as it becomes difficult for students to understand them which is an aspect NNESTs find easy to teach. In Sibel's expression he emphasized that her strength is explaining the grammar formulas by integrating many activities into lessons.

4.3.2.2.1.3 Pronunciation

Even though the participants were confident regarding their knowledge and pedagogical skills in grammar, nevertheless, they had built up insufficiency regarding their knowledge of pronunciation and vocabulary. Miray stated that she was quite competent and proficient in English, however, her speaking skill was not as good as a native speaker due to the volume of vocabulary NESTs possess. Beyza also stated that

her main disadvantage is mispronunciation of some words; however, she also noted that she always tries to overcome this problem by checking the pronunciation of unknown words prior to teaching.

...I occasionally have difficulties with the pronunciation of some words but with the on-line dictionaries this is no problem as I can listen to the correct pronunciation of the word and also get my students to listen to the correct pronunciation of words, they have difficulty with (Beyza).

This is consistent with Florence (2012) study which revealed inaccuracy in pronunciation as one of the negative aspects of learning English from NNESTs. The participants did not see this as a disadvantage in their efficacy but as a motivator for to invest more in being comprehensible not necessarily like native speakers but proficient user.

...as a NNEST, my aim is to allow them (students) to find their own characteristics within English as a foreign language and become independent yet proficient users of English as self-confident individuals. As a non-native speaker, I may not be able to pronounce a word as well as a native teacher. Yet, I am not convinced that this isn't a real disadvantage in my context where the aim is to bring up English language users, not native speakers (Eylul).

Beyza expressed that when it comes to the pronunciation of some words, she knows she has an accent but it doesn't affect my teaching in a negative way. She noted that even with some native speakers she encountered she did not have any problem understanding her.

Considering these weaknesses, the participants though felt they have limitations in pronunciation and vocabulary knowledge especially fluency while speaking or having lengthy discussions with native speaker colleagues. The realization of these weaknesses did not really make them lose confidence in themselves and their competence in teaching, rather, it made them always prepare more before each of their

classes and pushed them to always want to learn more since learning is a lifelong process for all (natives and nonnatives).

The only disadvantage can be mispronunciation of some words; however, I try to overcome this problem by checking the pronunciation of unknown words prior to teaching (Beyza).

I am aware of my strengths and weaknesses. I know I need to put more effort than native students because English is not my mother tongue and time to time this can cause some issues when I am using appropriate terminology for my studies (Miray).

In addition to this, the participants being NNESTs still compare their ability in speaking with that of NESTs, even though they felt confident of themselves.

I am not as fluent as native speaker students. I am quite competent in English; I keep working hard to develop my skills... However, my speaking skill is not as good as a native speaker (Beyza).

This confirms the assertion of Medgyes (2001) that NNESTs' are aware of their linguistic handicap. Notwithstanding, as against Medgyes (2001) suggestions, though comparing their abilities with native speakers, the participants did not have inferiority complex being nonnative teachers/students, their weaknesses only propelled them to exert more effort to show that they are as capable as native speakers.

According to my own experience, I always have to show more effort than NS because I would like to show that I am capable or I am good at teaching like NS (Miray).

It can be deduced from this finding that the participants still perceived native speakers as authority by comparing their level of knowledge to them. In a similar way, Hamit also said that he is nearly in the level of native speaker which gave him confidence in learning and teaching. This was therefore a reflection of Ortaçtepe (2012) study, revealing how native speakers were perceived as the author by Turkish students. Though Alptekin (2002) asserted that this feeling could cause intimidation for

NNESTs which might make them feel “intimidated by native speaker norms of use and usage” (p. 62). This was not the case with the participants in this study; against the thought of Alptekin (2002), the participant did not compare themselves with native speakers of English as a person but as a level of achievement.

4.3.2.2.2 Training

In the description of their efficacy in teaching English, the participants attributed their confidence and ability to use diverse strategies to the training got during their teacher training periods. In Miray’s journal, she narrated one of her experiences which shows the importance of training and experience.

working with A1-A2 level students, it was a big challenge time to time because these students are learning a foreign language from zero. Teaching/finding ways to explain things to these students needs a lot effort and different teaching techniques. During this journey, as a teacher I learnt a lot how to teach these students.

Merve explained that, although she has a high level of knowledge in English from infancy, she was able to handle some situation in her teaching practice through her teacher mentor which boosted her ability and confidence in being able to handle students from different proficiency level even to the postgraduate level and students of different background especially in the face of English as a *lingua franca*. Beyza also said that the training she got and experiences she had over the years provided her with some appropriate guidelines on the ways effective teachers teach and their attitudes to students. This therefore stresses the importance of training as a necessity in order to be able to possess the appropriate knowledge and skills so as to be able to rightly implement different methods in teaching for effective result. In relation to the effect of teacher training, Wong (2009) in his work titled “are native speakers ‘good’ language instructors?” revealed how important training is in order for NESTs to be able to teach their native language effectively. This therefore shows that proficiency

is not enough to teach a language effectively without the appropriate training. Similar to what Wong (2009) suggested, in the case of the nonnative English teachers' participants in the present study, even though they were exposed to English from an early age, they all underlined the importance of teacher education and/or training/experience for language teachers. For instance, Ecrin said:

...on the whole, and based on 32 years of experience in teaching, I am confident that I can engage the students and facilitate their learning in the light of set goals (Ecrin).

Similarly, Beyza noted that knowing a language does not mean that one will be able to teach it. "Being a native speaker will never take the place of training, never". She further stressed that training is very important because in training a trainee is actually helped by teachers to get more and more knowledge about the classroom and this will help to equip them with necessary techniques and methods in action, "there are lots of practical teaching methods and so training is something which is very necessary pre-service, in-service". Merve further expressed that she does not agree with the understanding around the world about native speakerism especially for those that did not go through training even though they are native speakers of the language. She stressed that being a native speaker as is not enough one needs to have good teaching skills; you should be willing to invest in your own knowledge through training and in developing as a teacher. "So, training is more important than being a native speaker, proficiency is not enough", Training is seen as an important part of language teaching because it equips prospective teachers with some attributes need to be a successful teacher.

there are so many personal qualities from training that are more important than proficiency. Of course, you should have a good level of language, I mean you shouldn't go into class and teach wrong use of the language, you should have a good language proficiency. But that is not enough. Your methodology, your attitude, your personal qualities. All of these contribute to being an efficient

teacher is internalized in training to be a language teacher because teaching language is totally different from teaching other kind of subjects (Merve).

An important conclusion Jale reached was that teacher training is really important noting that a native speaker, no degree in language teaching experience cannot teach effectively because they wouldn't know how to teach.

For instance, native speakers don't know how the phonetic letters work, they just know how to speak. Speaking is not enough, you need to know how to teach pronunciation words, letters, sounds, you need to know a lot of things, you need to have the pedagogical education, the teacher training course and management (Jale).

Merve strongly opposed putting teachers in class because they are native speakers without the appropriate training. Although they have the knowledge about the language but they need to take different education or teaching training in order to be effect. In one of her observations, she noted:

native speakers speak too fast, you have to sometimes warn them or tell them please speak slowly, more clearly one by one word especially when students are small, if you speak too fast, they don't understand anything, they have to know a single word by word and language acquisition from a young age, if they cannot acquire it. This kind of training native speaker need more (Merve).

This is also in line with Denizkan and Zeki's submission, they said that proficiency by itself cannot take the place of training.

of course, somebody can be fluent in English but might not be very effective in teaching because we need to have different approaches different methods and techniques towards teaching foreign or second language. Proficiency is good but not effective without training (Denizkan).

teaching is the art so not everybody can teach even if you are a native speaker, I have some native teachers that cannot teach properly being proficient is not enough to teach English language training and more professional development is needed (Zeki).

In Ecrin expression, he said that being a teacher is not an easy thing. “I mean know something is different from know how to teach it.” He emphasized that although proficiency is the ultimate goal of language teaching, notwithstanding, there are different other qualities needed to be successful in language teaching which are learnt through education, training and professional development courses.

equally important are the qualities you have as a human being like empathy, awareness, knowledge of the world, openness, all these qualities are very necessary to be a successful teacher which requires training. Proficiency of course is important but there are other qualities that are really important too ((Ecrin).

He further noted that even well experienced instructors in the profession usually go for training at least once in a year to broaden their knowledge and teach better.

4.3.2.2.3 Students’ Motivation and Success

The study also shows another kind of theme which relates to how students’ motivation and success influenced the participants’ perceptions of their abilities to teach. Beyza expresses that when she sees students progressing, she becomes more motivated as a teacher. This even propels her to be more prepared because as the students get motivated and progresses, it reflects in their participation in class activities, therefore, she needs to prepare more interesting and challenging tasks. She noted “their progress helps you to develop more and more as a teacher”. Also, Merve expressed that students’ progress has a positive effect on her as she can see the level of her effort.

very positive effect I can say because when they progress, you see the outcome of your effort, time. It is a reward for you so they motivate me and that is the best thing about being a teacher. It helps us to move on.

The successes and motivation level of students reflects on the participants self-efficacy. Merve revealed that whenever there is setback in the success level of his

students and more especially their motivation in class, she begins to question her ability even with a joke in class.

I question my abilities and sometimes I joke about it in class with my students I say this is not a good result so I started questioning my teaching abilities, I tell them, since you are not learning does it mean that I cannot teach you well? (Merve).

She expressed further that, whenever situations like this occur, she often asks the students questions to get them to do reflections or to criticize her at the end of her course so as to get feedbacks and see what was wrong, “is it something to do with them, is it something to do with my teaching I try to find out”. From the different outcomes she always tries to improve herself because no one is perfect and if nothing was wrong with her, she would try to use other teaching strategies.

In summation, the findings revealed that the participants have positive self-efficacy and self-image in teaching English although with an underrated level of self-doubt due to their weaknesses, which propels them to invest more in themselves as supported by Wheatley (2002) that teachers’ learning and professional growth can be instigated through a level of self-doubt about their efficacy. This therefore shows the positive effect of self-doubt as an energizer to encourage teachers to invest more in themselves.

4.3.2.3 Identity Construction in Terms of Beliefs about Teaching and Learning

The findings also revealed the participants’ beliefs about teaching and learning. The participants’ teaching and learning process as NNESTs as well as training influenced their beliefs on teaching and learning. The findings in this section are presented under three main sections which are: being native speaker and language teaching, teaching styles and strategies, the role of cultural background.

4.3.2.3.1 Being a Native Speaker and Language Teaching

One of the points stressed by the participants was that teaching a language has nothing to do with being a native speaker. To them, being a native speaker or having the knowledge of a language is not a determinant of abilities to teach the language. Ecrin mentioned that “Being a NEST does not automatically place a teacher in a superior category”. Parallel to this view, Medgyes (1992), compared native and nonnative teachers and argued that what makes an efficient teacher is more than being proficient in a language; other important factors like age, experience motivation and training also play important roles.

I believe that a professional, well-trained, proficient NNEST can be as efficient as a NEST, if not more (Ecrin).

The participants though before entering the teaching profession had been carried away with the assumptions of native speakerism denoting that English belongs alone to the inner circle, which created some made them insecure at the early stages in the profession due to previous beliefs and the perception of others, their identity formation therefore, shifted after being exposed to the core of language teaching. This in line with Williams & Burden, (1997) affirmation on the importance of belief as crucial element of teacher identity. Through consistent and constant learning and years of experience in the profession the they felt more competent in teaching English, having being exposed to diverse factors that were necessary for language teaching.

I can say that I used to feel a lot weaker when I first started to work as a NNEST due to my previous beliefs, prejudices and attitudes towards NNESTs. However, years of experience let me realize that students’ needs are in fact what matters and this always changes according to different contexts. Students want to feel confident and secure in the classroom with an effective teaching of common features (linguistics, cultural or social) (Eylul).

4.3.2.3.2 Teaching Styles and Strategies

The data revealed that the status of the participants as nonnative teacher influenced their beliefs and practices in teaching especially when it comes to teaching styles and strategies. This is synonymous with Juhász's (2011) result, which revealed that NNESTs possess a lot of teaching strategies and styles since their cognition in language learning is wide open to different experiences compared to NESTs.

The participants having the same background knowledge with students enables them to use the native language (Code-switching) in class to support students learning which was seen as an added advantage. The participant also felt that students definitely like the feeling of having someone from familiar background in the class as an authority. This somehow makes them feel safe or confident since the teachers can switch to their mother tongue concerning some difficult aspect of the language. This influences their teaching strategies and attitudes toward the use of code switching which impacts their practices. This is consistent with the study of Florence (2012) in Hong Kong context. Florence noted that local language teachers' ability to use the L1 was their most prominent merit as it could enhance teaching strategies and students' understanding in lessons.

While teaching vocabulary, especially if the level is "beginners", the opportunity of contrastive analysis helps a lot since it is really difficult to explain a word in English with synonyms... I also feel more advantageous when teaching grammar because I can compare their native language and English to show them the differences and the similarities as well (Eylul).

Similarly, Merve said that language learning can be enhanced more if local languages are sometimes used in class. "I think code switching is not a problem it is normal especially in difficult situations". Beyza also said that one of the strategies one can use

which is effective is to codeswitch sometimes which depends of the task at hand and the proficiency of the students.

Code switching is okay sometimes not all the time because they might forget that they are learning and they just code switch so it has to be in specific situations and tasks... especially for beginner levels if you are teaching sometimes you need to go back to your mother tongue because even one clarification in your own language and in their own language may help them too (Beyza).

On this, Zeki affirmed that it is really necessary to code switch so that students can learn better since this is one of the main edges NNESTs have on NEST. “For me, code switching is a must, it is an advantage for nonnative speakers”.

Ahmet expressed that when it comes to language teacher which is not like any other courses, it is important to use different unpopular strategy. He said that some of thing strategies comes from being empathetic which will drive some natural teaching strategies like being humorous with the students on whichever skills to be taught.

you have to be humorous and have empathy, you have to make your students see little barrier between you and them you have to be funny so that the students can like you and relate more in class. I usually get the attention of the students quickly by using humor and I can also apply some methods that I see closer to my beliefs, closer to my ideas but that will change according to the age group (Ahmet)

The different strategies and mothod of teaching foreign language were learnt during the formative stagies of teacher education. Jale expressed that, being a prospective nonnative English language teacher has given her lots of advantages because she has learnt different ways to handle different category of students. “For some specific skills like grammar, one of the best strategy is to provide different kinds of examples”. She noted that it is interesting that using different examples especially pictorial ones to teach skills like vocabulary is effective.

to provide lots of example when explaining rules especially grammar rules because if I just explain it to them if they don't see a concrete example I know that it won't work, they won't learn nothing. If I am describing something new in vocabulary, they have to see it visually especially through code switching. Pictures are a lot of help and as an experienced teacher, your pace is slow so they can catch up with you all the time whichever age group you are teaching they can catch up with you because you speak clearly and slowly, so they can catch up with you and you always try to give them a variety because you know that it is not easy for them, you can let them listen to audio, show them visuals because you know that they cannot understand, you can just write on the board a post office, they actually see the picture of a post office (Merve).

4.3.2.3.3 The Role of Cultural Background

The participants further mentioned that learners' motivation can also be enhanced when the teachers share the same L1 or cultural knowledge with the students. Beyza mentioned that when learners and teachers share the same cultural background, it would help the teacher to easily use some banter which could motivate the students.

...sometimes even a joke which accommodates common cultural roots with the students is enough to motivate them when they are tired or unmotivated to learn (Beyza).

This shows that as the knowledge of the target culture is important, so also is the knowledge of the local culture. To the participants, the knowledge of the target culture is not a problem because Cyprus is a country colonized by the British and English has been an integral part of the community. The effect of British colony has always played critical roles on the history, culture and socio-economic factors in the country. Therefore, it is not surprising that English has always been a prestigious language to learn for students as there are many English schools where the main language of instruction is English. Eylul for instance, started learning English when she was 7 and British culture was always the daily routines of both Turkish and Greek for her and the citizens in different ways. This made them feel confident in their cultural knowledge.

...although I am not a native speaker, generally, I don't find a reason not to feel confident about my cultural knowledge.

Beyze also stressed the importance of cultural knowledge in language teaching. She noted that one doesn't have to know everything about the target culture, and since Northern Cyprus is a British colony. Cultural knowledge is a very part of their being since they were exposed to it early and that most students do travel to native speaking countries. On the other hand, she said that if there are any aspect of the cultural knowledge that needed to be internalized in the process of teaching, she is always willing to learn.

Yes, I get prepared if I don't know about that cultural aspect to be taught. But of course, we are at advantage. For example, I was brought up in a family where there was an English family member, when I was five years old, I met her so I have always been familiar with the culture and the target culture which help in my teaching. There some aspect of the culture I don't like, I really do not practice them because I don't like them but I know about them. So, one can also learn, you learn if you need to learn about a cultural item more (Beyza).
... I lived in England for some years and this helps me a lot because I learnt a lot about foreign culture during my studies in England (Miray).

Overall, the findings revealed what the participants' beliefs were about being a native speaker and the importance of training in language teaching. More specifically, the participants revealed that in order to be able to teach a language, being a native speaker is not enough and that the naming of native/nonnative is not as important as being trained in language teaching. In fact, being a nonnative teacher seemed to influence their beliefs in a positive manner as it dictated their teaching styles and practices. The findings also ascertained the unstable nature of identity as reflected in the participants' reformation of identity through consistent and constant learning and years of experience.

Chapter 5

CONCLUSION

5.1 Introduction

The chapter introduces the discussion of the major findings of the study as it relates to the research questions. This is followed by conclusion, pedagogy implications, limitations and future research and suggestions for further research.

5.2 Discussion of Results

The aim of this case study was to explore the identity construction of NNESTs and student teachers through their perception of native speakerism. The formation and reformation of the participants' identity as revealed through their self-image, self-efficacy, and the beliefs about language learning and teaching add to literature the unstable and dynamic nature of teacher identity and how flux identity could be especially in diverse context with regard to native speakerism. This section in relations to the research questions presented in the data analysis chapter discusses the findings in the same order.

5.2.1 The Perception of NNESTs and Student Teachers on Native Speakerism

The analysis of narratives, interviews and journals revealed findings which address three major issues: a) accent and pronunciation, b) employment, and special treatments, c) cultural issues.

The findings show that the respondents have different experiences and perception of the native speaker fallacy in FLE field. The participants believed accent and

pronunciation is not all that is needed to be a good teacher as accents do not play a huge role in English language teaching in Northern Cyprus. They further explained that seeing NS are the proficient users of English language in terms of pronunciation doesn't make sense in the 21st century where "World Englishes" is the new artifacts. This informed their teaching as NNESTs with the aim to teach students appropriately and allowing them to find their own characteristics within English as a foreign language and become independent and proficient users of English as self-confident individuals.

Furthermore, based on the experience of the participants having different years of teaching, some from 3 to 4 years, there were differences in their reaction to the influence of native speaker epidemic regarding employment and special treatments. Some revealed that the privileges that comes with being a native speaker regarding hiring depends on different context. Some contexts where schools have native speaking students, the administrators' preference for native speaking teacher or graduate from a native speaking country is high. The participants further noted that in Northern Cyprus universities, native speakers are not given undue privilege as it used to be decades ago. Most of the teacher participants with more than 20 years teaching experience recalled that in the early days of their teaching career in Northern Cyprus (EMU), these privileges abound which evidently distinguished NESTs from NNESTs, one of the most striking privilege sighted was that NNESTs were only getting their salaries while NESTs on the other hand were paid more accompanied with free apartments to live in as well as transportation tickets back to their countries (free flight tickets).

In addition, culture is seen as an integral part of language teaching, which the participants noted that Northern Cyprus been a British colony, influenced their knowledge of English culture and also due to their exposure to English from an early age, their cultural knowledge is sufficient enough to teach English. They further revealed that being a native speaker with appropriate cultural knowledge does not automatically place NEST in a superior category in this era of technological age where the world is a global village, everyone is more exposed to the native culture and it has become a part of their behavior.

In conclusion, native speakerism as an ideology is still visible in the administrative section of some institutions in Northern Cyprus though on a low ebb compared to what was obtained decades ago. On the other hand, the impact of this is not visibly seen on the NNESTs in this study since they do see themselves as capable individuals with the necessary ability to teach English language.

5.2.2 The Identity Construction of NNESTs and Student Teachers

The findings gathered from the study revealed the identity construction of the participants under three headings: self-image, self-efficacy and belief about learning and teaching. The participants' dynamic description of confidence, abilities as prospective teachers and teachers of English, reactions to the ways others perceived them (students and colleagues) as well as beliefs about teaching and learning is in line with suggestions in different studies (e.g., Beijaard et al., 2004; Varghese et al., 2005) which confirms the multiple and shifting nature of teacher identity. Trent's (2016) asserted that dominant discourses that make available and deny certain identity positions can encourage perceptions of marginalization and oppression among the teachers is relevant to this study, as the nature and atmosphere that surrounds the teaching profession in this context regarding native speakerism gave birth to diverse

form of assertion on the participants' identity formation and reformation. Through the findings, we revealed how contextualized personal experiences could disrupt the common narrative claims in ELT which empowers native speakers as against nonnative speakers regarding strengths and weaknesses. This regime of truth as described by (Selvi, 2014) influenced the native speakerism as a pervasive ideology within the ELT profession.

The findings revealed that the participants have positive self-image towards their personality and abilities as NNESTs without the need of trying to justify their knowledge of English with respect to native speakers, this helps them to focus more on 'being a good teacher' which is reflected in the way they described themselves. Furthermore, the participants have confidence in their advantages and abilities to disseminate the language appropriately to their students. Most of the advantages can be subsumed into the four main advantages of NNESTs in Florence (2012) study which are "their ability to use students' L1, their understanding of student learning difficulties, the ease for students in understanding their teaching, and effective communication between students and teachers (p. 295)". The belief they have in their capability of being able to teach all language skills effectively confirms the assertion that native speaker is an obscure term which is not applicable anymore considering the unclear nature of linguistic boundaries and increasingly globalized, multilingual societies (Davies, 2003).

In addition, they noted that they were often looked at by colleagues and Students not based being a nonnative speaker but on their proficiency which therefore, gives them confidence since they know they are capable in their chosen profession. The findings also revealed that the participants did not feel inferior as non-native prospective

teachers and teachers, rather, they considered their weaknesses as areas of focus for further investment through teacher training, professional development and personal exploration, since there is a link between teachers' professional identities and teaching practice as well as professional development (Varghese et al., 2005).

The findings further revealed the participants' perceptions of their teaching abilities. For most of them, their perception about the abilities were more strengthened during the course of their professional career and experiences in teaching. As non-native student teachers and teachers of English, the participants felt they have the power to empathize with students which is needed in order to be an effective teacher. The participants noted that because they have been through what learning are going through, it makes them more sensitive to what learners are going through and the amount of learning going on in the classroom. In Medyes (1994) assertion, NNESTs have the ability to "anticipate and prevent language difficulties better" and "be more empathetic to the needs and problems of learners" (p. 51). Through their background knowledge as language learners the participants revealed that they have the ability to anticipate learners' learning problems or areas where support is needed, which are some of the positive aspects of NNESTs. This is also in line with Lasagabaster & Sierra, (2002) study which revealed that due to the fact that NNESTs themselves have undergone the same experience as the learners hence, they could anticipate learning difficulties and help more in learning process.

The findings also revealed that the participants felt they have limitations in pronunciation and vocabulary knowledge especially fluency while speaking or having lengthy discussions with native speaker colleagues. The realization of these weaknesses did not make them lose confidence in themselves and their competence in

teaching, rather, it made them always invest more in such area and prepare better before each of their classes. Furthermore, the participants attributed their self-efficacy through confidence and ability to use diverse strategies to the training got during their teacher training periods which influenced their teaching. This therefore stresses the importance of training as a necessity in order to be able to possess the appropriate knowledge and skills to be a successful teacher. Having believed that being a native speaker cannot take the place of training which also means that knowing a language is not enough to be able to teach it. The participants therefore concluded that training and experience were more influential to their self-efficacy which also helps them develop positive self-image. This concurs with the assertion of Beijaard et al. (2000) that teachers construct their identities from “the ways they see themselves as subject matter experts, pedagogical experts, and didactical experts” (p. 751).

Similarly, reflecting on their self-efficacy, despite their perceived weaknesses in pronunciation, the participants felt competent teaching English due to the training got with the perception that experience is a key factor in mastering the necessary skills needed to teach appropriately and effectively. In addition, the findings of the study concur with Wong’s (2009) assertion in his work titled “are native speakers ‘good’ language instructors?” which revealed how important training is in order for both NESTs and NNESTs to be able to teach English language effectively. While the participants did not feel the need to be native-like, the impact of the training they already had or currently under gave them a sense of confidence as they noticed that even native speakers need training. Thus, their reports call attention to the role of training program to build up the self-efficacy and self-image of teachers of second languages. This therefore reveals the importance of training as a necessity in order to be able to

possess the appropriate knowledge and skills needed to rightly implement different methods in teaching for effective result (Parkay, Stanford, & Gougeon, 2010).

Regarding their beliefs about language teaching and learning the findings further revealed the participants' teaching and learning process as NNESTs as well as training influenced their beliefs on teaching and learning. The findings revealed that the participants believed that teaching a language has nothing to do with being a native speaker. To them, being a native speaker or having the knowledge of a language is not a determinant of abilities to teach the language. Parallel to this view, Medgyes (1992), compared native and nonnative teachers and argued that what makes an efficient teacher is more than being proficient in a language; other important factors like age, experience motivation and training also play important roles.

The finding further revealed that the participants being nonnatives influenced their beliefs and practices in teaching especially when it comes to styles and strategies. This is synonymous with Juhász's (2011) result, which revealed that NNESTs possess a lot of teaching strategies and styles since their cognition in language learning is wide open to different experiences compared to NESTs. In addition, the findings revealed that having the same background knowledge with students enables them to use the native language (code-switching) in class to support students learning which they see as an added advantage which influences their teaching strategies and attitudes and impacts their practices. This is consistent with the study of Florence (2012) in Hong Kong context who noted that local language teachers' ability to use the L1 (code-switch) was their most prominent merit as it could enhance teaching strategies and students' understanding in lessons. In addition, the findings revealed that learners' motivation

can be enhanced when the teachers share the same L1 or cultural knowledge with the students.

5.2.3 Difference in the Experience of Teachers who have been in the Profession for 10 Years or More and those who have between 1-9 Years of Experience of Native Speakerism in Northern Cyprus

The native and nonnative categories have prevailed in the English language teaching (ELT) profession for decades, and the ways that teachers, teacher educators, and researchers define native English speakers (NESs) and NNETSs influence the creation of ideology. A lot has been done to problematize this ideology which of course has opened the eye of scholars to the negative effect of this ideology. After a lot of investment in problematizing the native speaker ideology, this third research question compared the responses of the participants who have been in the profession for long and those who have between 1-9 years of experience of native speakerism in Northern Cyprus? Those with 1-9 years of experience revealed that accent does not play a huge role in ELT in Northern Cyprus because teachers are not always hired based on their accuracy, fluency or perfect pronunciation but because of other forces; like, the university they graduated from, the status they have: BA, MA or PHD and the other qualifications. This was not the case decades ago as described by teachers who have been in the profession for long. They on the other hand revealed that NESTs were employed mainly because they are native speakers, with native speaking accents even when they do not have teaching certificates.

Regarding employment and special treatments, teachers who have been in the profession for long and the teachers with 1-9 years of experience, revealed the prevalence of privilege in hiring practices. They noted that school administrators' preference for native speaking teacher or graduate from a native speaking country is

with special treatments. The teachers who have been in the profession for long revealed that hiring practices favoured native speakers decades ago, although, they were still able to get English teaching jobs, but nonnatives were preferred compared to this contemporary times. They further noted that there are less native speaking teachers in the country now compared to before because, things have changed regarding the special privileges native speakers enjoyed.

I don't have any colleague at the moment just one that the colleague happens to be wife of a Cypriot, there is no other native speaker. Why because of instability in Cyprus, not being satisfied with the salary. Native speakers don't prefer Cyprus, they don't prefer our context, our institutions (Beyza).

The response of the teachers with 1-9 years of experience also ascertained native speaking teachers are not many in Northern Cyprus because they are not given undue privileges as it used to be in the past, therefore, they do not find Northern Cyprus interesting to come.

My teacher was talking about the developments in ELT. I asked him "sir, why do not we have NESTs in our department why are all our teachers NNEST" He answered "because they require high wages and special privileges". I thought was a shame, I wish both NEST and NNEST work together with native and non-native students (Jale).

The teachers with 1-9 years of experience noted that although native English teacher are not given undue privileges in the universities which caused their scarcities, the case is different with elementary school where native speaking teachers are still given more consideration in employment and special privileges. They further revealed that privately owned school with many British tourist children look for native teacher.

Lastly, on colleagues and students' perception, the teachers with 1-9 years of experience revealed that when both native and nonnative speakers see them for the

first time, they are only concerned with their language proficiency. They were not evaluated based on being a nonnative speaker but on their proficiency which therefore, gives them confidence since they know they are capable in their chosen profession. They noted however that in their first encounter with the student there are some kinds of prejudices, but later on after interacting with the students, such a problem does not exist. The teachers who have been in the profession for long, on the other hand, revealed that decades ago when they started work in the ELT field there was a big difference regarding the administrator and students' attitude and the way they look at native speakers was different from the way they look at nonnative speaking English language teachers. The native speakers were valued more than the nonnative English speakers. Students were also always excited about getting to the class of native speaking teachers.

5.3 Conclusion

The study was conducted to investigate the identity construction of nonnative English-speaking teachers and prospective teachers through their perception of native speakerism. In order to achieve this, the study further considered what the perception of the NNESTs and prospective teachers are about native speakerism, how the NNESTs identity was constructed through the eyes of native speakerism. Through narrative inquiry being a qualitative approach widely used with identity study, the study used personal data questionnaire-controlled journal, interviews, field notes and email exchanges to collect data. The data was processed through the thematic approach by searching for themes that are important to the description of the phenomenon at hand.

The study revealed that the NNESTs believed accent and pronunciation is not all that is needed to be a good teacher as accents do not play a huge role in English language teaching in Northern Cyprus. They further noted that NESTs used to be valued and given undue privileges in hiring practices in the past which is not so now because, NNESTs are now seen as teachers with advantages. Notwithstanding, native speakerism as an ideology is still visible in the administrative section of some institutions in Northern Cyprus though on a low ebb compared to what was obtained decades ago.

Furthermore, the study revealed the identity construction of the participants under three headings: self-image, self-efficacy and belief about learning and teaching. The findings revealed that the participants have positive self-image towards their personality and abilities as NNESTs with the belief that they have the capability of being able to teach all language skills effectively. The findings also revealed that the participants did not feel inferior as non-native prospective teachers and teachers, rather, they considered their weaknesses as areas of focus for further investment through teacher training, professional development and personal exploration,

In addition, the study revealed that the participants beliefs about language teaching and learning. The participants believed that teaching a language has nothing to do with being a native speaker. To them, being a native speaker or having the knowledge of a language is not a determinant of abilities to teach the language. They therefore, believed that with the many advantages NNESTs possess, they are better at teacher English as a foreign language than native speakers.

5.4 Pedagogical Implications

The result of this study might be beneficial to NNESTs and teacher education programs in different from different areas. As revealed by the participants that accent and pronunciation is not all that is needed to be a good teacher especially in the 21st century where “World Englishes” is the new artifacts. Some of the reasons why administrators go for NESTs is because of their accent and pronunciation. Therefore, school administrators need to make a re-evaluation of their hiring criteria.

Considering the many advantages and potential of NNESTs, the findings revealed that the participants have positive self-image towards their personality and abilities as NNESTs having confidence in their advantages and abilities to disseminate the language appropriately to their students. It is therefore, necessary to value and prioritize NNESTs, because the way NNESTs are seen and handled would affect the way they see themselves. Therefore, in order for NNESTs to develop a true and better image of themselves and improve more on their abilities, they needed to be values and not treated as second class citizen in the ELT profession. Furthermore, teacher trainers can work more to develop in their students the necessary knowledge and skills needed to enhance their teaching considering the many advantages they possess. This will further make them visible to school administrators as teachers with the right pedagogical knowledge in the profession.

The findings also revealed that the participants limitations in pronunciation and vocabulary knowledge especially fluency while speaking or having lengthy discussions with native speaker colleagues. This has a very strong implication on the teaching curriculum in teacher education program. More emphasis should be accorded

pronunciation classes by making it more practice oriented especially allowing prospective teacher relate with native speaker during the course of their study, since the world is a globally connected through information technologies. This will further improve their pronunciation practices and confidence. Also, vocabulary, being the basis of language acquisition should be prioritized.

In addition, the study revealed the importance of training for self-efficacy and confidence building as most of the participants attributed the use of diverse strategies available to them when teaching to the training got during their teacher training program. Teacher education program should therefore organize more micro teaching and teaching practices for prospective student so that they can practically utilize the theoretical knowledge attained in calls more often before fully entering the profession where they are to either swim or sink. This will therefore influence their self-efficacy which will also help them develop positive self-image.

Although this study was conducted in Northern Cyprus, its results have implications for investigations of the native-speaker episteme and identity construction in other educational settings. For instance, there is unbridled growing interest in having native English teachers in the outer and expanded circle especially the Asian countries (Ortaçtepe 2015). This interest therefore can indeed perpetuate the native-speaker episteme, as Jeon (2009) explained in the case of South Korea.

5.5 Limitations and Future Research

The current study explores the identity construction of NNESTs and student teachers in Northern Cyprus through their perception of native speakerism. The study was therefore, a case which focused only on a specific university in Northern Cyprus.

Although there was specific effort while conducting this study, there were some limitations that needed to be highlighted.

The first limitation is in the section of the participants from only one university in Northern Cyprus. In order for this limitation not to affect the result of the study, we made effort so that the participants are typical of other university in Northern Cyprus, notwithstanding, this is still a limitation. Out of the over 15 universities in Northern Cyprus, a representation of five percent would have made the result of this study generalizable for the whole country. Therefore, for future studies, researchers might consider expanding the horizon of participants to cover more than one university.

Further research is needed in other education settings in order to have more understanding on how discourses on native speakerism shape the identity construction experiences of teachers. Doing so will further help to reveal and problematize the presence of NEST-NNEST dichotomy and how multiple discourses through it interact with teacher identity construction.

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APPENDICES

Appendix A: Personal Data Questionnaire

Part I: General Demographic and Background Information

Please respond to the following questions via email at your earliest convenience

A: Tell me about yourself: name, date of birth, marital status, nationality, education & any qualifications, study abroad/teaching experiences, length of formal education completed.

B: Tell me about your background: family, cultural, linguistic, and educational.

Part II: The Schedule for NNESTS

For this part of the narrative, I would like you to recall major events that stand out in relation to the areas that I will probe. I would like to know about critical episodes/ significant incidents set in a particular time and place. For each incident, describe in detail what happened, when and where it occurred, who was involved, how you were feeling. Try to explain the effect the incident had on the story of your life experiences and how it may define you.

1) I'd like you to tell me a little bit about how you became an English teacher and what brought you into the profession?

2) Looking back at your teaching profession can you think about the important elements that contribute towards effective English teaching? Please identify and describe any particular episode/s in your life-history that gave you the understanding why these elements contribute towards effective English teachers have.

3) If you were to tell someone about your self-efficacy as an English teacher, what would you say?

4) How would you define yourself in light of the terms NEST and NNESTs? Why?

5) I would like you to describe how you compare your abilities with NESTs.

Looking back over your life I would like you to recall:

- i. Are there any advantages you have over them? Why?
- ii. Are there any disadvantages you have over them? Why?
- 6) Do you believe that a degree acquired from the Center (Inner Circle) affects employability in the North Cyprus? Why? / Why Not?
- 7) Do you have a degree/qualification from a Center university? Why/ Why not?
- 8) Looking back at your teaching career have you been confident about your pronunciation? Why/Why Not?
- 9) What role does accent play in ELT in the North Cyprus according to you?
- 10) Have you ever changed or worked on your own accent during your teaching career? Why/Why Not?
- 11) Have you ever encountered a situation when you had to struggle to assert your identity as a legitimate teacher of English in view of the fact that you are an NNEST? What happened? When did it happen? How did you deal with the challenge? What were you feeling during this process? What impact did it have on you?
- 12) Would you say that it is possible to overcome perceptions of the superiority of the NS teacher in North Cyprus in the light of your own experiences as an English teacher so far? Can you narrate any incident/s which might explain why you believe so?
- 13) According to you what should be done to make ELT in the North Cyprus a more equitable domain?

Part II Schedule for Postgraduate NNESTS

For this part of the narrative, I would like you to recall major events that stand out in relation to the areas that I will probe. I would like to know about critical episodes/ significant incidents set in a particular time and place. For each incident, describe in detail what happened, when and where it occurred, who was involved, how you were

feeling. Try to explain the effect the incident had on the story of your life experiences and how it may define you.

1. I'd like you to tell me a little bit about how you became postgraduate student of English and what brought you into the profession?
2. Can you give some information about your present studying conditions? Your daily life?
3. How do you describe yourself as an ELT postgraduate student?
4. How others describe you as an ELT postgraduate student?
5. As a nonnative postgraduate student, how do you feel in terms of your own strengths and weaknesses?
6. How do you evaluate your language ability (skills and knowledge in your native language/English)?
7. If you were to tell someone about your self-efficacy as an ELT postgraduate student what would you say?
8. How would you define yourself in light of the terms NS and NNS? Why?
9. I would like you to describe how you compare your abilities with NS.

Looking at your life I would like you to recall:

- i. Are there any advantages you have over them? Why?
- ii. Are there any disadvantages you have over them? Why?
10. Have you been confident about your pronunciation? Why/Why Not?
11. What role does accent play in ELT in the North Cyprus according to you?
12. If you were to tell someone who you really are, how would you describe yourself?
13. Do you see yourself differently when you talk with people in your native language or in English?

14. Is the way you see yourself now different from the way you saw yourself in the past? What led to the changes?

Part II: The Schedule for Prospective NNESTs

For this part of the narrative, I would like you to recall major events that stand out in relation to the areas that I will probe. I would like to know about critical episodes/ significant incidents set in a particular time and place. For each incident, describe in detail what happened, when and where it occurred, who was involved, how you were feeling. Try to explain the effect the incident had on the story of your life experiences and how it may define you.

1. I'd like you to tell me a little bit about how you became student of English and what brought you into the profession?
2. Can you give some information about your present studying conditions? Your daily life?
3. How do you describe yourself as a prospective teacher?
4. How others describe you as a prospective teacher?
5. As a nonnative prospective teacher, how do you feel in terms of your own strengths and weaknesses?
6. How do you evaluate your language ability (skills and knowledge in your native language/English)?
7. If you were to tell someone about your self-efficacy as a prospective English teacher what would you say?
8. How would you define yourself in light of the terms NS and NNS? Why?
9. I would like you to describe how you compare your abilities with NS.

Looking at your life I would like you to recall:

- i. Are there any advantages you have over them? Why?

- ii. Are there any disadvantages you have over them? Why?
- 10. Have you been confident about your pronunciation? Why/Why Not?
- 11. What role does accent play in ELT in the North Cyprus according to you?
- 12. If you were to tell someone who you really are, how would you describe yourself?
- 13. Do you see yourself differently when you talk with people in your native language or in English?
- 14. Is the way you see yourself now different from the way you saw yourself in the past? What led to the changes?

Appendix B: Interview Questions

Interview Question for Students

- ✓ How do you describe yourself as an English language prospective teacher?
described yourself alongside your role as a NNEST
- ✓ As a non-native prospective teacher, what are your strengths and weaknesses as English language user and prospective teacher and how do you feel in terms of the strengths and weaknesses?
- ✓ How does students and mates perceive you as prospective NNEST and does it have effects on your self-image.
- ✓ How do you evaluate your ability (skills and knowledge in English)? Your perceptions of your teaching abilities
- ✓ Looking at your learning experiences what are the thing that contributed to your effectiveness in English?
- ✓ Is proficiency enough to being an efficient teacher. What is your view on it?
What role does training take in being an effective and efficient teacher?
- ✓ Can being native take the place of training in language, and is being a native speaker and knowing a language enough to teach the language?
- ✓ Do you intend being like native speakers?
- ✓ Have you ever encountered a situation when you had to struggle to assert your identity as a legitimate user and teacher of English?
- ✓ Do you think schooling in North Cyprus has an influence on your identity as prospective teacher?
- ✓ Can you talk about your self-efficacy (belief in your capacity) as a prospective English teacher?


- ✓ What is your take on the use of local languages in teaching (code-switching)
- ✓ How do people see you being a prospective non-native English teacher?
- ✓ How do you see yourself in light of the terms NEST and NNESTs and do you think your being a non-native would be a disadvantage in your teaching?

Interview Question for Teachers

- ✓ What are your views about native speakerism?
- ✓ Do you think native English-speaking teachers are better than nonnative English-speaking teachers?
- ✓ What are the advantages of native English-speaking teachers and their disadvantages?
- ✓ What are the advantages of nonnative English-speaking teachers and their disadvantages?
- ✓ How do you describe yourself as an English Language teacher? described yourself alongside your role as a NNEST
- ✓ As a NNEST, what are your strengths and weaknesses as English language user and teacher and how do you feel in terms of the strengths and weaknesses?
- ✓ How do students and colleagues perceive you as NNEST and does it have effects on your self-image.
- ✓ How do you evaluate your teaching ability (skills and knowledge in English)?
Your perceptions of your teaching abilities
- ✓ Looking back at your teaching profession can you think about one or two things that contributed to your effectiveness in teaching?
- ✓ Is proficiency enough to being an efficient teacher. What is your view on it?
What role does training take in being an effective and efficient teacher?

- ✓ Can being native take the place of training in language, and is being a native speaker and knowing a language enough to teach the language?
- ✓ Do you intend being like native speakers?
- ✓ Have you ever encountered a situation when you had to struggle to assert your identity as a legitimate user and teacher of English?
- ✓ Do you think working in North Cyprus has an influence on your identity as a teacher?
- ✓ What effect does students' progress have on your teaching abilities?
- ✓ How do you cope with teaching the target culture being a NNEST?
- ✓ What is your take on the use of local languages in teaching (code-switching)
- ✓ Do you think your being a NNEST is a disadvantage in your teaching?

Appendix C: Ethics Approval Letter

 **Doğu Akdeniz Üniversitesi**
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"For Your International Career"

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Etik Kurulu / Ethics Committee

Reference No: ETK00-2018-0149
Subject: Application for Ethics.


28.03.2018

RE: Taye Emmanuel Akinmulegun
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2017-2018 Spring Semester, pertaining to PhD Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Taye Emmanuel Akinmulegun, from the Foreign Language Education Department, to pursue with his survey entitled **Construction of Identify: Non-native English Speaking Prospective Teachers' and Teachers' Experiences and Stories Through The Eyes of Native Speakerism**. This decision has been taken by the majority of votes. (Meeting number 2018/56-42)

Regards,


Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

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