Teachers' Views Toward the English as a Lingua Franca Perspective: A Systematic Review

Leyla N. M. Norman[1], Amirpooya D. Dardashti[1], Sara Zohoor[1], Keith M. Graham[2*], Zohreh R. Eslami[1]

[1]Texas A&M University, USA, [2]National Taiwan Normal University, Taiwan

Abstract This systematic review synthesized current research on primary and secondary school teachers' views toward the English as a lingua franca (ELF) perspective. The evolving status of English as a global language has spurred much discussion among scholars, especially in language education. The so-called native speaker was historically considered the standard model for teaching and learning English. However, this ideology has been challenged on several grounds. Efforts have been made to encourage English language teachers to take an ELF perspective. This study used a systematic review method to examine ELF education research using a conceptual framework of three dimensions: language features, English users, and learner needs. First, we examined the methodological approaches and instruments used in previous studies to examine how teachers views toward ELF perspective have been measured. Second, we report findings on teachers' views toward the ELF perspective to provide insights into its uptake in English language classrooms. The findings highlight areas needing greater attention in teacher preparation and professional development programs.

Keywords: *English as a lingua franca (ELF), Teacher attitudes, Perceptions, Perspectives, Systematic review*

1. Introduction

The evolving status of English as a global language has spurred much discussion among scholars (Crystal, 2003; Phillipson, 1992), especially in the domain of language education (Holliday, 2006; McKay & Bokhorst-Heng, 2008). The so-called native speaker was historically viewed as the standard for English language teaching and learning. However, this ideology, often referred to as *native-speakerism* (Holliday, 2006), has been challenged on several grounds, among those being the number of Englishes used throughout the world (Kachru, 1985) and that speakers of English as an additional language outnumber speakers who claim English as their mother tongue (Crystal, 2003; Ethnologue, 2022). In recognition of the sociolinguistic realities of the English language, there has been an effort to encourage English language teachers to take an *English as a lingua franca (ELF) perspective* (Dewey & Patsko, 2018).

This systematic review examines current research on primary and secondary school teachers' views toward the ELF perspective. First, we examine the methodological approaches and instruments used in previous studies to examine how teacher views of the ELF perspective have been measured. Second, we report findings on teachers' views toward the ELF perspective to gain a better picture of its uptake in English language classrooms and identify areas needing greater attention in teacher preparation and professional development programs.

2. Theoretical Framework

The conceptual framework for this systematic review views the ELF perspective from three dimensions: language features, English users, and learner needs, as can be seen in Figure 1 and Table 1. In the following section, we describe how ideas related to world Englishes (WE), ELF, and English as an international language (EIL) have encouraged an expansion of thinking from a narrow native-speakerism (NS) perspective of language features, English users, and learner needs to the more inclusive ELF perspective.

As stated in the introduction, the present-day sociolinguistic context of English is one in which the English language is no longer under the sole ownership of native speakers; instead, it is a vehicular tool used by all for communication with individuals in and from different contexts. Given the approximately 1.5 billion individuals who speak the English language, out of which around 1.1 billion speak English as an additional language (Ethnologue, 2022), conforming to native-speaker norms in communication while likely appealing to learners in many ways (Kuo, 2006), may not always be the best option.

A useful starting point in understanding the expansion of thought from an NS perspective to an ELF perspective is the three concentric circles model (Kachru, 1985), which divides English-speaking contexts into inner, outer, and expanding circles. The inner circle has been defined as places traditionally identified as native English-speaking contexts (e.g., the United States and the United Kingdom). The NS perspective posits that the inner circle is where language features are defined, and English users reside. It further dictates that learner needs (i.e., English language learners from non–inner circle countries) should be positioned around the defined language features of the inner circle.

Kachru's model brought attention to the fact that different varieties of English had been institutionalized in many contexts and were actively used in society, often alongside other languages. Kachru termed such contexts as the outer circle. One definition of world Englishes includes those Englishes spoken in the outer circle (McKay, 2018). Some examples include Singaporean English, Indian English, and Nigerian English. The acknowledgment of WE expanded the NS perspective toward what could be termed the WE-inclusive perspective. This newly evolved perspective allowed for new language features to be considered legitimate and widened the scope of who was considered an English user to include outer circle English users. Likewise, acknowledgment of WE opened up the potential for new learners' needs to be considered, more specifically, needs related to an expanded repertoire of language features for communication with those from inner and outer circle countries.

One other circle in Kachru's (1985) model needs consideration for understanding the ELF perspective—the expanding circle. Traditionally, the expanding circle context is one where English is neither a native language (inner circle) nor an institutionalized language (outer circle). While NS perspectives never considered the expanding circle as a source for language features, English users, and learner needs, Seidlhofer (2005) noted that people from these contexts engaged in English communication not only with inner and outer circle interlocutors but also with those from other expanding circle contexts as well. To account for this sociolinguistic reality, scholars introduced the terms ELF and EIL. ELF has been traditionally defined as the "contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (emphasis in the original) (Firth, 1996, p. 240). However, ELF is now often synonymous with EIL, which was coined as a term inclusive of "uses of English within and across Kachru's 'Circles' for intranational as well as international communication" (Seidlhofer, 2005, p. 339). Much like WE, ELF and EIL further expanded the variety of English language features and who was considered an English user. People from all circles could now be regarded as users of English, and the language features they used were deemed to be legitimate forms.

This shift had implications for learner needs in that it called for the curriculum to evolve from a homogenous set of needs based on native speaker norms to a contextually sensitive and internationalized set based on learners' communication needs. This internationally inclusive view of language features, English users, and learner needs is what we term as the ELF perspective, visualized in Figure 1.

Figure 1
The Three Dimensions of the ELF Perspective
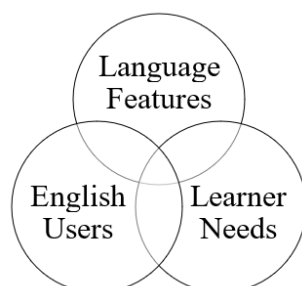
This study conceptualizes the ELF perspective as composed of three interconnected dimensions. The language features dimension concerns views toward the legitimacy of multiple English varieties of accents, structures, and lexicons in society. Jenkins (2006) suggested that ELF could be inclusive of any features that successfully impart the speaker's ideas without causing communication problems for the interlocutor. Thus, a teacher taking an ELF perspective would acknowledge the legitimacy of features "that differ from inner circle forms" (Jenkins, 2006, p. 161) rather than only legitimizing those from the inner circle (Eslami et al., 2019).

The language features dimension connects with the English users dimension, that is, who is considered a legitimate user of English, or more specifically, the owners and teachers of English in society. Attitudes toward language features can impact how teachers view themselves and their students (see, for example, İstanbullu & Özkan, 2019), as well as whether they see themselves as drivers of novel change in the language (Dewey & Patsko, 2018). Teachers taking the ELF perspective tend to view teachers and students, regardless of the first language, as legitimate users or owners of the English language (Ates et al., 2015; Dewey & Patsko, 2018; Eslami et al., 2019).

Table 1
Conceptual Framework

Framework Dimension	Explanation
Language features	Teachers' views toward Englishes accents, forms, and lexicons
English users	Teachers' views toward who owns English and can teach English
Learner needs	Teachers' views toward curriculum, instruction, and materials *in their classrooms*

Pedagogically, the previously mentioned dimensions of language features and English users become essential considerations in how language learning aims are conceptualized and subsequently taught in classrooms. The decisions on curriculum and instruction that teachers make based on the previously mentioned dimensions are considered in the learner needs dimension. In McKay's (2018) view, local language needs and educational circumstances should play pivotal roles in creating and developing English language curricula and materials. This can include, among other things, considering whether to include non-native speaker cultures in learning content (Shin et al., 2011). Teachers who take an ELF perspective in terms of language features and English users may be better positioned to create a student-centered curriculum and design materials that are responsive to the needs of students' sociolinguistic realities. In contrast, those taking the NS perspective may emphasize accurate use, benchmarked with a so-called native speaker standard.

The above conceptual framework contrasts the NS perspective with that of an ELF perspective, considering the dimensions of language features, English users, and learner needs. We contend that the ELF perspective outlined here better aligns with the sociolinguistic realities of English than the prevailing NS perspective and, as such, is a critical component of English language teacher cognition. While there have long been calls for including the ELF perspective in teacher education (e.g., Dewey & Patsko, 2018; Eslami et al., 2015, 2019), the field lacks a review of how these calls have been measured and translated into educational practice. The current study uses systematic review methods to address these two areas by investigating the following research questions:

1. How and to what extent have the attitudes of language teachers toward the ELF perspective been measured in the relevant research?
2. What are teachers' views toward the language features, English users, and learner needs dimensions of the ELF perspective?

3. Methodology

This study utilized a systematic literature review method to examine the views of in-service, non-native English-speaking teachers toward ELF in outer and expanding circles. Systematic reviews identify, critically evaluate, and integrate the findings of all relevant, individual studies addressing one or more research questions (Baumeister & Leary, 1997; Bem, 1995; Cooper et al., 2003).

Each step is built upon the previous steps. The steps include identifying a research question, writing a protocol, conducting a systematic search, screening titles and abstracts, accumulating and reading papers, forward citation tracing and backward reference searching, extracting key information and themes, analyzing and synthesizing data, interpreting findings, and reporting the results.

3.1. Search Process

Studies were identified by searching six major databases that index education research: ERIC, Education Source, Academic Search Premier, Linguistics Abstracts Online, Linguistics and Language Behavior Abstracts (LLBA), and ProQuest Dissertations and Theses Global. EBSCOhost was used to search ERIC, Education Source, Academic Search, and Linguistics Abstracts. ProQuest was used to search LLBA andProQuest Dissertations and Theses Global.

The search terms were developed in three clusters. The first cluster entailed terms associated with views: "perceptions* OR attitudes* OR belief*". The asterisk following the terms allowed for the plural form to be searched in addition to the singular. The second cluster was terms associated with ELF: "English as a lingua franca" OR ELF OR English N5 "lingua franca" OR "world Englishes" OR "English as an international language" OR EIL OR "Global Englishes" ("N5" indicates that the database would locate terms within 5 words of each other). The third cluster was for the level of education: "secondary education" OR "junior high school teacher" OR "secondary school teacher". The databases were set to identify the terms for each cluster in the title, abstract, or subject terms. The search was conducted on February 9, 2022.

3.2. Selection Process

Rayyan (Ouzzani et al., 2016), a software designed for systematic literature reviews, was used to assist in the selection process. Figure 2 displays the search and screening results of our conducted systematic search. The search of the six databases resulted in a total of 179 records, which were uploaded into Rayyan. After duplicates were removed, 145 remained. The records' titles and abstracts were screened based on the following criteria, which were set prior to the search:

(1) Population: Non-native English-speaking teachers
(2) Interest: Views toward ELF, EIL, or WE
(3) Context: EFL context, defined as a location where English is not the first language of the majority of the population
(4) Study type: Empirical study reported in English

Seventy-three articles were excluded based on the population and context criteria. Fifty-four articles were excluded due to not examining views toward ELF. Seven articles were not empirical studies, and one of the articles was a non-English report.

After excluding a total of 135 records, ten articles remained for inclusion. A forward search, using Google Scholar citations, and a backward search, using the reference list from the included studies, were conducted to search for additional articles not found through the search. This forward-backward search resulted in an additional seven articles for a total of 17. A PRISMA diagram of the systematic review process is presented in Figure 2.

Figure 2
PRISMA Diagram of Systematic Review Process
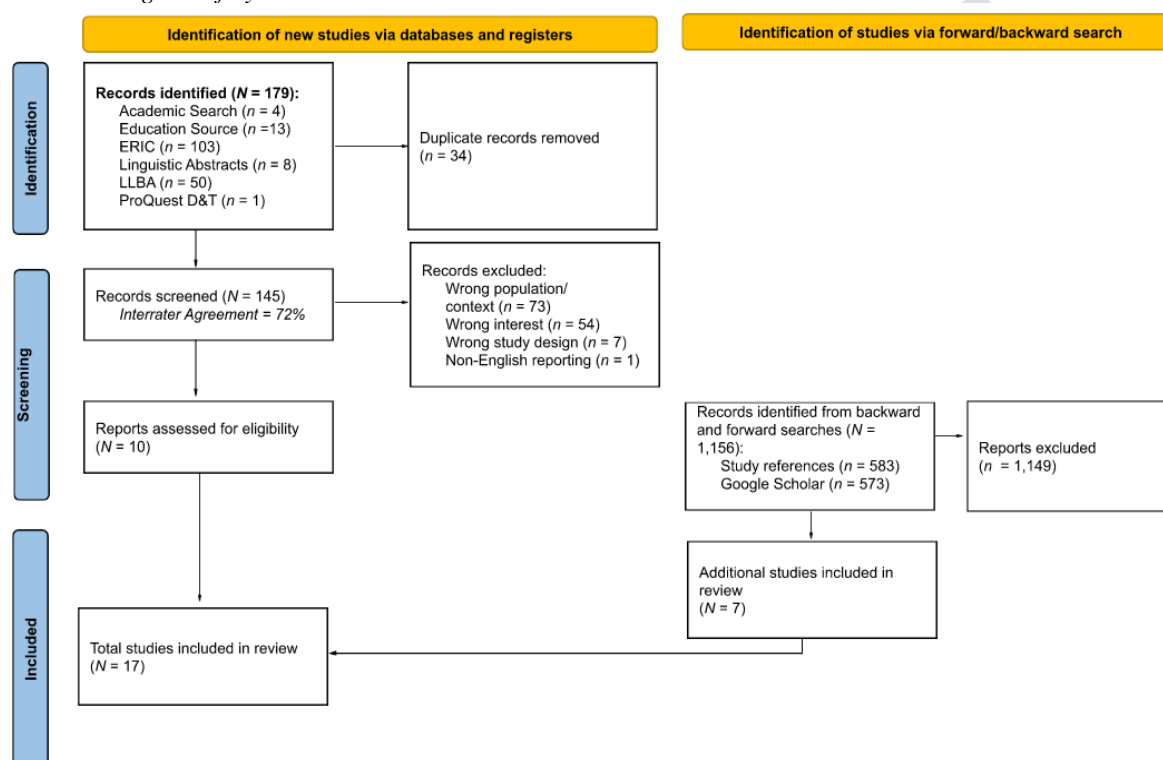
4. Results

The 17 studies included in this review were found to address all three dimensions: language features, English users, and learner needs. In the following sections, we present our findings on research instruments and teacher views toward the ELF perspective.

4.1. Research Instruments for Investigating the ELF Perspective

The most prevalent research methodology adopted by the researchers was a mixed-methods research design ($n = 12$). Three of the remaining studies implemented an exclusively qualitative design, while two exclusively used quantitative methods. The most common instruments used in these studies were Likert scale or open-ended questionnaires ($n = 15$) and interviews ($n = 12$). Other instruments used included researcher field notes ($n = 1$), teacher reflections ($n = 1$), teacher artifacts ($n = 1$), classroom observations ($n = 1$), and focus groups ($n = 4$). Table 2 shows the instruments used in each study.

Out of the 17 articles, only eight studies reported steps related to validity (quantitative) or trustworthiness (qualitative), as can be seen in Table 2. Four of the eight articles conducted pilot tests to validate their instruments (Asakereh et al., 2019; Özmen et al., 2018; Sifakis & Sougari, 2010; Takahashi, 2011), and two studies consulted field experts for validation (Asakereh et al., 2019;

Kusumaningputri et al., 2022). Two studies noted the purposeful use of a wide array of instruments and the recruitment of diverse participant groups to strengthen the trustworthiness of their findings (Baccaglini, 2013; Juwariyah, 2021). One study noted the use of multiple authors for double-checking the coding to ensure inter-coder reliability (İstanbullu & Özkan, 2019). The remaining studies did not explicitly address validity or trustworthiness in their reporting.

Table 2

Research Instruments and Targeted ELF Perspective Dimensions of Included Studies

Study	Language Features	English Users	Learner Needs
Asakereh et al. (2019)	Q/I	Q/I	Q/I
Aydın & Karakaş (2021)	Q	Q	Q
Baccaglini (2013)	I	I	I
Franssisca & Subekti (2022)	I	I	I
İstanbullu & Özkan (2019)	Q/I	Q/I	Q/I
Juwariyah (2021)	Q/I/G/O	Q/I/G/O	Q/I/G/O
Kusumaningputri et al. (2022)	Q/I	Q/I	Q/I
McKay (2003)	Q	Q	Q
Miyagi (2006)	Q/I	Q/I	Q/I
Özmen et al. (2018)	Q/I	Q/I	Q/I
Prabjandee (2020)	Q/A/F	Q/A/F	Q/A/F
Shibata (2010)		Q	Q
Sifakis & Sougari (2010)	Q		Q
Vodopija-Krstanović & Marinac (2019)	Q/I	Q/I	Q/I
Takahashi (2017)			Q/I/G
Takahashi (2011)	Q/I/G	Q/I/G	
Vettorel (2015)	Q/I/G	Q/I/G	

Note. Q = questionnaire, I = interview, F = field notes, R = teacher reflections, A = teacher artifacts, O = classroom observations, G = focus groups.

As seen in Table 2, though each of the three dimensions of the ELF perspective has been addressed across the studies, not all dimensions were addressed within each study. Of the 17 studies, 12 studies addressed all three dimensions, whereas five studies addressed only two of the dimensions. Moreover, six studies that employed a single instrument for data collection were able to address either two or three dimensions, with none exclusively addressing a single dimension. Similarly, studies that utilized multiple instruments addressed two or three dimensions. This suggests that the number of instruments used in the study may not impact the number of dimensions that each study examines.

4.2. Teacher Views Toward the ELF Perspective

The studies included in this review revealed a spectrum of views toward language features, English users, and learner needs. Some studies showed teachers as distinctly ascribing to the NS perspective across the dimensions, while others provided mixed views, showing teacher views falling across a spectrum between the NS and ELF perspectives. The findings as they pertain to each dimension are discussed below.

4.2.1. Language Features Dimension

Teachers' views varied toward varieties of English language features in terms of accents, structures, and lexicon. Nine of the 17 studies specifically addressed accents. Three studies showed positive views toward various English accents (Baccaglini, 2013; Franssisca & Subekti, 2022; Prabjandee, 2020); four studies reported positive views toward inner circle accents only (Kusumaningputri et al., 2022; Miyagi, 2006; Özmen et al., 2018; Takahashi, 2011), and one study presented contradictory findings among the data sources (İstanbullu & Özkan, 2019). Teachers who showed positive views toward various accents generally did so because they recognized the need to engage with various accents in global communication. Those reporting disagreement with this sentiment typically felt that inner-circle accents were more advantageous in the world (Miyagi, 2006), and some teachers positioned sounding like a

native speaker as the ultimate goal (Takahashi, 2011). The one study with contradictory findings, İstanbullu and Özkan (2019), provided quantitative data showing positive views toward various accents but qualitative data revealing preferences toward British and American accents.

Five studies addressed structures and lexicon (Asakereh et al., 2019; Aydın & Karakaş, 2021; Baccaglini, 2013; Takahashi, 2011; Vettorel, 2015), revealing mixed views among teachers. Vettorel (2015) found that Italian participants deemed some structures as needing correction, even if they did not affect communication. Examples included the absence of "do" in questions (e.g., "You want to be my friend?") and over-explicitness (e.g., color + name of color). The teachers also expressed negative views toward the false-friend lexicon originating from the local L1 (e.g., "prefer" and "favorite"). Similarly, teachers in Asakereh et al. (2019) and Takahashi (2011) viewed native-speaker structures as most appropriate for communication with English speakers worldwide.

Eight studies specifically addressed the existence of a standard English (Aydın & Karakaş, 2021; Baccaglini, 2013; Juwariyah, 2021; McKay, 2003; Özmen et al., 2018; Sifakis & Sougari, 2010; Takahashi, 2011; Vettorel, 2015). The majority of teachers in Juwariyah's (2021) study agreed that "American and British English is … the standard of English" (p. 115). Throughout the studies, teachers worried that using non-standard varieties may cause problems for students. For example, a respondent in Vodopija-Krstanović and Marinac's (2019) study remarked that "different accents may lead to misunderstanding, confusion, [and] uncontrollable language changes" (p. 28). Furthermore, teachers felt that promoting or accepting other forms may make students believe that learning so-called standard English was useless (Takahashi, 2011).

4.2.2. English Users Dimension

The English users' dimension has been considered from two angles: the owners of English and the *legitimate* teachers of English. Four of the included studies addressed the topic of ownership of English (Asakereh et al., 2019; Baccaglini, 2013; İstanbullu & Özkan, 2019; Juwariyah, 2021). About half of the teachers in Asakereh et al.'s (2019) study felt that native speakers in England were the owners of the English language. However, teachers from the other three studies also viewed those outside the inner circle as legitimate owners (Baccaglini, 2013; İstanbullu & Özkan, 2019; Juwariyah, 2021), though generally to a limited extent. İstanbullu and Özkan (2019) found that most participants in their study "rejected the idea that it is native speakers who own the language," yet they also reported that "the percentage of participants attributing non-native speakers the authority to own and adapt English were not high, either" (p. 22). The teachers in Juwariyah (2021) believed that people could speak English well around the world and thus be owners of English, but the teachers did not view themselves as having an "ownership of English despite the fact that they have some level of English proficiency and have been teaching English for quite some time" (p. 118).

As for teachers' beliefs regarding the native status of English teachers, seven studies addressed preferences related to native-English-speaking teachers (NESTs) versus non-native English-speaking teachers (NNESTs) (Aydın & Karakaş, 2021; Baccaglini, 2013; İstanbullu & Özkan, 2019; McKay, 2003; Özmen et al., 2018; Shibata, 2010; Vodopija–Krstanović & Marinac, 2019). Only one study (Özmen et al., 2018) indicated that teachers solely prefer NES teachers. Three of these studies revealed positive views toward NESTs and NNESTs (İstanbullu & Özkan, 2019; Shibata, 2010; Vodopija–Krstanović & Marinac, 2019). Aydın and Karakaş (2021) discussed how teachers generally viewed NESTs as better for teaching pronunciation and accent but that NNESTs were valued for sharing the same culture and first language as students. Similar sentiments were shared by the Chilean English teachers in McKay (2003). Teachers in Baccaglini (2013) expanded on the value of NNESTs, believing that NNESTs tend to have a firmer grasp of the art of teaching and educational theories. The teachers further identified NNESTs as sources of motivation for students. Nevertheless, these teachers also shared that NNESTs experience much discrimination, particularly in hiring. Some evidence of this claim can be found in McKay (2003), where participants from semi-public and private schools tended toward the idea of hiring NESTs when possible.

4.2.3. Learner Needs Dimension

The learner needs dimension focuses on how teachers' perceptions of language features and users influenced their curriculum and instructional practices. All seventeen studies addressed teacher views toward the learner needs dimension, though often showing contradictory feelings related to the ELF perspective. Kusumaningputri et al. (2022) provided a characteristic example of the contradictions in the literature. On the one hand, teachers indicated that more multicultural characters in learning materials would be received positively. On the other hand, the teachers tended to prefer incorporating a so-called native-speaker model in their curriculum since this is the model students would need to pass national examinations.

Shibata (2010) reported that high school teachers focused more on grammatical accuracy to prepare students for university entrance exams, which measured English grammatical knowledge benchmarked to native speaker varieties. However, teachers felt that communication instead of accuracy should be the focus for junior high school students. Though exam washback seemed to be a factor in determining learner needs, several studies reported teachers establishing communication as the primary aim of English learning (Baccaglini, 2013; İstanbullu & Özkan, 2019; Juwariyah, 2021; Sifakis & Sougari, 2010; Takahashi, 2011). However, taking a communicative focus did not necessarily mean teachers embraced an ELF perspective. Teachers in Prabjandee (2020) tended toward viewing English as a way to communicate with people globally, thus aligning with the principles of the ELF perspective. However, in İstanbullu and Özkan (2019), though teachers reported having a communicative focus in their curriculum, "only a minority resisted teaching English according to a native English speaker model" (p. 25). Similarly, 58% of teachers in Juwariyah (2021) agreed that students should be exposed to different varieties of English, reasoning that students will need to use English with non-native speakers outside the classroom, yet 69% of the teachers reported emphasizing native-like pronunciation and grammar in their lessons. Takahashi (2017) reported that teachers felt more positive about an explanation in textbooks discussing English varieties than including a non-standard English variety in the textbooks. In some cases, teachers felt the curriculum required taking an NS perspective. For example, teachers in Aydın and Karakaş (2021) thought that their curriculum required the teaching of so-called standard English.

In many contexts, teachers' determination of learner needs, either in line with or counter to the ELF perspective, could be tied to the curriculum materials. One teacher in İstanbullu and Özkan's (2019) study explained that the textbook she used featured a native speaker model, and there were no other choices of textbooks from which she could teach. As a result, she felt restricted to teaching from an NS perspective. Teachers in Sifakis and Sougari (2010) similarly felt obliged to use a particular textbook designed with the NS perspective. Asakereh et al. (2019) found that teachers generally felt that lesson material should be based on a native speaker model, and similarly, teachers in Vettorel (2015) mainly focused on British English with some American or other Inner Circle varieties also incorporated into learning materials. In fact, only two participants in Vettorel's study mentioned incorporating those from other circles in their teaching materials. In contrast, Juwariyah's (2021) findings showed that some teachers tended toward an ELF perspective in material development. About 39% of participants agreed that they "specifically search for a non-native English speaker to be used for their teaching materials," and about 44% agreed that they "do not really care about the English speaker when searching for teaching materials" (Juwariyah, 2021, pp. 115–116).

Eight studies (Asakereh et al., 2019; Baccaglini, 2013; İstanbullu & Özkan, 2019; Juwariyah, 2021; Kusumaningputri et al., 2022; McKay, 2003; Sifakis & Sougari, 2010; Takahashi, 2011) discussed the role of culture in English language teaching. Many teachers considered the inclusion of local culture to be important (Asakereh et al., 2019; McKay, 2003), and teachers felt it was vital to exclude offensive cultural elements in lessons (Asakereh et al., 2019). Teachers also believed that English is a helpful tool for sharing their local cultures with the world (Kusumaningputri et al., 2022). More than half of the teachers in Takahashi's (2011) study believed textbooks should include inner, outer, and expanding cultures. Nearly 80 percent of participants in Kusumaningputri et al. (2022) "believed that discussions on intercultural differences and the awareness of this notion were significant" (p. 107). On the other hand, some teachers believed that teaching about British and American cultures is important (İstanbullu

& Özkan, 2019; Juwariyah, 2021). In some cases, teachers preferred to teach about their own and other non-native speaker cultures but felt bound to focus on native-speaker cultures because of their textbooks and syllabi (İstanbullu & Özkan, 2019).

5. Discussion

In the above section, we presented the findings of our systematic review examining 17 studies on teachers' views toward the ELF perspective in their pedagogy, assessment, and English use. Our study synthesized the literature using a three-dimensional framework of the ELF perspective inclusive of language features, English users, and learner needs. Using these dimensions, we synthesized two aspects of the literature: research methods and findings on teachers' views. Overall, the review revealed that all three dimensions were addressed among the studies, though not necessarily within single studies, and there were mixed views among teachers toward the ELF perspective. We discuss each of these aspects separately below.

Regarding research methods, most studies employed a mixed-method design and utilized a combination of instruments for data collection. However, six studies used one instrument exclusively, generally questionnaires or interviews, to collect data. Given how some studies in the review revealed contradictory findings across instruments or within dimensions (e.g., Kusumaningputri et al., 2022), it is recommended that future studies utilize multiple instruments for measuring teacher views toward ELF perspectives. That being said, this systematic review found that using more than one instrument did not necessarily lead to better coverage of research on the dimensions of language features, language users, and language user needs. It is hoped that one of the contributions of this review is that scholars can gain a broad understanding of methods utilized in previous studies and use this knowledge to design instruments for future studies. Future research should develop various types of instruments that adequately cover all three dimensions of the ELF perspective.

Beyond utilizing multiple instruments, future studies must also take steps to ensure the validity and trustworthiness of their instruments and the data analysis in their studies. Fewer than half of the studies included in this review discussed issues of validity or trustworthiness, indicating that there is much room for growth regarding the academic rigor of this research area. Scholars such as DeVellis (2017) for quantitative scales and Patton (2015) for qualitative inquiries discuss how to ensure validity and trustworthiness in research. These scholars' recommendations and procedures should be considered in the planning and reporting of future studies.

Regarding teacher views, there were mixed findings across and within studies concerning views toward language features, English users, and learner needs dimensions.

An ELF perspective would respectfully acknowledge and give legitimacy to varying English accents, structures, and lexicon worldwide. However, the NS perspective seemed more prominent among teachers. Though teachers across all studies acknowledged the existence of different accents, structures, and lexicons, most studies revealed that teachers believed a standard English existed and was the ideal. In other words, teachers tended to question the legitimacy of different varieties. From this perspective, the literature shows signs that an ELF perspective may be evolving (respectful acknowledgment of varieties), but most teachers stop short of giving these varieties legitimacy, thus taking the NS perspective for language feature preferences and, most likely, in their teaching practice.

Examination of literature for the English user dimension, on the other hand, showed teachers taking more of an ELF perspective than seen for language features, though the findings were somewhat mixed across studies. The ELF perspective for the English user dimension would hold that users from all circles are legitimate owners and teachers of the English language. Three articles discussed the legitimacy of users from other countries, and all three indicated that teachers felt positive about the idea. Still, the literature contained some dissenting voices on the legitimacy of users from the outer circle, despite English being an official language (e.g., Baccaglini, 2013). Four studies explicitly addressed who owns English—inner circle or all circles—and reported a range of opinions. However, the literature on who is considered a legitimate teacher showed more positive views toward the ELF perspective. Six studies discussed NESTs and NNESTs, with three showing preferences for NNESTs and three viewing

both NESTs and NNESTs as having unique strengths. Ultimately, the studies showed that teachers may lean toward an NS perspective when it comes to English ownership but take more of an ELF perspective as it pertains to teachers of the language.

Given the prevalence of an NS perspective among the language features and English user dimensions, teachers' views toward the learner needs dimension seemed to be aligned, more often than not, with that of the NS perspective, though there was some evidence of an emerging ELF perspective. The ELF perspective for the learner needs dimension would view communication over accuracy as an aim and incorporate the features and users from all circles in their curriculum and materials. Eight studies discussed teaching English for communication over accuracy, with six setting communication as the aim. However, that most studies chose communication in and of itself did not mean teachers adopted an ELF perspective. In fact, studies such as Asakereh et al. (2019) found that teachers positioned their communicative aims from an NS perspective, viewing the purpose as learning to communicate with inner circle users. Other studies reported teachers acknowledging that students may need to communicate across circles, yet the NS perspective remained a guide for their teaching, viewing the so-called native-speaker standards as best suited for communication globally. These mixed views further extended to curriculum and materials, including the inclusion of native speaker culture in learning materials. Though some studies showed that teachers preferred presenting American or British features and users (e.g., Juwariyah, 2021), some teachers were in favor of incorporating the Englishes of other circles, though this was more often in presenting diverse users in teaching materials rather than language features, with accent varieties more welcomed than forms or lexicon. In sum, the literature showed some evidence of the ELF perspective in determining learner needs, but the NS perspective still appeared to drive teachers' decisions on curriculum and instruction.

There are a few limitations that should be considered for this systematic review. First, the focus of this study was solely on primary and secondary in-service teachers. Hence, future reviews may wish to explore other teachers' views of the ELF perspective from other demographics. Second, although we conducted our review methodically (e.g., by selecting inclusion criteria, keywords, and databases), we acknowledge that these choices may have affected our findings. Future reviews may wish to alter the aforementioned factors and compare the findings with those reported here. Finally, only articles published in English were considered for inclusion in this study. Future research may wish to target pertinent research conducted in other languages, which may potentially impact the results.

In conclusion, this systematic review presented literature on teachers' views toward the ELF perspective. In short, there was no clear-cut answer to how teachers felt about the ELF perspective, though the literature showed that the NS perspective still strongly influenced teachers' mindsets regarding the pedagogy and the assessment of English. Most areas explored in this review indicated some significant differences of opinion across all three dimensions. In some regards, a shift toward an acceptance of different varieties of English could be seen, as in English, users are not only from the inner circle, and learners will need to communicate across and within circles. However, there were some areas where teachers were more reluctant to relinquish the NS perspective, such as adherence to standard English and the need to sound like a native speaker. These findings indicate that there is still much work to be done in the realm of pre-service and in-service teacher education. Given the conceptual framework used here, teacher education programs should consider how they target each of the three dimensions in order to fully develop the ELF perspective among trainees.

Additionally, we believe the linguistically responsive instruction (LRI) movement, that is, the "pedagogical approach designed to facilitate and address the needs of all students, including those who are culturally and linguistically diverse" (Gallagher & Haan, 2020, p. 94), can be incorporated to develop and enhance teachers' ELF perspective. LRI is more than just encouraging students to use their first languages to learn English and using other instructional strategies that support language learning. It involves a shift in understanding the student population. Valuing students' prior world knowledge, cultures, and their present linguistic repertoire as assets that can be drawn on to learn a new language are critical aspects of LRI and the ELF perspective (Haan & Gallagher, 2022). When teachers embrace an ELF perspective personally and professionally, it opens the door for their students to do the same. Society can begin to be more accepting of different accents, forms, and lexicons and move toward

lowering gatekeeping standards that deny individuals being recognized as users of English. The ELF perspective paves the way for the world to focus more on the assets of bilinguals instead of the deficits.

Disclosure Statement

The authors claim no conflict of interest.

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