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A SCOPING REVIEW OF THE “NEST/NNEST STUDIES” IN TURKEY: A COUNTRY IN FOCUS

Ali Fuad SELVİ¹

ABSTRACT

Parallel to the increasing growth in critical approaches to ELT since the 1970s and the exponential interest in (second) language teacher identity since the late 1990s, we have been witnessing the emergence of what some scholars call “NEST/NNEST studies” as a *bona fide* area of inquiry in ELT and applied linguistics. However, even a cursory overview of the existing literature and review studies reveal that country-specific investigations providing systematic overviews of research efforts in local contexts are often absent in such investigations. In order to respond to this need, this scoping review of 85 studies (43 peer-reviewed journal articles, 7 book chapters, 26 master’s theses, and 9 doctoral dissertations) published between 2000 and 2020 presents a systematic overview of scholarship focusing on language teacher identities. The results indicate this strand of inquiry exhibits an increasing trend, both quantitatively and qualitatively. It is also shown these studies would further benefit from greater theoretical depth, conceptual stringency, methodological rigor, and empirical coherence. It is hoped that this inquiry will provide a first systematic step towards a more comprehensive understanding of the current state of the field in the local context and possible future directions for novice and experienced scholars.


Keywords: NEST, NNEST, language teacher identity, research synthesis, scoping review, Turkey

“ANADİLİ İNGİLİZCE OLAN/OLMAYAN ÖĞRETMENLER” ÜZERİNE TÜRKİYE’DE YAPILAN ÇALIŞMALARIN BİR KAPSAM İNCELEMESİ

ÖZ

İngiliz dili öğretimi ve uygulamalı dilbilim alanlarında eleştirel yaklaşımların 1970’lerden bu yana artarak büyümesine ve 1990’ların sonlarından bu yana (ikinci) dil öğretmeni kimliğinin gördüğü ilgiye paralel olarak, “ana dili İngilizce olan/olmayan öğretmenler” üzerine yapılan çalışmaların katlanarak arttığını gözlemlemekteyiz. Bununla birlikte, mevcut alan yazını incelediğimizde veya değerlendirme çalışmalarına odaklandığımızda bu konuyla ilgili bilgi ve birikimimizin sistematik olarak gözden geçirilmesini sağlayan ülkeye özgü araştırmaların genellikle bulunmadığını görebilmekteyiz. Bu ihtiyaca cevap verebilmek için bu kapsam incelemesi 2000-2020 yılları arasında (ikinci) dil öğretmeni kimliği üzerine yapılan 85 çalışmanın (43 hakemli dergi makalesi, 7 kitap bölümü, 26 yüksek lisans tezi ve 9 doktora tezi) bir değerlendirmesini sunmaktadır. Sonuçlar, bu araştırma alanının hem nicel hem de nitel olarak artan bir eğilim sergilediğini göstermektedir. Ayrıca bu çalışmaların teorik derinlik, kavramsal içerik, metodolojik titizlik ve ampirik tutarlılıktan faydalanacağını da göstermiştir. Bu araştırmanın, yerel bağlamda bu çalışma alanının mevcut durumu ve gelecekteki olası yönleri hakkında bilgi sunması, gerek meslek hayatının başında olan gerekse deneyimli akademisyenler için araştırma alanlarına ışık tutması ve nihayetinde bu alanda çok daha kapsamlı ve sistematik bir anlayışa yönelik ilk adım olması umulmaktadır.

Anahtar Kelimeler: Anadili İngilizce olan öğretmenler, anadili İngilizce olmayan öğretmenler, dil öğretmeni kimliği, araştırma sentezi, kapsam incelemesi

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1. INTRODUCTION

Since the mid-20th century, we have been witnessing an unprecedented linguistic phenomenon—the emergence of English as “the language of the planet, the first truly global language” (McCrum, 1987, p. 19). The processes (e.g., cultural and economic globalization, colonial exploitations), power relations (e.g., contemporary inequalities, and neoliberal ideologies), implications in various domains (e.g., commerce, culture, technology, travel, and religion) and trajectories across borders and boundaries (e.g., (in)voluntary migration, transnational mobility, and intercultural communication) have collectively paved the way for burgeoning of this global phenomenon (Pennycook, 2016; Selvi, 2019a). Therefore, today, the English language is often defined as “international,” “global,” or “world” language (McArthur, 2004) and serves as the *de facto* medium of communication (vis-à-vis other languages and semiotic resources) among people coming from a wide variety of ethnolinguistic backgrounds (McKay & Bokhorst-Heng, 2008).

Amid these changes, scholars unpacked the present-day “messy” sociolinguistic realities of the English (Matsuda & Matsuda, 2018, p. 64) in a superdiverse world (Blommaert & Rampton, 2011) and scrutinized its implications for language forms, roles, functions, uses, users, and contexts across the globe. These paradigms, *World Englishes*, *English as a Lingua Franca*, *English as an International Language*—collectively known as *Global Englishes* (Galloway & Rose, 2015), have complexified and transformed not only our understanding of the language *per se* but also the fundamental notions of identity, interaction, use, and instruction, among others (Selvi, 2019b). A common denominator of these paradigms is that they problematize the well-established notions, practices, values, beliefs, and ideologies that constitute English Language Teaching (ELT)—standard language ideology, language ownership, linguistic norms, language ideology, and cultural identity, among others.

Due to prevalent White, Western-driven, (often) male-dominant, modernist, middle-class, predominantly monolingual discourses of ELT (Kubota & Lin, 2009), different aspects of the ELT profession (e.g., theory, research, publishing, instructional materials, assessment, teacher training, and hiring practices, just to name a few) have been defined by dichotomously juxtaposed constructs of being, becoming and doing: ‘us/them,’ ‘local/expatriate,’ ‘center/periphery,’ and ‘native speaker (NS)/non-native speaker (NNS), and concomitantly ‘native English-speaking teacher (NEST)/non-native English-speaking teacher’ (NNEST) (Rudolph et al., 2019; Selvi, 2019a). Personal and professional responses countering idealization and essentialization of language teacher identity, sometimes called as “the NNEST movement” (Braine, 2010; Kamhi-Stein, 2016), take theoretical, practical, and professional dimensions (Selvi, 2014). The past couple of decades have witnessed a proliferation in *research efforts* (e.g., books, research articles, opinion pieces, presentations, workshops and colloquia in conferences, and theses and dissertations), *policy and advocacy initiatives* (e.g., the establishment of advocacy groups in professional associations, white papers, and position statements), *teaching activities* (e.g., integrating these issues into in-/pre-service activities through readings, discussions, tasks, and assignments), and *advocacy-orientated online professional groups*. Even though these individual and institutionalized initiatives and responses contribute to the overall professional stature of the ELT profession, inequity and marginalization directed at both NESTs (Houghton & Rivers, 2013; Rivers, 2016; Rudolph, 2018) and NNESTs (Mahboob & Golden, 2013; Selvi, 2010) still remain as bitter realities of the ELT profession.

Parallel to the increasing growth in critical approaches to ELT since the 1970s and the exponential interest in (second) language teacher identity since the late 1990s (e.g., Barkhuizen, 2016; Kanno & Stuart, 2011; Varghese et al., 2016; Yazan, 2018), we have been witnessing the emergence of, what some scholars call, “NEST/NNEST studies²” (Kirkpatrick, 2010; Llorca, 2018) as a *bona fide* area of inquiry in ELT and applied linguistics. Over the years, several scholars developed broad overviews and critiques of the scholarship generated in this domain (Kamhi-Stein, 2016; Llorca, 2016; Medgyes, 1992; Moussu & Llorca, 2008; Rudolph et al., 2015; Selvi, 2019a; Swearingen, 2019; Yuan, 2019). However, even a cursory overview of the existing literature and review studies reveal that country-specific investigations providing systematic overviews of research efforts in local contexts are often absent in such investigations. In order to respond to this need, this paper reports the results of a scoping review of 85 studies (43 peer-reviewed journal articles, seven book chapters, 26 master’s theses, and 9 doctoral dissertations) on a wide variety of issues categorized as “NEST/NNEST studies” by researchers focusing on Turkey. It aims to identify the research trends (e.g., theoretical approaches, methodological implications, and practical issues) in the local context. Thus, the importance of this scoping review inquiry is three-fold: First, from a methodological standpoint, it contributes to the growing trend of scoping reviews in applied linguistics

² As a person who is connected to this line of inquiry at so many different personal and professional levels, I recognize the problematic and contested nature of the nomenclature (“NNEST studies”) adopted in the title and scope of this work. I also acknowledge that not all researchers whose works included in the current study would use this phrase to position or define their scholarship. That said, the primary motivation behind the use of this term stems from the practical reasons and is to bring together this broad “socially present, and therefore, potentially meaningful as an area of research in applied linguistics” (Moussu & Llorca, 2008, p. 316) sharing common goals while recognizing their incommensurability. To highlight the inherent problem associated with the term, it has been consistently used in quotation marks in the title and throughout the paper.

(Gurzynski-Weiss & Plonsky, 2017; Hillman et al., 2020; Jabbari & Eslami, 2019; Tullock & Ortega, 2017; Visonà & Plonsky, 2019).

Second, from a conceptual standpoint, it extends the aforementioned domain-specific macro reviews in this line of inquiry. Third and finally, from a contextual standpoint, it provides a first systematic step towards a more comprehensive understanding of the current state of and gaps in the field in the local context and identifies future research agenda and possible future directions for novice and experienced scholars interested in these issues.

2. THE SCOPE OF THE “NEST/NNEST STUDIES³”

The emergence and establishment of the Global Englishes paradigm correlated with a substantial body of research, teaching, and advocacy efforts that challenge, redefine and recontextualize the characteristics of a native speakerist worldview evident in ELT, as a profession, activity, and area of scholarly inquiry. Therefore, we have been witnessing tremendous interest and scholarly productivity in “NEST/NNEST studies” (see Figure 1 below) both quantitatively and qualitatively (see Table 1 below). Today, “NEST/NNEST studies” is regarded as a bona fide area of inquiry in ELT and applied linguistics, bringing together scholars at various stages in their careers, from different contexts, with diverse epistemological, ontological, ideological, professional, and personal commitments. The breadth and width of the scholarship summarized in Table 1 below is a clear testament to this. Furthermore, institutionalized structures established in professional associations (e.g., TESOL International Association’s “Nonnative” English Speakers in TESOL Interest Section, Washington Area TESOL NNEST Caucus (WATESOL) and the California TESOL (CATESOL) Non-Native Language Educators’ Issues Interest Group) and grassroots groups organized on the Internet and social networking sites (e.g., TEFL Equity Advocates, Equity Advocates, etc.) all collectively contribute to a sense of community among scholars and practitioners opposing inequity, marginalization, and discrimination in the ELT profession.

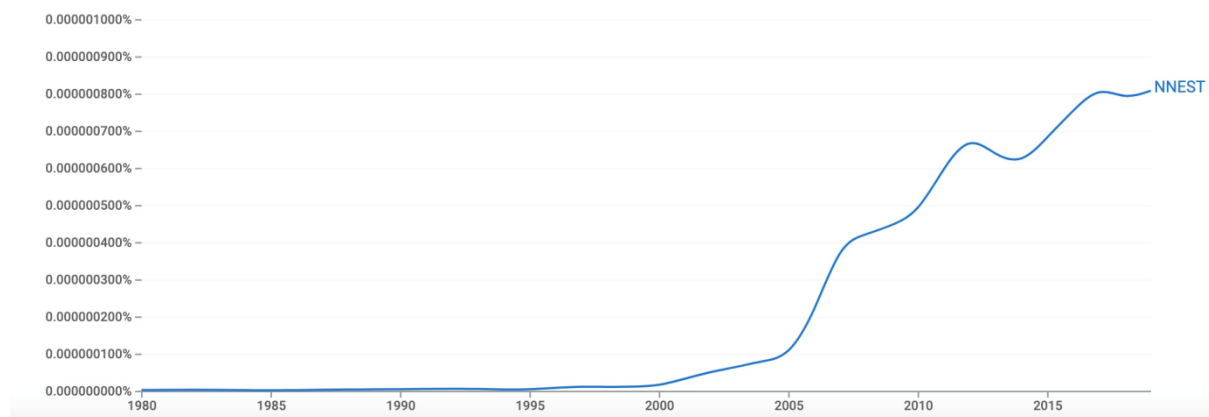


Figure 1. Ngram graph for the term “NNEST” between 1980-2019

Table 1.

Types of Scholarship in the “NEST/NNEST Studies”

Type of Scholarship	Some Examples (in chronological order)
Manuscripts	Paikeday (1985); Medgyes (1994); Braine (2010); Snow & Campbell (2017)
Edited volumes	Braine (1999); Kamhi-Stein (2004), (2013); Llurda (2005); Doerr (2009); Mahboob (2010); Houghton & Rivers (2013); Houghton et al. (2018); Holliday et al. (2015); Copland et al. (2016); Martínez Agudo (2017); Selvi & Rudolph (2018); Yazan & Rudolph (2018); Lowe (2020)
Encyclopedia sections	NNEST (Volume 2) in The TESOL Encyclopedia of English Language Teaching (2018)

³ The purpose of this section is not to portray a state-of-the-art review in this area of scholarship in ELT and applied linguistics. Interested readers may refer to the works listed in Table 1 and other works in the literature.

Table 1. (continued)*Types of Scholarship in the “NEST/NNEST Studies”*

Type of Scholarship	Some Examples (in chronological order)
Empirical articles	Medgyes (1992); Árvai & Medgyes (2000); Higgins (2003); Ruecker & Ives (2015); Trent (2016); Zacharias (2019); Widodo et al. (2020)
Review articles/Handbook chapters	Moussu & Llurda (2008); Kamhi-Stein (2014); Llurda (2016); Swearingen (2019); Selvi (2014, 2019); Yuan (2019)
Conceptual articles	Maum (2002); Rudolph et al. (2015); Kamhi-Stein (2016)
Theses/dissertations	Llurda (2003); Mahboob (2003); Moussu (2006); Faez (2007); Reis (2010); Aneja (2016); Karas (2019)
Newsletter	TESOL International Association’s “Nonnative” English Speakers in TESOL (NNEST) Interest Section Newsletter
Other	Institutionalized responses against discrimination in ELT (press release, white papers, position statements), blogs, online advocacy groups, groups in social networking sites

To date, with the exceptions of brief reviews summarized as part of empirical research studies and graduate-level theses and dissertations, no single country-specific review was located that could be characterized as “NESTs/NNESTs studies” in the fields of ELT and applied linguistics. The reviews conducted thus far were more geared towards providing a macro or bird-eye overview of research trends, methodological issues, and contextual directions coming from multiple contexts. Considering this is still a relatively new area of inquiry within ELT and applied linguistics, it stands out as a fertile ground for scholars at the nexus of teaching, research, and advocacy efforts. To further extend, the current scoping review addresses three broad research questions:

- 1- What are the major characteristics of “NEST/NNEST studies” in Turkey?
- 2- What kinds of theoretical and methodological approaches are used in “NEST/NNEST studies” in Turkey?
- 3- How do these studies contribute to the development of the “NEST/NNEST studies” in Turkey?

3. METHOD

From a methodological standpoint, the current investigation is defined as a scoping review (Arksey & O’Malley, 2005; Levac et al., 2010)—a systematic and rigorous approach that enables researchers to map the key concepts underpinning a research area with direct connections to the primary sources and main types of evidence (Mays et al., 2001). Scoping reviews have recently been adopted as a powerful methodological tool by scholars in the examination of various topics in applied linguistics such as World Englishes research (Author, 2020), heritage language learners (Visonà & Plonsky, 2019), massively multiplayer online games (Jabbari & Eslami, 2019), study abroad contexts (Tullock & Ortega, 2017) and non-teacher/non-peer interlocutors (Gurzynski-Weiss & Plonsky, 2017). Unlike literature reviews or systematic reviews, a scoping review “tends to address broader topics where many different study designs might be applicable” (Arksey & O’Malley, 2005, p. 20). Also, unlike meta-analyses, a scoping review does not aim to provide a summary and synthesis of the results of a body of quantitative research studies by employing statistical techniques. Since the primary motivation behind this study was the provision of major trends and characteristics in a given area of research, it stood out as a more viable methodological choice as compared to their counterparts. To conclude, this scoping review study aims to determine the breadth, with, and nature of “NEST/NNEST studies” in a particular geographical context (i.e., Turkey).

3.1. Search procedure: Identifying keywords and describing the process

In the light of research questions (in) forming the study, the first step in the search process was to develop search keywords, finalize the type of scholarship to be included/excluded in the study, identify target repositories to be used and perform the actual search to develop a corpus of studies to be reviewed in the initial selection process (summarized in Table 2 below). In order to maximize the scope, the search procedures involved both English and Turkish keywords.

Table 2.*The Type of Scholarship Included and Repositories Searched in the Study*

Keywords	Type of Scholarship	Repository Searched
<ul style="list-style-type: none"> • NEST + Turkey • NESTs + Turkey • Native English-speaking teachers + Turkey • Native English teachers + Turkey • Native teachers • Anadiliİngilizceolanöğretmenler • NNEST + Turkey • NNESTs + Turkey • Non-native English-speaking teachers⁴ + Turkey • Non-native English teachers + Turkey • Nonnative teachers • Anadiliİngilizceolmayanöğretmenler 	<ul style="list-style-type: none"> Peer-reviewed Articles Book Reviews Theses and Dissertations 	<ul style="list-style-type: none"> Databases for peer-reviewed articles, books, and book chapters • Linguistics and Language Behavior Abstracts (LLBA) • Web of Science • Scopus • Educational Resources Information Center (ERIC) • EBSCO Academic Search • Journal Storage (JSTOR) • ULAKBIM TR Index (by The Scientific and Technological Research Council of Turkey) Databases for theses and dissertations • Thesis Center by (The Council of Higher Education in Turkey) • ProQuest Dissertations & Theses

Since the current study has a particular focus (i.e., “NEST/NNEST studies”) in a predetermined geographical context (i.e., Turkey), it employed a set of restrictive keywords (and their variations) in the search process. For example, a study focusing on teachers' perceptions in teaching critical reading was not included in the inquiry just because the study participants were a group of NNESTs. Similarly, a study on NNESTs' construction and development of teaching beliefs in a pre-service teacher education setting were excluded from the study as the study was conducted in the UK.

Even though quality assurance and evaluation of the studies are not the primary focus of scoping reviews, there should be a baseline for quality (Daudt et al., 2013). Therefore, only peer-reviewed articles, book chapters, and theses and dissertations were included in the current study. Conference abstracts and proceedings have been excluded in data collection and analysis. In order to increase the overall effectiveness of the search process (i.e., cross-check existing hits and search any other relevant research), manual web searches were performed in search engines such as Google and Google Scholar as well as in academic social networking sites such as ResearchGate, and Academia.edu. After the iterative process of searching for scholarship meeting the predetermined criteria, the articles have been reviewed for inclusion, following the recommendation by Levac et al. (2010). In the end, the search was completed on July 17, 2020, and resulted in an initial selection of 112 empirical and conceptual studies.

3.2. Inclusion criteria

In order for studies to be included in the current inquiry, they must fulfill both conceptual and geographical criteria. From a conceptual standpoint, they must have an explicit focus on language teacher identity by (a) defining teachers using these terms, (b) problematizing the use of these terms, or (c) refusing to use these terms. From a contextual standpoint, they must occur in any kind of educational setting in Turkey. In other words, rather than the ethnolinguistic background of the researcher, features such as participants and research settings have been foregrounded in the study. Scholars in and studies focusing on Northern Cyprus have not been included in the data. No inclusion criteria have been adopted with regard to the language of the publication. Duplicates (e.g., studies based on master's theses and/or doctoral dissertations) have been purposefully removed, and the original studies were retained in the analysis. No inclusion criteria with regards to time have been used. In the end, 85 studies (43 peer-reviewed journal articles, 7 book chapters, 26 master's theses, and 9 doctoral dissertations) met the inclusion criteria and were used in the actual coding and analysis.

3.3. Coding and data analysis process

The overarching research goals concretized by the research questions also informed the development and refinement of the coding scheme employed in the coding process (see Table 3 below). Adapted by the Author (2020), the final version of the instrument consists of three major sections: (1) bibliographic features, (2) research design and analysis, and (3) other features.

⁴ Since there is no consistency in the spelling of the words “non-native” and “English-speaking” all varieties (“non native,” “nonnative,” “non-native,” “English speaking,” “English-speaking”) have been included in the search process to maximize the number of hits.

Table 3.*The Coding Scheme for “NEST/NNEST Studies” in Turkey (Adapted from Author, 2020)*

Variable		Values
Bibliographic features	Author(s)	Open
	Year	Open (within 2000-2020)
	Title	Open
	Category	Journal article, book chapter, theses & dissertations
Research design	Type of study	Theoretical/non-empirical, empirical
	Setting	K-12 schools, post-secondary, private tutoring/language schools, naturalistic, pre-service teacher education, in-service teacher education
	Participants	Open
	Analysis	Qualitative, quantitative, mixed methods
	Instrument	Open
Other features	Focus	Accent, advocacy, agency and marginalization, alternative terms and acronyms, attitudes/beliefs/perceptions held by students, teachers, administrators, challenges, collaboration and collaborative practices, country of origin, discrimination and discriminatory practices, employment, equity and inclusivity, gender, identity, in-service training, institutionalized structures, knowledge-base, non/native speakerism, native speaker schemes, ownership, race, pre-service teacher education, practicum, Global Englishes (WE/ELF/EIL)
	Significance	Open

The papers identified in the initial search and met the inclusion criteria were included in the coding process. The process has been initiated, developed, and implemented by the author, in constant consultation with an independent outside expert with experience and expertise in scoping review. To ensure rigor and trustworthiness of the results, 60 studies (70% of 85 papers) were coded with the independent consultant. The overall percent agreement for inter-rater reliability was 91%. Similar to other scoping review studies in applied linguistics, the frequencies and percentages for the values in the coding scheme were calculated, leading to descriptive numerical summary analysis and thematic analysis for the open variable connected to the significance of the study, under “other features.”

4. FINDINGS

Aligned with the research questions informing the study, the findings are organized and presented under three major headings, namely, (1) bibliographic characteristics, (2) sub-areas, theoretical and methodological approaches, and (3) overall contributions.

4.1. Bibliographic characteristics

As indicated earlier, a total of 85 studies (43 peer-reviewed journal articles, 7 book chapters, 26 master’s theses, and 9 doctoral dissertations) were included in the analysis process. Figure 2 below describes the “NEST/NNEST studies” in Turkey by type and publication year. Interestingly, 84.7% of the studies (or 72/85) were published in the last decade, and nearly half of them (49.4% or 42/85) were published in the last five years (i.e., between 2016-2020). This finding indicates that the scholarly interest in “NEST/NNEST studies” in Turkey exhibits an increasing trend, both quantitatively (0 in 2000 to 85 in 2020) and qualitatively (peer-reviewed journal articles, book chapters, master’s theses, and doctoral dissertations). With 6 journal articles and 4 book chapters, Professor Yasemin Bayyurt of Boğaziçi University stands out as the leading scholar in the “NEST/NNEST studies” in Turkey. Her 2006 study, “Non-native English language teachers’ perspective on culture in English as a Foreign Language classrooms,” appeared in *Teacher Development*, has been cited 166 times thus far and is currently the most cited study in this area of inquiry. With 348 citations, her individual and co-authored scholarship accounts for nearly 35% of all the citations⁵ (i.e., 1,005⁶) that “NEST/NNEST studies” in Turkey covered in the current study. Other scholars, such as Sibel Tatar (Boğaziçi University), Abdullah Coşkun (Bolu Abant İzzet Baysal University), Elif Kemaloğlu-Er (Adana Alparslan Türkeş University), and Ali Karakaş (Burdur Mehmet Akif Ersoy University), who contributed to this body of scholarship with at least three studies.

⁵ All citation numbers come from the data gathered from Google Scholar.

⁶ Since conference proceedings and peer-reviewed articles based on MA theses and PhD dissertations were regarded as “duplicates” and therefore have been excluded from the study, the actual number of citations of the “NEST/NNEST studies” in Turkey is expected to be more than 1,005, as reported here.

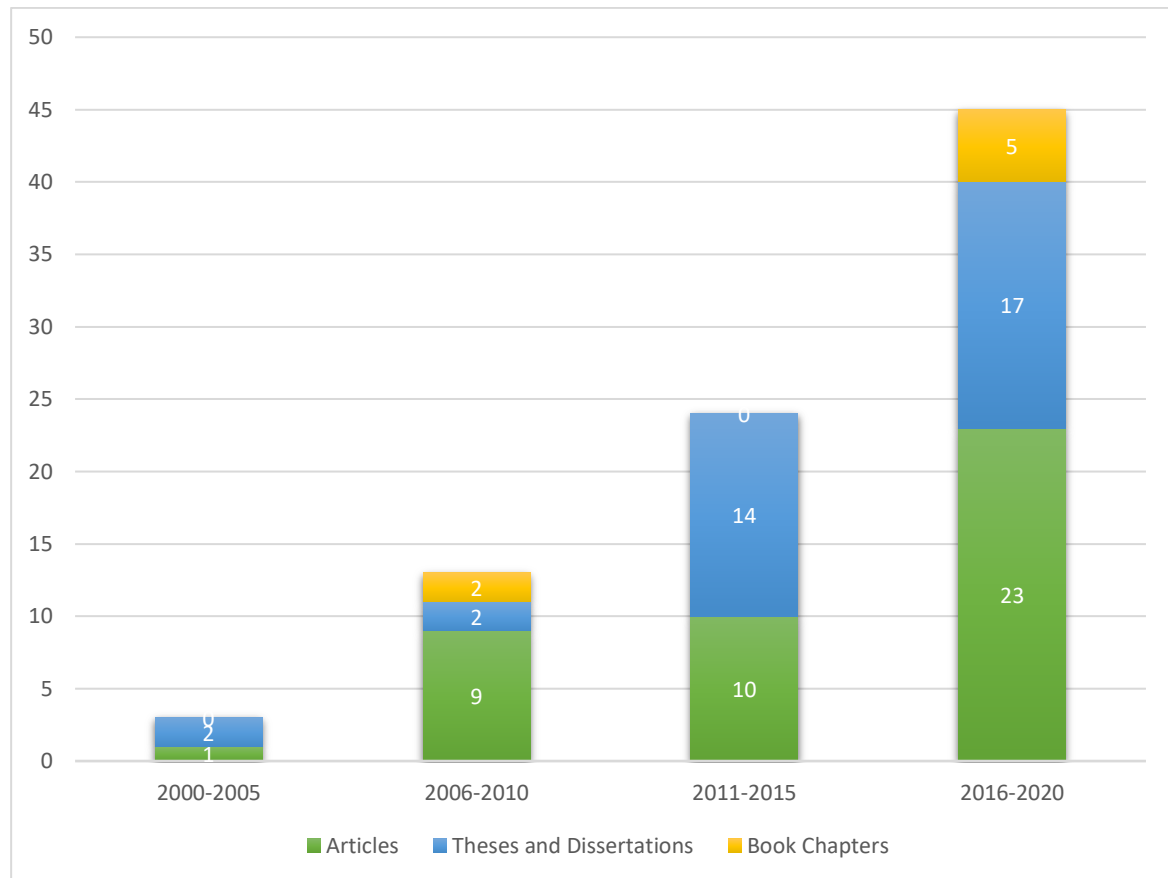


Figure 2. “NEST/NNEST studies” in Turkey by type and publication year

Regardless of the research context, graduate students have a special role and importance in the advancement of knowledge and science, and Turkey is not an exception in this regard. Therefore, their contributions to the “NEST/NNEST studies” in Turkey deserve closer scrutiny through the lens of bibliographic characteristics. Except for Topbaş (1987), which was regarded as an outlier and excluded from the data, all the works appeared in the last two decades. A vast majority of theses and dissertations (88.5% or 31/35) appeared in the last decade. The data also suggest that master’s students have a greater interest in the issues that may be called “NEST/NNEST studies” (74% or 26/35) as compared to doctoral students (26% or 9/35). Figure 3 illustrates that even though theses and dissertations account for almost half of the studies covered in the study, their citation figures are minimal. To be more specific, 35 theses and dissertations in the sample generated only 51 citations—with an average citation of 1.45 per study and with 19 studies receiving no citation so far. Three plausible explanations behind these figures include (1) the recency of these works, (2) the greater importance attributed to journal articles and book chapters, and (3) the unpublished status of these works requiring more effort in retrieval. In the survey data, Bilkent University (9 theses), Çag University (1 dissertation and 3 theses), Gazi University (2 dissertations and 1 thesis), and Boğaziçi University (3 dissertations and 1 thesis) stand out as institutional powerhouses generating theses and dissertations as part of the “NEST/NNEST studies” focusing on the Turkish context. Interestingly, a few theses in the data come from graduate student work completed in the UK institutions of higher education—Küçük (2011) at King’s College London, Origo (2016) at the University of Portsmouth, and Sağ (2013) at the University of Brighton.

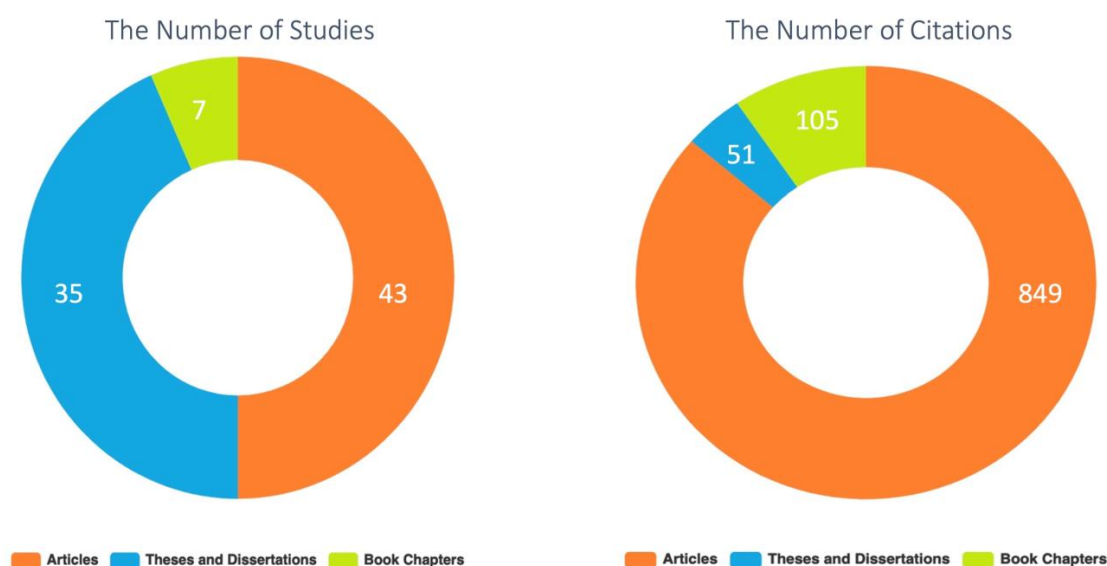


Figure 3. The number of studies and citations by type

Peer-reviewed journal articles have the lion's share both in terms of the number of studies (50.5% or 43/85) and citations (84.4% or 849/1,005). When broken down into context, nearly more than half of the articles (53.4% or 23/43) were published in "international" venues, whereas the rest of them were published in a local journal. Some of the noteworthy international outlets include *TESOL Journal* (Aslan & Thompson, 2016), *Teacher Development* (Bayyurt, 2006), *World Englishes* (Sifakis & Bayyurt, 2015), and *Teachers and Teaching* (Üstünlüoğlu, 2007). It is clear that the "NEST/NNEST studies" focusing on the Turkish context necessitates a greater presence in international academic journals characterized by more respect, greater impact, and a wider audience. Even though book chapters constitute by far the smallest portion in the data (8.2% or 7/85), the citation numbers indicate a relatively greater influence (10.4% or 105/1,005). Moreover, book chapters in the data also exhibit a more international stature as compared to peer-reviewed journal articles, and they all appeared in volumes edited by leading scholars and published by well-respected publishers such as *Springer* (Author, 2018), *Multilingual Matters* (Sifakis & Tsantila, 2018), *De Gruyter* (Martínez Agudo, 2017), *TESOL Press* (Doğançay-Aktuna & Hardman, 2008), and *Cambridge Scholars Publishing* (Mahboob, 2010). Although the book chapters are important in terms of bringing the local issues to the attention of an international audience, they are expected to grow both in terms of their number and scope of coverage.

4.2. Sub-areas, theoretical and methodological approaches

One of the overarching motivations behind this inquiry was to develop a greater understanding of the sub-areas forming the "NEST/NNEST studies" in Turkey. In other words, either the explicit (as clearly delineated by the authors) or implicit (as hinted in writing) foci of the studies were regarded as referential loci of interest expressed by the scholars contributing to this body of scholarship. Table 4 shows the sub-areas of "NEST/NNEST studies" in Turkey.

Table 4.

Sub-areas of "NEST/NNEST Studies" in Turkey

Topics ⁷	K ^a
Self-attitudes/beliefs/perceptions and efficacy	32
Students' attitudes/beliefs/perceptions about NESTs/NNESTs and their efficacy	26
NESTs/NNESTs in/and Global Englishes ⁸	12
Teacher education	11
Employment and discrimination	3
Negotiation of professional identity	2
Accent	2

⁷ The total number of topics is greater than the number of studies included in the study since a number of studies adopted more than one focus in a single study (e.g., students' beliefs and self-perceptions).

⁸ Defined by Galloway & Rose (2015), the term *Global Englishes* is used as an umbrella term to denote a paradigm encompassing paradigm that includes concepts of *World Englishes* (WE), *English as a lingua franca* (ELF) and *English as an international language* (EIL).

Table 4. (continued)*Sub-areas of “NEST/NNEST Studies” in Turkey*

Topics ⁹	K ^a
Challenges	2
Native speaker schemes	2
Inequity	1
Other	2

K^a=number of study reports

As indicated in Table 4, the “NEST/NNEST studies” in Turkey gravitate around four major themes, namely (1) self-attitudes/beliefs/perceptions and efficacy, (2) students’ attitudes/beliefs/perceptions about NESTs/NNESTs and their efficacy in teaching, and (3) NESTs/NNESTs in/and Global Englishes, and (4) teacher education, especially at pre-service level. The first and second theme is a manifestation of the general trend in the “NEST/NNEST studies” that positions and defines teachers (and their capabilities, practices, and (self)efficacies) by using these contested terms. The last two themes could be viewed as an extension of the rising global trends about interrogating, revisiting, and reconceptualizing some of the inherent assumptions about teachers and teacher identity, and thereby informing pre-service teacher education practices.

When investigated from a theoretical standpoint, only a minimal number of studies (12.9% or 11/85) in the current inquiry put explicit emphasis on theoretical frameworks. Some of these frameworks include Freirean liberatory dialogic pedagogy (Tezgiden Cakcak, 2018), prototype theory (Karakaş et al., 2016), cosmopolitanism (Sarigül, 2013), social constructivism (Özkan, 2012; Serdar, 2012), and intercultural sensitivity (Türkyılmaz Sinclair, 2019). This finding suggests that the “NEST/NNEST studies” in Turkey would certainly benefit from more in-depth and diverse theoretical approaches to the examination of issues in the local context. Therefore, scholars, both novice and experienced alike, should take this finding into consideration when conceptualizing their studies in the future.

When conceptually-oriented studies and those that did not report their research design explicitly, excluded from the analysis (9/85), there seems to be a fairly equal distribution in terms of the research designs adopted by the researchers—purely quantitative design (36.8% or 28/76), purely qualitative design (35.5% or 27/76), and mixed methods design (27.6% or 21/76). Except for Ezberci (2005), all the studies using mixed-methods designs appeared in the last decade, a finding aligned with the global trends in educational research and applied linguistics (Riazi, 2017). However, only a handful of those mixed-methods studies actually identified the specific type of design, which suggests that a great bulk of them would still benefit from further methodological rigor. Even though there is diversity in terms of design, the same thing cannot be said about the instrumentation. The methodological landscape of the “NEST/NNEST studies” in Turkey is dominated by questionnaires on the quantitative side and semi-structured individual/focus group interviews on the qualitative side. Expectedly, mixed-methods inquiries often comprise designs that include questionnaires and interviews. The only exceptions include Levis et al. (2017) using a speech perception task (alongside interviews), Serdar (2012) using classroom observations, stimulated recalls, reflective notes, students’ diaries and written tasks (alongside interviews), Koşar (2019) using an end-of-course test, speaking quiz, and portfolio, and Tatar (2019a) using essays. Quantitatively-oriented studies in the sample generally reported descriptive statistics, whereas qualitative studies predominantly relied on the content analysis or thematic analysis as an analytical lens. Therefore, these results corroborate Llurda’s (2018) observations that the “NEST/NNEST studies” need to generate more relevant questions and a wider diversity of methods to provide better answers for these questions.

4.3. Overall contributions

Even though, by definition, scoping reviews are not meant to provide a quality assessment or appraisal of the studies in the sample, the coding scheme adopted in the current inquiry points some directions and general trends about the contribution of the “NEST/NNEST studies” in Turkey. First, by and large, the studies reviewed in this study conceptualize and ascribed teachers as two mutually exclusive binary categories of identity: “native” and “non-native,” often with their own set of “strengths” and “weaknesses” and therefore complement each other. Other studies recognize and challenge the notions of “native speaker fallacy” (Phillipson, 1992) and “native speakerism” (Holliday, 2005), and thus call for moving beyond essentialized and idealized nativeness in E(LT). However, more recently, we are moving towards adopting criticality in the negotiation of identities as language users and teachers in such a dynamic, globally, and fluidly constructed manner across time and space. This view enables us to develop a deeper and wider understanding of sociohistorically situated and contextualized accounts of translanguistic and transcultural identity negotiations beyond idealized, oversimplified, and essentialized

⁹ The total number of topics is greater than the number of studies included in the study since a number of studies adopted more than one focus in a single study (e.g., students’ beliefs and self-perceptions).

categories (“NEST” and “NNEST”) serving as *a priori* definitions of what a teacher is (not), can(not), should (not) do and/or experience (Author, 2015, 2019; Rudolph et al., 2019).

The initial search process in the early stages of this research project also yielded two interesting patterns and observations about the “NEST/NNEST studies” in Turkey. The first was the realization that the “NNEST” designation is being used as a generic demarcation of teachers independent from identity. In other words, those studies focusing on NNESTs’ speech act realization, reading experiences, or their training for the visually impaired learners were recorded yet excluded from the analysis. It should also be added to these studies (in)advertently perpetuate the “different species” (Medgyes, 1994, p. 24) perspective and discourse evident in the literature. The second was a clear emphasis evident in research trends on second language pronunciation characterizing NNESTs’ articulatory qualities involving “teachers’ problematic sounds” (Arıkan & Yılmaz, 2020) and even relying on pathologic discourses such as the need to “rehabilitate a fossilized pronunciation error” (Demirezen, 2007a). Collectively, these patterns and related observations suggest that “native speaker” norms are still regarded as a firmly entrenched idealized yardstick against which the linguistic and pedagogical qualities of teachers might be assessed.

In addition to conceptual, theoretical, and methodological issues evident in these studies, the “NEST/NNEST studies” in Turkey also offer some glimpses of hope towards a better and more inclusive future. For example, studies by Tatar (2010) on the role of “NESTs” and “NNESTs” in ELT, and by Özüdoğru and Adıgüzel (2013) on the profiles of participants in the English Teaching Assistant (ETA) Program by the U.S. Fulbright Commission were two pieces of scholarship produced in Turkish, bringing these issues to the attention of a wider audience in the local context. Furthermore, a number of studies set cross-contextual examples of collaboration in this area such as Bayyurt et al. (2019) focusing on Poland, Portugal and Turkey; Levis et al. (2017) focusing on the U.S. and Turkey; Tajeddin and Adeh (2016) focusing on Iran and Turkey, and finally, Karakaş and Boonsuk (2020) focusing on Thailand and Turkey. Alongside a great majority of studies focusing on “NNESTs” or “NESTs and NNESTs” in a comparative manner, a growing line of scholarship focuses on “NESTs” alone (e.g., Demir, 2018; Kocabaş Gedik, 2016; Sarıgül, 2013; Yaman, 2019) and other understudied stakeholders such as administrators (Tatar, 2019b). Furthermore, we also see a unique example of how a shift in role and status from a “non-native” (teacher of English) to a “native” (teacher of Turkish) affects teachers’ professional identity negotiation (Mutlu, 2015).

4. CONCLUSION

On a macro level, the purpose of this scoping review is to provide a first systematic step towards a more comprehensive understanding of the current state of the field in the local context (i.e., retrospective) and possible future directions for novice and experienced scholars alike (i.e., prospective). Thus, this mapping of the “NEST/NNEST studies” in Turkey (85 studies—43 peer-reviewed journal articles, 7 book chapters, 26 master’s theses, and 9 doctoral dissertations) conducted in the past two decades identify the existing trends, problematic issues at the conceptual, methodological and contextual levels, and guide directions for further research. The growth of “NEST/NNEST studies” in Turkey is evident both quantitatively (i.e., number of studies) and qualitatively (i.e., diversity in terms of type, methodology, foci, and context).

In helping the field move forward, I encourage researchers, both novice and alike, to pay closer attention to a few important points:

- 1- Future studies would benefit from greater theoretical depth, conceptual stringency, methodological rigor, and empirical coherence. Therefore, researchers need to adopt a critical lens when reading, digesting, and synthesizing the existing studies comprising the “NEST/NNEST studies” in Turkey. Only then can they identify the gaps in the literature and position their works to contribute to the state-of-the-art.
- 2- Researchers need to pay greater attention to understudied/undertheorized contexts (e.g., teacher education at pre- and in-service levels, K-12 settings, especially primary levels, English-medium instruction settings) and stakeholders (e.g., teacher aides, teacher educators, instructors teaching content areas, researchers, material writers, publishers, policymakers, parents, and administrators).
- 3- Since theses and dissertations serve as the backbone of the “NEST/NNEST studies” around the world, including Turkey, scholars serving as thesis/dissertation supervisors have an important role and responsibility in shaping the future of this strand of scholarship. They need to be informed about the points above and scaffold their advisees accordingly.

In closing, I acknowledge that even though the “NEST/NNEST studies” in Turkey over the past two decades have exhibited tremendous growth, it is still in its infancy in many ways. Most of the studies are conceptualized within a relatively outdated view on the teachers’ professional identity (and thus perpetuating discourses of idealization and essentialization), lacking theoretical depth and methodological rigor, adopting a rather fixated approach in instrumentation, and investigating the same stakeholders (i.e., teachers and students). Finally, I hope this scoping review will serve as an inspiration for more and high-quality work contributing to the expansion of both the depth

and breadth of English language teachers’ professional identity and shedding new and brighter light on the contextualized accounts of the complexities of their being and becoming.

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GENİŞ ÖZET

1. GİRİŞ

1970'lerden bu yana İngiliz dili öğretimi ve uygulamalı dilbilim alanlarında eleştirel yaklaşımlardaki artan büyüme ve 1990'ların sonlarından bu yana (ikinci) dil öğretmeni kimliğine olan ilgi (örn. Barkhuizen, 2016; Kanno & Stuart, 2011; Varghese vd., 2016; Yazan, 2018) neticesinde bazı bilim adamlarının “anadili İngilizce olan/olmayan öğretmen çalışmaları” (*NEST/NNEST studies*) (Kirkpatrick, 2010; Llurda, 2018) olarak adlandırdığı bir araştırma alanının ortaya çıktığı söylenebilir. Yıllar boyunca, pek çok araştırmacı bu alanda ortaya çıkan gelişmeleri kapsamlı olarak değerlendiren ve eleştiren yazılar ortaya koysa da (Kamhi-Stein, 2016; Llurda, 2016; Medgyes, 1992; Moussu & Llurda, 2008; Rudolph vd., 2015; Selvi, 2019a; Swearingen, 2019; Yuan, 2019), alan yazında ülke bazında yapılan sistematik değerlendirmelerin eksikliği aşikardır. Bu gereksinimden hareketle, bu çalışma Türkiye bağlamında “anadili İngilizce olan/olmayan öğretmen çalışmaları” alanında son yirmi yılda yapılan (43’ü hakemli dergi makalesi, 7’si kitap bölümü, 26’sı yüksek lisans tezi ve 9’u doktora tezi olmak üzere) toplam 85 çalışmanın bir kapsam incelemesini sunmaktadır. Bu çalışma ile (kullanılan kuramsal yaklaşımlar, araştırma desenleri ve pratik konular gibi) yerel bağlamda mevcut araştırma trendlerinin belirlenmesi, uygulamalı dilbilim alanında sayısı artmakta olan kapsam incelemesi çalışmalarına katkıda bulunulması ve bu çalışma alanının araştırma yol haritası belirlenerek geleceğine yön verilebilmesi amaçlanmaktadır. Bu bağlamda, bu çalışma aşağıdaki sorulara cevap aramaktadır:

- 1- Türkiye bağlamında gerçekleştirilen “anadili İngilizce olan/olmayan öğretmen çalışmalarının” temel özellikleri nelerdir?
- 2- Türkiye bağlamında gerçekleştirilen “anadili İngilizce olan/olmayan öğretmen çalışmalarında” ne gibi kuramsal ve yöntemsel yaklaşımlar benimsenmektedir?
- 3- Bu çalışmalar Türkiye bağlamında “anadili İngilizce olan/olmayan öğretmen çalışmaları” alanına ne gibi katkılarda bulunmaktadır?

2. YÖNTEM

Yöntemsel bir noktadan bakıldığında, mevcut çalışma, araştırmacıların, birincil kaynaklara ve ana kanıt türlerine doğrudan bağlantıları olan bir araştırma alanını destekleyen temel kavramları haritalamalarını sağlayan sistematik ve titiz bir yaklaşım olarak tanımlanabilecek bir *kapsam incelemesi* olarak nitelendirilebilir (Arksey & O’Malley, 2005; Levac vd., 2010). Kapsam incelemeleri son yıllarda uygulamalı dilbilim de dâhil olmak üzere pek çok alanda kullanılmaktadır. Bu çalışmada da olduğu gibi, kapsam incelemesi istatistiksel yöntemler kullanarak nicel çalışmaların sonuçlarını sentezlemeyi ve özetlemeyi hedeflemeye meta-analizden ayrılmaktadır.

Araştırma sürecine yön veren araştırma sorularının belirlenmesi sonrasında çalışmaya, araştırmaya dâhil edilecek / araştırmanın dışında tutulacak çalışmaların tespitinde kullanılacak anahtar kelimelerin ve arama süreçlerinde kullanılacak veri tabanlarının belirlenmesi ile başlanmıştır. Çalışmanın kapsayıcılığını tesis edebilmek adına arama süreçleri İngilizce ve Türkçe anahtar kelimeler ile yürütülmüştür. Aynı zamanda kaliteden ödün vermemek adına yalnızca hakemli dergilerde yayınlanan makaleler, kitap bölümleri ve yüksek lisans/doktora tezleri çalışmaya dâhil edilmiştir. İlgili çalışmaların bulunduğu veri tabanlarına ek olarak Google ve Google Scholar gibi arama motorları, ResearchGate ve Academia.edu gibi akademik sosyal ağlar, ve bulunan çalışmaların kaynakçaları çapraz kontrol mekanizması olarak kullanılmıştır. İlk etapta tespit edilen toplam 112 ampirik ve kavramsal çalışma iki temel kritere tabi tutularak son hâlini almıştır: (1) kavramsal olarak bu terimi içermesi, eleştirmesi veya reddetmesi ve (2) bağlamsal olarak çalışmanın kısmen veya tamamen Türkiye bağlamında gerçekleşmesi. Bu nedenle Kuzey Kıbrıs bağlamındaki çalışmalar veya buradaki araştırmacıların çalışmaları kapsam dışı bırakılmıştır. Çalışmaların yayın dili konusunda herhangi bir kısıtlamaya gidilmemiştir. Yüksek lisans veya doktora tezlerinden ortaya çıkan akademik dergi makaleleri ikinci bir kopya olarak görülmüş ve araştırma verisine dâhil edilmemiştir. Neticede (43’ü hakemli dergi makalesi, 7’si kitap bölümü, 26’sı yüksek lisans tezi ve 9’u doktora tezi olmak üzere) toplam 85 çalışma (1) bibliyografik özellikler, (2) araştırma deseni ve analiz ve (3) diğer özellikler açısından kodlanmıştır. Kodlama sürecinin güvenilirlik ve geçerliğinin arttırılabilmesi adına kapsam incelemesi alanında bağımsız bir uzman ile birlikte çalışılmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Yapılan incelemeye göre bu alandaki çalışmaların büyük bir bölümü son on yılda ve neredeyse yarısı geçtiğimiz beş yıl (2016-2020) içerisinde yayınlanmıştır. Bu bulgu, “anadili İngilizce olan/olmayan öğretmen çalışmaları” alanının Türkiye bağlamında gerek nicel (2000’de 0 iken 2020’de 85 çalışma), gerekse de nitel olarak (hakemli dergilerde yayınlanan makaleler, kitap bölümleri ve yüksek lisans / doktora tezleri) genişlediğini göstermektedir. Bu araştırmaya dâhil edilen çalışmalarda gerek sayı gerekse de aldıkları atıf sayısı bakımından aslan payı, hakemli

dergilerde yayınlanan makaleleridir. Bu makalelere bağlamsal (ulusal/uluslararası) olarak bakıldığında neredeyse eşit bir dağılım gözlenmiştir. Uluslararası dergiler düşünüldüğünde Türkiye’de yapılan çalışmaların daha bilindik, saygın ve okuyucu kitlesi fazla olan dergilerde yayınlanması gerekliliği göze çarpmaktadır. Her ne kadar kitap bölümleri en küçük dilime sahip olsa da bu eserlerin aldığı atıf sayısı bu yayın türünün nispi gücünü ortaya koymaktadır. Bu araştırmaya dâhil edilen kitap bölümlerinin uluslararası çapta adından söz edilen editörlerin yönettiği ve saygınlığı olan yayınevleri tarafından basılmış projeler olması olumlu bir bulgudur. Son olarak, yüksek lisans ve doktora tezlerinin son yıllardaki artan sayısı bu “anadili İngilizce olan/olmayan öğretmen çalışmaları” alanının Türkiye bağlamında gördüğü ilginin bir kanıtıdır. Öte yandan bu çalışmaların diğer yayın türlerine göre daha az atıf aldığı da saptanmıştır.

Araştırma alanları perspektifinden bakıldığında temel araştırma konularının (1) “anadili İngilizce olan/olmayan öğretmenlerin” öz tutumları, inançları, algıları ve etkinlik düşünceleri, (2) öğrencilerin “anadili İngilizce olan/olmayan öğretmenler” hakkındaki tutumları, inançları, algıları ve etkinlik düşünceleri, (3) Küresel İngilizceler paradigması bağlamında “anadili İngilizce olan/olmayan öğretmenler ve (4) (özellikle hizmet öncesi düzeyde) öğretmen eğitimi olduğu saptanmıştır. Öte yandan araştırma deseni açısından bakıldığında çalışmaların, nicel, nitel ve karma yöntemleri neredeyse eşit olarak kullandıkları gözlemlenmiştir. Nicel çalışmaların büyük bir çoğunluğu veri toplama aracı olarak anket kullanırken, nitel araştırmacıların tercihi bireysel ve odak grup görüşmeleri olmuştur. Bu sonuçlar, Llorca’nın (2018) “anadili İngilizce olan/olmayan öğretmenler” üzerine olan çalışmaların daha alakalı sorular ve daha geniş bir yöntem çeşitliliği üretmesi gerektiği görüşünü desteklemektedir.

Kuramsal açıdan bakıldığında, bu araştırmaya dâhil edilen çalışmaların yalnızca küçük bir bölümü kuramsal çerçeve kullanmış ve bunu detaylandırmıştır. Kavramsal bir perspektiften incelendiğinde çalışmaların “anadili İngilizce olan/olmayan öğretmenleri” birbirinden bağımsız iki farklı kimlik kategorisi olarak tanımladığı ve bu kimlik kategorilerini “yerli” ve “yerli olmayan”, “güçlü” ve “zayıf” kümeleriyle kavramsallaştırdığı görülmüş ve bu bağlamda alan yazının gerisinde olduğu tespit edilmiştir.

Sonuç olarak, bu çalışma yerel bağlamda “anadili İngilizce olan/olmayan öğretmenler” alanının mevcut durumu ve gelecekteki olası yönleri hakkında bilgi vermesine ek olarak gerek meslek hayatının başında olan gerekse deneyimli akademisyenler için bazı tavsiyeler sunmaktadır: (1) Gelecekteki çalışmalar kuramsal derinlik, kavramsal içerik, metodolojik titizlik ve ampirik tutarlılığı hedeflemelidir. (2) Araştırmacılar, yeterince üzerinde durulmamış bağlamlara (örn. hizmet öncesi ve hizmet içi düzeylerde öğretmen eğitimi, K-12 ayarları, özellikle ilköğretim düzeyleri, İngilizce orta öğretim ayarları) ve paydaşlara (örn. öğretmen yardımcıları, öğretmen eğitimcileri, öğretim dili İngilizce olan alan eğitimcileri, araştırmacılar, materyal yazarları, politika yapımcılar, ebeveynler ve yöneticiler) daha fazla yoğunlaşmalılardır. (3) Yüksek lisans ve doktora tezleri herhangi bir alanın belkemiği olduğundan tez danışmanı olarak görev yapan akademisyenlerin bu alanın geleceği olacak yeni nesil araştırmacılara verecekleri destekte rollerini ve önemlerini alan yazın ışığında yeniden tanımlamaları gerekmektedir. Son olarak, Türkiye’de “anadili İngilizce olan/olmayan öğretmenler” çalışma alanının son yirmi yılda çok büyük bir büyüme sergilemiş olsa da hâlen birçok yönden bebeklik döneminde olduğunu kabul etmemiz gerekmektedir. Yapılan çalışmaların birçoğunun, öğretmenlerin mesleki kimliklerini eski bir bakış açısıyla kavramsallaştırdığı, kuramsal derinlik ve yöntemsel titizlikten yoksun olduğu, kuramsal çerçeve, araştırma deseni ve analiz biçimi olarak sabit bir yaklaşım benimsediği ve aynı paydaşları araştırdığı görülmüştür. Bu kapsam incelemesinin, İngilizce öğretmenlerinin mesleki kimliğinin derinliğinin ve genişliğinin artacağı, nihayetinde bu alanda ortaya çıkacak çok daha kapsamlı ve sistematik bir anlayışa yönelik ilk adım olması umulmaktadır.

ARAŞTIRMANIN ETİK İZNİ

Yapılan bu çalışma kapsamında bireylerden herhangi bir veri toplanmadığı için etik kurul belgesine ihtiyaç duyulmamakla birlikte araştırma ve yazım sürecinde araştırmacı tarafından bilimsel ve etik kurallara uyulduğunu, farklı eserlerden yararlanılması durumunda atıfta bulunulduğunu, kullanılan verilerde herhangi bir tahrifat yapılmadığını, araştırmanın tamamının veya bir kısmının farklı bir akademik yayın platformuna yayımlanmak üzere gönderilmediğini, belirtilen konularda araştırmanın yazarının bilgi sahibi olduğunu ve gerekli kurallara uyulduğunu beyan ederim.

APPENDIX – STUDIES IN THE SAMPLE

Appendix-1. Peer Reviewed Journal Articles

- Adıgüzel, O., & Özüdoğru, F. (2017). Effects of Turkish and English speaking teachers on students' foreign language skills. *Kastamonu Eğitim Dergisi*, 25(1), 171-186.
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Appendix-2. Book Chapters

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Appendix-3. Theses and Dissertations

- Akçay, A. (2020). *Perceptions of Turkish EFL instructors and their students on native and non-native accents of English and English as a Lingua Franca (ELF)* [Unpublished master's thesis]. Bilkent University.
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