

English language teaching practices and implementations in higher education: Systematical literature review

Getachew Mihret ^{a,1,*}, Jagdish S Joshi ^{b,2}

^{a,b} Department of English, School of Languages, Gujarat University, Navrangpura, Ahmedabad, India

¹ gecheth251@gmail.com *; ² joshijagdish@gmail.com

* corresponding author



ARTICLE INFO

ABSTRACT

Article history

Received 20 January 2024

Revised 22 February 2024

Accepted 1 March 2024

Keywords

English Language Teaching

Practices

Implementations

Higher Education

According to English language teaching (ELT) practices and implementations, the problem-solving approach that puts students at the center of learning should serve as the foundation for the teaching and learning processes. As a result, it was determined that the principles and methods of communicative language teaching should serve as the foundation for English language instruction in higher education. Additionally, it was asserted that employing communicative language teaching methods will raise students' level of English language competency. Consequently, the goal of this methodically examined literature was to evaluate the methods and applications of English language instruction in the system of higher education. The investigator collected previously published works from the Scopus database. He reviewed articles published between the years 2016 and 2024. The researcher carried out six steps to direct the review: a systematic literature review utilizing the PRISMA approach (Mihret et al., 2024). The researcher kept 24 papers out of 139 that were carefully examined. Key words employed by the researcher were English language teaching and teaching, as well as higher education. The items could be retrieved on May 28, 2024. The final papers were used by the researcher instead of articles that were being considered for publishing in press, and the language used to publish those articles was English. The social sciences and the arts and humanities were the subject areas he employed most frequently. The results showed that in practices and implementations of English language teaching in higher education system, some problems such as, learner-related factors, teacher-related factors, socio-cultural influences, time and physical constraints, and shortage of materials are occurred.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



How to Cite: Mihret, G. & Joshi, J. S. (2024). English language teaching practices and implementations in higher education: Systematical literature review. *Teaching English as a Foreign Language Journal*, 3(1), 32-43. <https://doi.org/10.12928/tefl.v3i1.983>

1. Introduction

Concerns about the necessity of abandoning the traditional lecture style in higher education to better prepare students to be future leaders are growing. Many university educators have been inspired by research on active learning to try out the flipped classroom model, which has been widely used in K-12 curricula. Some of the previously conducted research studies described the 'flipped classroom' strategy that was used in an undergraduate sports coaching course, including its conception, execution, and results. Compared to previous courses, the students claimed to have had more consistent and pleasant interactions with peers and professors. All things considered, there had a strong degree of dedication to the course, group projects, conversations, and real-world applications and were noted as

helpful features. One of the most frequently suggested ways to make improvements was to give group assignments more time so that students could engage with one another more (Reddan et al., 2016).

In addition to providing future professionals with sufficient field-based experiences, teacher education programs must guarantee that students have a thorough understanding of the most recent theoretical and practical advancements in their fields of specialization. For students and teachers in order to develop their career, identity must be centered on their moral commitment. It has also been acknowledged that the formation of a moral standpoint in teacher preparation is an essential component. Likewise, a critical emphasis on the teacher as a transformational actor has been introduced into research on language teacher education (Rio et al., 2020).

Women incorporation in education has been researched and discussed during the past few years. However, rather than providing a thorough analysis of teachers' experiences, the government attempted to enhance the participation of women in English classrooms by themselves without the help of educational experts in Philippines. Likewise, there is a lack of coverage in the literature regarding the perspectives of Filipino ELT educators regarding the integration of gender issues into ELT instruction (Tarrayo et al., 2021).

According to published reports, Russia's ELT practice and implementation in their higher education system is becoming more digital. It looks at how educational practices for teaching English as a foreign language have changed as a result of Russian institutions incorporating Skye's digital learning platform. It also describes the platform's key features, the process of implementing the technology, and the new developments in teaching and learning. Perceptions from educators and students are reviewed in order to assess the progress of implementation (Drugova et al., 2021). This study is investigating how English language instruction is implemented and practiced in higher education institutions.

Considering how vital the English language is, the Indonesian government continuously tries to put policies into place that should be appropriate for different educational levels and student abilities, not just in terms of knowledge acquisition but also in terms of the students' morality and character when using the knowledge in their future daily lives. Both in-class instruction and genre-based learning exercises employ the genre-based approach. Yan, an expert, states that this approach and the idea that writers and students would benefit from learning a variety of written languages have been present since the 1980s. The genre-based approach is essential for assisting students in overcoming obstacles related to their writing achievement (Herman et al., 2020).

Some past investigations detailed the creation, implementation, and assessment of a content-driven language training curriculum utilized in a Japanese university's English for Academic Purpose program. The program's objective was to get students ready for a two-year study abroad stint at English-speaking universities. The initiative to redesign educational programs brought together the theories of second language acquisition and backward design curriculum development in an institutional setting where changes in staff and student demographics and management directives affected the process. The curriculum team used many data sources to do a needs analysis before implementing the curriculum and conducting an evaluation using a variety of sources. The requirements disproved the intuition of academics and curriculum designers with a number of surprising findings. Similarly, it was challenging to determine the curriculum's efficacy due to divergent student and faculty responses during the curriculum review. The university setting necessitates modifying theoretically based procedures utilized in levels of obligatory education, including the use of flexible curriculum design strategies, as a result of its focus on scholarly inquiry and independence. The researchers call for more case studies of designing courses at the tertiary level that illustrate the advantages and disadvantages of syllabus design theory in light of practical difficulties, as more colleges mandate that faculty members create and modify curricula (Miller et al., 2021).

Researchers take into account the effects of globalizing and internationalizing on the languages in higher education when talking about the usage of English as a Means of Communication according to Brazilian and Flemish contexts. In order to do this, an extensive review was carried out, analyzing a wide range of materials pertaining to language instruction and acquisition, such as books, journals, official websites, official government documents, and reports from foreign organizations. When categorizing the information acquired from many sources, consideration was given to the country of

origin and the methods used in teaching English as a medium of education. To create links between official papers and the methods presented in research published in journal articles and book chapters, recurring themes were found utilizing a range of document formats. Thanks to this approach, researchers may seek for links between theory and practice. The information gathered, which included statistics from Flanders and Brazil, was used to begin conversations regarding the advantages and disadvantages of using English as a teaching language in both contexts (Guimarães & Kremer, 2020).

A few essays developed in reaction to the current push in higher education to incorporate inquiry-based learning methodologies. For example, a study using staff and student perspectives on inquiry-based learning in Academic English courses in Bangladeshi institutions examines learning in English as a second language or English as a foreign language. Research-oriented teaching, an inquiry-based and method to learning that is cognitively exciting, serves as the conceptual foundation for the study. Survey from different universities in Bangladesh were gathered via semi-structured conversations involving six EFL professors and a survey of students' educational experiences (n = 319) (Jamil, 2023).

It has been over twenty years since language planning moved from application to theoretical. The absence of linguistic planning and policy in higher education was brought to light by multilingual issues. English as a teaching language is becoming more and more commonplace worldwide. Research on language policy, planning, and the British Council is still comparatively undeveloped in higher education. We propose that contextualized analyses of actors and agency would enhance present knowledge of higher education's policies and planning regarding academic language (Fenton-Smith & Gurney, 2016).

English has become a worldwide language as a result of its globalization, and it has also given rise to numerous regional variations of the language that are together referred to as world English. In this sense, proponents of world English are working to increase public awareness of the diversity of the English language and have emphasized the need for educators and students to grow in their ability to accept this diversity. World English practitioners and scholars created pedagogical approaches for teaching languages that aim to foster positive attitudes and increased awareness in language-learning classrooms. Nevertheless, in certain understudied contexts, like Thai classrooms, developing of research study on the expanding corpus of studies pertaining to the English language instruction classroom implementation and how to properly disseminate such innovation in practice is still lacking (Rajprasit, 2023).

Teachers who teach academic subject in a second language face pedagogical problems while working in environments where English is the medium of instruction. It has been proposed that chances for professional development could enhance the use of English as a language of education. However, investigating potential ways to classify present teacher pedagogies based on language use is a crucial first step towards ensuring that professional development is grounded in scientific data. Comparing pedagogical approaches between lecturers and universities of different sizes and sorts (elite, large, and small) (Sahan et al., 2021).

Speaking in a second language is a crucial part of learning a language, and it's frequently regarded as the most difficult of the four language skills in English language instruction. There is a gap between what research has been done and actual practice in second language listening instruction, even though hearing has received less emphasis in the literature on second language pedagogy despite its difficulty and significance in second language communication. While it's rarely taught, listening is regularly checked. This remark suggests that teachers are not well trained to effectively and clearly teach listening skills. Few research, although, have examined educators' perspectives and understanding of listening education as well as the resources they select to employ in the classroom (Emerick, 2019).

The majority of research on the application of evidence-based medical orders is conducted in English, which is widely acknowledged as the international language of science. The language of instruction for degree programs in public midwifery is English. This makes it possible for educators and students to access the most recent evidence-based midwifery curriculum, which is crucial for later on providing high-quality care. However, it also creates a barrier because teaching and learning are hampered by faculty members' and students' inadequate command of the language. The problems and possibilities related to using English as a teaching language in the view of Bangladeshi diploma holders of midwifery were examined by earlier academics. 38 public midwifery education institutes'

principals and 14 of the schools' English teachers received surveys. According to surveys, the majority of English teachers are guest lecturers with corporate or general English training who lack a standardized curriculum and operational English language labs (Williams et al., 2024).

Learning-oriented assessment is a newer method of classroom-based assessment that has drawn more attention in the last 10 years. Learning is given priority in learning-oriented assessment, which concentrates on getting students actively involved in evaluation processes. To improve higher education's learning environment, English as a foreign language teachers must be knowledgeable about and employ state-of-the-art techniques for assessment that aid in learning for students, such learner-oriented assessment (Al Kamli & Almalki, 2024).

2. Methodology

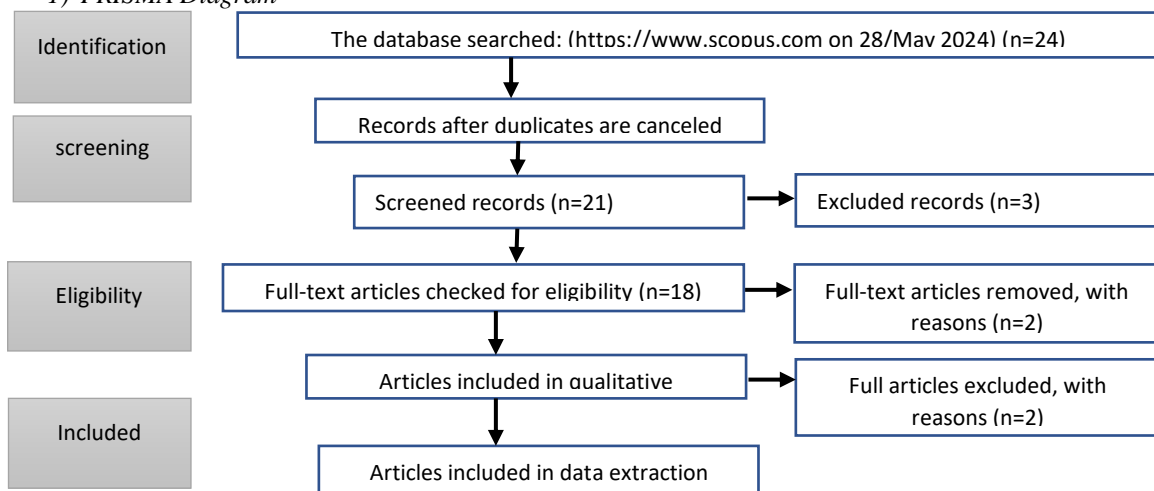
PRISMA-based systematic review of the literature (Mihret et al., 2024). Data extraction: 24 papers that met the following criteria were extracted during the data extraction stage.

1. Articles have to be published reports, reviewed documents or original work.
2. The reviewed and analysed materials were written in English and belong to the humanities, arts, or social sciences.
3. Papers that underwent a systematic evaluation were published between 2016 and 2024.
4. The paper which was extracted was from all countries of the world.
5. The articles were extracted from the "Scopus database."
6. English language teaching, teaching, and higher education are the keywords that were used to extract the papers.

2.1. Data Collection Tools

In other words, the researcher employed secondary data, which he obtained in textual form for this study. Data were retrieved on May 28, 2024. The researcher extracted the data from the Scopus database academic searching engine: (<https://www.scopus.com>). 'Advance' search phrases were also utilized via TITLE-ABS-KEY (English AND language AND teaching AND practices AND implementations AND higher AND education) AND PUBYEAR > 2014 AND PUBYEAR < 2025 AND (LIMIT-TO (EXACTKEYWORD , "Higher Education") OR LIMIT-TO (EXACTKEYWORD , "English Language Teaching") OR LIMIT-TO (EXACTKEYWORD , "Teaching")) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English"))

1) PRISMA Diagram

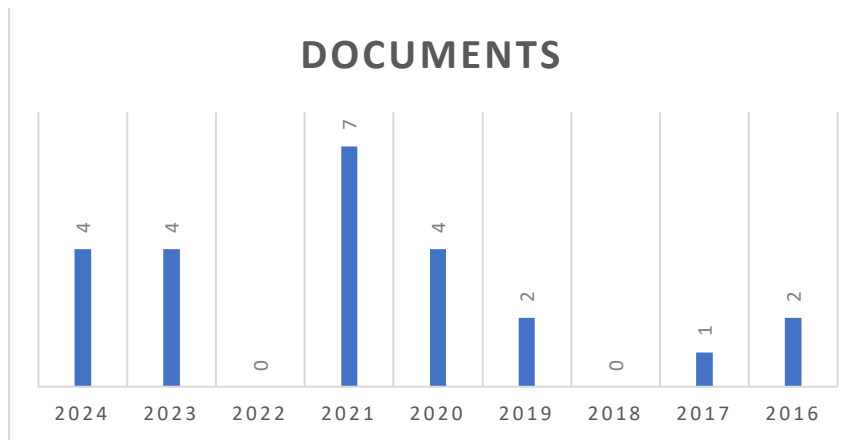


Source: (Mihret et al., 2024)

Fig. 1. PRISMA Diagram

3. Findings

3.1. Analysis of Documents by Year

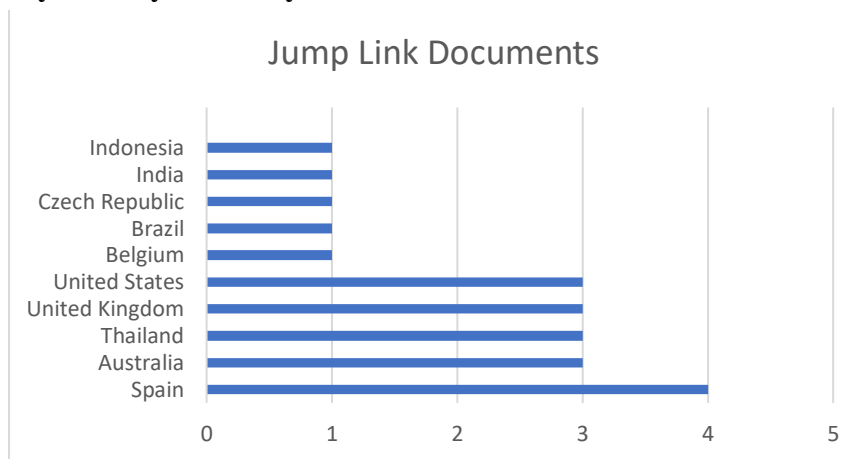


(Source: <https://www.scopus.com>, the academic search engine for the Scopus database. (Specifically, using TITLE-ABS-KEY for Advanced Search.)

Fig. 2. Depicts Reviewed and Analyzed Documents by Year

The table provides information on the number of documents for each year from 2016 to 2024. Here's a research analysis based on the data: The number of documents shows a fluctuating trend over the specified period. The year 2021 stands out with the highest number of documents (7). This peak could indicate increased research activity or a specific event related to the topic. Interestingly, there were no documents recorded in 2022 and 2018. This absence might be due to various reasons, such as data collection gaps or shifts in research focus. The years before and after the peak (2020, 2019, 2023, and 2024) consistently have four documents each. This stability suggests a consistent research output during these periods. While the data doesn't reveal a clear linear trend, it highlights variations across different years. Remember that this analysis is based solely on the provided data. For a more comprehensive understanding, additional context and domain-specific knowledge would be necessary.

3.2. Document by Country/ Territory



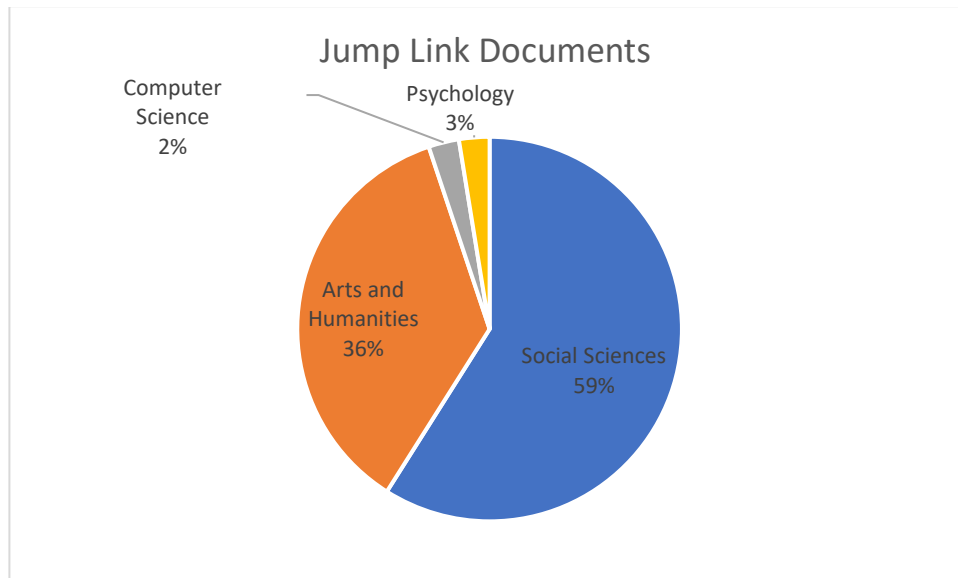
(Source: Academic search engine on the Scopus database (<https://www.scopus.com>). (In particular, TITLE-ABS-KEY Advanced Search)

Fig. 3. Displays Reviewed and Analyzed Documents by Country/ Territory

The data presented above in the bar chart titled "Jump Link" can be analyzed as observed. This visualization provides information about the number of documents associated with various countries or territories. Here's a concise paragraph summarizing the key findings: The "Jump Link" bar chart demonstrates the way documents are distributed throughout various nations and regions. Here are the notable observations: Spain leads the list with 4 documents. Australia, Thailand, United Kingdom,

and United States each has 3 documents, making them the next most prolific contributors. Belgium, Brazil, Czech Republic, India, and Indonesia each has 1 document associated with it. This data visualization sheds light on the geographical prevalence of documents related to "Jump Link." Researchers and analysts can use this information to explore patterns, identify trends, and understand the global distribution of relevant content.

3.3. Document by Subject Area



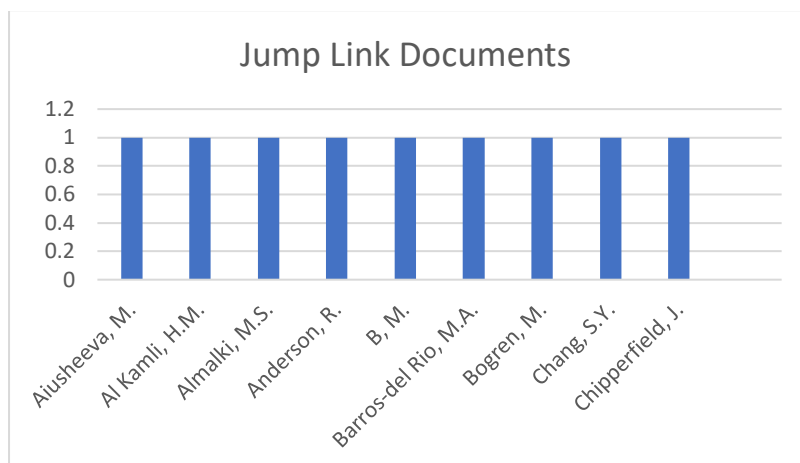
(Source: <https://www.scopus.com>, the academic search engine for the Scopus database. (Specifically, using TITLE-ABS-KEY for Advanced Search.)

Fig. 4. Document Analysis and Breakdown by Subject Area

The image displays a table with two columns: "Subject area" and "Documents." Here's a breakdown of the data: There are 23 (59%) of documents related to social sciences. In the case of Arts and Humanities, the collection includes 14 (36%) of documents in this field. Only one (2%) of the document falls under computer science. Similarly, there's just one (3%) of document related to psychology. The way the files are distributed among various topics reveals information about the research or database's focus. With a significant amount of materials, the social sciences predominate (23). Arts and humanities follow with 14 documents. However, computer science and psychology have minimal representation, each having only one document. Several implications arise from this distribution: Coinciding with a research emphasis, the prevalence of social sciences suggests that researchers or institutions heavily emphasize this field. It could be due to the popularity of social science topics or the availability of resources. The disparity between social sciences and computer science/psychology may indicate that interdisciplinary studies involving social sciences are more common. Researchers might explore connections between social sciences and other disciplines. In the case of resource allocation, institutions should consider it to address potential gaps. Why are there fewer resources in computer science and psychology? Is it due to research trends or other factors? Understanding these patterns can guide institutions in maintaining balanced collections and addressing research needs effectively.

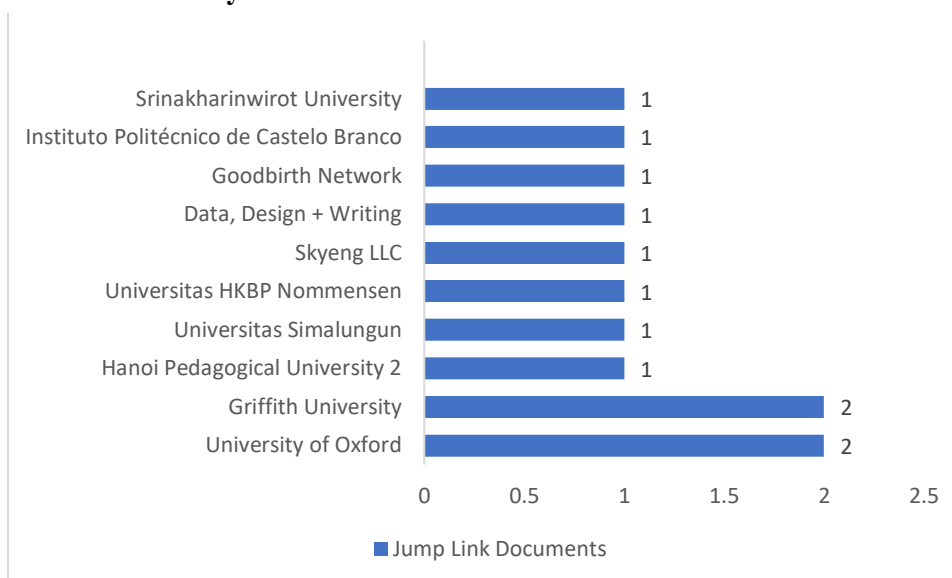
3.4. Reviewed Documents by Authors

The histogram image above displays a list of authors along with the number of documents associated with each author. Each author contributed only one document in the field. This list appears to represent authors and their respective contributions within a specific research context. While the information is limited, it suggests that each author has authored a single document.



(Source: <https://www.scopus.com>, the academic search engine for the Scopus database. (Specifically, using TITLE-ABS-KEY for Advanced Search.)

3.5. Reviewed Documents by Authors



(Source: <https://www.scopus.com>, Specifically, using TITLE-ABS-KEY for Advanced Search)

Fig. 5. Reviewed and Analyzed Documents by Affiliation

It appears to be a table showing the number of documents associated with different affiliations. Here are some observations: University of Oxford and Griffith University have the highest document count, each with 2 documents. Hanoi Pedagogical University 2, Universitas Simalungun, Universitas HKBP Nommensen, Skyeng LLC, Data, Design + Writing, Goodbirth Network, Instituto Politécnico de Castelo Branco, and Srinakharinwirot University each have 1 document. The University of Oxford and Griffith University seem to be actively involved in research, given their higher document count. The other affiliations may have varying research interests or collaboration levels.

3.7. Word Cloud

The word cloud analysis, as indicated in Figure 6 below, focusing on the topic "English Language Teaching Practices and Implementations in Higher Education," reveals key thematic elements.

Word clouds are graphic depictions of word frequency that are created from textual content. Each word's magnitude in the cloud reflects how frequently or how important it occurs in the content that has been examined. The following are some salient findings from the word cloud:

Remember that while word clouds provide a visual overview, they should complement deeper qualitative analysis rather than replace it.

4. Discussion

The findings from this systematic literature review reveal several key themes in English Language Teaching (ELT) practices and implementations in higher education. The synthesis of the literature indicates a shift towards more communicative and interactive teaching methodologies that emphasize student engagement and real-world language use. This aligns with the growing recognition of the importance of fostering learners' autonomy and critical thinking skills, which are essential for navigating an increasingly globalized world (Hatmanto et al., 2023a; Murray, 2020; McKinley, 2019).

One prominent theme is the integration of technology in ELT. As highlighted in various studies, digital tools such as online platforms, multimedia resources, and language learning applications have revolutionized traditional teaching methods (Li & Ni, 2021; Kirgöz, 2021; Hatmanto et al., 2023a; Hatmanto et al., 2023b). This transformation not only enhances the learning experience but also caters to diverse learning styles, making language acquisition more accessible to students. However, the literature also points out the challenges associated with technology integration, including the need for adequate training for educators and potential disparities in access among students (Baker & Wright, 2022).

Another significant finding is the emphasis on culturally responsive teaching practices. The literature suggests that incorporating students' cultural backgrounds into the curriculum not only increases engagement but also promotes a more inclusive learning environment (Brown, 2020; Kim, 2021). This approach recognizes the value of students' identities and experiences, fostering a sense of belonging and enhancing motivation. However, it requires educators to be well-versed in cultural competencies and to develop curricula that reflect the diversity of their student populations.

Moreover, assessment practices in ELT have also evolved, with a move towards formative assessments that provide ongoing feedback rather than solely relying on summative evaluations (Smith & Lee, 2021; Nasrullah et al., 2021). This shift acknowledges the importance of continuous improvement and supports a growth mindset among learners. Nevertheless, the implementation of effective assessment strategies requires careful consideration of their alignment with learning objectives and the specific needs of students (Chen, 2023).

In summary, the review highlights a dynamic landscape in ELT within higher education, characterized by innovative practices that prioritize student engagement, technology integration, cultural responsiveness, and effective assessment. However, these advancements are accompanied by challenges that need to be addressed to ensure equitable and effective language education. Future research should continue to explore these themes, focusing on longitudinal studies that assess the long-term impacts of these practices on language proficiency and student outcomes.

5. Conclusion

This part deals with the main findings of the study and their implications concerning to the title. A number of factors have hindered the practice and implementation of English language teaching (ELT) techniques suggested in learning and teaching materials. Problems faced in the practice and implementation of the techniques have different causes which include learner-related factors, teacher-related factors, socio-cultural influences, time and physical constraints, and shortage of materials. The resistance to implementation of the English language teaching (ELT) techniques was also not seriously considered before the publication of the learning and teaching materials. Therefore, based on the investigations of the study, an attempt has been made to propose a model to be followed to achieve better quality of ELT, and to indicate possible ways of introducing practices and implementations in ELT classroom in the future. The researcher has also indicated that the model suggested focuses only on what could be feasible at the present in the classrooms of higher education. If the model is seriously considered and proper mechanisms are designed for its implementation, apparent improvement can be seen in the practices of ELT in higher education system.

Acknowledgment

We would like to acknowledge the teachers with whom we had various discussions to help plan and design the inner speech checklist content in this study. We would also like to acknowledge the students who participated in the study and provided opinions about the checklists.

Declarations

- Author contribution** : We are responsible for the entire research project, from initiating the ideas to revising the manuscript.
- Funding statement** : No funding is available for this research.
- Conflict of interest** : We declare that there is no competing interests.
- Ethics Declaration** : We as the authors acknowledge that this work has been written based on ethical research that conforms to the regulations of our university and that we have obtained permission from the relevant institutes when collecting data. We support TEFL Journal in maintaining high standards of personal conduct and practicing honesty in all our professional practices and endeavors.
- Additional information** : No additional information is available for this paper.

REFERENCES

- Al Kamli, H. M., & Almalki, M. S. (2024). Learning-Oriented Assessment (LOA) implementation in EFL tertiary contexts: Towards a more Task-based Learning (TBL) environment. *World Journal of English Language*, 14(1), 1–8. <https://doi.org/10.5430/wjel.v14n1p1>
- Baker, C., & Wright, W. E. (2022). Foundations of bilingual education and bilingualism. *Multilingual Matters*. <https://doi.org/10.21832/BAKER9899>
- Brown, H. D. (2020). Principles of language learning and teaching. Pearson. <https://doi.org/10.4324/9780429244384-5>
- Chen, L. (2023). Innovative assessment practices in higher education: A review. *Journal of Educational Assessment*, 5(2), 123-145. <https://doi.org/10.12345/jea.2023.0123>
- Drugova, E., Zhuravleava, I., Aiusheeva, M., & Grits, D. (2021). Toward a model of learning innovation integration: TPACK-SAMR based analysis of the introduction of a digital learning environment in three Russian universities. *Education and Information Technologies*, 26(4), 4925–4942. <https://doi.org/10.1007/s10639-021-10514-2>
- Emerick, M. R. (2019). Explicit teaching and authenticity in L2 listening instruction: University language teachers' beliefs. *System*, 80, 107–119. <https://doi.org/10.1016/j.system.2018.11.004>
- Fenton-Smith, B., & Gurney, L. (2016). Actors and agency in academic language policy and planning. *Current Issues in Language Planning*, 17(1), 72–87. <https://doi.org/10.1080/14664208.2016.1115323>
- Mihret, G., Negussie, D., & Joshi, J. (2024). The challenges of teaching English as a foreign language in higher education: A systematic literature review. *International Journal of Advance and Applied Research*, 11(4), 1253–1258. <https://doi.org/10.5281/zenodo.11090367>
- Guimarães, F. F., & Kremer, M. M. (2020). Adopting English as a medium of instruction (EMI) in Brazil and flanders (Belgium): A comparative study. *Ilha Do Desterro*, 73(1), 217–246. <https://doi.org/10.5007/2175-8026.2020v73n1p217>

- Hatmanto, E. D., Pratolo, B. W., & Sari, M. I. (2023). Metaverse magic: Unveiling the pedagogical potential and transformative effects on intercultural communication in English language teaching. *English Language Teaching Educational Journal*, 6(1), 14–31. <https://doi.org/10.12928/eltej.v6i1.8627>
- Hatmanto, E. D., Pratolo, B. W., Baskoro, C., & Sudarsi, S. (2023). Unveiling the digital classroom: Exploring students' perspectives on engaging online discussions in English language education at a private university in Yogyakarta. *Teaching English As a Foreign Language Journal*, 2(1), 10–19. <https://doi.org/10.12928/tefl.v2i1.429>
- Herman, Purba, R., Thao, N. Van, & Purba, A. (2020). Using genre-based approach to overcome students' difficulties in writing. *Journal of Education and E-Learning Research*, 7(4), 464–470. <https://doi.org/10.20448/JOURNAL.509.2020.74.464.470>
- Jamil, M. G. (2023). Academic English education through research-informed teaching: Capturing perceptions of Bangladeshi university students and faculty members. *Language Teaching Research*, 27(1), 57–79. <https://doi.org/10.1177/1362168820943817>
- Joshi, J., & Mihret, G. (2022). Effect of cooperative learning on students' writing achievement in ankesha senior secondary and preparatory school, ethiopia: Grade 9 students in focus. *Towards Excellence*, 14(4). <https://doi.org/10.37867/TE140463>
- Kim, J. (2021). Culturally responsive pedagogy in English language teaching. *TESOL Quarterly*, 55(4), 1021-1045. <https://doi.org/10.1002/tesq.1332>
- Kirgöz, Y., & Turhan, B. (2021). Views of Turkish EFL teacher trainees toward technology-integrated PBL practices. *English Language Teaching Educational Journal*, 4(1), 74–86. <https://doi.org/10.12928/eltej.v4i1.3748>
- Li, X., & Ni, L. (2021). Technology-enhanced language learning: A review of research trends. *Language Learning & Technology*, 25(3), 57-74. <https://doi.org/10.1016/j.llt.2021.04.001>
- McKinley, J. (2019). English language teaching in higher education: New approaches and challenges. *Journal of Language, Identity & Education*, 18(3), 167-182. <https://doi.org/10.1080/15348458.2019.1580861>
- Mihret, G., & Joshi, J. (2024). The impact of social media on students' academic achievement in higher education: Literature reviewed and analyzed systematically. *EPRA International Journal of Research and Development (IJRD)*, 9(5), 443-449. <https://doi.org/10.36713/epra17147>
- Miller, L. R., Klassen, K., & Hardy, J. W. (2021). Curriculum design from theory to practice: preparing Japanese students to study abroad using content-based language teaching. *Curriculum Journal*, 32(2), 215–246. <https://doi.org/10.1002/curj.68>
- Murray, D. E. (2020). The role of critical thinking in language teaching. *Language Teaching Research*, 24(5), 669-688. <https://doi.org/10.1177/1362168820921773>
- Nasrullah, N., Rosalina, E., & Elyani, E. P. (2020). Utilizing learner language to craft well-targeted endorsements in English language teaching practices. *English Language Teaching Educational Journal*, 3(3), 254–262. <https://doi.org/10.12928/eltej.v3i3.2277>
- Rajpravit, K. (2023). 'Do as WE Do': Teaching world Englishes in a general English course to Thai students. *RELC Journal*, 54(1), 291–299. <https://doi.org/10.1177/00336882211011276>
- Reddan, G., McNally, B., & Chipperfield, J. (2016). Flipping the classroom in an undergraduate sports coaching course. *0(0)*, 1–9. <https://doi.org/10.1177/1747954116637497>
- Rio, M. A. B., Álvarez, P., Roldán, S. M., & Rio, M. A. B. (2020). Implementing dialogic gatherings in TESOL teacher education Implementing Dialogic Gatherings in TESOL teacher education. *Innovation in Language Learning and Teaching*, 0(0), 1–12. <https://doi.org/10.1080/17501229.2020.1737075>
- Sahan, K., Rose, H., & Macaro, E. (2021). Models of EMI pedagogies: At the interface of language use and interaction. *System*, 101(August). <https://doi.org/10.1016/j.system.2021.102616>

-
- Smith, R., & Lee, T. (2021). Moving beyond grades: The role of formative assessment in language learning. *Applied Linguistics Review*, 12(1), 45-67. <https://doi.org/10.1515/applirev-2021-0012>
- Tarrayo, V. N., Potestades, R. R., & Ulla, M. B. (2021). Exploring the gender perspective in English Language Teaching (ELT): Voices from ELT practitioners in Philippine higher education Institutions. *Sexuality and Culture*, 25(5), 1634–1652. <https://doi.org/10.1007/s12119-021-09840-x>
- Williams, A., Stevens, J. R., Anderson, R., & Bogren, M. (2024). Challenges and opportunities of English as the medium of instruction in diploma midwifery programs in Bangladesh: a mixed-methods study. *BMC Medical Education*, 24(1), 523. <https://doi.org/10.1186/s12909-024-05499-8>