

26th October 2024

VinhTESOL conference

CO-AUTHOR

Ms. Phạm Thị Thu Hà
Vietnam National University

PRESENTER

Vũ Phạm Tuấn Anh
EFL teacher

Paper Presentation

Investigating the **perceptions and practice** of **English as an international language teaching** of English language pre-service teachers at a university in Hanoi

Table of Contents

		Page
I	Introduction	4
II	Literature review	7
III	Research methodology	14
IV	Findings & discussion	18
V	Conclusion	41

Language variations

Go where?

Thank you
na krub.

teaCHER, sumMER,
strawberRY...



- The course **Issues in teaching English as an international language**
 - Target: pre-service teachers at a university
 - Result: elevated perceptions among course participants (Pham, 2023).
- The translation into practice remains largely unknown.



This study examines the perceptions and self-reported practices of English language pre-service teachers after such training.



Issues in teaching English as an international language

Semester 6/7

Research questions

- **Question 1:** To what extent do English language pre-service teachers perceive English as an international language teaching?
- **Question 2:** To what extent do English language pre-service teachers perceive they have practiced English as an international language teaching?



Significance of the study

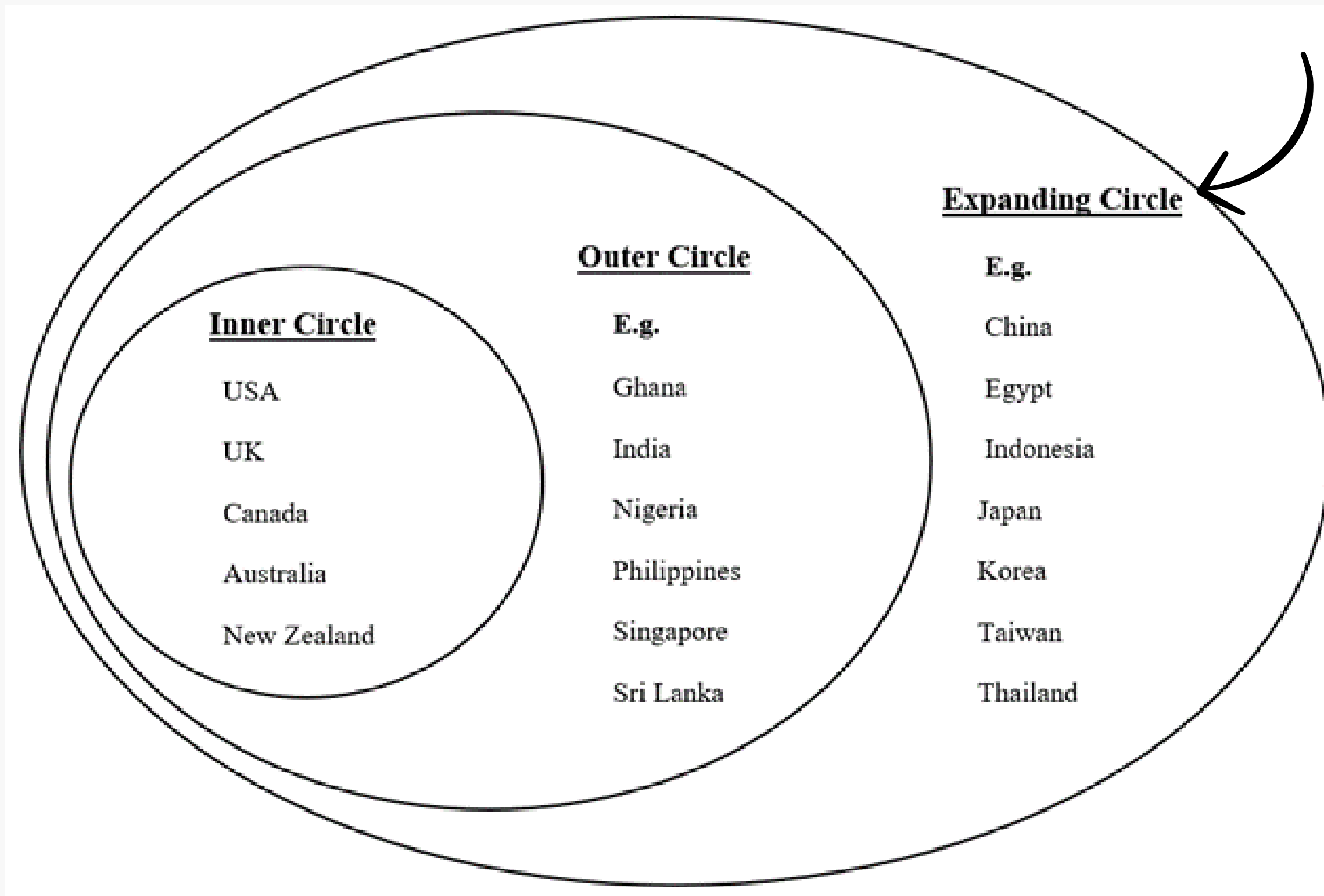
Inform teacher education programs

Inform various stakeholders intimately involved in EILT in Vietnam

Contribute to the understanding of the complexities of EILT in Vietnam and similar teaching contexts



Kachru's Concentric Circles of English (Kachru, 1992)



Non-native English speakers has outnumbered native English speakers (Graddol, 2003; McKay, 2003)



Implications for English language teaching: the shift in teaching goals



The new goal: To prepare learners to successfully communicate with speakers from various linguistic and cultural backgrounds (McKay, 2002; Kirkpatrick, 2014; Sharifian, 2014)



Implications for English language teaching: the shift in teaching goals In the context of Vietnam

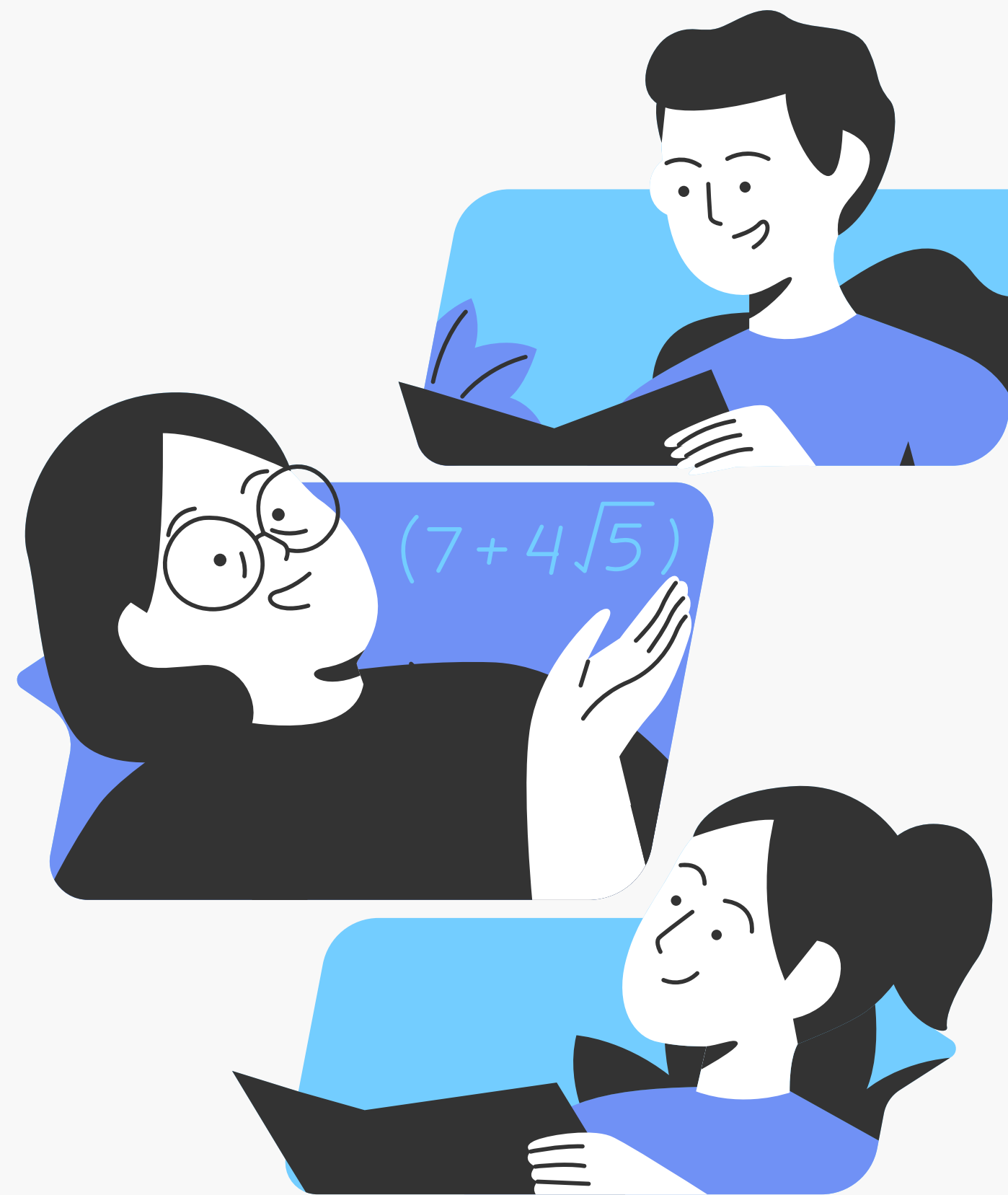


Vietnamese students are expected to be able to use a foreign language confidently in their daily communication, their study and work in **integrated, multicultural and multilingual environments.**

(MOET, 2008)



To implement EIL in teaching (EILT), a paradigm shift among English language teachers is essential (Brown, 1995; Matsuda, 2012; McKay, 2002; Renandya, 2012).



Related studies: Practice

- **Internationally**
 - Some examined practicum teaching (e.g., Cahyanto, 2013; Illés, Akcan & Feyér, 2013; Praptiningrum, 2013).
 - Some only explored the anticipated implementation of ELT (e.g., Christou et al., 2022).
- **In Vietnam: limited numbers of studies on practice**



The need to include more voices and critical reflections from pre-service teachers.



The course “Issues in teaching English as an International Language”

Course participants

Pre-service teachers in four classes at a teacher training university in Hanoi (cohort 2020–2024)

Mode

Optional course

Length: 15 weeks

Study mode: In-person lectures and self-study

Course contents

- | | |
|----------------------------------|--------------------------|
| (1) Key concepts related to EIL | (4) EIL assessment |
| (2) Standard and intelligibility | (5) EIL teacher identity |
| (3) EILT methodologies | |

→ Based on these contents, the conceptual framework was developed.

Conceptual framework

Drawn from a recent study by Jantadej (2021) and the contents of the course, four pillars arise.

- | | |
|---|--------------------------|
| (1) Linguistic and cultural literacy | (3) EILT methodologies |
| (2) Awareness of the dispossessing of English & features of different varieties | (4) EIL teacher identity |

→ Due to the relatively early stages of professional development of pre-service teachers, EIL assessment was excluded to ensure relevance.



Research design

Explanatory sequential mixed methods

→ A variety of data types developed a more thorough understanding of the research problems (Creswell & Creswell, 2017).



Research instruments

1



Likert-scale questionnaire
to gather perceptions

2



Semi-structured interview
protocols to triangulate the
data and gather reflections
on practices



Data collection and analysis procedure

Designing research instruments

Pilot testing

Collecting quantitative data
(purposive sampling)

85 senior pre-service teachers having
participated in the EIL course

Analyzing quantitative data
(descriptive statistics)





Data collection and analysis procedure

Analyzing quantitative data
(descriptive statistics)

Collecting qualitative data
(stratified sampling)

7 pre-service teachers: 4 from 'more aligned' groups and 3 from 'less aligned'

Analyzing qualitative data
(thematic analysis)

Presenting the data



Question 1: The extent of perception

Extent	Descriptions	Mean
Closely aligned	<ul style="list-style-type: none">• Strongly agreed with ELT principles.	3.26 – 4.00
Somewhat aligned	<ul style="list-style-type: none">• Generally agreed with ELT principles.• Some notions might not correspond with ELT.	2.51 – 3.25
Less aligned	<ul style="list-style-type: none">• Generally disagreed with ELT principles.• Some notions might correspond with ELT.	1.76 – 2.50
Minimally aligned	<ul style="list-style-type: none">• Strongly disagreed with ELT principles.	1.00 – 1.75

Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

First pillar: Linguistic and cultural literacy

	1 (person) (%)	2 (person) (%)	3 (person) (%)	4 (person) (%)	M	SD
1.1 EILT encourages learners to learn from other cultures besides those of the Inner Circle countries, such as the US and Britain.	1 (1.2)	7 (8.2)	27 (31.8)	50 (58.8)	3.48	0.701
1.4 EILT encourages learners to acquire the pragmatic rules of their future communicators.	3 (3.5)	9 (10.6)	40 (47.1)	33 (38.8)	3.21	0.773
1.5 EILT informs learners that learning EIL preserves local cultures worldwide.	0 (0)	9 (10.6)	38 (44.7)	38 (44.7)	3.34	0.665
Inversely scored items						
1.2 EILT encourages learners to acquire the pragmatic rules of native English speakers only.	23 (27.1)	32 (37.6)	25 (29.4)	5 (5.9)	2.86	0.888
1.3 EILT focuses on the culture of native English speakers.	31 (36.5)	21 (24.7)	21 (24.7)	12 (14.1)	2.84	1.078
Total: Somewhat aligned					3.15	0.821

Somewhat
aligned
M = 3.15



Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

Second pillar: Awareness on the dispossession of English & features of different varieties

	1 (person) (%)	2 (person) (%)	3 (person) (%)	4 (person) (%)	M	SD
2.1 EILT informs learners that the English language is going to be influenced by both its native speakers and non-native speakers.	1 (1.2)	4 (4.7)	20 (23.5)	60 (70.6)	3.64	0.633
2.2 EILT informs learners that English belongs to all its users around the globe.	1 (1.2)	1 (1.2)	24 (28.2)	59 (69.4)	3.66	0.568
2.4 EILT informs learners that English varieties have different lexical features.	0 (0)	4 (4.7)	24 (28.2)	57 (67.1)	3.62	0.577
2.5 EILT informs learners that English varieties have different grammatical features.	0 (0)	4 (4.7)	22 (25.9)	59 (69.4)	3.65	0.571
2.6 EILT informs learners that English varieties have different phonological features.	0 (0)	3 (3.5)	19 (22.4)	63 (74.1)	3.71	0.531
2.8 EILT informs learners that English with its many varieties is used for a wide range of activities in different fields around the globe.	2 (2.4)	3 (3.5)	26 (30.6)	54 (63.5)	3.55	0.681

**Closely
aligned
M = 3.51**



Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

Third pillar: EILT methodologies

	1 (person (%))	2 (person (%))	3 (person (%))	4 (person (%))	M	SD
3.1 EILT discusses with learners that English should be used to present learners' own language and culture to others around the globe.	0 (0)	7 (8.2)	36 (42.4)	42 (49.4)	3.41	0.642
3.2 EILT encourages learners to acquire intercultural competence.	0 (0)	5 (5.9)	20 (23.5)	60 (70.6)	3.65	0.592
3.3 EILT uses various activities to exemplify interactions between people with different native languages in classroom settings.	4 (4.7)	8 (9.4)	39 (45.9)	34 (40)	3.21	0.803
3.5 EILT employs different approaches in developing learners' communication strategies.	0 (0)	13 (15.3)	47 (55.3)	25 (29.4)	3.14	0.657
3.6 EILT exposes learners to a variety of speakers.	0 (0)	3 (3.5)	28 (32.9)	54 (63.5)	3.60	0.561
3.7 EILT exposes learners to a variety of cultures.	0 (0)	4 (4.7)	27 (31.8)	54 (63.5)	3.59	0.583
3.8 EILT encourages learners to acquire pragmatic competence.	1 (1.2)	9 (10.6)	39 (45.9)	36 (42.4)	3.29	0.704

**Closely
aligned
M = 3.31**



Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

Fourth pillar: EIL teacher identity

	1 (person) (%)	2 (person) (%)	3 (person) (%)	4 (person) (%)	M	SD
4.1 EILT discusses with learners that trained local bilingual teachers are ideal for teaching EIL to learners.	4 (4.7)	4 (4.7)	40 (47.1)	37 (43.5)	3.29	0.769
4.2 EILT encourages non-native English teachers to be confident in their local accent <u>as long as</u> it is understandable.	0 (0)	3 (3.5)	34 (40)	48 (56.5)	3.53	0.569
4.3 EILT encourages non-native English teachers to draw on their strengths, such as knowing students' first language and culture.	0 (0)	5 (5.9)	25 (29.4)	55 (64.7)	3.59	0.603
Total: Closely aligned					3.47	0.647

**Closely
aligned
M = 3.47**



Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

Most and **least** positively perceived aspects:

- **Most agreement (M = 3.5 and above):**
 - Teaching cultures beyond those of native English speaking countries
 - International status of English and its different varieties
 - Intercultural competence in relevant cultures
 - Unique advantages of non-native teachers
- **Least agreement (M = 3.2 and below)**
 - Exemplifying L2-L2 interactions
 - Developing communicative strategies
 - Critically using CLT in the EIL context

Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

Data from 7 interviewees showed **similar results**.

For example...

100% reached a consensus on the significance of intercultural and pragmatic competence.

86% agreed that students should be well-versed in the pragmatic rules of their future communicators.

71% strongly asserted that the English language belongs to all users.

Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

This study **confirmed** past research on pre-service teachers' perceptions.

- Linguistic and cultural literacy: Maijala (2018) and Numrich (1996)
→ Increased receptivity towards integrating cultures into lessons after training.
- Awareness on the dispossession of English & features of different varieties: Christou et al., 2022; Lee & Lee, 2018; Mai, 2016; Sadeghpour & Sharifian, 2017
→ Training positively influenced their EILT perceptions.

Question 1: The extent of perception



Pre-service teachers' perceptions were **generally aligned** with EILT.

This study **confirmed** past research on pre-service teachers' perceptions.

- Intercultural & pragmatic competence: Raja et al. (2022), Elmeddahim (2022), Yildirim (2015) and Yuan et al. (2015)
 - EIL teacher identity: Beckett & Stiefvater, 2009; Christou et al., 2022; Walkinshaw & Oanh, 2014
- Non-native English teachers had unique advantages to offer

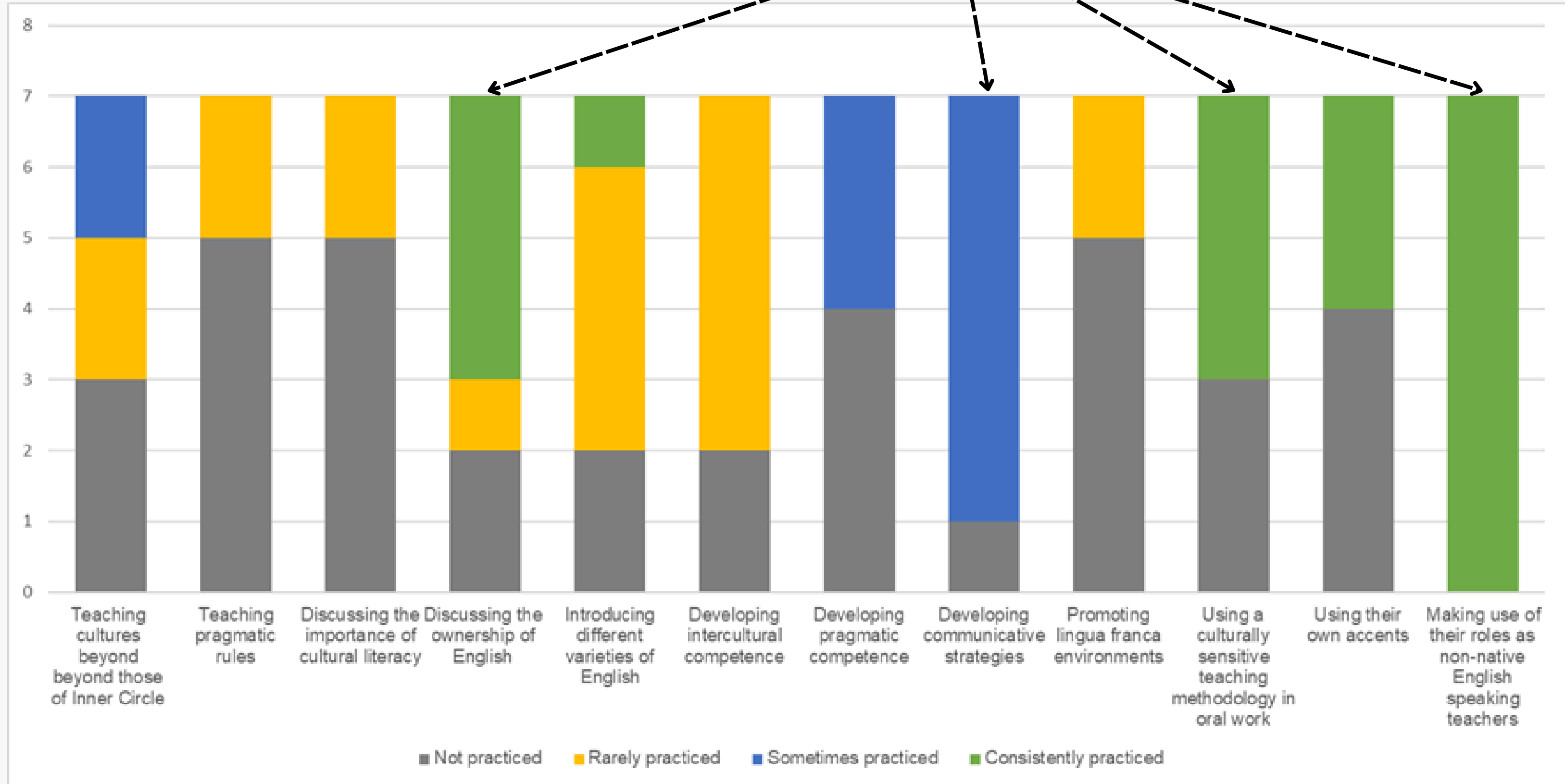


The common awareness among pre-service teachers.

Extent	Descriptions
Not practiced	<ul style="list-style-type: none"> • No or little evidence of EILT in classroom instructions. • No evident intention of EILT integration.
Rarely practiced	<ul style="list-style-type: none"> • Rare or infrequent application of EILT in classroom instructions. • Isolated and/or surface-level instances of EILT. • Might be spontaneous rather than intentionally practiced.
Sometimes practiced	<ul style="list-style-type: none"> • Periodic application of EILT in classroom instructions. • Slightly more planned and in-depth integration. • Despite an evident effort to include EILT in teaching, it was not consistently and/or comprehensively applied in classroom instructions.
Consistently practiced	<ul style="list-style-type: none"> • Regular usage of EILT in classroom instructions. • Planned and in-depth integration. • This usage is not limited to particular learning contents but extends to different topics.

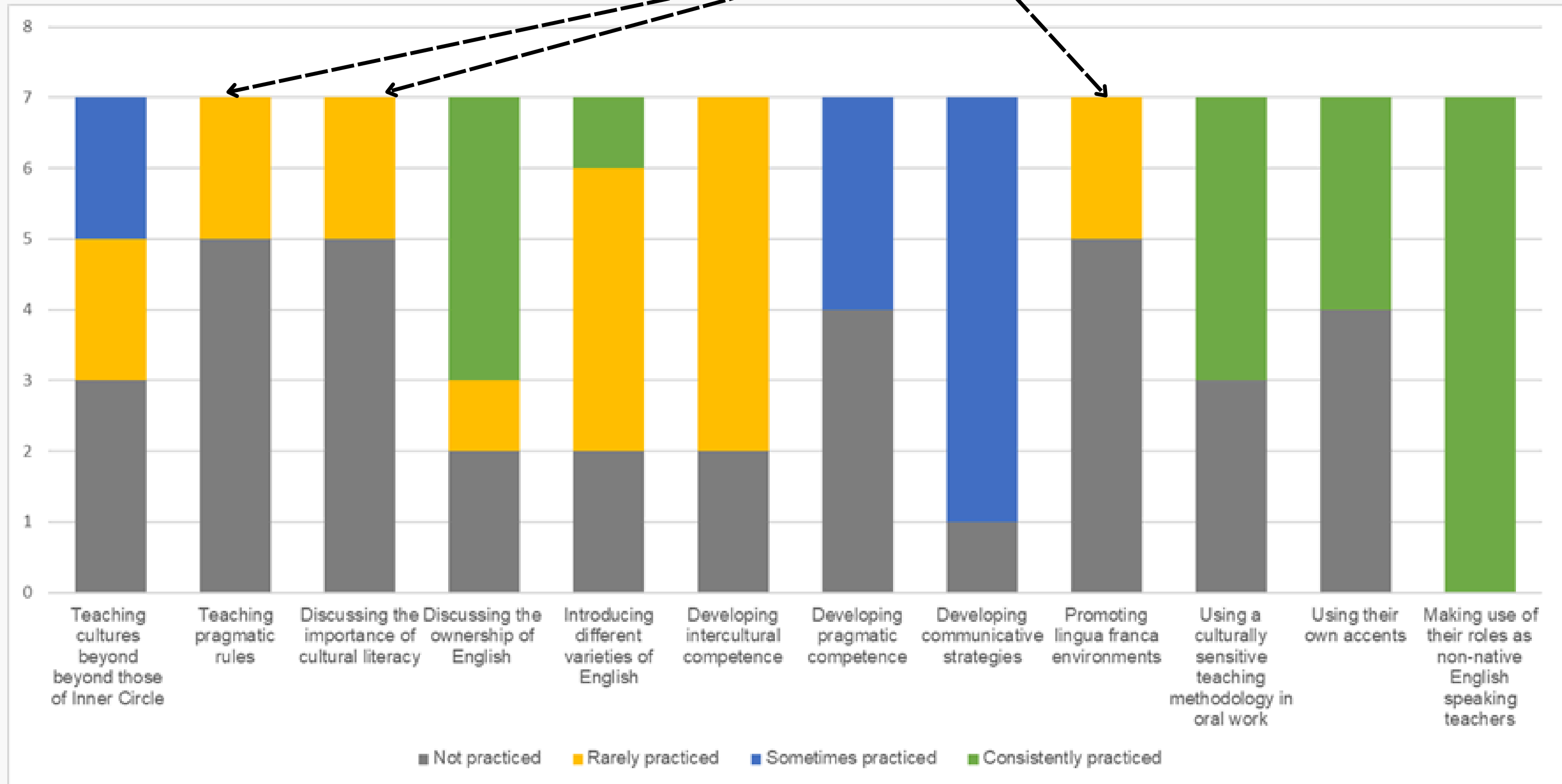
Most practiced

Question 2: The extent of practice



Least practiced

Question 2: The extent of practice



Question 2: The extent of practice

Challenges in implementing EILT

- Materials availability (materials discourage teaching)

*I hardly touch on the Outer or Expanding circles. It's because **materials don't invest in it**, they lean more towards the language aspect than culture or teaching EIL to students (Thảo Linh)*

*There's **no connection between language and culture in the materials**, so it'd be odd to discuss it with students, right? (Mai Anh)*

*Most **textbooks** do introduce cultures... but they do not focus on the skill aspect, they stop at the knowledge level only. (Minh Đức)*



Question 2: The extent of practice

Challenges in implementing EILT

- Stakeholder pressure (educational institutions or parents show negative attitudes towards EIL and NNESTs)

*There's **the pressure from the center**, lack of time, and too many goals we have to achieve in one lesson. (Thảo Linh)*

***Most centers prefer European-native teachers**, regardless of what country they're from. As long as they're Western, they can win over parents. (Minh Đức)*

*I feel like I'm simply **paving the way for the native teachers**... (Quốc Anh)*



Question 2: The extent of practice

Challenges in implementing EILT

- Student reception (students show negative attitudes towards EIL)

*Students just want to learn English. When I try to venture out of it, I'm afraid **they may not appreciate it.** (Thảo Linh)*

*Students do not prioritize interacting with people from different cultures, or even getting in touch with cultures other than British or American ones... Most students also **react somewhat negatively** to that... (Thanh Thảo)*



Question 2: The extent of practice

Challenges in implementing EILT

- Efficiency (it is inefficient to teach EIL)

*I want to **save time** for the lesson. I want to focus more on the language.
(Quốc Anh)*

*There's the **issue of time**. I have to go through all the content in the book,
because it's heavy on theory. (Mai Chi)*



Question 2: The extent of practice

Challenges in implementing EILT

- Relevance (learning EIL is irrelevant to students)

*There are a few lessons that touch upon various countries around the world. For example, like Indian culture where they eat with their hands... But if I mention more, it becomes **irrelevant**. (Mai Chi)*

*Middle or high school students are focusing on 'standard' grammar, so making them learn other grammar is **irrelevant**. (Minh Đức)*



Question 2: The extent of practice

Challenges in implementing EILT

- Practical application (students have few opportunities to apply EIL)

*I didn't teach pragmatic rules. Because my students usually work with Vietnamese people, they **don't plan on living abroad or working with foreigners.** (Thanh Thảo)*

*Typically, Vietnamese students don't think much about other cultures so they **won't be able to apply much** of foreign cultures. (Mai Chi)*



Question 2: The extent of practice

Challenges in implementing EILT

- Negative washback effect (test preparation hinders EILT)

*I always teach the standard variety. Because that's **what they'll be tested on**.*
(Thanh Thảo)

*In IELTS and similar exams, the audio we listen to tends to be either British or American English, or at most, Australian English. We don't see Singaporean or Indian English. So, I think **introducing them might end up being redundant**.*
(Thu Thủy)



Question 2: The extent of practice

Challenges in implementing EILT

- Unawareness or uncertainty about teaching methods

*I **don't even know how** I'd go about teaching it. Would I now have to spend a considerable amount of time researching cross-cultural stuff? (Thanh Thảo)*

*The reason I haven't is because I've **never really thought about it** and when you mentioned, it seemed quite difficult. (Mai Anh)*



Question 2: The extent of practice

Challenges in implementing EILT

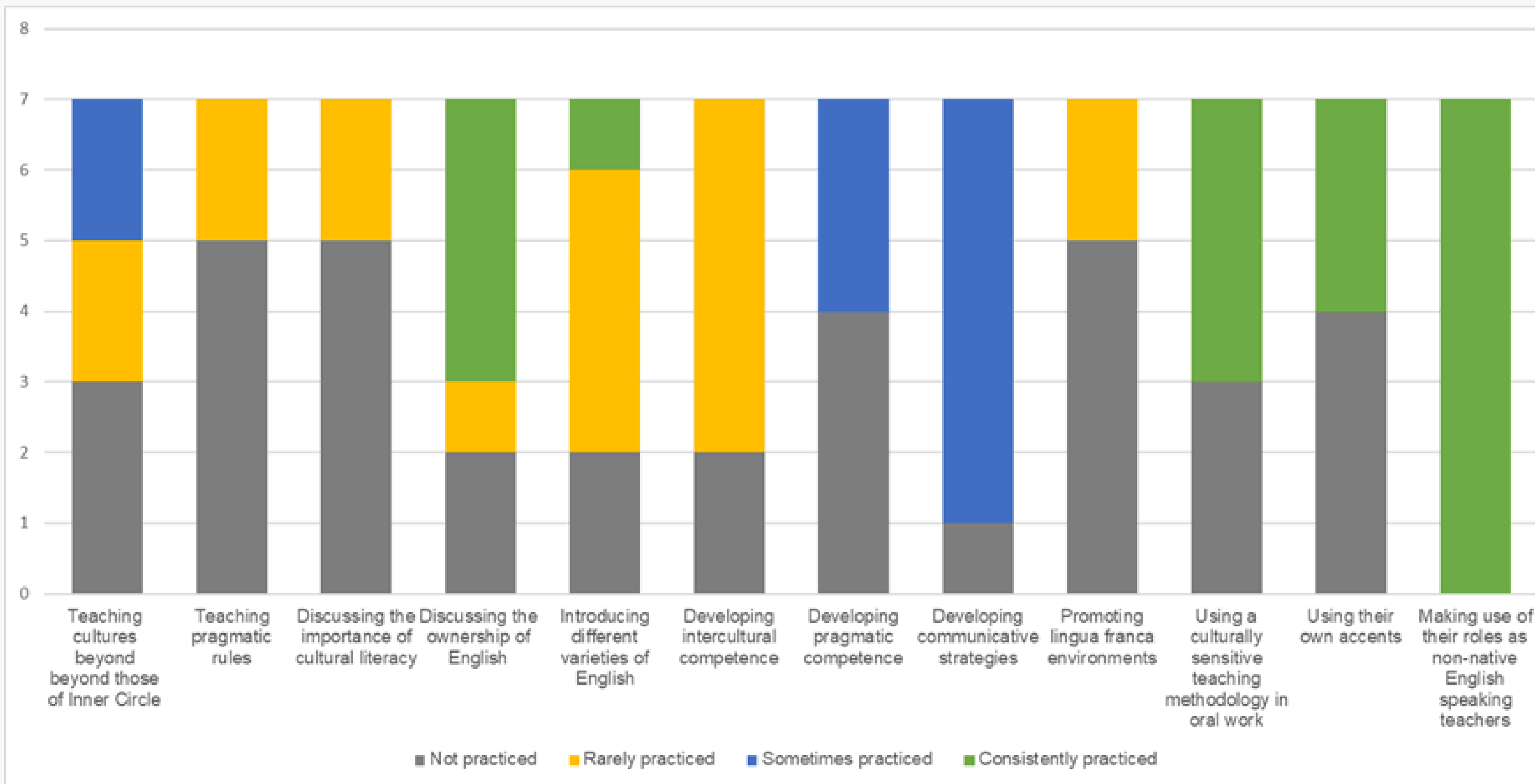
- Materials availability (materials discourage teaching)
- Stakeholder pressure (educational institutions or parents show negative attitudes towards EIL and NNESTs)
- Student reception (students show negative attitudes towards EIL)
- Efficiency (it is inefficient to teach EIL)
- Relevance (learning EIL is irrelevant to students)
- Practical application (students have few opportunities to apply EIL)
- Negative washback effect (test preparation hinders EILT)
- Unawareness or uncertainty about teaching methods

→ Some of the challenges resonate with studies by Deniz et al. (2020) and Marlina (2014).



Question 2: The extent of practice

This theory-practice divide **echoes** the findings of previous studies (Christou et al., 2022; Deniz et al., 2020; Lee et al., 2018; Mai, 2016; Marlina, 2014; Sadeghpour & Sharifian, 2019).



Many of the challenges involved external factors such as curriculum, teaching materials, exams based on native-speaker norms, inadequate teacher training, resource constraints, and stakeholder pressure.

Curriculum and materials designers

- Materials unavailability

→ More culturally and linguistically inclusive teaching resources help ease stakeholder pressure and guide pedagogical strategies (Deniz et al., 2020; Kumaravadivelu, 2012; Sadeghpour & Sharifian, 2019).

Language teacher trainers

- Maintain highly perceived aspects (e.g. ensure regular assessment and up-to-date contents)
- Address less perceived aspects (e.g. revise delivery, contents and learning activities, leverage flipped classroom learning)
- Bridge the theory-practice gap (e.g. provide real-life scenarios, role-plays, and other practical modules).

Many of the challenges involved external factors such as curriculum, teaching materials, exams based on native-speaker norms, inadequate teacher training, resource constraints, and stakeholder pressure.

Stakeholder

- Stakeholder pressure
- Raise awareness among institutional administrators to help ease native-speakerism and allow non-native teachers to draw on their strengths (e.g. workshops, policy reforms, pilot programs).

English language assessment developers

- Negative washback from high-school exams and standardized tests (IELTS, TOEIC)
- Accommodate EIL in a context-sensitive version of language testing to influence positive washback .

26th October 2024

VinhTESOL conference

CO-AUTHOR

Ms. Phạm Thị Thu Hà
Vietnam National University

PRESENTER

Vũ Phạm Tuấn Anh
EFL teacher

**Thank you
for listening!**

References

- Altun-Evci, H. (2010). *International English teachers' perceptions of English as an international language* [Doctoral dissertation, Bilkent Universitesi]. ProQuest Dissertations Publishing.
<https://www.proquest.com/openview/d0dcb3628131186b30c941ebac1602f3>
- Bayyurt, Y., & Sifakis, N. C. (2015). Developing an ELF-aware pedagogy: Insights from a self-education programme. In *New frontiers in teaching and learning English* (pp. 55-76).
https://www.researchgate.net/publication/274733182_Developing_an_ELF-aware_pedagogy_Insights_from_a_self-education_programme
- Beckett, G. H., & Stiefvater, A. L. (2009). Change in ESL graduate Students' perspectives on Non-Native English-Speaker teachers. *TESL Canada Journal*, 27(1), 27. <https://doi.org/10.18806/tesl.v27i1.1028>
- Brown, K. (1995). World Englishes: To teach or not to teach? *World Englishes*, 14(2), 233–245. <https://doi.org/10.1111/j.1467-971x.1995.tb00353.x>

References

- Cahyanto, B. N. (2013). *Cultural Content Implemented in Student-Teachers' Teaching Practicum Program Viewed From EIL Pedagogy* (Doctoral dissertation, Program Studi Pendidikan Bahasa Inggris FBS-UKSW).
<https://repository.uksw.edu//handle/123456789/7253>
- Christou, E., Thomas, N., & McKinley, J. (2022). Chinese pre-service English teachers' beliefs about English as an international language (EIL). *Journal of Multilingual and Multicultural Development*, 1–16. |
<https://doi.org/10.1080/01434632.2022.2148681>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage publications.
<https://us.sagepub.com/en-us/nam/research-design/book270550>

References

- Deniz, E. B., Kemaloğlu-Er, E., & Özkan, Y. (2020). ELF-aware pre-service teacher education: practices and perspectives. *ELT Journal*, 74(4), 453–462.
<https://doi.org/10.1093/elt/ccaa040>
- Dewey, M. (2012). Towards a post-normative approach: learning the pedagogy of ELF. *Journal of English as a Lingua Franca*, 1(1), 141–170.
<https://doi.org/10.1515/jelf-2012-0007>
- Dewey, M. (2014). Pedagogic Criticality and English as a Lingua Franca / Criticalidad pedagógica y el inglés como lengua franca. *Atlantis*, 36(2), 11–30.
<https://www.jstor.org/stable/43486658>
- Dewey, M. (2015). Chapter 7. Time to wake up some dogs! Shifting the culture of language in ELT. In *De Gruyter eBooks* (pp. 121–134).
<https://doi.org/10.1515/9783110335965.121>

References

- Doan, N. B. (2014). Teaching the target culture in English teacher Education Programs: Issues of EIL in Vietnam. In *English language education* (pp. 79–93).
https://doi.org/10.1007/978-3-319-06127-6_6
- Elmeddahim, F. (2022). Investigating pre-service EFL teachers' perceptions and conceptualizations of pragmatic competence and integration of pragmatics in EFL teaching process. [Master's thesis, Başkent Üniversitesi Eğitim Bilimleri Enstitüsü].
<http://acikerisim.baskent.edu.tr:8080/bitstream/handle/11727/9428/10493900.pdf>
- Elsheikh, A. (2015). Teachers' Perceptions of Teaching English as an International language (TEIL). *International Journal of Bilingual & Multilingual Teachers of English*, 03(02), 131–141. <https://doi.org/10.12785/ijbmte/030207>

References

- Illés, É., Akcan, S., & Feyér, B. (2013). Language awareness of prospective English teachers in Hungary and Turkey. In *Proceedings of The Fifth International Conference of English as a Lingua Franca* (p. 31).
https://iris.unive.it/bitstream/10278/37727/1/ELF5_Proceedings%20Book%20with%20article%20'Unproblematic%20and%20Uncontroversial'%20the%20ELF%20element%20in%20an%20on-line%20entrance%20test.pdf#page=43
- Kachru, B. B. (1992). Teaching world englishes. In *The other tongue: English across cultures* (2nd ed., pp. 355-365).
<https://books.google.com.vn/books?hl=en&lr=&id=DV4pddGfYSIC>
- Kirkpatrick, A. (2014). Teaching English in Asia in Non-Anglo Cultural Contexts: Principles of the 'Lingua Franca Approach.' In *English language education* (pp. 23–34). https://doi.org/10.1007/978-3-319-06127-6_2
- Lai, H. T. (2008). English as an international language? Taiwanese university teachers' dilemma and struggle. *English Today*, 24(3), 39–45.
<https://doi.org/10.1017/s0266078408000278>

References

- Lee, J. S., & Lee, K. (2018). Perceptions of English as an international language by Korean English-major and non-English-major students. *Journal of Multilingual and Multicultural Development*, 40(1), 76–89.
<https://doi.org/10.1080/01434632.2018.1480628>
- Luo, W. (2016). Teacher perceptions of teaching and learning English as a lingua franca in the expanding circle: A study of Taiwan. *English Today*, 33(1), 2–11.
<https://doi.org/10.1017/s0266078416000146>
- Mai, H. T. M. (2018). Teaching English as an International language: Variables Affecting Vietnamese EFL Lecturers' Beliefs. *Journal of English as an International language*, 13(1), 57–79. <https://files.eric.ed.gov/fulltext/EJ1247000.pdf>
- Maijala, M. (2018). Culture teaching methods in foreign language education: pre-service teachers' reported beliefs and practices. *Innovation in Language Learning and Teaching*, 14(2), 133–149. <https://doi.org/10.1080/17501229.2018.1509981>

References

- Marlina, R. (2014). The Pedagogy of English as an International Language (EIL): More reflections and dialogues. In *English language education* (pp. 1–19).
https://doi.org/10.1007/978-3-319-06127-6_1
- Matsuda, A. (2012). Principles and practices of teaching English as an international language. In *Multilingual Matters eBooks*.
<https://doi.org/10.21832/9781847697042>
- Matsuda, A. (2017). Preparing teachers to teach English as an international language. In *Multilingual Matters eBooks*. <https://doi.org/10.21832/9781783097036>
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and perspectives*. New York: Oxford University Press.
- Ministry of Education and Training (MOET). (2008). Teaching and learning foreign languages in the national education system, period 2008–2020. Retrieved from <https://chinhphu.vn/default.aspx?pageid=27160&docid=78437>

References

- Moradkhani, S., & Asakereh, A. (2018). EFL teachers' attitudes toward accent and culture in light of EIL: The case of Iranian public schools and private institutes. *Cogent Education*, 5(1), 1489336.
<https://doi.org/10.1080/2331186x.2018.1489336>
- Numrich, C. (1996). On Becoming a Language Teacher: Insights from Diary Studies. *TESOL Quarterly*, 30(1), 131. <https://doi.org/10.2307/3587610>
- Pham, T.T. Ha. (2023, October 27-29). Prepare pre-service English teachers to teach and assess English as an international language [Conference presentation]. *New Directions East Asia 2023: The Future of English Language Assessment in Learning Systems*, British Council, Hanoi, Vietnam.
- Praptiningrum, D. (2013). The Analysis To What Extent The EIL Material in An Eil Micro Teaching Class Reflects An Eil Approach (Doctoral dissertation, Program Studi Pendidikan Bahasa Inggris FBS-UKSW).
<https://repository.uksw.edu/handle/123456789/7267>

References

- Raja, P., Flora, Putrawan, G. E., & Razali, A. B. (2022). English as an international language: Perceptions of EFL preservice teachers in higher education institutions in Indonesia. *Education Research International*, 2022, 1–8.
<https://doi.org/10.1155/2022/3234983>
- Renandya, W. A. (2012). Teacher Roles in EIL. *The European Journal of Applied Linguistics and TEFL*, 1(2), 65–80.
https://www.researchgate.net/publication/292435645_Teacher_Roles_in_EIL
- Sadeghpour, M., & Sharifian, F. (2017). English language teachers' perceptions of world Englishes: the elephants in the room. *Asian Englishes*, 19(3), 242–258.
<https://doi.org/10.1080/13488678.2017.1362782>
- Sharifian, F. (2014). Teaching English as an international language in multicultural contexts: focus on Australia. In *English language education* (pp. 35–46).
https://doi.org/10.1007/978-3-319-06127-6_3

References

- Tanaka, F. (2010). A Survey-based study of Japanese University Student Attitudes toward EIL and implications for the Future of English Education in Japan. *Asian Englishes*, 13(1), 48–71. <https://doi.org/10.1080/13488678.2010.10801272>
- Walkinshaw, I., & Oanh, D. H. (2014). Native and Non-Native English language teachers. *SAGE Open*, 4(2), 215824401453445. <https://doi.org/10.1177/2158244014534451>
- Yildirim, M. (2015). EFL students' perceptions of pragmatics and their level of pragmatic competence. [Unpublished master's thesis, Cag University]. Turkey.
- Yuan, Y., Tangen, D., Mills, K. A., & Lidstone, J. (2015). Learning English Pragmatics in China: An Investigation into Chinese EFL Learners' Perceptions of Pragmatics. *The Electronic Journal for English as a Second Language*, 19(1), 1–16. <http://files.eric.ed.gov/fulltext/EJ1064080.pdf>