



The Colonial Legacy: English Language Teaching Practices in the Philippines

DOI: <https://doi.org/10.5281/zenodo.11182911>

Julanie L. Abella

Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0000-1640-7196>

Liddi Barbra A. Aviles

Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0006-0456-7866>

Floyd G. Delfino

Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0009-6733-4930>

Gerly Tapanan Abellana

Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0009-2411-126X>

Jay-Ann Genon Endraca

Teacher I, Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0000-9604-9279>

Jenelyn G. Siegue

Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0004-0400-9317>

Abstract:

This study explores the historical trajectory and contemporary practices of English Language Teaching (ELT) in the Philippines, tracing its evolution from the colonial era to the present day. Drawing on a diverse range of scholarly literature, including works by Kirkpatrick, Martin, and Monroe, the study examines the impact of American colonization on the introduction of English as the medium of instruction (MOI) in Philippine schools. It discusses the shortcomings of traditional ELT methods, such as the imposition of native-speaker norms and mechanical teaching approaches, as highlighted by historical reports like the Monroe Survey of 1925. Furthermore, the study delves into contemporary debates surrounding ELT in the Philippines, including calls for a multilingual model of instruction and the recognition of English as a lingua franca. It discusses the need to embrace linguistic diversity and non-standard linguistic features within ELT pedagogy, as advocated by scholars like Kirkpatrick. Ultimately, the study emphasizes the importance of contextualizing language teaching within sociocultural and educational frameworks, advocating for a learner-centered approach that prioritizes communicative competence and linguistic flexibility. By incorporating insights from historical analyses and contemporary research, educators in the Philippines can create inclusive and effective ELT environments that empower students to navigate the complexities of global communication with confidence and competence.

Keywords: English Language Teaching, Philippines, colonial legacy, medium of instruction, multilingual education

Introduction:

The Philippine education system stands as a testament to the country's rich colonial history, profoundly influenced by various occupying powers such as Spain, the United States, and Japan. As Kirkpatrick (2007) elucidates, the imprint left by these colonial periods, particularly the American occupation starting in 1898, remains indelible. During this period, English was established as the primary language of instruction, laying the foundation for a public education system closely modeled after that of the United States. The legacy of American influence extended beyond language, with the establishment of institutions like the University of the Philippines, marking a significant milestone in the nation's educational landscape (Richards, 2006).

Despite the strides made in education during colonial rule, the post-independence era ushered in radical changes to the Philippine education system. However, the system continued to grapple with challenges such as uneven access to education and disparities in educational outcomes, particularly between urban and rural areas. Mahboob (2010) notes the introduction of mother tongue-based multilingual education as an attempt to address linguistic diversity and promote inclusivity in the classroom.

Bilingual education policies, such as the Bilingual Education Policy (BEP) of the 1970s, have aimed to balance the use of English and Filipino in instruction (Kirkpatrick & Liddicoat, 2017). However, criticisms arose regarding proficiency levels, especially in English, impacting international test scores and overall educational quality (Martin, 2010).

In recent years, shifts in English language teaching (ELT) practices have mirrored broader changes in educational paradigms. Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-Based Language Teaching (TBLT) have emerged as dominant approaches, reflecting a move towards more learner-centered methodologies (Seidlhofer, 2011; Guangwei, 2003).

Amidst these developments, questions arise regarding the suitability of ELT approaches to the Philippine context. Concerns about the applicability of Western-oriented models and the need for a more inclusive, culturally sensitive pedagogy persist (Valdez, 2011).





This study seeks to critically examine the prevailing ELT practices in the Philippines, considering their historical roots, implementation challenges, and implications for language learning outcomes. By analyzing the convergence of educational policies, linguistic diversity, and pedagogical approaches, this research aims to provide insights into the complex dynamics shaping English language education in the Philippines.

Historical Foundations and Policy Reforms

The educational landscape of the Philippines, characterized by a rich tapestry of historical influences and contemporary challenges, reflects a complex interplay of socio-cultural, economic, and political factors. As Kirkpatrick (2007) notes, the Philippine education system bears the indelible imprint of its colonial past, with successive periods of Spanish, American, and Japanese rule leaving enduring legacies. Among these influences, the American occupation beginning in 1898 stands out as particularly significant, marking a pivotal juncture in the evolution of the Philippine educational framework.

During the American era, English emerged as the primary language of instruction, heralding the establishment of a public education system modeled after the American schooling paradigm (Richards, 2006). The introduction of English and the institutionalization of public education, administered by the Department of Instruction, laid the foundation for subsequent developments in Philippine education, including the founding of key educational institutions such as the University of the Philippines in 1908 (Kirkpatrick, 2007).

Despite the strides made during the colonial period, the post-independence era witnessed significant shifts in the Philippine education landscape. With the enactment of educational reforms, including the introduction of a 6-4-4 system comprising six years of elementary education, four years of high school, and further educational pathways in technical or vocational schools and higher education institutions, the Philippines embarked on a journey of educational transformation (Mahboob, 2010).

Central to these reforms was the recognition of the importance of mother tongue-based multilingual education (MTB-MLE), aimed at fostering linguistic and cultural diversity while enhancing learning outcomes (Escarda, et al., 2024). By integrating indigenous languages into the early stages of education, the Philippine government sought to empower learners, promote inclusivity, and facilitate language acquisition and literacy development (Mahboob, 2010).

In tandem with efforts to revitalize indigenous languages, the Philippine education system underwent structural changes, particularly in senior high school, where students were afforded greater flexibility in selecting specialized tracks aligned with their aptitudes and career aspirations (Kirkpatrick, 2010). This diversification of educational pathways aimed to cater to the diverse needs and interests of learners, fostering a more responsive and inclusive educational environment.

However, amidst these efforts at reform and diversification, persistent challenges beset the Philippine education system, particularly in marginalized and underserved regions. Disparities in access, quality, and educational outcomes persist, with rural and remote areas facing significant obstacles in achieving equitable educational provision (Richards, 2006). Disparities in primary school completion rates between urban centers like Manila and rural areas such as Mindanao and Eastern Visayas underscore the entrenched inequities within the education system (Kirkpatrick, 2007).

Moreover, the influence of external actors, notably the United States, continues to shape the trajectory of Philippine education, with many educators and policymakers receiving training and accreditation from American institutions (Richards, 2006). While this influence has facilitated knowledge transfer and capacity building, it has also raised questions about the autonomy and sustainability of the Philippine education system in the face of external dependencies.

English Language Teaching Practices in the Philippines

In the complex landscape of Philippine education, the intertwining forces of historical legacies, policy reforms, and evolving language teaching practices shape the trajectory of the nation's educational system. Over the years, the Philippines has grappled with the challenges of reconciling linguistic diversity with the need for proficiency in global lingua franca such as English. This paper provides a comprehensive overview of the Multilingual Education Policy and its impact on English Language Teaching (ELT) practices in the Philippines.

The evolution of language policies in the Philippines reflects its colonial past and the subsequent nationalist movements. In the 1970s, amidst calls for the wider use of the national language, English shared its Medium of Instruction (MOI) status with Filipino in a bilingual education scheme (Hamid, et al., 2014). However, this Bilingual Education Policy (BEP) faced scrutiny following reports of poor performance by Filipino students in international tests of math and science (Martin, 2010).

In response to the challenges highlighted by the BEP, the Department of Education (DepEd) introduced the Mother-Tongue Based Multilingual Education (MTB-MLE) in 2009. This policy aimed to address the declining quality of basic education by promoting the use of mother tongues in early elementary schooling. Under MTB-MLE, students learn foundational concepts in their mother tongue before transitioning to Filipino and English (Gempeso & Mendez, 2021).

The DECS Bilingual Policy delineates the medium of instruction for various subjects. Filipino is mandated for subjects such as Filipino, Araling Panlipunan, Edukasyong Pangkatawan, Kalusugan at Musika, while English is designated for English, Science and Technology, Home Economics, and Livelihood Education. Additionally, regional languages are recognized as auxiliary official languages, leading to a polyglot approach to instruction (Malong Jr & General, 2018).

Within the context of evolving language policies, ELT practices in the Philippines have witnessed the dominance of three approaches: Communicative Language Teaching (CLT), English for Specific Purposes (ESP), and Task-Based Language Teaching (TBLT). These approaches have gained popularity, reflected in the proliferation of corresponding memoranda, circulars, and training programs issued by the DepEd (Martin, 2014).





While the introduction of new language teaching approaches has enriched pedagogical practices, it is essential to recognize the inherent biases and assumptions embedded within these methodologies. Moreover, the dynamic linguistic landscape of the Philippines, characterized by regional variations and socio-cultural diversity, necessitates a nuanced approach to ELT (Espino, et al., 2021).

The Multilingual Education Policy and evolving ELT practices in the Philippines reflect the intricate interplay between historical legacies, policy reforms, and pedagogical innovations. As the nation continues its quest for educational excellence, it must navigate the complexities of linguistic diversity while ensuring equitable access to quality education for all.

Models and Pedagogical Approaches

The Philippines stands as a unique context within the realm of English language teaching (ELT), characterized by a complex interplay of linguistic diversity, socio-cultural dynamics, and evolving pedagogical paradigms. While the Philippine variety of English offers advantages in local contexts, the question of its appropriateness as a model for English language learners remains a subject of debate. This paper explores the nuances of English language practices in the Philippines, considering the implications for ELT methodologies and teacher roles.

Kirkpatrick (2007) highlights the advantages of adopting a local model of English in outer-circle countries where the local variety has gained widespread social acceptance. In the Philippine context, the Philippine variety of English holds significance as a marker of national identity and linguistic pride. However, scholars argue that explicit teaching of this variety may not align with global standards of English proficiency (Kirkpatrick, 2007).

Amidst the debate surrounding the appropriateness of the Philippine variety of English as a model, Filipino teachers of English face the challenge of navigating ELT practices. The concept of English as a Lingua Franca (ELF) offers a potential framework for redefining ELT paradigms, emphasizing effective communication over adherence to native speaker norms (Jenkins, 2007). Integrating ELF principles into the educational context requires a shift in pedagogical approaches towards fostering intercultural communication and linguistic flexibility.

The demand for English teachers in the Philippines reflects the country's position as a hub for English language learning and outsourcing services. Private language institutions, TOEFL and IELTS preparation centers, and English-speaking universities offer employment opportunities for both native and non-native English-speaking teachers. Additionally, call centers catering to the US market seek teachers with strong North American accents to train their staff (Smith, 2019).

While English teaching opportunities abound in the Philippines, the distribution of these opportunities is skewed towards urban centers. Bigger cities attract a higher concentration of English schools and call centers, resulting in limited prospects for teachers in rural areas. The disparity in access to English language education exacerbates socio-economic inequalities, highlighting the need for equitable distribution of resources and educational initiatives (Smith, 2019).

The proliferation of English language teaching opportunities in the Philippines presents both challenges and opportunities for teachers, policymakers, and language learners. Balancing the preservation of linguistic identity with the cultivation of global communicative competence requires a nuanced approach to ELT. Embracing the diversity of English varieties and fostering inclusive pedagogical practices can empower learners to navigate linguistic landscapes with confidence and adaptability.

English language practices in the Philippines reflect the dynamic interplay of local contexts, global influences, and pedagogical paradigms. As the country continues to position itself as a key player in the global English-speaking community, educators must remain cognizant of the complexities inherent in ELT. By embracing diversity, fostering inclusivity, and promoting effective communication, Filipino teachers of English can navigate the evolving landscape of English language education with resilience and innovation.

World Englishes (WE) and English as a Lingua Franca (ELF)

The field of English language teaching (ELT) is continually evolving, shaped by diverse linguistic paradigms and educational philosophies. Among these paradigms, World Englishes (WE) and English as a Lingua Franca (ELF) frameworks offer distinct perspectives on the use and teaching of English in global contexts. This paper explores the intersections and disparities between WE and ELF paradigms, with a focus on their implications for ELT methodologies and pedagogical approaches.

Pakir (2009) identifies shared principles between WE and ELF paradigms, including the recognition of English's pluralistic nature, acceptance of language variation, and acknowledgment of evolving discourse strategies. However, Pakir also underscores significant differences, particularly in the focus of research. While WE research delves into the sociolinguistic realities of English in Outer Circle English (OCE) contexts, ELF research centers on the transient nature of interactions among Expanding Circle English (ECE) users (Pakir, 2009). Seidlhofer (2011) further delineates ELF as a variable way of using English for intercultural communication, distinct from the indigenized varieties explored in WE research.

Kirkpatrick's (2007) identity-communication continuum elucidates the dual functions of English, wherein local varieties signal identity within speech communities, while global communication entails fewer distinctive features. WE aligns with the indigenization of English, emphasizing local identities, whereas ELF prioritizes communication across diverse linguistic backgrounds (Kirkpatrick, 2007; Mahboob, 2010). This continuum underscores the complementary yet contrasting nature of WE and ELF paradigms in shaping English language practices.

The divergent perspectives of WE and ELF paradigms pose challenges for ELT practitioners regarding the choice of English language models and pedagogical approaches. Kachru's (1991) poly-model perspective advocates for a dynamic, functional approach to ELT, recognizing the plurality of English varieties and the need to transcend nativist notions of a standard model. However, reconciling these diverse paradigms within ELT contexts requires a nuanced understanding of linguistic diversity and communicative competence.

WE and ELF paradigms offer distinct lenses through which to view the dynamic landscape of English language usage and teaching. While WE explores the indigenization of English and its diverse varieties, ELF emphasizes communication across linguistic boundaries. Understanding the intersections and disparities between these paradigms is crucial for ELT practitioners seeking to navigate the complexities of global English





language education (Mansueto, et al., 2024). By embracing diversity, fostering communicative competence, and promoting intercultural understanding, educators can empower learners to thrive in diverse linguistic contexts.

Linguistic Diversity

The World Englishes (WE) approach offers a perspective on English language learning that celebrates linguistic diversity and challenges traditional notions of language correctness. This paper explores the principles of the WE approach, focusing on its tolerance towards learner errors and its recognition of non-standard linguistic features as innovations.

Li (2010) raises the critical question of when unconventional language forms transition from errors to innovations, highlighting the complexity of distinguishing linguistic features within evolving varieties of English. Wilson and Tamir (2008) similarly argues that what may be perceived as errors in language usage often gain legitimacy when embraced by educated elites, blurring the line between error and innovation. This perspective challenges traditional approaches to language correction and underscores the dynamic nature of language evolution (Abrenilla, et al., 2023).

Kirkpatrick (2007, 2010) identifies shared non-standard phonological and grammatical features among varieties of English in Southeast Asia, including the avoidance of fricatives, simplification of verb tenses, and reduction of consonant clusters (Rabillas, et al., 2023). Rather than viewing these features as deficiencies, Kirkpatrick argues that they rarely impede communication among speakers of these varieties. Instead, they contribute to the emergence of commonalities that facilitate global intercultural communication, as noted by Seidlhofer (2011).

The WE approach challenges traditional English language teaching (ELT) practices by advocating for a more inclusive and tolerant view of linguistic diversity. Seidlhofer (2011) emphasizes the simultaneous nature of language learning and use, suggesting that traditional ELT models fail to capture the dynamic interplay between language acquisition and language usage. Widdowson (2009) further elucidates the idea of language learning as a continuous process of unlearning and relearning, highlighting the need for pedagogical approaches that embrace the fluidity of language development.

The WE approach offers a refreshing perspective on English language learning, emphasizing tolerance towards learner errors and recognition of linguistic diversity. By embracing non-standard linguistic features as innovations rather than errors, educators can create more inclusive and effective learning environments (Andrin, et al., 2024). Moving forward, it is essential for English language teaching practitioners to incorporate WE principles into their pedagogical approaches, thereby empowering learners to navigate the complexities of global communication with confidence and competence.

From Colonial Legacies to Multilingual Models

The Philippines has a complex linguistic landscape shaped by historical colonial influences, particularly from American occupation. This paper explores the evolution of English language teaching (ELT) in the Philippines, from its colonial roots to contemporary approaches informed by multilingualism. Drawing on the works of Kirkpatrick (2010) and Martin (2002), this paper traces the trajectory of ELT practices in the Philippines and advocates for a shift towards a multilingual model that embraces linguistic diversity (Manire, et al., 2023).

English gained prominence in the Philippines during American colonial rule, with English serving as the medium of instruction (MOI) in schools (Martin, 2002). The American presence introduced English teaching methodologies that emphasized memorization and mechanical drills, reflecting a belief that students could acquire English proficiency through rote learning (Martin, 2002). Despite the widespread use of English in education, studies such as the Monroe Report of 1925 questioned the effectiveness of these methodologies in improving learning outcomes (Martin, 2002).

Despite criticisms of the colonial ELT approach, English continued to be the MOI in Philippine schools after gaining independence from the US. The persistence of English as MOI highlighted the entrenched influence of colonial legacies on education policy (Martin, 2002). However, scholars like Kirkpatrick (2010) argue that this approach neglects the linguistic diversity present in the Philippines and fails to prepare students for communication in local and regional contexts.

Kirkpatrick (2010) advocates for a radical shift in ELT practices in the Philippines, proposing a multilingual model that integrates English with local languages and adopts a lingua franca approach to teaching English. This model acknowledges the linguistic repertoire of Filipino learners and emphasizes communication strategies for navigating diverse social contexts (Kirkpatrick, 2010). By embracing multilingualism, ELT in the Philippines can cater to the diverse linguistic needs of students and foster inclusive learning environments.

Contemporary ELT practices in the Philippines are increasingly embracing the principles of multilingualism and communicative language teaching. Educators are exploring innovative approaches that integrate English with local languages and cultural contexts (Kirkpatrick, 2010). This shift towards a multilingual model requires teacher training and curriculum development to support effective implementation (Kirkpatrick, 2010).

The evolution of English language teaching in the Philippines reflects a transition from colonial legacies to a more inclusive and multilingual approach. While English continues to play a vital role in education, there is a growing recognition of the importance of integrating local languages and promoting communicative competence. Moving forward, ELT practitioners must continue to advocate for policies and practices that embrace linguistic diversity and empower learners to navigate global communication contexts with confidence.

Conclusion:

The evolution of English language teaching (ELT) in the Philippines reflects a complex interplay of historical, sociopolitical, and pedagogical factors. The colonial legacy of English as the medium of instruction (MOI) in Philippine schools during American rule has profoundly shaped the linguistic landscape of the country. However, the imposition of native-speaker norms and mechanical teaching methods failed to yield significant improvements in learning outcomes, as evidenced by studies such as the Monroe Report of 1925.





Contemporary scholars like Kirkpatrick (2010) advocate for a paradigm shift towards a multilingual model of ELT that embraces linguistic diversity and adopts a lingua franca approach to English language instruction. This approach acknowledges the dynamic nature of English as a global language and emphasizes the use of strategies for constructing meaning in communicative contexts.

Moreover, the recognition of English as a lingua franca in the Philippines underscores the need to reevaluate traditional notions of language correctness and to embrace non-standard linguistic features as legitimate forms of expression. As demonstrated by the works of Martin (2002) and other scholars, the rigid enforcement of native-speaker norms and mechanical teaching methods has often hindered rather than facilitated language learning.

Moving forward, it is imperative for educational policymakers and practitioners to heed the insights gleaned from historical analyses and contemporary research in ELT. By adopting a learner-centered approach that prioritizes communicative competence and linguistic flexibility, educators can create inclusive and effective learning environments that empower students to navigate the complexities of global communication with confidence and competence.

The study of English language practices in the Philippines highlights the importance of contextualizing language teaching within sociocultural, linguistic, and educational frameworks. By embracing linguistic diversity and promoting a multilingual pedagogy, the Philippines can chart a course towards a more equitable and inclusive approach to English language education that reflects the rich tapestry of its linguistic heritage.

References:

- Abrenilla, E. M., Redido, C., Abendan, C. F., & Kilag, O. K. (2023). The Next Chapter of ELT: Embracing AI-Infused Pedagogies and Evolving Educational Strategies in the Post-Pandemic Landscape. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(5), 124-135.
- Andrin, G., Kilag, O. K., Abella, J., Tañiza, F., Groenewald, E., & Cordova Jr, N. (2024). Innovative Pedagogy: The Influence of Impromptu Speaking on Students' English Oral Proficiency. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 2(1), 36-46.
- Escarda, G. M., Petiluna, S., Perdaus, S. A. M., Mendoza, R., & Bula, M. C. (2024). Exploring English Teachers' Experiences on Mother Tongue-Based Multilingual Education (MTB-MLE). *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(3), 1-10.
- Espino, J. D., Gonzales, D. H. F., & Martin, I. P. (2021). Multilingual English Language Teaching in the Philippines. *International Journal of TESOL Studies*, 3(3).
- Gempeso, H. D. P., & Mendez, J. D. S. (2021). Constructive Alignment of Mother Tongue-Based Multilingual Education (MTB MLE) Language Policy Implementation to the Practices of a Multilingual Classroom. *English Language Teaching Educational Journal*, 4(2), 125-137.
- Guangwei, H. U. (2003). Task-based Language Learning and Teaching. *Asian Journal of English Language Teaching*, 13, 125-129.
- Hamid, M. O., Nguyen, H. T., & Baldauf, R. B. (Eds.). (2014). *Language planning for medium of instruction in Asia*. London & New York: Routledge.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Kachru, B. B. (1991). Liberation linguistics and the Quirk concern. *English today*, 7(1), 3-13.
- Kirkpatrick, A. (2008). *World Englishes: Implications for international communication and English language teaching*. Cambridge University Press.
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155-188.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL quarterly*, 32(4), 677-703.
- Mahboob, A. (2010). World Englishes and higher education. *Kritika Kultura*, 15(1), 5-33.
- Malong Jr, C. D., & General, L. T. (2018). Supervising the Use of Mother Tongue Language in K-12 Education: IP School in Focus. *International Journal of Management Excellence (ISSN: 2292-1648)*, 11(2), 1527-1573.
- Manire, E., Kilag, O. K., Cordova Jr, N., Tan, S. J., Poligrates, J., & Omaña, E. (2023). Artificial Intelligence and English Language Learning: A Systematic Review. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(5), 485-497.
- Mansueto, D., Kilag, O. K., Andrin, G., Guiñeta, R., Ford, L. J., & Tiu, J. (2024). Leadership Impact on Literacy: Principals, Synergistic Partnerships, and Progressive Pathways for School Improvement. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(2), 50-56.
- Martin, I. P. (2014). English language teaching in the Philippines. *World Englishes*, 33(4), 472-485.





Monroe, P. (1925). *A survey of the educational system of the Philippine Islands by the Board of Educational Surveys: Created under Acts 3162 and 3196 of the Philippine Legislature*. Bureau of printing.

Pakir, A. (2009). English as a lingua franca: analyzing research frameworks in international English, world Englishes, and ELF. *World Englishes*, 28(2), 224-235.

Rabillas, A., Kilag, O. K., Kilag, J., Tercero, G., Malagar, S., & Calope, M. L. (2023). Empowering K-3 Teachers: ELLN Digital's Role in Professional Development. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(4), 184-196.

Richards, J. C. (2005). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.

Seidlhofer, B. (2017, August). English as a lingua franca: Why is it so controversial. In *JACET International convention selected papers* (Vol. 5, pp. 2-24).

Valdez, P. N. M. (2011). English for colonization, neo-colonization, and globalization in the Philippines: Challenging marginalization in the profession. *TESOL Journal*, 4(1), 72-80.

Widdowson, H. G. (1998). The theory and practice of critical discourse analysis.

Wilson, S. M., & Tamir, E. (2008). The evolving field of teacher education: How understanding challenge (r) s might improve the preparation of teachers. In *Handbook of research on teacher education* (pp. 908-935). Routledge.

