The impact of non-native English teachers' linguistic insecurity on learners' productive skills

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Abstract

The discrimination between native and non-native English speaking teachers is reported in favor of native speakers in literature. The present study examines the linguistic insecurity of non-native English speaking teachers (NNESTs) and investigates its influence on learners' productive skills by using SPSS software. The eighteen teachers participating in this research study are from different countries, mostly Asian, and they all work in a language institute in Ankara, Turkey. The learners who participated in this work are 300 intermediate, upper-intermediate and advanced English learners. The data related to teachers' linguistic insecurity were collected by questionnaires, semi-structured interviews and proficiency tests. Pearson Correlation and ANOVA Tests were used and the results revealed that NNESTs' linguistic insecurity, neither female nor male teachers, is not significantly correlated with the learners' writing and speaking scores.

Keywords: linguistic insecurity, non-native English teachers, productive skills, questionnaire, interview, proficiency test

1. Introduction

There is no doubt today that English is the unrivaled lingua franca of the world with the largest number of non-native speakers. Obviously, proficiency in English is seen as a desirable goal for youngsters and elderly people in all EU countries and in many parts of the world, to the point of equating inability in the use of English to disability. It can be understood that a better knowledge of English language will facilitate communication and interaction and will promote mobility and mutual understanding. This rapid spread of English has led to controversial and at the same time interesting debates on the role of English teachers. One of the most important issues dealing with English learning is the role of EFL teachers; although teachers have always been the center of attention in the classroom, their concerns and needs have not always been addressed in the same way.

On the other hand, it is an undeniable fact that the number of non-native English-speaking teachers is steadily increasing all over the world. Furthermore, there's still a global prejudice against NNESTs, especially in recruitment issues in ELT field. Mahboob (2003) examined the hiring practices of 118

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adult ESL program directors and administrators in the US. He found that the number of NNESTs teaching ESL in the United States is low and disproportionate to the high number of NNS graduate students enrolled in MA TESOL programs. He also found that 59.8% of the program administrators who responded to his survey used the "native speaker" criterion as their major decisive factor in hiring ESL teachers. A reason for this discrimination was that administrators believed only NESTs could be proficient in English and qualified teachers.

Much research has been conducted to demonstrate the differences between NESTs and NNESTs (Lasagabaster & Sierra, 2002; Mussou, 2006; Solhi & Buyukyazi, 2012) and most of them conclude that the preference of the native English speakers (NESs) on the mere basis of their first language is unfair (e.g. Medgyes; 1992, 1994). Some research studies have also been trying to confirm that NNESTs have many qualities that can make them successful teachers appreciated and valued by their students, their colleagues, and their supervisors (Medgyes, 1992, 1994, 2001; Mussou, 2006). Previous research studies conducted by Cheung (2002), Mahboob (2003) and Moussu (2006) in various contexts came to the conclusion that students do appreciate NNESTs for their knowledge, preparation, experience, and caring attitudes and that they do realize that NESTs and NNESTs complement each other with their strengths and weaknesses (Matsuda & Matsuda, 2001).

1.1. The Notion of Linguistic Insecurity

The anxiety or lack of confidence experienced by speakers and writers, who believe that their use of language does not conform to the principles and practices of standard language, is called linguistic insecurity. While there seems to be no lack of confidence in exporting native models of English as a foreign language, it is at the same time almost paradoxical to find among the entire major Anglophone nations such enormous linguistic insecurity about the standards of English usage.

Bucci and Baxter (1984) define linguistic insecurity as the negative self-image of a speaker regarding his or her own speech variety or language. It might happen if the speaker compares his or her phonetic and syntactic characteristics of speech with those characteristics of what is perceived to be the "correct" form of the spoken language. The definition of linguistic insecurity given by Francard describes the awareness by speakers of a language about the distance between their idiolect (or sociolect) and a language they recognize as legitimate because it belongs to the ruling class or to other communities where they speak French as "pure", not bastardized version by interference of another language (Francard, 1993).

The study of linguistic insecurity is relatively recent since its emergence in 1960. Theoretical and methodological analysis of linguistic insecurity demonstrates that it has been derived from a complex reality. The lack of a unified definition accepted by all can prove this fact. First, a brief presentation of the theoretical framework of the concept of linguistic insecurity will help to clarify the field.

A search in the literature shows that this concept has primarily been studied by E. Haugen who introduced the term Schizoglossia into linguistics. Schizoglossia refers to a language complex or rather linguistic insecurity about one's mother tongue. It mostly appears where there are two language varieties one of which is considered as proper and the other one as incorrect.

Research on the notion of linguistic insecurity has experienced three great founding periods; the psychology specialists were the first to study the concept of linguistic consciousness among the French-English bilinguists in Canada in the 1960s. Canadian psychologists and linguists focused on psychological features more than linguistic aspects. It is important to note that these studies attest to the linguistic insecurity even though they do not use the term.The second period was marked by the work of William Labov and his successors in North America and Europe. Haugen's work was followed by W. Labov in the 1960s who expressed the initial definition of the notion of linguistic

insecurity in systematic terms. This notion has been more complex now than Labov's original index.Labov set the stage for other scholars to go further and study several aspects of linguistic insecurity in psychological, sociolinguistic and educational fields. Nicole Gueunier et al. (1978) were the first to apply Labov's concept to the French-speaking world.The third period of research was mainly located in Belgium (e.g. Lafontaine, 1986; Francard et al., 1993) where the scholars began to explore the concept of linguistic insecurity in academia.

Finally, most of the investigations on linguistic insecurity in terms of French-speaking area are based on researches conducted within countries where different languages or varieties of the same language coexist (e.g. Swiss, Singy, 1997; French-speaking Belgium, Francard, 1989, 1990, and 1993). Roussi (2009) examines the notion of linguistic insecurity as it is experienced by Greek teachers of French. She used individual and semi-structured interviews in her study to help the interviewees express themselves on their perception of the linguistic insecurity and the strategies to deal with it.

1.2. Gender and Linguistic Insecurity

In the 1960s, sociolinguists began to do research on gender and sex and its relationship to language. Specifically, these studies have mostly centered on the differences in speech behavior of men and women at the phonological level, and the conversational styles of men and women in discourse. Studies of gender-specific variation are diverse and often contradictory, depending on such factors as researchers' assumptions about sex and gender, the methodology, and the samples used.

Owens and Baker (1984) used the CILI (Canadian Index of Linguistic Insecurity) and ILI (Index of Linguistic Insecurity) test to conclude that women are more linguistically insecure than men. Out of a sampling data of 80 participants, 42 of which were female, women scored higher on the ILI and the CILI, a result which indicates high manifest linguistic insecurity. On the CILI, the mean score was 3.23 for females and 2.10 for males. On the ILI, the means scores were 2.23 for females and 1.40 for males. Though the t-tests for the differences were only significant at .07 and .06 levels, the authors feel that this was due to a small sample size and that the uniformity of the results was enough to confirm their hypothesis. Additionally, these findings are consistent with Labov's original New York study and lead to the conclusion by Owens and Baker that women display more linguistic insecurity than men.

1.3. Linguistic Insecurity of Non-native English Speaking Teachers

While the linguistic insecurity of speakers of a language is mostly related to their pronunciation, in the case of non-native teachers it is referred to the feeling of insecurity when teaching grammar, vocabulary and also pronunciation. Individuals may have preferences about teaching particular skills or components but obviously they seem to feel unsafe when teaching special skills or components if they feel linguistically insecure about that part.

The emphasis on *native speaking teacher*s' correctness, whatever its source, seems to have the effect of arousing feelings of linguistic insecurity among non-native speaking teachers. For non-native teachers of English, it means their acceptance of the negative stereotyping of their English by the native speaking community, regardless of the fact the kind of English spoken between its native speakers, is not appropriate to most non-native speaking communities (Jenkins, 2004).

According to Gagliardi and Maley (2010), almost 98% of Italian foreign language teachers are native Italian speakers who often describe their linguistic insecurity in the foreign language they teach as the major professional weakness affecting the development of their professional identity. As non-

natives, they experience the uneasiness of teaching a language whose cultures they have seldom been extensively exposed to. It is not only the case with Italian foreign language teachers, but also with teachers in other countries. Most of foreign language teachers in each country seem to be native speakers of that country and the feeling of linguistic insecurity is common to all non-native teachers of foreign languages.

Medgyes (1992) points out that NNESTs usually feel unsafe using the language they have to teach. Due to this fear, they tend to adopt two kinds of attitudes: pessimistic or aggressive. Both of these feelings are deterrent and can disturb teaching process. To recognize and investigate the negative consequences of feeling high level of linguistic insecurity was the initial motivation of the researcher to conduct this research study.

1.4. Research Questions

Considering the importance of productive skills, we hypothesized that non-native English speaking teachers pass over the pronunciation, speaking, and writing parts of the textbooks quickly because of their linguistic insecurity. It seems that in some cases non-native English speaking teachers do not feel comfortable enough to focus on these parts despite their high language proficiency. The present research study aims to provide more conclusive answers to these questions:

1. a) Does non-native English teachers' linguistic insecurity affect learners' productive skills?

 b) How does non-native English teachers' LI affect learners' productive skills?

2. Does male and female teachers' linguistic insecurity affect learners' productive skills equally?

1.5. Limitations

The first and major limitation of this study is the sample size. The findings of this study represent the linguistic insecurity of eighteen EFL teachers and its relationship with the scores of 300 learners. In order to conduct this research study with larger number of participants, it was necessary to collect the data from several language institutes simultaneously. This was really challenging and the researcher could not get authorization except from her own workplace. Nevertheless, some teachers were not willing to participate in the study and only eighteen NNESTs contributed to this study voluntarily. It is evident that the second limitation is the representativeness of the samples. Therefore, it is obvious that the small number of non-native teacher participants may not present precise results on the concept of linguistic insecurity and it is necessary to treat the findings of this study with caution in terms of generalizability.

Another limitation is that most of NNESTs who participated in the study happened to be from Turkey. Nine out of eighteen non-native teacher participants are Turkish and they are quite similar in their English proficiency, academic qualifications, and cultural backgrounds. Even though the teaching experience of the NNESTs differs, their common cultural background and their relationship with the learners may have affected their linguistic insecurity. So a bigger number of non-native English speaking teachers that encompass teachers from various nationalities are needed.

Finally, twelve teachers who participated in the pilot study participated also in the actual study. These teachers, having been exposed to the questionnaire before, may have responded differently from those who have not been exposed to it, and this may have had a negative effect. However, their participation was allowed by the researcher due to the small number of teacher participants available.

2.   Method

In order to increase the usefulness and validity of the findings, the researchers decided to triangulate the data collection procedure. For the purpose of this mixed-method research and in order to discuss issue under investigation better, qualitative open-ended interviews were used which gave the researcher the access to participants' perspectives, and scaled-response questionnaires which enabled us to systematically measure certain factors in the first phase. Besides, standard Test of English as a Foreign Language (TOEFL) was used to measure teachers' proficiency level. This triangulation was done in order to increase the validity and reliability of the results.

In the second phase which aims at studying the relationship between NNEST linguistic insecurity and EFL learners' productive skills, learners' mid-term and final exams will be investigated in writing sections; in addition, participants will be interviewed two times.

For the measurement of linguistic insecurity, the researcher executed a convergent parallel design as qualitative and quantitative data were collected simultaneously and independently, and then the results were analyzed. Moreover, equal weight was given to the quant and qual data as the researcher was looking to compare and contrast the results to look for patterns or contradictions in the analysis phase.

In sum, as an integrated design, Creswell's Transformative Design (2003) was used in which qualitative material is collected and transformed into categorical data for further quantitative analysis. Thus, the researcher was able to derive both theory and generalizable results. For this purpose, the qualitative data out of interviews were transformed into codes and quantitative numbers and combined with quantitative data from questionnaires. As a result, numeric results were obtained for the measurement of linguistic insecurity section which helped the researcher easily use correlation and two-tailed tests in order to compare the variables.

Following Creswell's Transformative Design, the researcher needed to develop a scheme of categories relevant to the research question. Categorization is the process of structuring and condensing data by grouping the qualitative materials in theoretically insightful ways. A deductive-inductive procedure was conducted in developing categories. As a starting point for the development of adequate categories, the researcher began by reviewing existing coding schemes and then she chose the most comprehensive of them. This category scheme was supposed to be the theoretical foundation. All the interviews and formatted main categories were investigated. Going to details and depending on the kind of the questions, the researcher formulated subcategories. Throughout this process, based on theoretical consideration, subcategories were changed, eliminated, added, or collapsed into new categories. At the end of the coding round the researcher was able to encode the answers and put them into adequate categories regarding the theoretical outline, main categories and subcategories.

2.1. Participants

This research study consists of two phases. In the first phase, we aim at measuring non-native English teachers' linguistic insecurity. The data from the first phase will be used in the second phase to study the relationship between NNEST linguistic insecurity and EFL learners' productive skills.

2.1.1. Non-native English Speaker Teachers

The participants in the first phase of this study are 18 non-native EFL teachers from a particular language center in Ankara, Turkey. It should also be mentioned that the majority of non-native teachers are Asians. The age of these participants ranges from 21 to 42 as shown in table 1.

Table 1. Teacher participants' demography

Gender	Age	Number
Male	23-42	8
Female	21-34	10

2.1.2. Students

The participants in second phase are 300 intermediate, upper-intermediate and advanced EFL learners whose age ranges from 15 to 31. Their mid-term and final exams will be investigated in writing sections; in addition, participants will be interviewed two times.

Two classes of each teacher were chosen during two successive semesters or rather nine months. The criterion for choosing the classes was the number of students. In other words, the researcher chose the classes with the highest number of students, so she could obtain more data. Student participants' demography is shown in table 2.

Table 2. Student participants' demography

Level	B1	B2	C1	C2
Number	112	95	49	44

2.2. Data Collection Tools

The data collection instruments used in the first phase are the following:

2.2.1. Questionnaire

In order to better discuss the issue under investigation, multiple-choice questionnaires were used which enabled the researcher to systematically measure certain factors. The main reason for using questionnaires as instruments was that many research projects were conducted in various contexts that asked teachers and students for their perceptions of NESTs and NNESTs. Following all questionnaire construction procedures the researcher developed the questionnaire which consists of two sections as following:

a. *Sociolinguistic questionnaire*, concerning participants' sociolinguistic profile (age, sex,   ELT background, self-evaluation of their own linguistic competence, etc.)

b. *Linguistic insecurity perception questionnaire,* this original questionnaire consists of 13scaled response questions and aims at assessing the perception and beliefs of   participants   regarding linguistic insecurity.

2.2.1.1. The Questionnaire Pilot

As the questionnaire used in the first phase is an original one prepared by the researcher herself, so we felt necessity to apply piloting stage with a smaller group of non-native English teachers. This sample group consists of 12 English teachers with five different mother tongues which are Turkish, Azeri, Spanish, Dhivehi (Maldivian), and Hausa (Nigerian). According to Kachru's circles analogy (1996), all of these participants are from outer circle as they all come from countries where English is not native language. The teachers' demography is shown in table 3.

Table 3. *Teacher participants' demography in pilot test*

Gender	Age	Number
Female	21-34	5
Male	23-41	7

2.2.1.1.1.   Reliability and Validity Analysis

It is obvious that a precise, reliable and valid instrumentation in a scientific study is important to collect the required accurate data for the study. Therefore, the questionnaire designed for the present research study is tested in terms of its reliability and validity. Reliability of the questionnaire was assured by using Cronbach's formula of finding alpha values (internal consistency method) and inter-item correlation (relationship among items). Besides, validity was assured (content, face, and construct validity). It took two steps to bring the questionnaire into the final shape. The initial version of the questionnaire had 15 items and was distributed among 8 participants. After analyzing the data and calculating its reliability by Cronbach's alpha, we found out that its alpha value (internal consistency) was <0.50, which means not acceptable as reliable. In the final version of the questionnaire all the values were within acceptable range after deleting two invalid cases and rearranging the statements. Thus, the instrument becomes reliable and valid to be used in the main study.

In order to measure the consistency of our research tool, the reliability of the questionnaire in the pilot test was tested by a statistical expert using SPSS statistics software. This procedure helped us to identify invalid cases and data values. For the present questionnaire, we calculated Cronbach's Alpha which is the most common measure of internal consistency (reliability). It is most commenly used when you have multiple Likert questions as in our questionnaire. As the Cronbach's Alpha is 0,791, so we can conclude that the questionnaire is reliable (values >0.70 is acceptable, Feldmann et al, 2007).

2.2.2.   English Proficiency Test

All the non-native English teachers participating in this research study have taken a standard Test of English as a Foreign Language (TOEFL) which helped us get standardized, unified, and quantitative data to compare participants' proficiency and their level of linguistic insecurity. Table 4 shows the teachers' demography and proficiency test score in order to give an overall picture of the participants:

Table 4. *Teacher participants' demography and proficiency test scores*

No.	Teacher's code	Gender	Nationality	Mother tongue	age	Experience (year)	Proficiency test score
1	F.G.B.	F	Iranian	Azeri	34	12	107
2	N.A.	F	Maldivian	Dhivehi	27	3	107
3	C.L.	M	Nigerian	Housa	25	2	114
4	J.D.	F	Turkish	Turkish	23	2	99
5	J.N.	F	Turkish	Turkish	21	1	80
6	L.B.A.	M	Turkish	Turkish	22	2	80
7	G.E.D.	F	Iranian	Azeri	28	7	111
8	SH.S.	M	Mexican	Spanish	26	2	114
9	D.A.	M	Turkish	Turkish	23	1	77

10	A.N.	M	Iranian	Persian	42	21	117
11	T.H.A.	F	Bosnian	Bosnian	26	2	87
12	D.V.	M	Nigerian	Housa	25	1	84
13	D.N.	F	Turkish	Turkish	27	2	81
14	O.R.	F	Turkish	Turkish	23	1	77
15	S.N.E.	M	Turkish	Turkish	30	4	81
16	C.E.	F	Turkish	Turkish	25	2	85
17	D.K.	F	Turkish	Turkish	23	1	77
18	J.E.	M	Spanish	Spanish	25	3	91

2.2.3. *Interview*

Regarding the nature of interviews which can help the researcher provide reliable and comparable qualitative data, the researcher decided to use open-ended interviews in order to achieve in-depth and exclusive data about all participants. The interviews have been recorded and analyzed by the researcher. The researcher of this study used interview to complement the quantitative data and to cover some gaps that were not reflected upon in the questionnaire or that might have occurred from the implementation of open-ended questions. The interview is composed of seven open-ended questions.

2.3. *Data Analysis Procedure*

After administrating the questionnaires and conducting the interviews, all the information out of questionnaires and proficiency tests were put in a table (table 5) in order to facilitate the process of linguistic insecurity level measurement. On the other hand, writing and speaking scores of the learners were asked from the institute administrators and collected. The writing and speaking scores are available in appendix. The average of each skill and each class was calculated and added to table 5 in order to have a more complete table (table 6). SPSS software version 23.0 was used to calculate the relationship between linguistic insecurity of teachers and learners' writing and speaking scores, relationship between experience and linguistic insecurity, and between gender and LI. The researcher also used one-way ANOVA Test to see whether there is a significant relationship between teacher participants' linguistic insecurity and learners' scores.

3.   Results

3.1. *Measurement of NNESTs' Linguistic Insecurity*

In order to find out the relation between NNESTs' linguistic insecurity and learners' productive skills, and also to find out whether or not there is a relationship between NNESTs' linguistic insecurity and gender, initially we needed to measure non-native English teachers' linguistic insecurity. In this step, questionnaires and interviews were investigated and the researcher and the statistics expert decided to adjust all the data modulate the qualitative data out of interviews and to attain a quantitative scale which can best describe the linguistic insecurity level. In other words, we have transformed the qualitative data out of interviews into qualitative and integrated it with the quantitative data gained by the questionnaires in order to achieve fully quantitative data. In this regard, after administrating the questionnaires, quantitative data were collected and analyzed. Besides, the interviews were conducted and the qualitative data were collected and transformed into categorical data for further quantitative analysis. This procedure enabled us to obtain a LI score for each NNEST, and then we could categorize them into groups with very low, low, middle, high, and very high linguistic insecurity level.

Also, this helped us easily use the correlation test in order to investigate the relationship between LI and gender.

3.1.1.   Questionnaire Investigation

We administered the questionnaires to our eighteen participants and the data collected from the second part are as shown below (Table 5).

Table 5. *Questionnaire results*

	Statement	1% (A)	12% (B)	25% (C)	50% (D)	75% (E)	87% (F)	99% (G)
1	I lose information when I listen to a conversation between some native English speakers.	9	4	5	-	-	-	-
2	I feel uncomfortable when talking to a native English speaker.	8	1	4	2	3	-	-
3	I spend less time than expected on speaking sections from textbook, because I feel I may lack enough vocabulary to meet students' demand.	7	1	1	3	2	4	-
4	I feel stressed when teaching the pronunciation sections.	6	2	2	3	1	1	3
5	I feel difficulties in correcting students' papers.	5	1	1	5	4	-	2
6	I think students lose trust in me when I can't find English equivalent of a word.	3	-	1	6	3	2	3
7	I believe that selecting an English nickname and pretending to be a native English teacher is a good idea because students will trust in me more.	2	-	-	4	1	2	9
8	I feel more comfortable with junior students than seniors.	5	-	-	3	2	3	5
9	I believe that I need more improvement with my English.	4	1	-	1	2	4	6
10	I do not feel confident when I teach.	9	1	2	3	-	3	-
11	There is so much I do not know about grammar. I am terrified that my students ask me questions.	7	1	-	3	2	-	5
12	I would like to have more opportunities to improve my linguistic competence.	3	-	-	1	2	5	7
13	I appreciate attending teacher training coerces.	3	-	-	5	-	2	8

In order to gain deeper understanding of the relationship between the participants' ELT background and their linguistic insecurity, the researcher investigated the questionnaires separately one after another.

The majority of the participants had a similar answer to the first two questions which was about interacting with native English speakers. Three participants stated that they feel uncomfortable communicating with natives. Examining their questionnaire paper makes it clear that one of them is a freshman at the university and does not have an ELT background. Other two teachers are novice teachers who have studied engineering and pure mathematics at the university and ELT is not their field of profession. In case of experienced teachers, they feel more secure teaching vocabulary and pronunciation or correcting writing papers. Novice teachers or less-experienced EFL teachers are more likely to have difficulties in teaching these sections. Almost all of the teachers, even the experienced ones, agree that having an English nickname and pretending to be native English speaker is beneficial

in gaining learners trust. Surprisingly, the age and EFL experience of the teachers had no influence on their preference in choosing senior or junior classrooms since the participants had different answers with no regard to their EFL background, age, and years of teaching experience.

Most of the participants who feel that they need more improvement with their English are novice teachers or teachers with no training experience. The youngest participant, who is 21 years old, does not feel the need to improve her English. She has been living in London for eight years and although her field of study is not English and she does not have any ELT background, she feels quite comfortable and in some cases, less insecure than the other teachers whose subject is English language teaching. When it comes to grammar, the participants feel more comfortable compared to other components which are vocabulary and pronunciation. Experienced teachers and most of the novice teachers, who have studied English language teaching at university, feel confident about grammar teaching. Questions 9 and 12 are about the need to improve English and linguistic competence. Most of the participants agreed that they will appreciate the opportunities to improve their linguistic competence, and as expected, the two most experienced and eldest members declared that they do not need linguistic improvement. Generally, most of the teachers would like to attend teacher training courses, except the two participants who did not feel necessity to improve their linguistic competence and one other teacher who the researcher personally knows and she believes the reason for this answer is his overloaded work life.

In general, the results of the questionnaire revealed that in general, the teachers who feel less comfort and higher linguistic insecurity while teaching in EFL classrooms are the novice teachers with less ELT background, or the teachers whose main subject is not English language teaching. The reason for this may be the feeling of owning insufficient general English competence because in case of the youngest teacher who has been grown up in England, we saw that she feels less insecure than the other teachers who have studied ELT at university and have never been to English-speaking countries. It is quite obvious that experience and age can have a great impact on teachers feeling of security and comfort as the eldest and most experienced teachers do not feel linguistic insecurity as much as the young and novice ones.

The answers for the statements in the questionnaire were categorized as following: 1-12% = very low, 13-25% = low, 26-75% = middle, 76-87% = high and 88-99% = very high as indicators of linguistic insecurity. For example if a teacher's answer for the second statement "I feel uncomfortable when talking to a native English speaker" is 87%, it means that he/she feels high degree of LI. In another example, if a teacher thinks that he/she has enough knowledge of grammar and he/she is not terrified that his/her students ask him/her questions about that, so his/her answer to the statement number 11 is 1%; therefore, he/she has very low linguistic insecurity. It is necessary to mention that all the statements were ordered from very low linguistic insecurity to very high.

3.1.2. Interview Analysis

As mentioned in the methodology section, each participant separately was interviewed by the researcher and all the interviews were recorded and investigated later.

QUESTION1. The first question in the interview was "*Do you think you have received enough teacher training courses related to your EFL teaching?*" Attending teacher training courses seem to have significant influence on teachers' security feeling as most of the non-native teachers participating in this research study are from other fields rather than ELT and most of them do not have EFL certificates. Some of them are university students with high English level and some are immigrants who have lived in English speaking countries but they have not attended any courses relevant to ELT. We categorized the answers into groups and the results were as following:
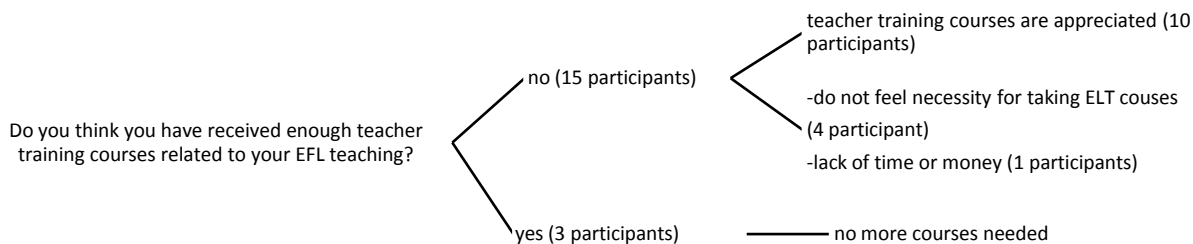
Do you think you have received enough teacher training courses related to your EFL teaching?

no (15 participants)

teacher training courses are appreciated (10 participants)

-do not feel necessity for taking ELT couses (4 participant)

-lack of time or money (1 participants)

yes (3 participants) ——— no more courses needed

Figure 1. Teacher participants' opinions about training courses (Interview question 2)

As shown above, not all the participants who answered "no" appreciate taking courses. Four participants, who had not received teacher training courses and do not feel the necessity to attend ELT courses, seem to have very low level of linguistic insecurity,. Also, the three teachers who feel quite confident to refuse attending courses must be feeling secure.

QUESTION2. The second question was "*Have you ever felt stressed about possible grammatical, vocabulary, or pronunciation questions in the class from learners?*" There were a variety of answers for this question. The younger the teachers are, the more terrified they are when facing new grammatical, vocabulary or pronunciation questions from the learners. Experienced teachers feel less stressed, and they are likely to be confident about managing different situations especially with disruptive learners, whereas novice teachers do not feel confident when exposed to questions. Among the components above, grammar is the most terrifying one and difficult to explain according to the participants.
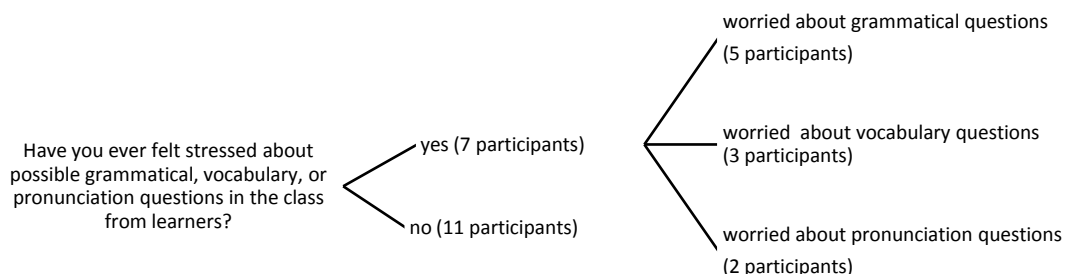
Have you ever felt stressed about possible grammatical, vocabulary, or pronunciation questions in the class from learners?

yes (7 participants)

no (11 participants)

worried about grammatical questions (5 participants)

worried about vocabulary questions (3 participants)

worried about pronunciation questions (2 participants)

Figure 2. Teacher participants' answers to question 2

Teachers who answered "yes" seem to feel linguistic insecurity in resembling situations and "no" answers mean low linguistic insecurity.

QUESTION3. "*What makes you feel stressed or insecure in the classroom?*" There were a variety of answers to this question. Some said that most of the time *nothing* can make them feel stressed, but they are likely to get the willies, get bored, get frustrated, lose temper, etc. They believed that after a while, they get used to the repetitive questions, situations, problems, etc., and they seldom get excited or stressed because of new situations. These were two experienced teachers, one originally Spanish teacher who had lived in England for a couple of years, two middle-aged Turkish male teachers, and surprisingly, one very young Turkish female teacher with only one year of experience. The others had different answers as following: learners with high level of English knowledge, being observed by

supervisor, new situations, disruptive students, difficult grammatical questions, English equivalent of Turkish words or vice versa, adult students, irregular vocabulary or grammatical rules, unfamiliar materials in course books, hyperactive students, senior learners, students with troublemaker parents, are drill sergeant parents.

QUESTION4. *"Do you usually feel anxious about being observed by your supervisor or subject teacher? If yes, why?"* A dirty little secret: teachers hate to be observed and principals hate to do observations. No matter how long you've been teaching and no matter what your level of confidence in your craft is, you're nervous, the kids are nervous, and breathe a huge sigh of relief when the supervisor leaves. No matter what the purpose of the observation is, to work with the teacher to improve their practice and effectiveness or to evaluate teacher's performance, it seems to be irritating and nerve-breaking.

However, novice English teachers are likely to get stressed or worried about being observed, generally in teaching particular skills or components such as grammar or pronunciation. But in the case of experienced teachers, they were not expected to have this much "yes" answers and even more interestingly, also the oldest and at the same time the most experienced teacher answered "yes".
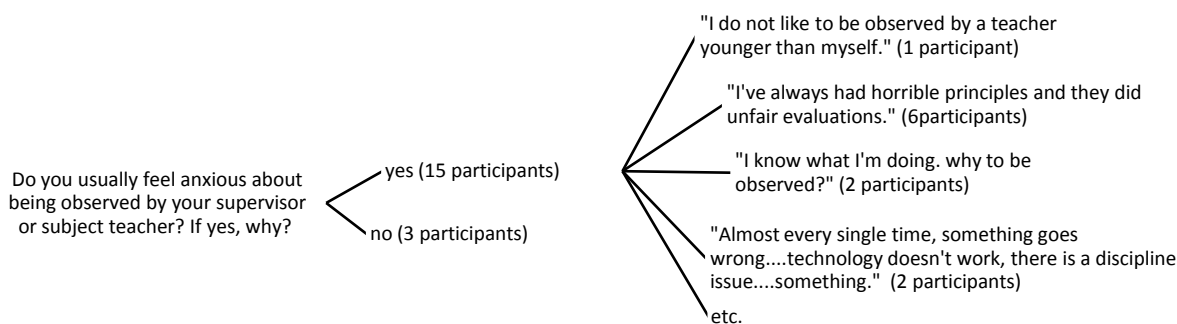

Figure 3. Teacher participants' feeling about being observed (Interview question 4)

This question seems a little related to teacher's anxiety as it can demonstrate class management or teacher proficiency, but according to linguistic insecurity's description, it can represent teachers' stress which does not only belong to EFL teachers, but also can include teachers from other fields either. Therefore, the "yes" answers are representing high level of LI and "no" answers mean low level of LI. As seen in the figure above, there are different reasons that makes teachers find observing sessions dreadful and irritating. Unfair evaluation is the factor most teachers complain about and some of them stated that they do not really care about feedbacks because they find them too cliché and repetitive. Some teachers said that they do not know why, but they hate being observed by a peer. One of them believes that the total observing idea is a stupid one because even if someone is a bad teacher, they will not be bad on observation days. Only three teachers said that anyone is welcome to observe their class and they really do not feel nervous or pressured when observed. One of them said that he always learns something or is reminded of something he should be doing and he was not.

QUESTION5. *"When teaching, which skills or components are you more productive in?"*
This question was not asked to assess the participants' LI, but to check their favorable skill or component. Since the aim of the study is to find the relationship between the non-native teachers' linguistic insecurity and learners' productive skills, and as we have hypothesized that teachers with high level of LI do not spend enough time on pronunciation, speaking and writing sections, so we

needed to know the parts that teachers feel better when teaching. Answers to this question are shown in figure below:
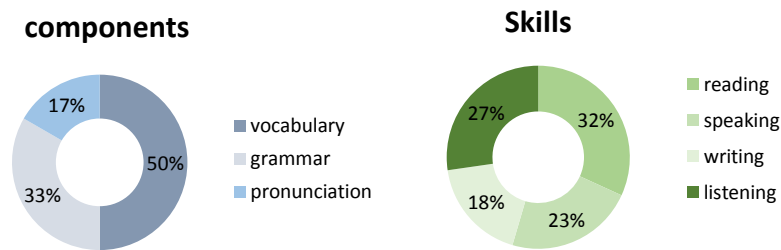

Figure 4. Teacher participants' favorite skills and components (Interview question 5)

Vocabulary seems to be participants' most favorite component to teach, while pronunciation is the least favorite one. In the case of skills, most teachers prefer teaching reading sections. Looking at the figure we can see that they like teaching reading prior to writing, and listening prior to speaking. In other words, the participants feel better teaching receptive skills rather than productive skills.

QUESTION6. "*Do you think you can meet the needs of all kinds of learners? Which group of learners do you feel more comfortable with?*"

Teaching children is different from teaching adult learners in terms of class activities, learner motivation, class management, learning expectations, required techniques and method, and etc. Therefore, EFL teachers may feel comfortable dealing with particular group of learners. Some aged teachers feel better teaching adult or senior learners while novice teachers seem to feel comfortable to start their career teaching children. But based on my personal experience as an EFL teacher, I see my novice colleagues prefer to start their career by teaching children; then as they get more and more experienced, they feel comfortable moving to senior classes and after some years, they say that they like teaching adult learners better because they keep their language dynamic and they also prefer not to spend too much energy in young learners classroom. By all means, there are specific individuals with different interests. For instance, some teachers personally do not like teaching children neither in the beginning of their career nor years after. In contrary, some teachers prefer to deal with children during their whole professional life. The language institute, in which this research study was conducted, based its general policy on being able to teach all age groups except for some TOEFL and IELTS instructors.

However, the answers to this question are shown in figure below. In addition to personal interests, linguistic insecurity has an influence on teachers' preference of learner groups. Six out of eighteen teachers stated that it makes no difference for them to be teaching young learners or adult learners. Nine teachers liked better teaching adults and only three teachers preferred teaching kids only. Nevertheless, all of the participants believed that they can meet needs of all kind of learners, which means they feel low linguistic insecurity in this case. But the participants whose answer is "makes no difference" seem to have the lowest level of LI.
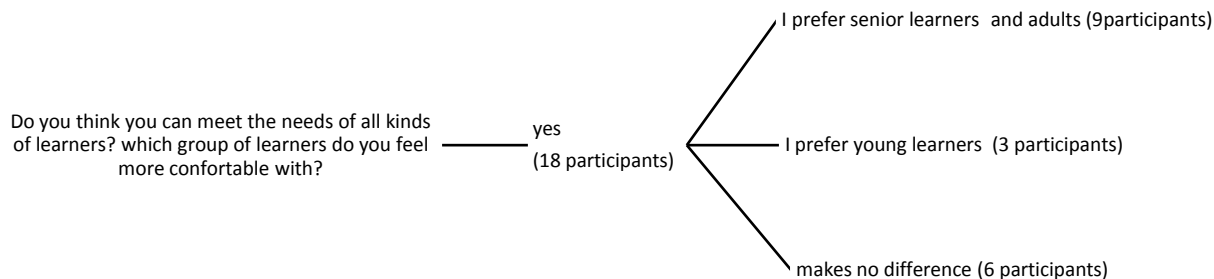
Figure 5. Teacher participants' answers to question 6

QUESTION7. *"In your opinion, do your students follow the lessons enthusiastically?"* The commonly used descriptive terms with reference to enthusiasm are passion, excitement, keenness, interest, obsession, and craze. There are a variety of techniques, strategies, and macro-strategies which EFL teachers can employ in the classroom in order to motivate learners and to raise their interest.
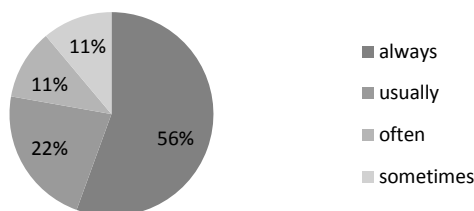

Figure 6. Teacher participants' answers to question 7

It should be mentioned that in this situation, the researcher asked the teachers to restrict their answers only to public classrooms and general English classes because some of the participants teach TOEFL, IELTS, SAT, and some other ESP courses which are out of our context and learner enthusiasm is not under debate in private or ESP classes.

As shown in the pie above, most of the teachers believe that their learners are interested in their EFL classes (very low LI), four teachers answered usually (low LI), two answered often (middle LI), and two teachers answered sometimes (high LI).

After analyzing interview data and accumulating the results with the data from questionnaires, all the data were gathered and displayed in table 6 in order to simplify the analyzing process:

Table 6. Questionnaire data, interview results, and proficiency test scores

No.	Teacher's code	gender	nationality	Mother tongue	age	Experience (year)	Proficiency test score	Linguistic Insecurity Level
1	F.G.B.	F	Iranian	Azeri	34	12	107	Very low
2	S.N.E.	M	Turkish	Turkish	30	4	81	Middle
3	C.L.	M	Nigerian	Housa	25	2	114	Low
4	J.D.	F	Turkish	Turkish	23	2	99	High
5	J.N.	F	Turkish	Turkish	21	1	80	High

6	L.B.A.	M	Turkish	Turkish	22	2	80	High
7	G.E.D.	F	Iranian	Azeri	28	7	111	Low
8	SH.S.	M	Mexican	Spanish	26	2	114	Very low
9	D.A.	M	Turkish	Turkish	23	1	77	Very high
10	A.N.	M	Iranian	Persian	42	21	117	Very low
11	T.H.A.	F	Bosnian	Bosnian	26	2	87	Middle
12	D.V.	M	Nigerian	Housa	25	1	84	High
13	D.N.	F	Turkish	Turkish	27	2	81	High
14	O.R.	F	Turkish	Turkish	23	1	77	High
15	N.A.	F	Maldivian	Dhivehi	27	3	107	Very low
16	C.E.	F	Turkish	Turkish	25	2	85	High
17	D.K.	F	Turkish	Turkish	23	1	77	Very high
18	J.E.	M	Spanish	Spanish	25	3	91	Very low

3.2. Research Question 1

a) Does non-native English teachers' linguistic insecurity affect learners' productive skills?
b) How does non-native English teachers' LI affect learners' productive skills?

After examining the linguistic insecurity level of the participants, and after investigating learners' writing and speaking scores, the researcher studied the relationship between NNEST's linguistic insecurity and learners' productive skills via SPSS software 23.0 version.

The researcher used one-way ANOVA to determine whether there is significant relationship between the means of the groups. The descriptive table below shows the mean, standard deviation and confidence intervals for the dependent variable (LI of NNESTs) for writing and speaking scores of learners.

According to the one-way ANOVA test below, there is no significant relationship between NNESTs' linguistic insecurity and students' scores in writing and speaking sections. It is seen that for writing scores the significance value (p) is 0.26 which is more than 0.05, and in the speaking section it is 0.73. Therefore, we can conclude that there is no statistically significant relationship between LI and productive skills' scores.

Table 7. Productive scores and LI ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Writing.Score	Between Groups	71.527	4	17.882	1.485	.263
	Within Groups	156.574	13	12.044		
	Total	228.101	17			
Speaking.Score	Between Groups	21.797	4	5.449	.497	.739
	Within Groups	142.634	13	10.972		
	Total	164.431	17			

3.3. Research Question 2

Does male and female teachers' insecurity affect learners' productive skills equally
In order to examine the relationship between NNESTs' gender and their linguistic insecurity, Pearson correlation test was used. As seen in table 9, there is a negative correlation between the two variables, but according to 2-tailed significance value (0.05), this relationship is not significant (p-value = 0.428 > 0.05). In other words, we can say that the level of linguistic insecurity does not depend on gender, and both male and female non-native English teachers may have the same level of LI.

Table 8. LI and gender correlation

		LI	Gender
LI	Pearson Correlation Sig. (2-tailed) N	1 18	-.199 .428 18
gender	Pearson Correlation Sig. (2-tailed) N	-.199 .428 18	1 18

4.   Discussion

4.1. NNESTs' Experience and Linguistic Insecurity

One of the purposes of this study was to examine the relationship between non-native English speaking teachers' linguistic insecurity and their experience of teaching. From this point of view, this may be one of the first studies to investigate linguistic insecurity on NNESTs, and that is the reason I could not find any similar studies in the literature dealing with NNESTs' experience of teaching. In French literature, Roussi (2009) studies the linguistic insecurity of Greek speaking teachers of French and its effect on teaching process. She does not deal with the relation between their experience and their linguistic insecurity. However, most of the non-native French teachers participating in that study seemed to feel linguistic insecurity in some particular fields, and they also use similar strategies in similar situations regardless of their ages.

In the present research study, with the help of Pearson Correlation Test and using SPSS software, we showed that there is a negative correlation between the linguistic insecurity of the non-native English speaking teachers participating in this study and their experience. In other words, the more experienced the NNESTs are the less linguistic insecurity they are supposed to feel. This might be sourced from their knowledge of not having been received enough teacher training courses, not having lived in English speaking countries, feeling stressed about possible grammatical, vocabulary, and pronunciation questions, etc. In this study, I observed the youngest teacher who felt less linguistic insecurity in comparison to older teachers. After investigating her questionnaire, I realized that she has lived in England for several years with her family, and despite attending no teacher training courses, she is highly confident in herself and she even does not appreciate attending training courses.

The other group who feel the lowest linguistic insecurity in EFL classrooms are the oldest or rather the most experienced teachers.

4.2. NNESTs' Gender and Linguistic Insecurity

A review of the literature shows that females are likely to feel more linguistic insecurity than men (Owens and Baker, 1984). Before, Labov in his famous New Yorkers study had shown that women display more linguistic insecurity than men. In the present research study, with eight male and ten female teacher participants, the findings are not consistent with the previous studies as there was not a significant different between the level of linguistic insecurity between the two groups. It means that the level of linguistic insecurity does not depend on gender, and both male and female non-native English teachers may feel the same level of LI.

4.3. Native and Non-native English Teachers: Any Difference?

Renandya (2013) believes that one of the most important factors that affects the success or failure of foreign language learning is input. In an EFL classroom, language input refers to written or oral language that a learner receives. He explains that comprehensible, abundantly and reliably available input will be beneficial for the language development. It means that insufficient and distorted input will cause perturbation during the learning process. This can show the inevitable role of the quality of input, and it can illuminate the importance of the controversial discussion on native and non-native teachers.

In the literature review section, we explained the critical debate on native and non-native English teachers and the advantages and disadvantages of being a non-native English teacher. I explained the most challenging problems that NNESTs face not only in looking for jobs but also in the eyes of learners or administrators. It is mostly believed that a native speaker is always the best teacher of English (Tamopolsky, 2008) and therefore, learners and authorities prefer to be taught or to employ NESTs for teaching positions in EFL classrooms.

On the other hand, a lot of studies have been conducted to show that despite the differences between NNESTs and native English speaking teacher, there are cases in which non-native English teachers have been showing better performance (e.g. Solhi&Rahimi, 2013; Seidlhofer, 1999; Tamopolsky, 2008; etc.).

However, in this research study we did not deal with the differences between native and non-native English speaking teachers; however, we examined the performance of non-native English teachers, and accordingly all of teacher participants were NNESTs. The main objectives of this study were to measure the linguistic insecurity of the non-native English teachers, and then to investigate its impact on learners' writing and speaking scores. Consequently, we could find out whether the learning process is influenced by non-native teachers' linguistic insecurity or not. In this regard, we also incorporated other factors like age and experience.

According to the one-way ANOVA test, there was no significant relationship between NNESTs' linguistic insecurity and the learners' scores in productive skills. It must be taken under consideration that there might be different factors affecting learning process and learners' scores, but we only investigated the role of linguistic insecurity as the aim of this study.

5. Conclusion

By virtue of their own experience as English language learners and their training and experience as teachers, the qualified and trained NNESTs can contribute in meaningful ways to the field of English language teaching. Recently, a lot of efforts have been made in order to give NNESTs a voice in their

profession and to recognize their position as equal partners in the field of ELT. However, there is still a native speaker fallacy trying to magnify the role of NESTs in English classrooms and to minify the concept of NNESTs reproaching their EFL background. One of the results of this profession related discrimination is linguistic insecurity.

Linguistic insecurity of speaker has been studied since 1960s. This issue has been discussed through different aspects. The concept began in 1962 by Haugen who used the term *Schizoglossia*. William Labov took over the theory of Haugen in 1964, and he was the first to define linguistic insecurity with regard to pronunciation and then he introduced linguistic insecurity related to social positions. Afterwards, many other linguists studied and defined linguistic insecurity from different points of view. In the 1990s, Francard introduced the notion of linguistic insecurity in its francophone dimension, and he believed that the cultural background which is expressed and marked by linguistic variation can cause a feeling of linguistic insecurity perceived as linguistic inferiority. As the notion of linguistic insecurity addresses the speakers of the language, the researcher decided to implement the notion in case of non-native English teachers. The researcher chose to conduct the research study among friends and colleagues so that she could be a part of the corpus.

In the present research study, we addressed NNESTs linguistic insecurity in EFL classrooms and the influence of this feeling on learners' productive skills. The age, experience, gender, linguistic insecurity and proficiency of NNESTs along with the writing and speaking scores of learners were investigated using SPSS software.

The previous studies which have investigated the relationship between English teachers' anxiety, stress, and feeling of insecurity, produced mixed results. In contrast to some research studies (e.g. Hismanoglu, 2013), these findings show that gender does not have an influence on NNESTs linguistic insecurity, and both male and female teachers are exposed to feel the same level of LI. In some similar studies, in general females were feeling more stress or insecurity than their counterparts, but the results of our study do not support those findings.

The results of this study are in line with Aslrasouli et. al (2014) because they showed that both male and female EFL teachers are likely to feel high levels of tension in their job regardless of their gender.

The most impressive factor, according to the findings of this study, is experience. Experienced NNESTs feel less linguistic insecurity than the novice ones. But in some cases, other factors had bigger impact than experience. For example, the youngest teacher who had lived in England for years felt very little LI even though her subject is not English teaching but engineering.

The main objective of the present research study was to investigate the relationship between the linguistic insecurity of non-native English teachers and their learners' productive skills. The results revealed that there is not a significant relationship between learners' scores in writing and speaking sections with non-native English teachers' linguistic insecurity. According to the data, teacher participants felt different levels of linguistic insecurity, but this negative feeling does not have a considerable effect on learners' productive skills. However, there may be several factors which can affect the teaching outcome, but this research study is the first to examine the relationship between NNESTs' linguistic insecurity and learners' productive skills.

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Ana dili İngilizce olmayan öğretmenlerin dilsel güvensizliğinin öğrencilerin üretken becerisi üzerindeki etkisi

Öz

Anadili İngilizce olan ve anadili İngilizce olmayan öğretmenlerin arasındaki fark kaynakta anadili İngilizce olan İngilizce öğretmenlerinin lehine rapor edilmiştir. Bu çalışma, anadili İngilizce olmayan İngilizce öğretmenlerinin dilsel güvensizliklerini test eder ve bu güvensizliğin öğrenciler üzerindeki etkisini SPSS yazılımı kullanarak araştırır. Bu araştırma çalışmasına katılan on sekiz öğretmen farklı ülkelerden gelmiş ve hepsi Ankara'da bir dil enstitüsünde çalışır. Bu çalışmaya katılan 300 öğrencilerin seviyeleri orta, ortanın üstü ve gelişmiştir. Öğretmenin dilsel güvensizliğiyle ilgili veri, anketlerle, görüşmelerle ve yeterlilik sınavlarıyla elde edilmiştir. PEARSON Correlation ve ANOVA testleri kullanılmış ve sonuçlar, dilsel güvensizlik ve cinsiyet arasında önemli bir ilişki olmadığını ve anadili İngilizce olmayan kadın ve erkek İngilizce öğretmenlerinin dilsel güvensizliği aynı derecede hissetmenin muhtemel olduğunu gösteriyor. Öğrencinin üretken becerilerinde, anadili İngilizce olmayan İngilizce öğretmenlerin dilsel güvensizliği ve öğrencinin yazma ve konuşma notları arasında dikkate değer bir ilişki bulunmamıştır.

Anahtar Kelimeler: Ana dili İngilizce olan öğretmen; yerli olmayan İngilizce konuşan öğretmen; dilsel güvensizlik; üretken becerileri; yazma, konuşma

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