

Teachers' Attitudes toward English as Lingua Franca (ELF), World Englishes (WEs), and Teachers' Professional Identities (TPIs)

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Non-native speakers of English now outnumber native ones leading to a myriad of varieties of English around the globe. To this end, the focus on teaching English as a Foreign Language (EFL) must go beyond the native norm. The existing literature revealed that teachers' attitudes could affect their teaching practices. This research thus aimed to investigate the teachers' attitudes toward English as Lingua Franca (ELF), World Englishes (WEs), and Teachers' Professional Identities (TPIs). A survey questionnaire and semi-structured interviews were adopted to collect the data from all EFL teachers (N=8) teaching an English subject in one public secondary school in the Kingdom of Cambodia. The study found that, although acknowledging other varieties of English, teachers still viewed American and British English as norms in their teaching. They did not think that such varieties should be included in their coursebooks. Instead, they suggested introducing those varieties when relevant. They raised possible challenges such as misunderstanding among speakers and no standardized assessment tools if those varieties were included in the coursebooks. Apropos of teachers' attitudes toward TPIs, all teachers acknowledged that native and non-native teachers had strengths and weaknesses over one another. That is to say, the teachers raised the advantages of speaking ability that the native teachers had over non-native teachers, while non-native teachers were superior to native teachers in terms of shared culture and the use of the mother tongue in teaching English. In this sense, the study suggested that, as teachers raised the challenges concerning assessing the other varieties of English, guidance regarding assessment is needed. Moreover, if concerning job employment, they should not be taken into account in terms of being native and non-native since they have their own weaknesses and strengths.

Keywords: *English as Lingua Franca, World Englishes, teachers' attitudes, teachers' professional identities*

Introduction

The English language plays a dominant role in people's everyday lives, so being able to use English in communication is becoming a must-have for people in most nations than ever before, and Cambodia is one good case. English has been officially presented in Cambodia as a foreign language since 1989 (Neau 2003). It quickly gained popularity among the Cambodian people when the United Nations Transitional Authority in Cambodia (UNTAC) arrived in Cambodia to assist in governing the Cambodian National Election in 1993. After the elections, the

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Ministry of Education, Youth and Sport (MoEYS) began introducing English as a foreign language into the curricula of lower secondary schools through higher education (Mao 2015). Then, the English language appeared to be even more popular when Cambodia was admitted to the Association of Southeast Asian Nations (ASEAN) in 1999, as English is the official language of ASEAN. In addition, as stated in *Curriculum Framework for General Education*, in response to market demand, ASEAN integration, and global change, using foreign languages including English and French is one of the core competencies for the Cambodian people (MoEYS 2015). Albeit the inclusion of the two foreign languages, English is the more significant foreign language (Bon 2022). That is, only Khmer is acknowledged as being more important than English for most Cambodian students (Bon et al. 2022), and thus English language education has been included as an agenda in many Cambodian education policies (see Bon & Chuaychoowong 2023). Most Cambodian people appear to believe in having a better job when they graduate if they can use English to communicate with other people across borders. In this regard, most Cambodian people like most people of other nations use English not only to communicate with native speakers from Inner Circle countries where English is used as a native language but also with those from the Outer and Expanding Circle countries where English is used by non-native speakers from other parts of the world.

The upsurge in using English among people from other parts of the world has boosted the number of non-native speakers of English dramatically increase. That is, non-native speakers outnumber native ones (Crystal 2003, Kirkpatrick 2014) and this has led to the emergence of other varieties of English worldwide (Kaur 2014). In this sense, EFL learners should be, at least, aware of these varieties to become intelligible. Teachers assume a crucial role in helping students to reach intelligibility. The teachers' attitude toward the varieties of language has a big impact on what they teach and the attitude of the teacher is diverse in different contexts (Tegegne 2016). Hereof, the investigation of teachers' attitudes toward these varieties is significant. In other words, this study needs to investigate the teachers' attitudes toward the varieties of English, namely English as Lingua franca (ELF) and World Englishes (WEs). Besides, Teachers' Professional Identities (TPIs) are also the other significant factors that affect teacher teaching. TPIs are thus the other variables in this study as some researchers (e.g., Karaolis & Philippou 2019, Lee & Kim 2021, Olsen 2008, Sercu 2006) pointed out their impact on the teacher teaching practices. In other words, the identities that teachers represent in their classrooms have an impact on how and what they teach, so investigating such identities enables a study of teachers' pedagogical and curriculum decisions (Lee & Kim 2021).

To date, less research has been conducted to investigate the teacher's attitudes toward ELF, WEs, and TPIs in the Cambodian context. This case study thus aimed to investigate the teachers' attitudes (cognitive attitude) toward these constructs in one public secondary school, in the Kingdom of Cambodia. The study would provide insights into a means of enhancing EFL teachers' acceptability of other varieties of English which are necessary for EFL learners to reach intelligibility. The study was guided by the following research questions:

1. What are EFL teachers' attitudes toward English as Lingua Franca (ELF) and World Englishes (WEs)?
2. What are EFL teachers' attitudes toward Teachers' Professional Identities (TPIs)?

Conceptual Framework

English as Lingua Franca (ELF) and World Englishes (WEs)

English now has been predominantly used in intercultural communication among non-native speakers (Bon 2022), and it has gained its status as a *Lingua Franca*. English as Lingua Franca (ELF) was first used in the 1980s by two German scholars, Hüllen, and Knapp (Jenkins et al. 2011). Concerning the meanings of the term, there have been some debates on how it should be conceptualized. According to Jenkins (2009), ELF is defined as the use of English as the common language of choice, among speakers who come from various linguacultural backgrounds. Pietikäinen (2021) and Seidlhofer (2004) describe ELF as a medium for communication between people who speak different native languages. Monfared and Khatib (2018) noted that ELF primarily concentrated on cross-cultural communication and would take into account cultural conventions and pragmatic norms that are different from Anglo-American standards. Some other scholars used the terms ELF and English as an International Language (EIL) interchangeably (Kirkpatrick 2014). Jenkins (2006, 2007) argued that the term ELF was used to refer to interactions between non-native speakers, but when the native speakers were involved in that interaction, the term EIL was used. However, Jenkins et al. (2011) suggested that to provide a complete definition of ELF, it is crucial to consider the similarities to and differences from the well-established World Englishes (WEs) models and the models involve the effects of the spread of English far beyond its original contexts of use.

Kachru (1985) proposed a three-concentric circle model including the Inner Circle where English is used as a native language, the Outer Circle where English is used as a second language, and the Expanding Circle, where English is used as a foreign language. English used in the Inner Circle which includes countries such as British and the US is generally acknowledged as Standardized English (SE). This English variety is called "standard" because it has been selected, codified, and stabilized, unlike other varieties of English (Trudgill & Hannah 2013). Since, recently, the number of English speakers in Expanding Circle countries has increased dramatically (Jenkins 2009), the three-concentric circle model has been criticized by some scholars (e.g., Mahboob 2017, Modiano 1999, Pennycook 2009). Because this model placed native speakers in the center, which means the Inner Circles influence the Outer and Expanding Circles, other scholars proposed their models. Modiano's Model (1999) considers EIL for speakers who are fluent in the language. The model focuses solely on competency and giving English, as a globally functional language, that is not restricted to a single country or group. Pennycook's 3D model (2009) labels the emergence of English varieties depending on cultures or contexts. Pennycook's (2009) model focuses on the role of cultures

or contexts as resources for communication. The other model Mahboob's Language Variation Framework (2017) elaborated on how the English language varies around the world. The framework draws on people's ability to use language varieties without considering native as a norm. Mahboob's (2017) model was supported by Bolton (2013) who defined WEs as the regionalized forms of English that can be found across the world.

Some scholars (e.g., McKay 2018, Leyi 2020) have also debated the use of the terms WEs and ELF. According to McKay (2018), WEs refer to the use of different English norms around the world, while ELF emphasizes interactions between English speakers. Nevertheless, Leyi (2020) argued that WEs and ELF are closely related and intertwined since the need for ELF to make adjustments for good interactions already requires the admission of different varieties of English. Leyi (2020) elucidated that WEs and ELF have some common features, which fulfill one another; therefore, when teaching English to students, teachers should not focus only on the specific norm, but also help them to reach intelligibility. That said, based on existing literature, some non-native teachers still value the native speaker paradigm as the norm in their teaching.

Teachers' Attitudes

A teacher's attitude is an imperative factor that can affect a teacher's teaching practice. The attitude refers to the disposition to react either favorably or unfavorably to an object, person, institution, or event and it cannot be seen directly, so it has to be deduced from nonverbal and verbal conduct (Ajzen 2005, Sivakumar 2018). The concept of an attitude is usually structured into three components, viz. *affective*, *behavioral*, and *cognitive*. An *affective* attitude refers to the feeling or emotion of an individual about the attitude object. A *behavioral* attitude is the way the attitude we have influences how we act or behave. A *cognitive* attitude encompasses the knowledge and belief of an individual about the attitude object. In this study, teachers' attitudes toward ELF, WEs, and TPIs refer to teachers' reactions or beliefs toward these constructs. Their reactions or beliefs could be the result of an experience in these terms. The previous researchers (e.g., Sivakumar 2018, Tegegne 2016) acknowledged that the examination of teachers' attitudes toward the varieties of English is momentous. The teachers' attitude toward the varieties of language has a big impact on how dialects are used in the classroom since they can determine how much value and importance dialects get in school and attitudes of the teachers are not the same in different countries (Tegegne 2016). The teacher's attitude is the main factor in the teacher's professional development (Sivakumar 2018). That is to say, the evidence from the teacher's attitude could serve as a guideline for policymakers to conduct training programs needed for teachers to be effective language educators.

Teachers' Professional Identities (TPIs)

Teachers' Professional Identities (TPIs) have been regarded as important components of language teaching and learning. It has a significant impact on how

language education is carried out (Lee & Kim 2021). TPIs refer to how the teacher understands him or herself in light of their ongoing relationships with environments (Canrinus et al. 2011). They are the views, attitudes, and commitments that a teacher has toward being a teacher and being a specific kind of teacher (Hsieh 2010). The specific kind of teacher in the current study can be native or non-native teachers of English. TPIs are formed as a result of his or her encounters with various situations (Hsieh 2010, Mannes 2020). Work satisfaction, self-efficacy, career engagement, and changes in motivation are all markers of TPIs (Canrinus et al. 2011). Accordingly, TPIs are crucial for teachers to know who teachers are as professionals. They are associated with self-belief in what should be done professionally (Karaolis & Philippou 2019). This has a great impact on their ability and willingness to cope with educational change and their teaching practice, as well as their success, effectiveness, and professional growth (Sercu 2006). TPIs can be used to look at different aspects of teaching and learning (Olsen 2008), so they can be also a blueprint for the teacher's professional development. In other words, when teachers are aware of their strengths and weaknesses, they will probably continue to develop their competence to improve student learning.

Relevant Studies

Because the investigation of participants' attitudes toward the varieties of English has become a common issue research topic, many researchers (e.g., Boonsuk 2023, He 2015, Kaur 2014, Tajeddin & Adeh 2016, Tosuncuoğlu & Kirmizi 2019, Wong 2018) conducted a study to examine participants' perceptions or attitudes toward ELF and WEs. Boonsuk (2023) conducted a qualitative study with 15 English lecturers in five institutions throughout the Thai region. The majority of participants perceived American and British English as the proper models for their teaching. Another study, conducted in Turkey, by Tosuncuoğlu and Kirmizi (2019) intended to explore the participants' attitudes towards ELF and WEs. The findings indicated that the majority of participants valued the native norms as most of them wanted to sound like native speakers. Wong (2018) examined the perceptions of non-native trainee teachers of English in Hong Kong. The result showed that all participants favored native English to be the norm of teaching and learning. Tajeddin and Adeh (2016) conducted a study in Turkey to investigate 200 teachers including both native and non-native regarding their views on their professional identities. The results showed that, in comparison to native teachers, non-native teachers showed a lack of self-confidence and knowledge of their position and status. They found that, based on teacher's perceptions, native teachers are superior to non-native teachers in terms of speaking ability. He (2015) conducted a study to compare the views of Chinese university students and teachers of China English and WEs. The result concluded that students showed a positive attitude toward Chinese English, while teacher participants preferred SE. Kaur (2014) conducted a study with pre-service teachers of English from a public university in Malaysia to find out their perceptions of native and non-native accents. The finding suggested that respondents thought native accents were better than non-native ones, and the respondents believed that Standardized

English spoken by people from inner countries is still proper English. The conclusion drawn from the mentioned studies is that although a body of literature suggested that reaching intelligibility is more significant than being native-like for EFL learners, teachers and students still show positive attitudes toward the native norms when teaching and learning English.

Methodology

Research Design

This mixed-methods sequential explanatory study contains both quantitative and qualitative data collected through a survey questionnaire and semi-structured interviews. According to Creswell and Creswell (2018), there are two distinct phases of explanatory sequential mixed-methods design: quantitative followed by qualitative. The qualitative data will be collected and interpreted to help clarify or expand on the quantitative results obtained in the first phase. In this study, the researcher conducted interviews with the participants to expand and clarify the data obtained from survey questions in the first phase.

Participants

The participants in this study included all EFL teachers (N=8) teaching an English subject at one secondary school in the Kingdom of Cambodia, as seen in Table 1. All eight teachers participated in both quantitative and qualitative studies.

Table 1. *Teachers' Demographic Information*

N	Genders		Educational Level	
	Female	Male	Bachelor's Degree	Master's Degree
8	5	3	5	3

Instruments

The survey questionnaire includes close-ended and open-ended questions. The survey questionnaires consist of four sections: 1) teachers' demographic information developed by the researchers, 2) teachers' attitudes toward ELF and WEs adapted from He (2015), 3) teachers' attitudes toward their professional identities adapted from Tajeddin and Adeh (2016), and 4) open-ended questions adapted from Tosuncuoğlu and Kirmizi (2019). 4). Semi-structured interviews developed by the researchers were used to obtain more details. The data from survey questionnaires were gathered using *Google Forms*. The interview was conducted through face-to-face interactions and each interview lasted about 20 minutes.

Data Analysis

For the data obtained from the survey questionnaire, a frequency count was utilized to analyze each item. The rich data from open-ended questions and semi-structured interview questions were analyzed using the thematic analysis method (see Braun & Clarke 2006). The generated themes were reported along with selected excerpts of the participants' responses. To maintain the confidentiality of the participants, the findings were reported using pseudonyms such as Teacher 1, Teacher 2, and so on.

Results

With the response to research question one '*What are teachers' attitudes toward ELF and WEs?*', frequency counts were given in Table 2. The findings of 12 terms were obtained from all eight teachers regarding teachers' attitudes toward ELF, and WEs. Among the 12 items, item 3 indicated the dominant agreement compared to the other items. Six teachers agreed and one teacher strongly agreed that varieties of British or American English were embedded in their textbooks. The second dominant agreement was indicated in item 4. Most teachers acknowledged that native English should be adopted when teaching and learning English as four teachers agreed and two teachers strongly agreed with this statement. Moreover, five teachers agreed and one teacher strongly agreed that they wanted to be native-like when speaking English as seen in item 5. Even though most teachers viewed natives as norms in teaching and learning English, five teachers indicated agreement and one teacher indicated strong agreement with item 12 which denoted that students learned the characteristics of other varieties of English as well.

Although teachers agreed that there were other characteristics of other varieties of English, most of them did not agree with the statement in item 10, which indicates that *there are many standardized Englishes*. Two teachers strongly disagreed and four teachers disagreed with this statement

Table 2. Teachers' Attitudes toward ELF and WEs (N=8)

		Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree
1	I have heard of world Englishes.	1	2	1	3	1
2	I have heard of Cambodia or Cambodian English	1	2	2	3	0
3	British English and American English are the major varieties of English used in our textbooks.	0	0	1	6	1
4	We should adopt a native-speaker model of English (e.g. British or American English) for teaching and learning.	0	1	1	4	2
5	When I speak English, I want to sound like a native speaker.	0	1	1	5	1
6	When I speak English, I want to be identified clearly as Cambodian.	1	1	3	2	1
7	In international communication, intelligibility with an accent is acceptable for oral English.	1	2	2	3	0
8	The non-native speakers can also speak standardized English.	1	2	2	3	0
9	Most Cambodian need English to communicate mainly with other non-native speakers.	0	3	1	3	1
10	There are many standardized Englishes.	2	4	1	1	0
11	Cambodia should have its own variety of English.	1	2	2	2	1
12	Students should learn the characteristics of other varieties of English in addition to American and British English.	0	2	0	5	1

Table 3 showed that six out of eight teachers strongly disagreed and disagreed with item 1 which states that 'native speakers are more effective for teaching language'. However, four teachers agreed and one teacher strongly agreed with item 2, which states that 'native- speakers have better speaking ability than non-native speakers. Most teachers also agreed with item 7 which indicates that non-native teachers can better discover and correct language learners' failures and errors. The result indicated that five teachers agreed and 1 teacher strongly agreed with item 7. As seen in the rest items including items 3,4, 5, and 6, most teachers agreed, while the other disagreed with the statements regarding the comparison of real-life use of English, self-confidence, proficiency, and professional status among native and non-native teachers of English.

The most noticeable result is that most teachers agreed that there should not be any discrimination between native and non-native teachers in terms of employment.

Three teachers showed strong agreement and five teachers showed agreement with item 8.

Table. *Teachers' Attitudes toward TPIs*

		Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree
1	Native-speaker teachers are more effective teachers for teaching language skills.	2	4	1	1	0
2	Native-speaker teachers have better speaking ability than non-native teachers.	0	1	2	4	1
3	Native-speaker teachers have better knowledge of authentic and real-life use of English than non-native teachers.	1	2	1	3	1
4	Native-speaker teachers have more self-confidence than non-native teachers.	1	3	1	3	0
5	Non-native teachers are inferior to native-speaker teachers as far as native-like proficiency is concerned.	0	3	2	2	1
6	Non-native teachers can never achieve a native-speaker teacher's professional status.	0	3	3	2	0
7	Non-native teachers can better discover and correct language learners' failures and errors.	0	1	1	5	1
8	There should not be any discrimination between native and non-native teachers as far as employment opportunity is concerned.	0	0	0	5	3

Results of Open-ended Questions

The first open-ended question is 'What can you say about the use of English as *Lingua Franca (ELF)*?' Seven teachers responded to this question. The data retrieved from this question was categorized into two common themes, viz. 'the use of English among native and non-natives', and 'the use of English among non-natives'. Six teachers defined ELF as the use of English among non-native as shown in the example of Teacher 7:

I think of English as a Lingua Franca when English is used differently in different countries to communicate with people from both their own countries and other countries. I think those who are involved in communication are not native speakers.

Two teachers conceptualized ELF as the use of English between native and non-native English speakers, as seen in the excerpt of Teacher 6:

English is used as a Lingua Franca when English is mainly used for communication with both native and non-native speakers for various purposes. Therefore, English should have been learned and taught for better use in communication to understand each other.

The second open-ended question is 'Do you have any knowledge of Standardized English (SE) or World Englishes (WEs)? Briefly explain.' Six teachers responded to this question, and they reported that American and British English is the only SE. In addition, four teachers define WEs as when English is used by people from different countries around the world, but not the UK and the US as seen in example Teacher 3:

World Englishes [WEs] is how the English language is used in different styles, accents, etc. according to where the speakers live. For example, most Cambodian learners speak English with their style and accent which is sometimes easy for foreigners to recognize where the speakers are from. Yet, once the speakers try to be like natives by making or learning more native English speakers' sounds such as American or British sound, it is recognized as Standardized English.

However, two teachers defined WEs as when English is used by both natives and non-natives around the world as seen in the example of Teacher 1:

Standardized English is American or British English. If there isn't a standardized one, it would be difficult to understand each. To me, World Englishes refers to the use of English by natives and non-natives around the world.

The last open-ended question is 'Do you think that the English language should be owned by the world or belong to some other language? Please give your reasons.' Six teachers responded to this question and five of them agreed that English should be owned by the world. They shared common reasons in terms of worldwide use. However, most of them still valued SE even though they agreed that English should be owned by the world. For example:

English is used for daily communication and is known by people around the world; therefore, it now should be owned by the world, but its origin should belong to other countries such as the US or British (Teacher 1).

Results from Interview Questions

For the first interview question 'What is the main goal of your teaching English to your students?', teachers were invited to express their teaching goal. Regarding this interview question, all teachers viewed the main goal of their teaching as to help their students be able to use English in communication. They mainly focused on the four skills reading, writing, listening, and speaking. In addition, they intended to help students be aware of different cultures:

The main goal of teaching English is to share knowledge of English including all skills such as writing, speaking, reading, and listening. This helps my students to communicate well and understand more about the different cultures (Teacher 1).

The second interview question is 'Do you think other varieties of English should be included in the coursebook you are teaching? Why? Why not?' Responding to this question, four teachers did not think other varieties of English should be included in their coursebooks. They elucidated that the inclusion of those varieties would lead to misunderstanding and there are not any standardized tests to assess those varieties except British and American. For example, Teacher 3 commented:

No, I think only one standardized English is the best to teach students because the English language originated from English natives, the USA or the UK. One more thing is that if one country has one variety, so it must be too many varieties of English. Once learners communicate orally, they are, of course, difficult to understand each other. Moreover, there aren't any standardized tests to assess those varieties if they are included in teaching.

However, teachers suggested that teachers could spend some time introducing other varieties of English if they thought those varieties were useful, as seen in the excerpt of Teacher 4:

I do not think the other varieties of English should be included in the textbook because it would be challenging which can lead to misunderstanding when they communicate. However, teachers can spend time discussing some varieties of English when they find those varieties are relevant.

In contrast, three teachers stated that the other varieties should be embedded in the coursebook because this would help students to be aware of varieties of English as seen in the responses of Teacher 1:

It should be included in the coursebook because both students and teachers will be able to distinguish each variety easily. It would be better to just include some notes of each variety in the main coursebook as extra information for the learners to identify the alternative usage of English.

The last interview question 'Can you think of some advantages that non-native teachers of English have over native teachers of English?' aimed to invite teachers to express their attitudes toward their professional identities compared to native teachers' professional identities. Five teachers said that non-native teachers have more advantages over native teachers in terms of grammatical knowledge and teaching grammar since non-native teachers could use L1 to explain the grammar taught, as seen in the example of Teacher 2:

One of the main advantages is that non-native speakers understand the challenges of learning English faced by their students better than native ones do. Moreover, if the non-native teacher and students share the same L1, the teacher can use L1 to explain grammar points, which I think it is clearer and easier for students to understand.

In addition, teachers mentioned the knowledge of culture and methodology that non-native teachers had could also play a role in teaching English, as seen in the example of Teacher 1:

Before becoming teachers, non-native speakers need to study teaching methodology and pedagogy. They need to hold a degree or certificate of recognition in teaching English like TESOL. Moreover, non-native speakers understand the context of their language so they might use teaching techniques in the classroom effectively.

Discussion

Teaching and learning English in Cambodia presented many challenges, two of which were the choice between SE (British and American) and other varieties of English and the attitudes of both teachers and students towards these varieties (Em 2022). When asked about SE, most teachers mentioned British and American English, but they provided some controversial meanings regarding ELF and WEs. Some teachers conceptualized ELF and WEs as interchangeable terms, while others differentiated them. The study found that most teachers viewed British and American English as the norm for teaching English. The finding was in line with previous studies (Boonsuk 2023, He 2015, Kaur 2014, Tosuncuoğlu & Kirmizi 2019, Wong 2018) and existing literature (Öztürk 2021). That is, ELF and WEs have appeared as a response to the prevailing belief that only American and British English were models for teaching and learning (Öztürk 2021). Moreover, most teachers in the current study did not agree that the other varieties of English should be included in the textbook. From the interview questions, most teachers provided some common reasons. That is, the inclusion of other varieties could lead to misunderstanding, and it would be challenging when those varieties had to be assessed. However, they suggested introducing other varieties of English in their teaching when needed. The result indicated that there was a mismatch between the data from survey questionnaires and interview questions. As aforementioned, in the survey questionnaires, they viewed the native norm as the model of teaching and learning, but in the response to the interview questions, all teachers perceived that the goal of teaching English was to help students to be able to communicate effectively. Typically, enabling students to become successful communicators does not require them to achieve native-like proficiency. Put simply, non-native teachers do not have to conform to native teaching norms to assist students in achieving intelligibility unless the goal of their teaching is to help students communicate effectively with those from the inner circle nations.

Most teachers agreed that native teachers had higher speaking abilities than non-native teachers did and this finding accorded to existing literature and studies. Non-native teachers experienced difficulties and lacked the same level of authority as native ones, who were prioritized due to their monolingual linguistic identity (Saba & Frangieh 2021). The prior study also revealed that the majority of non-native teachers acknowledged that native teachers possessed superior speaking proficiency and pronunciation (Tajeddin & Adeg 2016). However, most teachers in the current study viewed non-native teachers had better performance in teaching

since they could use L1 as scaffolding for teaching L2 and non-native teachers tended to know more about the student's needs and difficulties, as non-native teachers shared the same or similar culture with students. The other study found that teachers demonstrated positive attitudes toward the use of their L1 in EFL class, and teachers typically relied on their L1 to provide explanations and clarifications, emphasizing the language features of L2 (Balabakgil & Mede 2016). Using L1 to teach L2 is often associated with the grammar-translation method, a widely used teaching method among Cambodian teachers (Houn & Em 2022). From the findings, it could be concluded that even though most teachers valued the native norms, they still believed that both non-native and native teachers had both strengths and weaknesses. In addition, they postulated that there should not be discrimination between natives and non-natives when it comes to employment.

Conclusion

Most teachers viewed British and American English as the norm in their teaching, and they defined the concepts of EFL and WEs differently. That is, some teachers differentiated the two terms while others used the terms interchangeably. In this light, teacher training may be needed to enable them to see the meaning of the term clearly, because this can determine the way they teach. In addition, most teachers acknowledged the significance of the varieties of English that EFL learners should be aware of, but they did not think those varieties should be included in the coursebook they were using. They contended that the inclusion of those varieties would bring about misunderstanding in communication and challenges in assessment. Additionally, albeit the acknowledgment of the native norm in their teaching, most teachers reported that their main goals of teaching were to help their students communicate effectively. In this scenario, teacher training concerning the advantages of other varieties of English in today's world of intercultural communication and guidance on how to assess those varieties must be provided. Regarding TPIs, teachers accepted the strengths and weaknesses that non-natives and natives had over one another. In light of this finding, it could be implied that non-native and native teachers should have an equal chance in teaching careers as non-native teachers can also teach well in most areas.

The current study left some topics for further research. Teachers reported their teaching goal in helping their students become successful communicators, but most teachers adopted only the native norm in their teaching. Therefore, the prospective study may explore how they perceive as the term *successful communicators*. In addition, because the present study investigated teachers' attitudes, the comparison between teachers' and students' attitudes toward ELF and WEs could also be an interesting topic for prospective research.

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