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English as a Lingua Franca: Perceptions of Indonesian Non-Native English-Speaking Teachers (NNESTs) on English Pronunciation and Accents Identity

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ABSTRACT

The research examines how Indonesian non-native English-speaking teachers (NNESTs) perceive various English accents including Indonesian English speakers around them and their English accents as well in terms of native or non-native viewed from the lens of English as a Lingua Franca (ELF). In addition, the research also investigates how they perceive pronunciation identity reflected in their English accents. Qualitative methods were employed by using written online interviews. The participants consisted of five (5) Indonesian NNESTs whose English teaching experiences range from 10 to 32 years in universities in Jakarta. They were asked about their perception of accents and their colleagues' accents and EFL practice in Indonesian English language teaching, especially in their environment where English is expected as the *lingua franca* of communication. The data were collected using written semi-structured interviews through email and speaking tests recorded through WhatsApp and analyzed using interpretivism adapted from the approach of phenomenology in teaching English. The result reveals their acceptance of being identified as belonging to a particular ethnicity or nationality due to salient characteristics of their accents as part of pronunciation identity. In addition, the result also shows acceptance of varied accents worldwide, yet they also unconsciously show their preference for American and British accents if they could choose to do so.

INTRODUCTION

As English continues to serve many different facets of communication around the globe, it has become a globalized language, used for international relations among countries, the *de facto* language for modern science, the dominant language on the internet, international businesses, tourism, and pop cultures. The presence of English is prevalent in all existing media outlets (Jayanti and Norahmi, 2015).

Therefore, nowadays, English is represented as an unquestionable *lingua franca*, with its operational pliability in society (House, 2002). The reason for this trend has originated in the prevalent role of non-native speakers of English (NNES) and how they accept English readily as their primary mode of communication. English is predominantly spoken and written by non-native speakers (NNS) who contribute to three-quarters of the 1.5 billion people, more or less, while the remaining speak English as their second language or foreign language (Crystal, 2008). In addition, English is also overwhelmingly used in daily communication among and

between non-native speakers as the *lingua franca* rather than with native speakers.

At this point, the phenomenon is that people from different linguistic and cultural backgrounds, when speaking English, often bring with them the accents of their native languages as part of their identity, which is reflected in their pronunciation. The accent in their pronunciation often establishes one's language identity. It can be heard in one's pronunciation. Previous research has revealed that accent in pronunciation is the identity of a person. In respect to identity conveyed in accents and pronunciation, Jenkins (2008) mentions that accent I a crucial part of a person's identity (Seidlhofer, 2001). That is to say that one's accent reveals something about where she/he comes from. In a similar vein, Crystal (2008) states that pronunciation is a window into identity and societal perceptions of speakers. A person who is knowledgeable about English varieties will find it easy to recognize the identity of an English speaker in terms of where he/she is from. Their accents identify themselves whether they are American, British, African, Indian, Chinese, and so on.

Kirkpatrick (2007) states that a *lingua franca* is the common language that is used to communicate with people of different language backgrounds to communicate with each other. Wardhaugh (2007:58) proposes that a lingua franca is "a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them". McArthur (2002:3) defines a *lingua franca* as "a language, usually in a simplified, adapted, or specialized form, used as a means of communication among groups of people who do not have a common language". Finally, Baker (2009:569) argues that "*lingua franca* languages are traditionally associated with communication between people who have different first languages from the language being used to communicate".

The start of ELF can be traced back to the 2000s when Jenkins (2000) publishes her monograph and Seidlhofer (2001) paper is published. In subsequent years, ELF has been redefined, reinterpreted through the lens of plurilinguistic, hybrid, and fluid nature (Jenkins, 2006; Seidlhofer, 2011). Jenkins (2007) and Seidlhofer (2011) portray the ELF as the use of English as a contact language or medium of choice to facilitate intercultural communication between speakers of different mother tongues, which Seidlhofer (2011:7) strictly defines ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option". Firth, as quoted in Seidlhofer (2004:211), considers a "contact language" between people who do not have a common native language and use English for communication as the preferred foreign language. In addition, ELF is also known to be interactions between two or more lingua cultures in English for which English is not the native language (ibid.)

English as a Foreign Language (EFL) can be described as the 'Expanding Circle' portrayed by Kachru in Suroso (2022). An accent can be defined as the articulation and shape of a language connected to a certain speaker from a certain region. Jenkins (2007) mentions that accent is a key part of a person's identity (Seidlhofer, 2011). That is to say that one's accent reveals something about where she/he comes from. In a similar vein, Crystal (2008) states that pronunciation is a window into identity and societal perceptions of speakers. According to Chiba, Matsuura and Yamamoto in Hiroko and Reiko (2014) many ESL/EFL countries adopt native-accented English as a model of their pronunciation for public school, especially the General American English (GAE) and British English, well known as Received Pronunciation (RP). They further explained that as a consequence, L2 learners have a strong tendency of native accent preference for the model of their English pronunciation. This preference eventually results in the social stereotypes of language attitude of the Inner circle of English speakers to the English learners of the outer and Expanding Circle.

Studies revealed that language accent and perception have something to do with social stereotypes. Cargiles and Bradac (2001) uncover that speakers' accents and dialects are associated with listeners' judgement of speakers' status, including wealth, education, competence, solidarity dimensions, and perceived friendliness or kindness. Social identity theory suggests that people show a preference for the language which is associated with the most salient in-group, and that speaking with a foreign accent identifies the other as a member of an out-group which is likely to trigger negative stereotypes (Kim, 2012). Thus, a desire to have as near- native accent as possible may emerge from the wish of to be judged as a competent member of the target culture. In relation to this, learning a language is a process of becoming a member of that certain community and is a reconciliation of identities and obtaining a voice in the target community as a competent member through the process of learning, which involves cultural identity, social role, and a discursive voice under the notion of learner identity (Kramsch, 2000). English itself, then, influences the speaker's identity as a world language because all the languages obtained or taught will affect the way people think and use language (Llurda, 2004). Nevertheless, mother tongue has a special role in classifying, interpreting, imagining, and dreaming; for example, House (2003) and Joseph (2004) argue that mother tongue is basically used for representational functions, while the lingua franca is mainly used for communication purposes. Certain regional accents are sometimes less comprehensible (if not incomprehensible) to other people from different regions. Even so, having a regional accent

does not essentially imply unintelligible speech (Thomson, 2017), for listeners usually decipher sound and meaning using a variety of factors and strategies. To people who have not spent much time with such accents, comprehension might be impeded, but people from the same regions or people who are familiar with them have no problem understanding these accents. Familiarity with accents plays a significant role in understanding what people are saying (Thomson, 2017).

What comes out to attention about the growing use of English as a lingua franca (ELF) is the queries it raises about how speakers should sound, in terms of pronunciation. The idea that learners do not need to sound like native speakers have long been raised. Abercrombie in Çimenlia (2015:636) notes that "Language learners need no more than a comfortably intelligible pronunciation… which can be understood with little or no conscious effort on the part of the listener". This notion has certainly brought implication to the teaching of pronunciation in the context of English as a foreign language (EFL), where teachers' perceptions on which style of pronunciation and accents will affect the way they teach how the students should sound. At this point, non-native English-speaking teachers (NNESTs) are dichotomized. Some show unquestioning acceptance of native-speaker norms, or native-speakerism, revealing their preference for native-speaker English as the correct model (Ahn, 2011; Ma, 2012) while others show their opposing view (He and Zhang, 2010; Litzenberg, 2014).

Dauer (2016) shows in her research that whether there is a possibility in constructing a new model of teaching pronunciation that uses a *lingua franca core* (LFC) model. The first query that teachers must answer in teaching pronunciation is whether the teacher should choose between "the RP (*Received Pronunciation*, also called BBC English, … *British English*, BrE) and *General American English* (AmE). A new model was then proposed by Jenkins (2000), which uses the *lingua franca core* (LFC), based on the corpus of millions of English learners worldwide that did not desire or did not have access to the BrE or AmE pronunciation. As indicated in McArthur (2002), these non-native English speakers are often required to adopt between these two pronunciation "brands" of English pronunciation, although they do not need a near-native accent. While Sowden (2011) shows a curtailed definition of English as a lingua franca that may cause misunderstanding in the realm of ELF and would lead to various problems in practice, the result of the study indicated a preference to native- speakerism. A preference for native-speaker accents is also shown by EFL college students in Taiwan (Lin, et. al., 2018; Wu and Ke, 2009). The two studies in Taiwan seek to find out students' perception on which accents they prefer their teachers to teach them and which accents they want to have. The study

of accents and identities in Chinese speakers related to pronunciation shows that accents and identities are closely related. However, the participants studied showed that they did not want to show their accent and identity when talking to American society (Achirri, 2017).

A number of studies on pronunciation have previously been focused on errors (Levis and Barriuso, 2012; Shak, et. al., 2016), social impacts (Rubin, 2012; Zielinski, 2012), identity effect (Taqi, et. al., 2018), perception on native-speakerism (Lin, et. al., 2018; Wu & Ke, 2009), pronunciation models (Almaqrn and Alshabeb, 2017), and foreign accent and comprehensibility (Saito et al., 2019).

A study that explored the perceptions of bilingual speakers of English and Chinese in Hong Kong refers to know the issues surrounding accent, identity and English as an interlanguage (ELF). The results of the study concluded that the participants' perceptions of their preferred identities as speakers of English in ELF settings in regard to accent were varied and complicated. Participants who use English accents in accordance with their place of residence, their preferences do not provide the motivation that can describe their lingua cultural identity, such as the use of pragmatic concepts. It had also been found that some participants' desire to talk English with a native-like accent was related to their wish to present a positive identity or self-image as bilingual speakers of English (Sung, 2014).

The study on native-speakerism perception revealed how learners perceived native speaker accents, what accent they preferred. In addition, it discussed how EFL learners wanted their English to sound like, yet it did not address how non-native English-speaking teachers (NNESTs) perceived native speaker accents, which in the end would have implications in their teaching of pronunciation. The current study differs in that it focuses more on how NNESTs perceive accents as part of identity and what they would like their students' English to sound like in terms of pronunciation and accents.

The objectives of this study are to uncover several issues as formulated in the following research questions.

1. How do Non-Native English-Speaking Teachers (NNESTs) perceive:
   a. native and non-native accents?
   b. other Indonesian speakers' accent when speaking English?
   c. their own pronunciation identity?
2. What views do these NNESTs take in assessing their colleague's accent as one of the standards in teaching English pronunciation?

METHOD

The research utilized a qualitative method that collected data from written semi-structured interviews to "enter in an emphatic way, the lived experience of the person or group being studied" (McLeod, 2001:89). The data were collected from semi-structured interviews with five (5) fully qualified non-natives Indonesian EFL teachers (n=5) several times in a one-month period through WhatsApp. The initial plan was to do direct semi-structured interviews, but because of several technical limitations of direct interviews, the interviews were changed into written semi-structured interviews, which were purposively sampled. In addition, the data was analyzed using a paradigm of interpretivist adapted from the approach of phenomenology which attempts to "see what the world looks like when its scientific aspect is related to its assumptions" (Khan, 2014:298). It provides questions and puzzles to be revealed and interpreted and indicates the paradigm adopted by the participants (Neuman, 2014). These methods are utilized to answer the first and second research questions while the assessments of the accents were conducted using perception analysis from their colleagues who were mostly teachers that are experienced in teaching English in EFL settings (Miles, Huberman, and Saldaña, 2014).

A total of five non-native Indonesian EFL teachers will be purposively selected based on "criterion sampling as well as convenience and availability" (Dörnyei, 2007:128). The criteria are the participants must be non-native speakers of English teachers (NNSET) and must be actively working as an EFL teacher or lecturer. The first participant is Ar. He is male, 33 years old and his educational background is a master degree. He works as an English Lecturer and he has been teaching English for ten years. He works at a private university in Jakarta. His first language is Indonesian, and his second language is Arabic. One of his thoughts about accents is that "*I think every country has their own language and accent, so it is no problem for me.*" The second participant is Pt. She is female, 34 years old and her educational background is master degree. She has been teaching English for 10 years. She works as an English lecturer at a private university in Jakarta. Her first language is Indonesian, and her second language is English. One of her thoughts about accents is that "*I think it is no problem as long as I can communicate with my own native language group and understand their accents.*"

The third participant is Br. He is male, 62 years and his educational background is a doctoral degree in English. He is an English lecturer and he has been teaching English since 1973. He works at a private university in Jakarta, and he clearly mentioned that English is already part of his current job. His first language is

Butonese, and his second one is Indonesian. One of his thoughts about accents is that "*Indonesian people are mostly easier to adapt to any English accent no matter which tribes they are from. However, their local accent is hardly left and even early identified, e.g., from Java, Sunda, Bugis, etc.*" The fourth participant is Oy. He is male, 31 years old and his educational background is a master degree. He works as an English Lecturer and he has been teaching English for ten years. He works at a private university in Jakarta. His first language is Sundanese, and his second language is Indonesian. One of his thoughts about accents is that "*I analyze that NNS is good because Indonesian people have a good pronunciation that other country.*" The fifth participant is Bo. He is male, 36 years old and his educational background is a doctoral degree. He works as an English Lecturer and he has been teaching English for fifteen years. He works at a private university in Jakarta. His first language is Indonesian, and his second language is English. One of his thoughts about accents is that "*I found so many people speaking English with their own accents such as Javanese, Sundanese, or other tribes' accents and it is fine with me.*"

Data collection was carried out through some procedures. Firstly, the semi-structured interview prompts were distributed online through e-mails or WhatsApp application. Secondly, the participants were shortly briefed for what the research is aimed to achieve while asking for the participants' background information and their language background. Thirdly, raw data of the perceptions of the teachers' English accent were collected. Fourthly, they were asked about their colleagues' English accents, which was usually the Indonesian English accents. Fifthly, each participant was asked to practice their accent and recorded using a speaking prompt which was taken from an excerpt from Dauer (2005:545):

> "A foreign accent is okay. NNSs' pronunciation of English is better viewed as regional accent variation, and teachers, test makers, and the wider public should therefore be more tolerant of it, as we should of all varieties of English. Teachers are often frustrated by students' seeming inability to improve their pronunciation. Students may struggle with pronunciation because it is closely associated with identity."

Sixthly, each participant's entry of the speaking session was given to be assessed by other participant randomly. Each of the participant assessed the other participant (several participants may assess two other participants except for him or herself) based on these prompts: 1) perception of English accent; 2) English pronunciation;

3) English intelligibility; and 4) their own accent or pronunciation standard of English in the classroom.

Subsequent to all the processes above, the researcher then analyzed all the data and opinions from the approach of English as a lingua franca as well as phenomenology which attempts to "see what the world looks like when its scientific aspect is related to its assumptions" (Khan, 2014:298) along with paradigm interpretation (Neuman, 2014). Lastly, the teachers' perceptions and assessment are grouped and classified based on differences and similarities, and the role of ELF paradigm in their EFL pronunciation teaching and why they choose the view or paradigm is explained.

The research employed a qualitative method which was a common example of how the research design could evolve flexibly according to the needs of the participants and stakeholders (Dörnyei, 2007). Written semi-structured interview prompts are adapted from Jenkins (2005) for the ELF (English as a lingua franca) approach and the lingua franca core (LFC) (Dauer, 2005) as well as the teachers' perception of learning accent or learners' accents (Galbat and Sa'adi, 2018).

To answer the research questions, written interviews containing five sections were formulated. The interview prompts as the data sources are adapted from the studies of Dauer (2005); Galbat and Sa'adi (2018); Jenkins (2005). The first section of this interview dealt with the participants' background information. The second section included the participants' language background. The questions were depicted below:

1. Tell me a bit about the languages you speak: where, when, who with?
2. What is your first language and second language?
3. How long have you studied English?
4. How long have you been teaching English?
5. Check ONLY one:
   a) I want people to understand me easily. The native accent is not important.
   b) I want to speak like a native speaker.

The third section contained perception on their English accents. The questions were:

1. What English accent would you say you have? Which features made you decide to adopt the accent? Do you like it or do you actually want to adapt other accents?
2. Is it okay for you if people recognize that you speak English with [your (for example, Indonesian] English accent?

3. How would you feel if someone thought your English accent was [another (for example, Indonesian] English accent?
4. How would you feel if someone thought your accent was a native-speaker accent?
5. If you could choose any accent including your own, what accent of English would you most like to have?

The fourth section contained perception on their English accents. The participants were asked to record their voices on WhatsApp recording by reading the sentences and then sent back through emails. The fifth section incorporated a speaking practice session to assess the participants' colleagues' English accents, pronunciation, intelligibility, and whether their colleagues' English accents were already up-to-par to the standard English and can be used in their English classrooms. In this part, the writer sent the teacher's voice records to the other teacher through WhatsApp or Email and asked to give notions based on the four (4) questions, the accents of the speaker, the way the words are customarily spoken, the rate of being easily understood, and the voice of the teacher that could be the standard of teaching English in the classroom.

The data were analyzed using a paradigm of interpretivist adapted from the approach of phenomenology (Khan, 2014). The data provided answer to the research questions by interpretation and indication of the ELF paradigm adopted by the participants (Neuman, 2014). Next, the result is compared with previous studies using ELF approach that were related to accents and pronunciation of English (Jenkins, 2000, 2006) and the core of ELF (Dauer, 2005). Interpreting the data used several procedures, such as summarizing the overall findings, comparing the findings to the literature, discussing a personal view of the findings, and stating limitations and future research.

RESULTS AND DISCUSSION

1. Participants' Background Information

The result shows that from the five participants, Pt is the only female. Concerning the age, Br is the oldest (62 years old) while Oy is the youngest (31 years old). Related to educational level, Br and Bo hold doctoral degree while Ar, Pt and Oy still hold master degree. All of them are English lecturers and work in various Universities in Jakarta.

2. Participants' Language Background

From the first question about when, where and who they speak the languages, every participant gave various answers, but it can be concluded that they

usually speak the languages to their families, friends, and colleagues. This is an example of the answer from Br**:**

"*I speak English with foreigners, students, my children, and co-workers when I am in the office, at home, on campus and when traveling abroad.*"

The second answers showed an interesting phenomenon. Participants Pt and Bo mentioned about their first language which is Indonesian and their second is English. They both did not state their local language which the writer believes that the local language has to be spoken by them and their families at home. Br and Oy clearly stated their local languages as their first language, whereas participant Ar did not mention his local language just stated the first language is Indonesian, but the second language is Arabic.

Participants moreover have various answer about how long they have studied English. In conclusion, all of them have taken a long time to ponder this language. This can be a case of the respond from Br: "*I studied English seriously in Pare Kediri in 2005 with my friends.*"

Concerning their teaching experience, Br has the longest time in doing his profession. He has been educating since 1973 whereas the others have 10 to 15 a long time experienced in educating English. A single prompt was raised to find out the participants' perception on native and non-native accents. The prompt did not directly ask the participant's perception on native accents. Rather they were euphemized to avoid feeling offended of having regional accents or the like, that is by offering two options to find out their preferred accents. The two options were as follows.

a. I want people to understand me easily. Native accent is not important.
b. I want to speak like a native speaker.

Choice 'a' would indicate that the participants were inclined more not to native accents but rather to the accents of their own accents which might be influenced by their first language. On the contrary, choice 'b' would indicate that the participants favored native accents although their accents may not sound like native accents.

Of the five participants, Ar and Bo were in favor of native accents. These two were considered (by their colleagues) to have good pronunciation that sound like American and British. In addition, the two acknowledged themselves to have been influenced a lot by American movies and music since the early of school age. Pt, Br and Oy participants showed their preference to accents other than native accents and

viewed that native accent was not important. This is a case of the respond from Br:

"*I think I have both a British and American accent because I often communicate with people from these countries especially when I was working. I visited these countries very often to attend training or international conferences. The accent happens naturally and spontaneously, especially the intonation.*"

From his statement, it showed that Br is a very experienced among the five participants and has frequently visited USA and UK as a trainer of training. He is also viewed by his colleague to have a good accent that sound like native speaker. One questioning as well as striking finding is that all the five participants prefer to have native accents when asked if they could choose any English accents to have. Four of them want to have American accents while the other one wants to have British accent. This might essentially imply their preference to native speaker accents (either American or British), but they just cannot afford it. The extracts of the participants' perceptions are provided in table 1. The participants' names were coded for confidentiality.

Table 1. Participants' perceptions on Native and Non-Native Accents

Participant	Perception
Ar	I want to speak like a native speaker.
Pt	I want people to understand me easily. Native accent is not important.
Br	I want people to understand me easily. Native accent is not important.
Oy	I want people to understand me easily. Native accent is not important.
Bo	I want to speak like a native speaker.

3. Perceptions on Indonesian English Speakers' Accents

To be noticed that Indonesia consists of many ethnic groups speaking their own different languages, each of which has strong characteristics of accents. Br and Bo clearly mentioned their recognition that Indonesia English speakers' accents are much influenced and colored by their ethnic language accents such as Javanese, Sundanese, etc. Ar implicitly suggested that they have their own country's accent while the other two, Pt and Oy suggested that Indonesian accents are good and okay. This is the answer from Ar concerning his perception about Indonesian accent:

"*If people recognize that I speak English with an Indonesian English accent that would be okay for me, and it is no problem.*"

This also subtly suggests that Indonesian English speakers speak in Indonesian accents. Table 2 provides extracts of their perceptions on Indonesian English speakers' accents.

Table 2. Perceptions on Indonesian English Speakers' Accents

Participant	Perception
Ar	I think every country has their own language and accent, so it's no problem for me.
Pt	I think it is no problem as long as I can communicate with my own L1 group and understand their accents.
Br	Indonesian people are mostly easier to adapt with any English accent no matter which tribes they are from. However, their local accent is hardly left and even early identified, e.g. from Java, Sunda, Bugis etc.
Oy	I analyze that NNS is good because Indonesian people have a good pronunciation than other country.
Bo	I found so many people speaking English with their own accent such as Javanese, Sundanese, or other tribes' accent.

4. Perceptions on Their Own Pronunciation Identity

As previously discussed, that pronunciation identity suggests an identity that tells where someone is from when observed by the accents that stick to their pronunciation. All the participants unanimously express no objection to being acknowledged their identity as Indonesian, Javanese, etc. from the way they speak English. For instance, Ar said that:

> *"It is okay if someone thought my accent is Indonesian because my first language is Indonesian. And I would feel happy if someone thought my accent was a native-speaker accent."*

This would mean that local accents stick to their English pronunciation are nothing to worry about, but to take for granted as part of identity. The participants' responses are extracted in table 3.

Table 3. Perceptions on Their Own Pronunciation Identity

Participant	Perceptions
Ar	Yes, it's okay and no problem.
Pt	That is not a big matter for me whether people recognize me and think that I am using my Indonesian accent or not.
Br	No problem. I sometimes speak English with Javanese accent and intonation depending on to whom I am talking.
Oy	No matter.
Bo	Yeah of course.

5. Perceptions on Their Colleague's English Accents

All the participants are given a random recording of their colleague's short speech to for them to assess on their pronunciation and accents. Some of them only assess one colleague, and some others have two to assess related to their recorded pronunciation. On the average all participants think that their colleagues have good pronunciation with different degrees of closeness to native speakers' accents and that they can use them as a standard in their classroom teaching. One interesting finding in this issue is that two participant assessors—Br and Bo—give their opposing perception on Oy's pronunciation and accent. On the one hand, Br mentioned that Oy's pronunciation and accent is not okay and cannot be used as a standard in his classroom teaching. Bo, on the other hand, thinks that although Oy's accent is Indonesian type, it can be used as a standard in his classroom teaching. This finding leaves a question unanswered that might need a further investigation of NNESTs perceptions on the characteristic of a good pronunciation and accent in the context of ELF that can be used as a standard in their classroom teaching. The extracts in table 4 are not taken fully from the participants' whole perceptions but condensed by only taking the parts that are related to the questions to answer.

Table 4. Perceptions on Colleagues' English Accents

Participant Assessor	Participant Assesses	Perceptions
Ar	Bo	His pronunciation is good and can be used as a standard in my classroom teaching.
Pt	Br	The accent is okay, but he emphasizes a bit too much and it becomes not natural and understandable enough for pre-intermediate up.
	Oy	His pronunciation is good but, still far from NS's pronunciation and can be used as a standard in my classroom teaching.
Br	Oy	The accent is not too okay and no, it cannot be used as a standard in my classroom teaching.

	Pt	The accent is okay, and it can be used as a standard in my classroom teaching.
Oy	Br	His pronunciation is good and like British accent and it can be used as a standard in my classroom teaching.
Bo	Oy	The accent is still Indonesian accent, yet it can be used as a standard in my classroom teaching.
	Ar	His pronunciation is good and can be used as a standard in my classroom teaching.

CONCLUSION

The idea that English speakers in the context of ELF do not need to adopt native speakers' pronunciation and accents is confirmed in the perspective of NNESTs. Achieving the status of nativeness remains in some people because they are born as native speakers of the language. The main point is the quality of their communication skills in terms of their knowledge and the ability to speak the language that is affected by spoken clarity and comprehensibility. Moreover, being understood by their listeners is essential. They come from many tribes, but they are still proud to use Indonesian accents and can easily understand their peers. The fact remains how they teach in the classroom due to pronunciation that is important and should pay attention on it. Teachers must be willing to teach it because pronunciation is related to the meaning of the words and how to pronounce them clearly and correctly. They also view their colleagues' pronunciation and accents are good and can be used as a standard in their classroom teaching although their colleagues' accents are colored by Indonesian varied accents. Although some NNESTs in this research showed their preference for native speakers' pronunciation and accents, all agree that it is okay to have localized accents as part of the identity of the speakers when speaking English. In addition, NNESTs also express their acceptance of being identified as belonging to a particular ethnicity or nationality due to the salient characteristics of their English accents. An interesting issue revealed in the findings is that even though some NNESTs in this study clearly mentioned that a native speaker's accent is not important, they indirectly showed their preference for having an American or British accent as their own accent if they could choose to do so. Whatever the five participants perceived about their own accents or their peers, they still think that the most important in communicative success is they can understand each other without special effort. For further research, it will be much better to go deeper to discuss about the intelligibility, comprehensibility, and accentedness among NNES teachers, between them, their students, and native speakers as their respondents.

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