

SAKAGURU
JOURNAL OF PEDAGOGY AND CREATIVE TEACHER
VOL. 3 NO. 2 (2026)

ISSN: 3064-0113

Decentering Dominant English Norms: Multilingual Teachers' Ideological Shifts and Challenges Toward EIL-Aware Assessment and Instruction

Marife R. Waje✉

To cite this article M. R. Waje, "Decentering Dominant English Norms: Multilingual Teachers' Ideological Shifts and Challenges Toward EIL-Aware Assessment and Instruction," *SAKAGURU J. Pedagog. Creat. Teach*, vol. 3, no. 2, pp. 9–17, 2026. <https://doi.org/10.70211/sakaguru.v3i2.763>

To link to this article:



Published online: August 25, 2026



Submit your article to this journal



View crossmark data

Full Terms & Conditions of access and use can be found at
<https://journal.wiseedu.co.id/index.php/sakaguru/about>



Decentering Dominant English Norms: Multilingual Teachers' Ideological Shifts and Challenges Toward EIL-Aware Assessment and Instruction

Marife R. Waje

Received : May 12, 2026

Revised : July 26, 2026

Accepted : August 14, 2026

Online : August 25, 2026

Abstract

English language education in multilingual settings continues to be influenced by native-speaker-centered norms, even as English increasingly functions as a shared international resource. This explanatory sequential mixed methods study examined multilingual English teachers' ideological shifts toward English as an International Language (EIL)-aware assessment and instruction, the challenges they encountered in decentering dominant English norms, and the demographic factors associated with these outcomes. The quantitative phase involved 31 multilingual English teachers from selected public secondary schools in Tarlac Province, Philippines; 12 respondents were subsequently selected for semi-structured interviews through purposeful maximum variation sampling. Descriptive statistics, multiple regression, and Pearson correlation were used for the quantitative data, while thematic analysis was used for the qualitative strand. Teachers demonstrated a high overall level of EIL-aware ideological shift ($M = 3.81$, $SD = 0.51$), with instruction receiving the highest mean ($M = 4.05$). Challenges were moderate ($M = 2.87$, $SD = 1.22$). Teaching position, professional training, educational attainment, and years of teaching significantly influenced ideological shifts, while age and several professional variables influenced perceived challenges. Ideological shifts were strongly and negatively related to challenges ($r = -0.721$, $p < .001$). Four qualitative themes emerged: English as a global and shared language, multilingualism as pedagogical strength, negotiating native-speaker norms, and teacher identity as multilingual facilitator. Integration of the findings produced a Decentered English Instruction Framework for inclusive, multilingual, and context-responsive English education.

Keywords: Assessment; Decentered English Instruction; English as an International Language; Ideological Shifts; Multilingualism; Native-Speakerism; Translanguaging

Publisher's Note:

WISE Pendidikan Indonesia stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



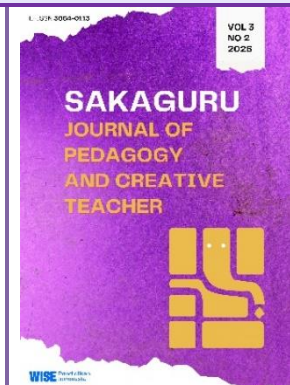
Copyright:

©

2026 by the author(s).

License WISE Pendidikan Indonesia, Bandar Lampung, Indonesia. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license.

(<https://creativecommons.org/licenses/by/4.0/>).



INTRODUCTION

English language teaching has historically treated American and British English as central benchmarks for correctness, pronunciation, vocabulary, and professional legitimacy. In multilingual settings, however, the global spread of English has made this monocentric orientation increasingly difficult to sustain. World Englishes and English as an International Language (EIL) recognize that English is used and reshaped by speakers across diverse linguistic and cultural communities, while English as a Lingua Franca emphasizes intelligibility, negotiation of meaning, and communicative effectiveness rather than imitation of a native-speaker model [1], [2], [3], [4], [5], [6]. These perspectives do not reject accuracy or standard forms; rather, they reposition them as resources among multiple legitimate forms and practices of English.

The pedagogical implications are substantial. Multilingual learners routinely draw on more than one language to interpret concepts, participate in interaction, and construct meaning. Translanguaging scholarship therefore treats learners' full linguistic repertoires as resources for learning instead of

interference [7], [8]. At the same time, native-speakerism can continue to shape teacher identity, classroom authority, professional evaluation, and beliefs about what counts as acceptable English [9], [10]. Decentering dominant norms consequently involves both ideological and practical change: teachers must reconsider who owns English, what counts as successful communication, and how multilingual resources can be incorporated into pedagogy, assessment, and instruction.

This tension is particularly relevant in the Philippines, where English operates alongside Filipino and numerous regional languages and where American English has historically held strong institutional prestige. In multilingual areas such as Tarlac Province, teachers work with learners who may use Tagalog, Kapampangan, Ilocano, Pangasinense, and other languages across school and community life. Their classroom decisions therefore occur at the intersection of prescribed curriculum standards, conventional expectations of “Standard English”, Philippine English, local linguistic identities, and the immediate communicative needs of learners. The issue is not simply whether teachers support linguistic diversity in principle, but whether that support is visible in how they teach and assess.

Teacher development research suggests that ideological change toward ELF/EIL-aware practice is possible but not automatic. Critical reflection, sustained professional learning, and exposure to Global Englishes can strengthen teachers’ openness to multilingual communication [11], [12], [13]. Yet favorable beliefs may coexist with monolingual or native-speaker-centered practice when teachers face curriculum pressure, standardized assessments, limited materials, stakeholder expectations, or uncertainty about alternative assessment criteria [14], [15]. This belief-practice gap is especially important because assessment can reproduce dominant norms even when classroom instruction becomes more communicative. ELF/EIL-oriented assessment scholarship therefore emphasizes intelligibility, strategic competence, pragmatic success, and context-sensitive communication in addition to formal accuracy [16], [17], [18], [19].

Professional identity is another central dimension. Teachers who view themselves as deficient “non-native” users may hesitate to legitimize local varieties or multilingual practices, whereas teachers who understand themselves as competent multilingual professionals may exercise greater pedagogical agency [20], [21], [22], [23], [24]. Culturally responsive teaching similarly supports instruction that connects language learning with learners’ identities, prior knowledge, and sociocultural realities [25]. These perspectives suggest that ideological shifts can be examined through teachers’ linguistic self-perception, pedagogy, assessment practices, and instruction, while the challenges they report reveal the institutional conditions that enable or constrain those shifts.

Although research on EIL, ELF, Global Englishes, translanguaging, and native-speakerism has expanded, the dissertation on which this article is based identified limited mixed methods evidence on how multilingual English teachers in Philippine public secondary schools negotiate these ideas in practice. The study therefore examined: (1) teachers’ demographic profiles; (2) the level of ideological shifts toward EIL-aware assessment and instruction in linguistic self-perception, pedagogy, assessment practices, and instruction; (3) the extent of challenges in decentering dominant English norms; (4) the influence of demographic characteristics on ideological shifts and challenges; (5) teachers’ lived experiences; and (6) a framework derived from the integrated findings. The quantitative hypothesis stated that demographic profiles would not significantly influence ideological shifts and challenges.

METHODS

Research Design

The study used an explanatory sequential mixed methods design in which quantitative data were collected and analyzed first, followed by qualitative interviews that explained and contextualized the statistical patterns. The quantitative strand used a descriptive-correlational design, while the qualitative strand used in-depth semi-structured interviews and thematic analysis. This sequence was consistent with the logic of explanatory mixed methods, in which qualitative evidence is used to elaborate quantitative findings rather than treated as an independent parallel study [26], [27], [28], [29].

Locale, Participants, and Sampling

The study was conducted in selected public secondary schools in Tarlac Province, Central Luzon, Philippines, a multilingual setting characterized by the use of English alongside Tagalog, Kapampangan, Ilocano, Pangasinense, and other Philippine languages. For the quantitative phase, criterion-based purposive sampling yielded 31 multilingual English language teachers who were actively teaching English and regularly encountered more than one language in instructional or school interactions. Multilingual

status was operationalized through functional and recurring use of English and at least one Philippine language rather than simple self-identification as knowing multiple languages.

For the qualitative phase, 12 respondents were selected from the quantitative sample through criterion-based purposeful maximum variation sampling. Selection considered teaching position, professional training, educational attainment, years of teaching, linguistic background, school context, ideological-shift scores, and reported challenges. The purpose was to obtain information-rich cases that could explain common and contrasting quantitative patterns. The use of 12 interviews was also consistent with the study's saturation-oriented approach to qualitative sampling [27], [28].

Research Instruments, Validity, and Reliability

The quantitative instrument was a researcher-modified structured questionnaire with three parts: demographic information; 40 items on ideological shifts, organized into linguistic self-perception, pedagogy, assessment practices, and instruction (10 items per dimension); and 10 items on challenges in decentering dominant English norms. Responses used a five-point Likert scale. The semi-structured interview guide explored multilingual identity, Philippine English, translanguaging, native-speaker norms, and experiences implementing decentered English instruction. Three experts evaluated the instruments for clarity, relevance, coherence, and contextual appropriateness. The reported overall validation mean was 3.79, interpreted in the dissertation as exceeding expectations. Pilot testing yielded a Cronbach's alpha of 0.876 for the quantitative questionnaire, indicating good internal consistency.

Data Collection and Analysis

After institutional permissions, ethical clearance, and informed consent were secured, the survey was administered to qualified respondents. Quantitative data were summarized using frequency, percentage, weighted mean, and standard deviation. Multiple regression analysis using SmartPLS 4 examined the influence of demographic characteristics on ideological shifts and challenges, and Pearson's product-moment correlation tested the relationship between the two main outcomes [30]. The qualitative interviews were recorded with consent, transcribed, coded, and analyzed thematically through familiarization, initial coding, theme development, review, definition, and naming. Quantitative and qualitative results were then integrated to construct the Decentered English Instruction Framework.

Ethical Considerations

Participation was voluntary and based on written informed consent. The study reported safeguards for privacy, confidentiality, withdrawal without prejudice, and protection of participant identities. Interview data were pseudonymized and contextual details were limited when necessary to reduce identification risk. The data were used solely for academic research purposes in accordance with the study's institutional ethical clearance and the Philippine Data Privacy Act of 2012.

RESULT AND DISCUSSIONS

Result

Participant Profile

The 31 respondents were predominantly young, female, academically prepared, and professionally active. [Table 1](#) presents the modal or largest category for each demographic characteristic. The profile shows that the sample included teachers at different career stages, but most were in the 21-30 age bracket, female, and in Teacher I or Teacher III positions. Nearly half reported 8-15 years of teaching experience. These characteristics provided the professional context for interpreting variation in EIL-aware orientations and perceived constraints.

Table 1. Largest Categories in the Demographic Profile (N = 31)

Characteristic	Largest category	n	%
Age	21-30 years	17	54.84
Sex	Female	25	80.65
Marital status	Married	16	51.61
Teaching position	Teacher I / Teacher III	11 each	35.48 each
Professional training	National level	9	29.03
Highest educational attainment	Master's degree	9	29.03
Years of teaching	8-15 years	14	45.16

Ideological Shifts and Challenges

Multilingual English teachers demonstrated a high overall level of ideological shift toward EIL-aware assessment and instruction ($M = 3.81$, $SD = 0.51$). Instruction obtained the highest mean ($M = 4.05$), followed by pedagogy ($M = 3.96$), linguistic self-perception ($M = 3.64$), and assessment practices ($M = 3.58$). The pattern indicates that teachers were most ready to operationalize EIL-aware orientations through classroom teaching and communicative pedagogy, while assessment remained comparatively more conservative. This pattern is consistent with Global Englishes and ELF-aware scholarship that views classroom change as a gradual movement from awareness to pedagogical implementation [5], [6], [11], [12], [13].

Table 2. Levels of Ideological Shift and Challenges

Construct / Dimension	M	SD	Interpretation
Linguistic self-perception	3.64	1.02	High
Pedagogy	3.96	0.92	High
Assessment practices	3.58	1.18	High
Instruction	4.05	0.87	High
Overall ideological shifts	3.81	0.51	High
Overall challenges in decentering norms	2.87	1.22	Moderately challenging

Within pedagogy, respondents strongly endorsed the use of multilingual repertoires to clarify complex ideas and the explicit teaching of English as a global communicative tool. Within instruction, the strongest orientations involved helping learners negotiate meaning during communication breakdowns and integrating translanguaging to scaffold English learning. These findings align with translanguaging and culturally responsive perspectives that treat local languages and identities as instructional assets [7], [8], [25]. They also support the proposition that EIL-aware teaching is not simply exposure to different accents; it involves a broader redefinition of classroom goals around intelligibility, interaction, cultural relevance, and learner agency.

Assessment showed the lowest mean among the ideological-shift dimensions even though it remained in the high category. Respondents supported repair strategies, accommodation, and pragmatic success, but some continued to report Standard English as an important benchmark. This tension is theoretically expected because formal tests, rubrics, and institutional accountability systems can preserve monolingual standards after pedagogy has become more flexible [16], [17], [18], [19]. The data therefore suggest that assessment is a critical site where decentering requires more than individual teacher willingness; it also requires institutional guidance on how communicative effectiveness and multilingual strategies can be recognized fairly.

Teachers experienced moderate challenges overall ($M = 2.87$, $SD = 1.22$). The most prominent barriers included difficulty deviating from prescribed curriculum expectations ($M = 3.19$), standardized tests that do not recognize Philippine English or EIL variation ($M = 3.13$), limited EIL-focused professional development ($M = 3.06$), time constraints in integrating multiple English varieties ($M = 3.06$), and insufficient multilingual instructional materials ($M = 2.97$). These findings demonstrate a belief-practice gap: teachers may endorse multilingual and EIL-aware principles while remaining constrained by curriculum, assessment, resources, and stakeholder expectations. Similar gaps between multilingual beliefs and classroom practice have been reported in teacher education and professional development research [12], [13], [14], [15].

Influence of Demographic and Professional Characteristics

The reported regression models indicated that demographic and professional characteristics collectively explained meaningful portions of variation in both outcomes. For ideological shifts, the model reported $R^2 = .375$, adjusted $R^2 = .323$, $F = 10.973$, and $p = .03$. Teaching position, professional training, educational attainment, and years of teaching were significant predictors. Professional training had the largest positive standardized coefficient ($\beta = .434$), while years in teaching was negatively associated with ideological shift ($\beta = -.233$). Age, sex, and marital status were not significant predictors of ideological shifts.

For challenges, the model reported $R^2 = .350$, adjusted $R^2 = .314$, $F = 11.246$, and $p = .02$. Age and years in teaching showed positive coefficients, whereas teaching position, professional training, and educational attainment showed negative coefficients. In practical terms, the dissertation interpreted greater professional exposure and academic preparation as being associated with fewer reported challenges, while older age and longer teaching experience were associated with greater difficulty in decentering established norms. These patterns reinforce the importance of professional learning, reflective practice, and institutional support rather than treating ideological change as a purely personal disposition [11], [12], [13], [14], [15], [20], [21], [22], [23].

Table 3. Significant Regression Predictors Reported in the Study

Outcome	Predictor	β	p	Direction
Ideological shifts	Teaching position	0.187	.046	Positive
Ideological shifts	Professional training	0.434	.046	Positive
Ideological shifts	Educational attainment	0.314	.021	Positive
Ideological shifts	Years in teaching	-0.233	.045	Negative
Challenges	Age	0.386	.019	Positive
Challenges	Teaching position	-0.223	.011	Negative
Challenges	Professional training	-0.351	.021	Negative
Challenges	Educational attainment	-0.273	.046	Negative
Challenges	Years in teaching	0.271	.033	Positive

The negative coefficient for years in teaching on ideological shifts, together with its positive coefficient on challenges, was interpreted in the dissertation as possible evidence that long-established instructional habits and prolonged exposure to conventional standards may make change more difficult for some experienced teachers. This interpretation should remain cautious because the design was non-causal, the sample was small, and years in teaching may overlap conceptually with age and professional rank. Nevertheless, the result strengthens the practical case for differentiated professional development rather than one-size-fits-all training.

Relationship Between Ideological Shifts and Challenges

Table 4. Pearson Correlation Between Ideological Shifts and Challenges

Variables	r	p	Interpretation
Ideological shifts x challenges	-0.721	< .001	Strong negative relationship

A strong negative relationship was found between ideological shifts and challenges ($r = -0.721$, $p < .001$). Teachers with stronger EIL-aware orientations generally reported fewer difficulties in decentering dominant English norms. The result suggests that ideological awareness may be accompanied by greater confidence, pedagogical flexibility, and access to strategies for negotiating conventional expectations. However, the association does not imply that individual awareness eliminates structural barriers. Curriculum requirements, standardized assessment systems, resource limitations, and stakeholder expectations may remain beyond the control of individual teachers. The finding therefore supports a dual-level interpretation: teacher development matters, but sustained decentering also requires institutional change.

Lived Experiences: Four Integrative Themes

The qualitative phase deepened the quantitative findings by showing how teachers made sense of multilingual communication in their professional lives. Four themes emerged, each with three sub-themes. Together they describe movement from native-speaker-centered assumptions toward a multilingual facilitator identity while preserving the tensions that accompany institutional change.

Table 5. Qualitative Themes and Sub-themes

Main theme	Sub-themes
English as a Global and Shared Language	Recognition of diverse English varieties; intelligibility over native-like accent; English as a tool for global communication
Multilingualism as Pedagogical Strength	Translanguaging as instructional support; use of local language for comprehension; local identity as teaching resource
Negotiating Native-Speaker Norms	Linguistic insecurity and professional pressure; resistance to monocentric English; reframing "Standard English"
Teacher Identity as Multilingual Facilitator	Empowerment through multilingual identity; English teacher as cultural bridge; inclusive and learner-centered instruction

The first theme shows that direct encounters with speakers from different linguistic backgrounds helped participants recognize English as a shared communicative resource rather than the exclusive property of native speakers. Their narratives emphasized clarity, confidence, and successful meaning-making over accent imitation. This interpretation is consistent with EIL/ELF conceptualizations of English as pluricentric and functionally global [1], [2], [3], [4], [5], [6]. The second theme shows how translanguaging and local languages became deliberate tools for explanation, participation, and conceptual scaffolding rather than signs of deficient English [7], [8].

The third theme captures the continuing pressure of native-speaker norms. Participants described linguistic insecurity, criticism for being "too local," and institutional expectations that positioned American English as the only correct form. Over time, many reframed Standard English as one useful resource rather than the sole measure of competence, which parallels critiques of native-speakerism [9], [10], [20], [21], [22]. The fourth theme reflects a corresponding identity shift: teachers increasingly described themselves

as cultural bridges and multilingual facilitators whose role is to support meaningful communication, learner confidence, and cultural connection. This view aligns with multilingual identity and culturally responsive pedagogy [24], [25].

Decentered English Instruction Framework

Integration of the quantitative and qualitative findings generated the Decentered English Instruction Framework. The framework places five core principles at its center: inclusivity, plurality of Englishes, communicative competence, cultural and linguistic responsiveness, and equity and respect for local identities. Around these principles are four interrelated dimensions that translate ideological change into classroom practice. The framework is intended as a practical guide rather than a rejection of standardized English; it seeks to broaden instructional and assessment criteria so that multilingual competence and context-responsive communication are recognized alongside formal language knowledge.

Table 6. Structure of the Decentered English Instruction Framework

Component	Publication-ready synthesis of the dissertation framework
Core principles	Inclusivity; plurality of Englishes; communicative competence; cultural and linguistic responsiveness; equity and respect for local identities
Multilinguistic and EIL-aware pedagogy	Translanguaging, learner-centered teaching, local knowledge, and meaning-making through multiple linguistic resources
EIL-aware instruction	Exposure to diverse Englishes, contextualized communication, intelligibility-based teaching, and legitimization of local English
EIL-aware assessment	Meaning, communicative competence, intercultural competence, contextual appropriateness, and recognition of multilingual strategies
Teacher identity as multilingual facilitator	Multilingual professional legitimacy, reflective teaching, and cultural/linguistic mediation rather than linguistic gatekeeping
Expected outcomes	Empowered learners; effective global communication; transformed, reflective, and EIL-aware teachers

The framework directly addresses the quantitative belief-practice gap. The high scores in pedagogy and instruction indicate an existing base of multilingual and communicative orientation, while the lower assessment mean and moderate challenge scores identify where stronger institutional support is needed. Professional development can therefore focus on translating EIL principles into concrete rubrics, classroom materials, communicative tasks, and reflective practices. At the same time, curriculum leaders can support teachers through flexible guidance, multilingual resources, and assessment tools that recognize intelligibility and meaning without abandoning the need for explicit teaching of formal language conventions.

The framework also reframes teacher development as an identity process. Professional learning is not limited to adding techniques; it can help teachers critically examine inherited beliefs about native-speaker authority and recognize their own multilingual experience as professional expertise. This interpretation is supported by research on ELF-aware teacher education, multilingual professional agency, and identity development [11], [12], [15], [20], [22], [23], [24]. The framework's intended outcomes - empowered learners, effective global communication, and transformed teachers - therefore depend on coordinated change in ideology, pedagogy, instruction, assessment, and institutional support.

CONCLUSION

The study demonstrates that multilingual English teachers in Tarlac Province had generally moved toward EIL-aware assessment and instruction while continuing to negotiate institutionalized native-speaker norms. Ideological shifts were high overall, particularly in instruction and pedagogy, whereas challenges were moderate and concentrated in curriculum expectations, standardized assessment, materials, and professional development. Professional and academic characteristics were associated with both ideological shifts and perceived challenges, and stronger EIL-aware orientations were strongly related to fewer reported difficulties. The qualitative findings explain these patterns as a professional transformation in which teachers increasingly understand English as a shared global language, use multilingualism as a pedagogical resource, resist monocentric norms, and redefine themselves as multilingual facilitators. The resulting Decentered English Instruction Framework provides a context-responsive basis for aligning teacher identity, pedagogy, instruction, and assessment with multilingual realities.

LIMITATIONS

The study was limited to multilingual English teachers in selected public secondary schools in Tarlac Province, which restricts generalization to other regions and sociolinguistic settings. Quantitative findings were based largely on self-report and may have been influenced by social desirability or respondents' interpretation of questionnaire items. The descriptive-correlational design does not permit causal conclusions, and the qualitative findings reflect the particular institutional realities of the 12 interview participants. The study also did not extensively examine leadership support, student perspectives, parental expectations, curriculum implementation fidelity, or broader sociopolitical influences. Finally, the Decentered English Instruction Framework was developed from the integrated findings but was not empirically implemented or evaluated in classroom practice during the study.

AUTHOR INFORMATION

Corresponding Author

Marife R. Waje - Tarlac State University, Tarlac City (Philippines);

 orcid.org/0009-0008-8437-737X

Email: m.waje04315@student.tsu.edu.ph

Author

Marife R. Waje - Tarlac State University, Tarlac City (Philippines);

 orcid.org/0009-0008-8437-737X

Email: m.waje04315@student.tsu.edu.ph

AUTHOR CONTRIBUTION

M.R.W. conceptualized the study, developed and administered the research procedures, interpreted the quantitative and qualitative findings, integrated the mixed methods results, developed the Decentered English Instruction Framework, and prepared the dissertation from which this publication manuscript was condensed.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

OpenAI's ChatGPT was used for language editing, readability refinement, and organization within the supplied publication template. No new research data were generated and no new statistical analyses were conducted for this article. The manuscript should be critically reviewed, verified against the dissertation and original statistical outputs, and approved by the author before submission.

REFERENCES

- [1] B. B. Kachru, "Standards, codification and sociolinguistic realism: The English language in the outer circle," in *English in the World: Teaching and Learning the Language and Literatures*, R. Quirk and H. Widdowson, Eds. Cambridge, U.K.: Cambridge University Press, 1985, pp. 11-30.
- [2] S. L. McKay, *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford, U.K.: Oxford University Press, 2002.
- [3] J. Jenkins, *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy*. London, U.K.: Routledge, 2015.
- [4] N. Galloway and H. Rose, *Introducing Global Englishes*. London, U.K.: Routledge, 2015.
- [5] H. Rose and N. Galloway, *Global Englishes for Language Teaching*. Cambridge, U.K.: Cambridge University Press, 2019.

- [6] H. Rose, J. McKinley, and N. Galloway, "Global Englishes and language teaching: A review of pedagogical research," *Language Teaching*, vol. 54, no. 2, pp. 157-189, 2021. <https://doi.org/10.1017/S0261444820000518>
- [7] O. García and W. Li, *Translanguaging: Language, Bilingualism and Education*. London, U.K.: Palgrave Macmillan, 2014.
- [8] J. Cenoz and D. Gorter, "Translanguaging as a pedagogical tool in multilingual education," *Language Awareness*, vol. 26, no. 3, pp. 193-207, 2017. <https://doi.org/10.1080/09658416.2017.1363007>
- [9] A. Holliday, "Native-speakerism," *ELT Journal*, vol. 60, no. 4, pp. 385-387, 2006. <https://doi.org/10.1093/elt/ccl030>
- [10] H. Guo, Q. Chen, and Y. Sun, "Native speakerism revisited: A critical review and agenda for future research," *System*, vol. 99, Art. no. 102506, 2021. <https://doi.org/10.1016/j.system.2021.102506>
- [11] N. C. Sifakis and Y. Bayyurt, "English as a Lingua Franca awareness in teacher education: A critical review of research trends and future directions," *Journal of English as a Lingua Franca*, vol. 7, no. 2, pp. 263-288, 2018. <https://doi.org/10.1515/jelf-2018-0017>
- [12] Y. Bayyurt and N. C. Sifakis, "Transforming into an ELF-aware teacher: An international reflective journey," *Language Teaching*, vol. 51, no. 4, pp. 471-485, 2018. <https://doi.org/10.1017/S0261444818000160>
- [13] M. Dewey and E. Pineda, "ELF and teacher education: Attitudes and beliefs," *ELT Journal*, vol. 74, no. 4, pp. 430-439, 2020. <https://doi.org/10.1093/elt/ccaa034>
- [14] T. Burner and C. H. Carlsen, "Teachers' multilingual beliefs and practices in English classrooms: A scoping review," *System*, vol. 116, Art. no. 103070, 2023. <https://doi.org/10.1016/j.system.2023.103070>
- [15] T. H. Choi and Y. Liu, "Multilingual pedagogies and the negotiation of English language ideologies," *Journal of Multilingual and Multicultural Development*, vol. 41, no. 7, pp. 599-613, 2020. <https://doi.org/10.1080/01434632.2019.1646128>
- [16] L. Harding and T. McNamara, "English as a Lingua Franca and language assessment," in *The Handbook of English as a Lingua Franca*, B. Seidlhofer and H. Knapp, Eds. Hoboken, NJ, USA: Wiley, 2017, pp. 523-540.
- [17] D. Tsagari and L. Cheng, "English as a Lingua Franca (ELF) and assessment: Challenges and constraints," in *The Routledge Handbook of English Language Teaching*. London, U.K.: Routledge, 2017, pp. 555-569.
- [18] Y. Bayyurt, R. Büyükyavuz, and E. Ulaş, "English as a lingua franca and pre-service teachers' language assessment literacy," *LLT Journal: A Journal on Language and Language Teaching*, vol. 26, no. 2, pp. 760-769, 2023. <https://doi.org/10.24071/llt.v26i2.6314>
- [19] F. Fang, "Teacher beliefs and practices of language assessment in the context of English as a Lingua Franca (ELF): Insights from a CPD course," *Languages*, vol. 8, no. 1, Art. no. 58, 2023. <https://doi.org/10.3390/languages8010058>
- [20] L. Lopriore, "Language education in plurilingual contexts: Challenges and perspectives within an ELF-aware approach," *Research Papers in Language Teaching and Learning*, vol. 14, no. 1, pp. 50-65, 2024.
- [21] N. C. Sifakis, "The ideological shift in teacher education: Towards a critical ELF-aware stance," *World Englishes*, vol. 38, no. 3, pp. 443-456, 2019. <https://doi.org/10.1111/weng.12381>
- [22] N. C. Sifakis, "English as a Lingua Franca and the ideal non-native speaker: Professional identity and ideology in language education," *Language Teaching*, vol. 50, no. 4, pp. 543-558, 2017. <https://doi.org/10.1017/S0261444817000115>
- [23] A. Matsuda, *Preparing Teachers to Teach English as an International Language*. Bristol, U.K.: Multilingual Matters, 2017.
- [24] B. Norton, *Identity and Language Learning: Extending the Conversation*, 2nd ed. Bristol, U.K.: Multilingual Matters, 2013.
- [25] G. Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 3rd ed. New York, NY, USA: Teachers College Press, 2018.
- [26] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. Thousand Oaks, CA, USA: SAGE Publications, 2014.
- [27] J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. Thousand Oaks, CA, USA: SAGE Publications, 2018.
- [28] G. Guest, A. Bunce, and L. Johnson, "How many interviews are enough? An experiment with data saturation and variability," *Field Methods*, vol. 18, no. 1, pp. 59-82, 2006. <https://doi.org/10.1177/1525822X05279903>
- [29] V. Braun and V. Clarke, "Using thematic analysis in psychology," *Qualitative Research in Psychology*, vol. 3, no. 2, pp. 77-101, 2006. <https://doi.org/10.1191/1478088706qp063oa>

- [30] C. M. Ringle, S. Wende, and J.-M. Becker, SmartPLS 4. Bönningstedt, Germany: SmartPLS, 2024.
<https://www.smartpls.com>