

**Native vs. non-native teacher acceptance of intelligibility-focused
ELF pronunciation models**

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Abstract

English as a *lingua franca*, or ELF, is an approach to teaching English that prioritizes the needs of learners who plan to use the language primarily as a means of international communication. While this prioritization has particularly interesting implications for pronunciation instruction, little research exists about how teachers perceive ELF pronunciation teaching methods. To remedy this, the current study quantitatively investigates the relationship between teachers' status as native or non-native speakers of English and their willingness to accept and utilize ELF pronunciation teaching methods. The study (unexpectedly) finds that native teachers agree more with the use of these methods and would be more willing to implement them than would non-native teachers. I thus theorize that this is due to differences in perspective stemming from the prestige that native varieties of English carry in the greater global context. I also suggest varied implications of the findings, especially how they could be used to implement ELF pronunciation pedagogy into teacher training programs.

Introduction

Within the field of teaching English to speakers of other languages (TESOL), one of the most important yet neglected areas is the teaching of pronunciation (Zoghbor, 2018b). While many pronunciation teaching methods exist, professionals in the field can be reluctant to implement those due to a general unfamiliarity with the study of phonetics and phonology (Brown 2014; Macdonald 2002). Even when pronunciation instruction is implemented in classrooms, a preference exists for pronunciation syllabi (also called models) based on native-speaker accents. This preference has been found to be counterintuitive to some students, especially those who are learning English as a *lingua franca* (ELF) for the purposes of international communication (Jenkins 2000). *Lingua franca*, literally meaning ‘Frankish tongue,’ refers to a language that is used as a bridge between speakers of two different languages, with English being the most accepted in the present day.

Because of these issues, a new kind of pronunciation model has been proposed. These are simplified from typical native-like models and focus primarily on intelligibility, or rather, learners’ ability to be understood by others. One example includes Jenkins’ (2000) *lingua franca* core, which belongs to the aforementioned ELF approach and focuses on basic intelligibility between non-native speakers. Despite the emergence of models like these, little research has followed. Moreover, objective, quantitative analysis is scarce in this area, and almost no focus addresses how the status of teachers, as native or non-native speakers, may affect their willingness to use such approaches.

As can be seen, a need exists for quantitative research on the acceptability of intelligibility-focused ELF pronunciation teaching models. The goal of the present study is thus

to investigate quantitatively the willingness of teachers to accept and utilize these types of models based on their status as a native or non-native speaker of English.

Literature Review

The following constitutes a review of previous literature relevant to this study. The review will discuss the effectiveness of explicit pronunciation instruction, the role of student needs in pronunciation instruction, Jenkins' (2000) intelligibility-centric pronunciation teaching framework (the lingua franca core), and past studies with goals similar to those of the present study. Finally, I shall present this study's guiding research question and hypothesis.

The Effectiveness of Pronunciation Instruction

When discussing any topic related to the teaching of pronunciation in the second-language classroom, one must ask, "Is explicitly teaching pronunciation even effective in helping students reach their pronunciation goals?" With the lack of focus on pronunciation in teacher-training programs and a need for more formal pronunciation curricula, some second-language teachers are reluctant to spend time teaching in this area (Macdonald, 2002). While this topic was once neglected in the literature, there are now several studies that address this exact question (Thomson & Durwig, 2015). As will be seen, the results of these studies have been mixed, but are nevertheless important in understanding this topic and establishing a theoretical basis for the current study.

First there are those studies which have deemed explicit pronunciation instruction to be effective. Couper (2006) found that, after receiving explicit pronunciation instruction, students' error rates on multiple pronunciation tests dropped from 19.9% to 5.5%, and only raised to 7.5% after a delayed (by 12 weeks) test. Zhang & Yuan (2020) determined that students who received segmental pronunciation instruction showed statistically significant improvement in a sentence

reading task, while students who received suprasegmental pronunciation instruction showed improvement in both the sentence-reading task and a spontaneous speech task. This group also retained their gains in a delayed post test.

There are also studies that have judged explicit pronunciation instruction ineffective in improving students' skills. Among these is Purcell and Suter's (1980) study on predictors of pronunciation accuracy (accuracy in this sense means closeness to a native speaker accent). They argue that formal classroom training was not statistically significant in predicting "accurate" pronunciation; more significant were L1, aptitude for oral mimicry, time spent in an English-speaking country, time spent with native speakers, and student concern for pronunciation accuracy. Another study, by Peltekov (2020), found that, out of three groups of students (each exposed to a different kind of pronunciation instruction—explicit, implicit, and no instruction) none improved in native-speaker comprehensibility. The results of Purcell and Suter's study have been questioned, though, and Brown (2014), notes that teachers can still contribute to concern for pronunciation accuracy, one of the researchers' aforementioned statistically significant "predictors." Peltekov's study brings up some issues as well, as comprehensibility ratings were not given in a detailed, objective manner, but rather comparatively.

Ultimately, it seems that explicit instruction in this regard does have an effect on students. Whether this is from students' actual acquisition of pronunciation skills through classroom instruction or just a result of heightened awareness of pronunciation as a whole is still slightly unclear. As Thomson & Derwing (2015) state in their in-depth review of studies of this type, "what we can confidently conclude is that explicit instruction of phonological forms can have a significant impact, likely because it orients learners' attention to phonetic information, which promotes learning in a way that naturalistic input does not" (p. 339). Thus, an important

theoretical assumption that this study will adopt is that explicit pronunciation instruction can help students reach their language goals.

Targets, Student Needs, and Identity in English L2 Pronunciation

When teaching any topic in the second-language classroom, teachers must be aware of their students' sensibilities. According to the literature, this is especially true for pronunciation instruction because of the status of English as an international language (Jenkins, 2000). When it comes to pronunciation, Cruttenden & Gimson (2008) note that students will often have different goals or pronunciation targets in mind. Those who plan on having contact with many native speakers might aspire to sound more native-like. However, this might not be a necessity for all learners of English. Others might opt for an option dubbed "amalgam English" by Cruttenden & Gimson, whereby speakers use a combination of native accents with the goal of sounding intelligible to native speakers, but not sounding native themselves. Those who need only to use English occasionally as a *lingua franca* in their own country or internationally might opt for a more constructed, easier-to-acquire "international English." Whatever the case, it is important to note that all learners might not want or need to sound native.

Along the same lines, the literature also brings up questions of identity as it relates to English L2 pronunciation. As far back as 1956, Abercrombie notes that learners may feel sociocultural pressures to maintain a certain type of accent in their L2. Jenkins (2005) later found that many non-native teachers of English wished to retain their own national identity through means of their pronunciation of English. This makes sense, as, especially from the perspective of native speakers (NS), L2 speakers' pronunciation is one of the most salient elements of language use (Jenkins, 2000).

In the ESL classroom, as well as in a more general sense, a bias exists toward native-like pronunciation (Lippi-Green, 2011). This bias can be counterintuitive, as it ignores the aforementioned needs and identities of learners. As a response to this, a new approach to teaching English has arisen: English as a *lingua franca* (ELF) or English as an international language (EIL) (Dauer, 2005). In terms of pronunciation instruction, these models focus on intelligibility between non-native speakers (NNSs), with one of the most famous being Jenkins' (2000) lingua franca core (LFC). The next section expands on the rationale behind this framework, its specifics, and its current place in the field.

Focusing on NNS intelligibility: What is the LFC?

Jenkins first proposed the LFC in 2000, after noticing a need for those in the field of SLA to take on “a major reconsideration of the way in which pronunciation is currently dealt with” (p. 195), not just in L2 classrooms, but in teacher-training programs and related research. According to Brown (2014), the LFC is a list of pronunciation features that are crucial for NNS-NNS communication. Jenkins' (2000) rationale for developing this framework includes the issues regarding learner needs and identity discussed in the previous section, but is also based on the simple fact that NNSs of English now far outnumber NSs. To develop the LFC, Jenkins performed several experiments between NNSs of English and noted where communication broke down, with regard to pronunciation. The features that resulted in the most breakdowns were deemed as the minimum needed for effective NNS-NNS communication and were included in the core. Jenkins recommends that these features be the main focus of pronunciation instruction, especially in an ELF or EIL setting. Figure 1 gives a summary of the LFC:

Figure 1

Jenkins' (2000) Lingua Franca Core, Adapted from Brown's (2014) Summary

Consonants	<ul style="list-style-type: none">• AmE pronunciation of /r/ in coda position is encouraged• /t/ should be realized as [t] in intervocalic positions, rather than the AmE style [ɾ]• Most substitutions of /θ/ and /ð/ are allowed ([t, d, s, z, f, v])• Substitutions of dark /ɪ/ ([ɪ̰], found in some dialects of English) are allowed ([ɪ, ʊ])• Generally, close approximations to consonant sounds are allowed, as long as there is no risk that they will be heard as a different sound than that intended• The voiceless plosives /p, t, k/ should be aspirated ([p^h, t^h, k^h]) in initial position• The voiced/voiceless differential effect on preceding vowel length should be maintained; The vowel in “bus” should be longer than that in “buzz” ([bʌs] vs. [bʌ:z])• Initial consonant clusters should not be simplified• Medial and final consonant clusters may only be simplified according to NS rules
Vowels	<ul style="list-style-type: none">• NS vowel length contrasts should be maintained (e.g. /ɑ:/ is longer than /ʌ/)• Vowel qualities associated with the speaker's L1 are allowed if they are consistent• /ɜ:/ (as used in RP) should be maintained
Suprasegmentals	<ul style="list-style-type: none">• Nuclear stress (the tonic syllable) production and placement is vital• The division of speech into tone groups (intonation) must be accurate

It is safe to say that the LFC is controversial in the field of TESOL (Zoghbor, 2018a). Some scholars such as Dauer (2005) note that “some of the details of the LFC may not be more teachable or learnable” (p. 546), and heavily criticize the LFC's lack of focus on stress. Dauer also questions if the results of Jenkins' experiments with NNSs can be generalized to a larger population, as her experimental groups were quite small and made up of highly motivated individuals. It is important, however, to take into account that Jenkins (2000) herself admits that

the LFC as it stands is not necessarily absolute and could always be improved. On the other hand, others, specifically Zoghbor (2018a), praise the LFC for giving L2 speakers of English “the same sociolinguistic rights as are enjoyed by L1 speakers” (p. 837). Even Dauer (2005) (who is mostly critical of the LFC) commends the framework for suggesting that a “foreign accent” is sociolinguistically valid.

Given the mixed reactions to the LFC since its proposal, one must wonder about teachers’ (not just researchers’) willingness to accept this framework and others like it. While some scholars have examined this and related topics, research in this area is severely lacking. Some, such as Hismanoglu & Hismanoglu (2013) and Ngueyn et al. (2021), have investigated the related topic of teachers’ views on the importance of pronunciation instruction; but very few have actually examined the acceptability of ELF-focused pronunciation teaching methods. Those who *have* include Jenkins (2005) herself, who found that “ELF pronunciation stands little chance of being adopted even by teachers who understand the concept unless it is validated by their own experience, legitimized through inclusion in teaching materials...and taught in teacher education programs” (p. 541). Lim (2016), in turn, found that teachers shared positive views on teaching this type of pronunciation, but expressed reluctance fully to introduce these methods into their classrooms due to sociocultural pressures. Further, none of these studies considers if a teacher’s being an NNS influences these opinions (this is important considering that ELF pronunciation prioritizes NNS-NNS intelligibility), nor does such research employ quantitative analysis (all such studies are qualitative in nature). Because of these gaps in the literature, I propose the following research question for the present study, to be addressed with a quantitative methodology (see below):

- 1) To what extent are non-native or ESL teachers more likely to adopt pronunciation teaching models that focus on general intelligibility (especially between non-native speakers, such as Jenkins' Lingua Franca Core) rather than on native ones, if at all?

My hypothesis for this question, then, is as follows: If teachers are non-native speakers of English, they will accept ELF-pronunciation teaching methods to a higher extent than will native teachers. This is primarily based on the findings of researchers like Zoghbor (2018a), who emphasize the “sociolinguistic rights” that ELF pronunciation often grants to NNSs. That is, this hypothesis assumes that the legitimization of NNS accents offered by ELF pronunciation will make the approach more attractive to NNSs of English.

Methodology

Data collection for this study entailed the administration of an electronic survey to current teachers of English.¹ The survey, hosted on the online survey software Qualtrics, was designed to measure acceptance of ELF-pronunciation teaching concepts. For reference, a copy of the survey in a simplified format can be found in the appendix of this proposal.

The survey is made up of two sections: one that elicits general information about each participant and another that measures the extent to which participants agree with different statements about ELF pronunciation concepts (Likert scales). The first section includes questions on participants' status as an NS, NNS, or native bilingual; number of years spent learning English (if NNS); first language (if NNS), second language (if a native bilingual); level of education; country of education; number of years teaching; and certifications obtained. The second section makes up the core of the survey and consists of Likert scales, which allowed participants to numerically indicate their level of agreement with the provided statements. The

¹ The survey received approval from the Institutional Review Board (IRB) at the University of North Texas before being conducted and was administered in accord with IRB guidelines.

statements were based on the various reasons behind the need for ELF-pronunciation instruction given in the literature. When rating their agreement with each statement, participants could choose from 5 options: “strongly disagree,” “somewhat disagree,” “neither agree nor disagree,” “somewhat agree,” or “strongly agree.” The survey was set up so that each item had to be answered before moving on to the next (save for the questions only applying to NNSs). This was done to ensure that all survey responses were as complete as possible. Keeping this in mind, I designed the survey to be as short as possible, as to not cause participant fatigue or loss of attention.

Participants consisted of U.S. English instructors working in university-level intensive English programs (IEPs) at the time of selection. To be selected, participants must have been teaching a class at their respective IEP. This means that non-teaching administrators were not considered for selection. To select participants, I identified universities with large or prolific IEPs or TESOL programs (these included but were not limited to Arizona State University, The University of Texas at Austin, The University of North Texas, Columbia University, The University of Pennsylvania, etc.). The emails of eligible participants were then extracted from the publicly available staff pages of these universities. In total, 160 participants were selected and received a survey invitation through email. After the invitation was sent, the survey was available to participants for a total of two weeks. At the end of the initial survey period, however, there were not sufficient responses from NNSs to constitute a meaningful analysis. To remedy this, a second sample made up of 50 participants was realized. The same school-selection criteria were used, but instead of my selecting all eligible participants, only NNSs were selected, ultimately increasing the number of NNS respondents.

I carried out data analysis by using Microsoft Excel, where data from the first section of the survey (representing the independent variables) helped me compare data from the second section (representing the dependent variables). Primarily, NS responses to the Likert scales were compared with NNS responses to the Likert scales. This allowed for a detailed analysis of how participants' speaker status affects their acceptability of ELF-pronunciation teaching. The additional data collected in the first section was also compared to the Likert responses, yielding additional results.

Results

Overview of the Data

Out of a total of 210 survey invitations, 21 participants responded. One incomplete response was thrown out, leaving a sample size of 20 participants. Fifteen of those participants are NSs and 5 of them are either NNSs or native bilinguals (2 NNSs and 3 native bilinguals). Participants' teaching experience ranged anywhere from 7 years to 44 years. Fifteen participants in the sample possess master's degrees, while 5 possess PhDs. All participants received some form of education in the United States. However, 3 were educated in the U.S. and another English-majority country, and 1 was educated in the U.S. and Turkey. Eight participants hold no teaching certification in addition to their degree, 8 hold graduate or professional TESOL certificates, and 4 hold (or once held) state teaching certifications in ESL or an unrelated subject. Within the NNS/bilingual group, 3 languages other than English are represented: Spanish, Turkish, and Italian.

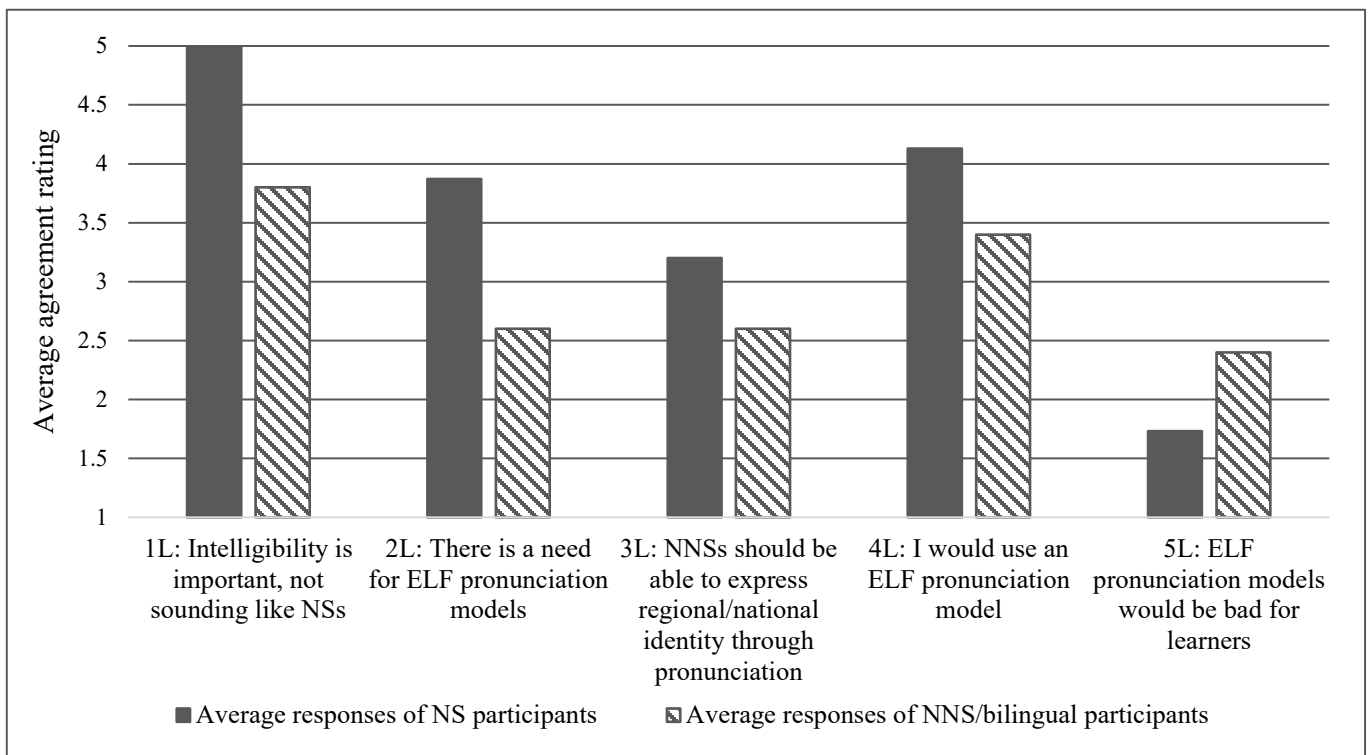
Comparisons between NSs and NNSs/Native Bilinguals

As predicted, participants' status as a NS or NNS/bilingual made a difference in their agreement with ELF-pronunciation teaching. However, the way this difference played out was

not in line with the proposed hypothesis. On every statement featured in the survey, the NNS/bilingual group agreed less with ELF-pronunciation practice than did the NS group. This is the opposite of what the hypothesis predicted. Figure 2 gives the average Likert-scale response for each statement in the survey (with 1 equaling “strongly disagree” and 5 equaling “strongly agree”), separated by participants’ speaker status:

Figure 2

Average NS and NNS/Native Bilingual Likert Scale Responses



The first statement (1L), which was the broadest, received the highest level of agreement from both groups. All NSs responded with “strongly agree” (resulting in an average response of 5.00), and the NNS/bilingual group had an average response of 3.80. Average responses for both 2L (NS = 3.87, NNS/bilingual = 2.60) and 3L (NS = 3.20, NNS/bilingual = 2.60) were lower overall, with 3L having the lowest agreement rating out of all the statements structured so that a

higher rating equates to a higher level of agreeability with ELF pronunciation (i.e., 1L-4L). Average responses for 4L, the statement most directly related to ELF pronunciation acceptance, were higher. NSs responded with an average rating of 4.13, and NNS/bilinguals responded with an average rating of 3.40. Finally, while 5L received the lowest agreement ratings overall, it is constructed in a way that a lower score corresponds to a higher level of agreement with ELF pronunciation instruction. Because of this, NSs still agreed more with ELF pronunciation when it comes to this statement (NSs = 1.73, NNSs/bilinguals = 2.40).

Other Comparisons

While the previously presented data constitutes the principal findings of the study at hand, the survey was designed to collect a variety of information on participants, not just their status as a NS, NNS, or bilingual. Some interesting correlations were found between these additional independent variables and participants' level of agreement with the provided statement. The most salient of these will be presented in this section.

There is a stark difference in agreement between participants who possess a master's degree vs. those who possess a PhD. The latter agreed overwhelmingly more with ELF-pronunciation ideals, except on 1L, where holders of master's degrees agreed more. This occurred, however, to an almost negligible extent. Figure 3 gives the average Likert responses to each statement included in the survey, for both master's and PhD holders:

Figure 3

Average Likert Responses of Participants with Master's Degrees and PhDs

	Average responses of participants with a master's degree	Average responses of participants with a PhD
1L	4.73	4.60
2L	3.33	4.20
3L	2.87	3.60
4L	3.73	4.60
5L	2.07	1.40

In some cases, such as 2L, average responses for PhD holders were almost a point higher than for those who hold master's degrees. As will be seen, out of all the independent variables included in this section, participants' education level has the most consistent pattern in determining their agreement with ELF pronunciation.

Generally speaking, participants with some kind of certification relating to teaching English (i.e., a graduate/professional certificate or a state-issued ESL certificate) agreed more with the provided statements than did their counterparts lacking certificates. This pattern changes, however, on the fourth Likert scale, where those with a certificate had an average agreement of 3.92 and those without a certificate had an average of 4.00. While this is an almost negligible difference, it is significant because it breaks a relatively stable pattern of agreement. As for specific certification types, responses to the third statement were most interesting. On average, participants with a state ESL certification rated their agreement with this statement as 2.50. On all other statements, this group had one of the highest levels of agreement with ELF instruction (1L = 5.00, 2L = 4.50, 4L = 5.00, 5L = 1.50), so this particularly sticks out.

Moving on to country(ies) of education, there wasn't much of a difference between participants who were only educated in the United States and those who were educated in the

United States and another country. On average, those who were educated both in and out of the U.S. tended to agree with the use of ELF pronunciation teaching more (4L: U.S. only = 3.81, U.S. and another country = 4.50; 5L: U.S. only = 1.94, U.S. and another country = 1.75), but this was not always the case. On the third survey statement we again see a break in the typical pattern: U.S. only = 3.25, U.S. and another country = 1.75. The third statement breaks the most common pattern in a participant grouping one final time when it comes to teaching experience. Generally, those with over 20 years of experience agreed more with ELF pronunciation instruction, but their average responses for 3L were: <20 years' experience = 3.33 average, ≥20 years' experience = 2.63.

Discussion

The principal finding of this study was that NNSs and native bilingual speakers of English agree less with ELF-pronunciation instruction overall and are less likely to use it. This not only reveals the current state of ELF-pronunciation teaching, but a clear difference in perspective between NSs and NNS/bilingual teachers. Kachru's (1985) seminal article defines three main types of world Englishes: inner-circle English (L1 English spoken in U.S., U.K., Australia, etc.), outer-circle English (L2 English spoken in India, Singapore, etc.), and expanding-circle English (FL English spoken in Germany, Japan, etc.). Another way he refers to inner-circle English varieties is "norm-providing varieties" (p. 16). These varieties form a stark contrast with other varieties of English: "In pedagogical literature, in popular literature (e.g., in newspapers) and in power elite circles only the inner circle varieties are considered 'norm makers': the other two are treated as the 'norm breakers'" (p. 17). NNSs/bilinguals, those who speak or have once spoken a norm-breaking variety of English, may be more aware of the status that comes with speaking native-like, or norm-making, English than those who already speak

such varieties (i.e., NSs). This difference in perspective can be exacerbated in non-native/bilingual teachers, who may feel judged by their native colleagues when it comes to their use of “proper” English (Jenkins, 2005). Considering the results of this study, non-native/bilingual teachers might gravitate away from ELF pronunciation instruction since ELF varieties of English are not norm-making. That is, the sociocultural pressures to conform with “correct,” native-like varieties of English outweigh non-native/bilingual teachers’ desire to allow their students to have an easier pronunciation target or to maintain their national identity through pronunciation (these being the main benefits of ELF pronunciation cited in the literature and the rationale behind the (disproven) hypothesis of this study).

The results also seem to show an overall misunderstanding of what ELF pronunciation is. For all participants, average agreement with the fourth Likert statement, which addressed if participants would be willing to use an ELF-pronunciation framework in their classrooms, was higher than average agreement with the second and third Likert statements, which focus on the need for ELF pronunciation and its possible benefits (4L = 3.95, 2L = 3.55, 3L = 3.05). Logically, it seems that willingness to use ELF-pronunciation teaching models would be similar to agreement with the general need for ELF pronunciation models and their benefits, but this is not the case. Considering this, it is possible that participants have a limited understanding of ELF. That is, while they might understand and use ELF-pronunciation frameworks themselves, they might not necessarily be aware of all the benefits it can provide or the general need for the approach in certain contexts. Looking at 3L (which focuses on how ELF pronunciation allows NNSs to express their national identity), participants simply might not see this as a benefit or need for students, and as a result, don’t relate it to ELF at all. This connects back with Kachru’s (1985) observation regarding the status of native-like English. Whatever the case, it seems that

while perceptions on ELF pronunciation models have changed since Jenkins' (2005) article on teachers' issues with ELF, some issues still persist.

A secondary finding of this study was that participants with more teaching experience, teaching certifications, more education, and those educated in multiple countries tended to agree more often with the use of ELF pronunciation models. This seems to suggest that teachers with wider or more varied pedagogical experience are more open to ELF-pronunciation instruction. Mok's (1994) findings seem to corroborate this. She found that teachers with more experience had a widened view of language teaching in general, were able to offer a wider variety of opinions relating to pedagogical issues, and were able to offer more solutions to said issues. Given these findings, gaining more varied experience via a graduate or professional teaching certificate, being exposed to different teaching perspectives through attending school in multiple countries, etc. could have opened some participants eyes to ELF-pronunciation frameworks. That said, these trends relating past pedagogical experience to agreement with ELF-pronunciation did not always hold true. The third Likert statement (which, as mentioned above, deals with how ELF pronunciation can help NNSs express their national identity) broke the trend when it came to country(ies) of education, teaching experience, and, most interestingly, types of teaching certification. This is most likely due to a variety of reasons. For example, it is possible that participants with state ESL certifications agreed less with 3L because of the context in which they were trained to teach. The English as a Second Language approach—that is, English instruction that is typically geared towards NNSs who have immigrated to an English-speaking country—is not likely to promote NNS's expression of their national identity since its goal is that of aiding the process of cultural assimilation. When it comes to the other variables, the discrepancy that 3L causes could, again, be related to participants' misunderstanding of the

potential benefits of ELF pronunciation. Regardless, as this discussion shows, teachers' perceptions on students' using ELF pronunciation to express national identity is something that warrants future research and deeper discussion beyond the scope of this study.

Directions for Future Research and Conclusion

With the general lack of focus on pronunciation in the field of TESOL, many questions remain, especially regarding ELF-pronunciation instruction. As was discussed earlier, the relationship between ELF pronunciation and the expression of national identity is something that should be considered for future research. While this benefit is often touted in ELF-related literature, there seems to be a disconnect in teachers' understanding of it. There is also the question of learners' perspectives toward ELF pronunciation. Most if not all research relating to the use of ELF pronunciation frameworks is focused on teachers; but shifting to a more student-centered frame could reveal some previously unknown factors that might be useful for implementing the approach in classrooms.

The biggest caveat of this study was that those who identified themselves as NNSs (i.e., those who grew up speaking a language other than English, but later learned English) and those who identified themselves as native bilinguals (i.e., those who grew up speaking both English and another language) were grouped together for analysis purposes. This is because the survey administered to participants did not account for all the complexities that might have been involved in each participant's situation. For example, someone with parents who speak only Spanish and who learned English early on in their life through a public-school ESL program might consider themselves a native bilingual. Still, according to the definitions in this study, they would be closer to an NNS. This disparity in the survey was only seen in hindsight and is one of the things that should be addressed in future research, as the NNS vs. bilingual distinction

could have further implications when it comes to teacher acceptance of ELF-pronunciation protocol. This could be accomplished by collecting more detailed information on participant backgrounds, taking into account exactly *how* they acquired English. A qualitative approach could be especially useful for collecting this data and could potentially be integrated with quantitative approaches similar to the ones taken in the present study.

The fact that the principal finding of this study (that native teachers of English are more likely to accept and use ELF pronunciation models than non-native teachers) did not align with its hypothesis (that NNSs would lean towards ELF pronunciation frameworks) reveals an important point regarding the acceptance of ELF pronunciation and the status of native varieties of English. That is, despite its benefits, non-native teachers seem to gravitate away from ELF pronunciation because native-like English is regarded so highly in today's global society. From this, we can conclude another point: it is almost certain that native and non-native teachers have very different perspectives toward different varieties of English. Understanding these points may be an important step in breaking the negative perceptions toward "non-standard" varieties of English and making ELF pronunciation more present and accessible in the field of TESOL. While not suitable for all learners, ELF pronunciation can be beneficial for many. Using the knowledge gained from this study and from future research to effectively incorporate ELF pronunciation pedagogy into teacher-training programs and the field as a whole could be immensely valuable for both learners and teachers.

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Appendix

Teacher Survey

Background Information

-Is English your native language?

Yes No I speak both English and one or more additional languages natively

-If your native language is not English, please indicate it in the box below.*

[text box]

-If you speak both English and one or more additional languages natively, please indicate **the other language(s)** in the box below.†

[text box]

-Approximately how many years ago did you begin learning English? Please indicate this as a number in the box below.*

[text box]

-How many years have you taught English to speakers of other languages? Please indicate this as a number in the box below.

[text box]

-What is your educational background? Please select all that apply.

Bachelor's Degree Master's Degree Doctoral Degree/Post-Doc

-In which country(ies) did you receive your degree(s)? Please indicate this in the box below.

[text box]

-What teaching certifications do you have, if any? Please indicate this in the box below.

[text box]

* Only appears when "No" is selected as the response to the first question

† Only appears when "I speak both English and one or more additional languages natively" is selected as the response to the first question

Likert Scales

Please consider the following statements carefully. Next, indicate how much you agree with each statement using the provided scale:

-1L: Not all learners of English need to sound like native speakers; What's important is that they can be understood by other speakers.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
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-(Note: A *lingua franca* is a language used for communication between people who speak different native languages.)

-2L: Since English is often used as a *lingua franca* between non-native speakers, there is a need for classroom pronunciation instruction that focuses on promoting intelligibility between **non-native speakers primarily**.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
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-3L: It is important for learners of English to be able to express their national or regional identity through their pronunciation.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
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-4L: If appropriate for my students, I would use a simplified or modified pronunciation teaching model in my classroom to make pronunciation easier to learn and promote intelligibility between **non-native speakers primarily**.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
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-5L: A simplified or modified pronunciation model would not be beneficial for my students since it would give them an undesirable accent.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly Agree
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