

## REVISITING IDEOLOGIES IN ENGLISH LANGUAGE PEDAGOGY: SYSTEMATIC REVIEW OF HIGHER EDUCATION CONTEXT

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### ABSTRACT

*English language teaching (ELT) in higher education is increasingly shaped by global and ideological changes, particularly neoliberalism, standard language ideology, and the dominance of English in academic contexts. A review of studies published between 2015 and 2025 further shows that these concerns have gained significant prominence. This article draws on a systematic review of 47 Scopus-indexed publications. The data were analyzed using thematic synthesis to trace patterns, variations, and emerging trends, while VOSviewer was employed to visualize relationships among keywords, authors, and major research topics, allowing broader mapping of ideological orientations within ELT. The result shows that curriculum design, language policy, textbooks, and teaching materials remain key sites where ideology is reproduced. Classroom interaction and institutional practices also contribute to the reproduction of ideology, although less prominently than curriculum and teaching materials. Neoliberalism, standard language ideology, and internationalization appear as dominant orientations, whereas perspectives such as linguistic pluralism, translanguaging, and social justice function more as counter-discourses. Methodologically, most studies rely on qualitative approaches, particularly interviews, ethnography, case studies, and CDA. Other approaches, including mixed methods and frameworks like Systemic Functional Linguistics or autoethnography, are less frequently applied and tend to address more specific concerns. The findings of this study emphasize the importance of developing English teaching practices that are more inclusive and responsive to student diversity, through the application of linguistic pluralism and translanguaging. In addition, these results encourage critical studies that integrate micro (classroom interaction) and macro (policy and curriculum) analyses to understand ideological dynamics in higher education more holistically.*

**Keywords:** Curriculum, English language teaching, Higher education, Ideology,

### INTRODUCTION

English language learning in higher education has expanded significantly in response to globalization, internationalization, and the growing demand for academic mobility. It is widely promoted as a key skill for accessing global knowledge and participating in the international academic community. However, Recent studies emphasize that English is no longer seen merely as a means of academic communication, but as an ideological instrument that reproduces global power relations (Phillipson, 2017). The dominance of English as a lingua franca in higher education has given rise to a linguistic hierarchy, in which local language and knowledge are placed as inferior to Western-oriented global standards (Jenkins,

2020). This condition gives rise to a form of epistemic injustice, especially for students who are required to conform to the norms and ideology of the dominant language in order to gain academic legitimacy. Especially, universities as higher education institutions are now increasingly influenced by market logic and internationalization policies that encourage the massive use of English in various academic fields (Moore, 2024). Thus, the practice of English language teaching (ELT) can be understood not only as a pedagogical activity, but also as an ideological arena where economic, political, and cultural interests interact in complex ways (Tollefson, 2007).

Although studies on ideology in ELT have developed, most studies are still fragmented and limited to specific contexts (Mirhosseini, 2018). Many studies focus on specific issues, such as the role of English as a lingua franca or the impact of internationalization policies in higher education (Lenkaitis & Loranc, 2021), but few have comprehensively mapped how ideologies are constructed, the types of dominant ideologies, and the analytical approaches used to interpret them. Some studies also show that the ideology of standard language remains very strong, marginalizing local variations and translanguaging practices in the classroom, which could otherwise be a pedagogical resource (Pennycook, 2017). Furthermore, previous literature has emphasized dynamics in the Global North context, while experiences in the Global South, including Asia and Africa, are relatively underrepresented. In fact, in the Global South context, language ideology is often intertwined with issues of coloniality, epistemic hegemony, and academic access inequality (Tupas & Tabiola, 2017). The existence of this gap calls for closer attention to how ELT ideology is shaped and negotiated across contexts, as well as how it is carried out in practice, in order to develop a more comprehensive understanding of the field's direction (Kubota, 2022). Mapping ideological trends in ELT in a systematic way can help address this gap, especially by showing how these ideologies are constructed, categorized, and approached analytically, while also highlighting contributions from the Global South (Canagarajah, 2025).

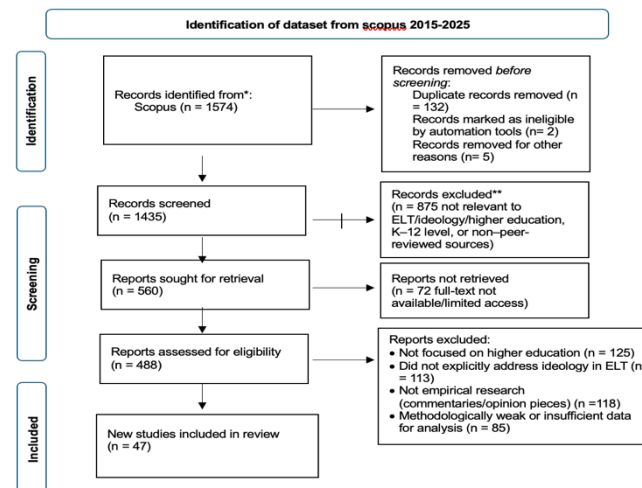
Building on the issues raised earlier, this study takes a closer look at how ideology in English Language Teaching (ELT) can be mapped more comprehensively within higher education across different contexts. It examines how ideology is constructed and positioned in university-level English teaching,

and considers the different orientations that shape these practices, including both standard language ideology and more inclusive translanguaging approaches (Alharbi & Alqefari, 2023). The study also draws attention to how ideology has been interpreted in previous research, particularly in relation to its influence on curriculum, pedagogy, and the formation of academic identity among both lecturers and students (Annisah et al., 2023). Adopting a Systematic Literature Review (SLR) approach, it brings together existing findings while tracing patterns, differences, and broader trends that have emerged over the past decade. Through this synthesis, a clearer picture begins to emerge of how ideology is both reproduced and challenged within ELT in higher education across diverse social and cultural contexts.

## **MATERIALS AND METHOD**

### **A. Materials**

This study adopts the PRISMA framework by Moher (2009) as a guiding structure for conducting the literature review, particularly to enhance transparency and reduce potential bias in the selection process. A qualitative approach is employed to enable in-depth interpretation of themes, patterns, and ideological perspectives that cannot be captured through quantitative analysis alone. In this study, PRISMA serves both as a reporting tool and a systematic framework guiding the entire review process—from formulating research questions to identifying, screening, and selecting relevant studies on ideology in English language teaching (ELT) in higher education within a defined time frame. The process follows interconnected stages of identification, screening, eligibility assessment, and final inclusion, which are transparently illustrated through a PRISMA flow diagram (Figure 1)



**Figure 1.** Flow diagram of this review study processed through <https://www.covidence.org/>. Source: Adapted from Moher et al. (2009)

## B. Method

### Strategy Literature Search

The review was conducted systematically by following the SLR procedure established since the initial planning stage, referring to the principles of transparency and replication from previous studies. For this study, Scopus was chosen as the main database because it has a wide range of publications, high data integrity, and credibility as an international standard in scientific publication ranking (Aryawati et al., 2024). The publication range was limited to 2015 to 2025 to capture the development of discourse on ideology in English language teaching in higher education over the last decade. The selection of this range is also relevant to the increased attention to issues of ideology, the internationalization of education, and epistemic dynamics in global higher education during that period.

The search process was carried out through the following stages: (1) accessing the Scopus portal, (2) entering a search string using Boolean logic, (3) selecting document types in the form of research articles and review articles, (4) filtering the publication year range 2015–2025, and (5) selecting articles that met the inclusion and exclusion criteria of the study. The keywords used were combined in the following search string:

**Table 1.** Search strings to identify relevant articles in this study

Database	String search	Range Year	Types of Documents
Scopus	TITLE-ABS-KEY ( "language ideology" OR "ideology" ) AND TITLE-ABS-KEY ( "English language teaching" OR "ELT" OR "English-medium instruction" OR "EMI" ) AND TITLE-ABS-KEY ( "higher education" OR university OR "tertiary education" ) AND PUBYEAR > 2014 AND PUBYEAR < 2026	2015-2025	Research article and Review article

### Screening and Eligibility

During the screening stage, all articles obtained from the Scopus database (n = 1,574) were processed using Covidence software, which serves to filter duplicates, organize workflow, and minimize potential researcher bias. Of these, 132 duplicate articles, 2 articles deemed unsuitable by automatic detection, and 5 other articles were removed before manual screening, leaving 1,435 articles for further review.

The screening process was carried out in two main stages. First, title and abstract screening, in which 875 articles were excluded because they were not relevant to the issue of ideology in ELT in the context of higher education, or came from non-peer-reviewed sources. Second, full-text screening to ensure the suitability of the articles with the research questions regarding the construction and position of ideology, the type of dominant ideology, and the analytical approach used. At this stage, 560 articles were reviewed, but 72 articles were excluded because they were not fully accessible.

**Table 2.** Excluding and including criteria processed by authors

Including Criteria	Excluding Criteria
1. Publication year between 2015 and 2025.	1. Published before 2015.
2. Full research articles, not short reviews, editorials, or proceedings.	2. Did not explicitly address ideology in ELT in Higher Education
3. Written in English.	3. Not empirical research (commentaries/opinion pieces)
4. Research focus on ideology in English language teaching in the context of higher education	4. Methodologically weak or insufficient data for analysis

As a result, 441 articles were excluded because they did not meet these criteria. The main reasons for exclusion were not focusing on higher education (n = 125), not explicitly discussing ideology in ELT (n = 113), being non-empirical writings such as comments/opinions (n = 118), and significant methodological weaknesses or insufficient data (n = 85).

Thus, 47 articles met the criteria and were ultimately included in the analysis. The screening process involved two independent reviewers who examined the selected studies. When differences in judgment arose, these were discussed until a consensus was reached, and, where necessary, a third reviewer was consulted. This approach, aligned with the PRISMA guidelines (Moher et al., 2009), helped ensure that the studies included in the review were relevant, methodologically sound, and consistent with the research focus

### **Data Analysis**

The data analysis in this study employed a thematic synthesis approach that went beyond a mechanical procedure, beginning with close readings of selected articles to understand how each engaged with ideology in its specific context. Relevant segments were then coded and grouped into broader categories to identify recurring patterns in how ideology is represented, the forms it takes, and the analytical perspectives applied. At the same time, VOSviewer was used as a complementary tool to support the interpretive process by visualizing relationships among keywords, authors, and emerging research themes, particularly in addressing the dominant ideologies in higher education ELT. In parallel, thematic analysis enabled a deeper exploration of how ideology is constructed and positioned, as well as the methods used to analyze it. Together, these approaches provide a more comprehensive understanding of how ideological dynamics operate across diverse ELT contexts in higher education.

### **RESULTS**

This section presents descriptive findings from the systematic literature review (SRL), offering an overview of the analyzed publications in terms of number of articles, percentage contribution, Scopus ranking, year of publication, and geographical context. This initial mapping is important to identify research trends, including the distribution of studies across regions, time periods, and journal

quality, thereby providing context for understanding how ideology in English language teaching within higher education has been studied. These descriptive insights serve as a foundation for the subsequent thematic and critical analysis, with the following table summarizing as the key characteristics of the selected publications.

**Table 3.** Distribution of Articles Based on Number, Year, and Journal Rank by authors

<b>Mapping of Literature review</b>	<b>Number /Item</b>	<b>%</b>
<b>Publication rank</b>		
Q1	39	82.98 %
Q2	5	10.64 %
Q3	3	6.38 %
Total/item	47	100%
<b>Published Year</b>		
2025	5	10.6 %
2024	10	21.3 %
2023	6	12.8 %
2022	7	14.9 %
2021	2	4.3 %
2020	5	10.6 %
2019-2015	12	25.5. %
Total/item	47	100%

Based on a descriptive analysis of 47 publications in this systematic literature review, several key characteristics emerge. Most articles (39 or 82.98%) were published in high-reputation Q1 journals, indicating strong academic credibility and influence in the field of English language teaching in higher education. In terms of publication year, there is a clear upward trend, with 2024 recording the highest number (10 articles or 21.3%), followed by the 2015–2019 period (12 articles or 25.5%), reflecting growing scholarly interest in ideology, likely driven by globalization, the expansion of higher education, and a shift toward critical and contextual research perspectives. Geographically, the majority of studies originate from Asia (26 articles or 55.3%), including countries such as Bangladesh, Saudi Arabia, Malaysia, Indonesia, China, and Japan, among others. This dominance can be attributed to the rapid growth of higher education and English-medium programs in the region, its multilingual and multicultural contexts that foreground issues of



higher education (Rahman et al., 2025). Additionally, issues related to identity and social justice, such as teacher identity, equity, race, gender, and native speakerism, indicate that language ideology in ELT is not neutral but is closely related to power, identity representation, and discriminatory practices in learning

Visualization also reveals a global dimension through terms such as *global Englishes* and *world Englishes*, which emphasize the need for critical and cross-context pedagogical approaches in dealing with the diversity of language practices in the global era (Lo, 2025). Current research trends highlight topics such as multimodality, bilingual education, decoloniality, and digital literacy, signaling a shift toward multilingual, multimodal, and adaptive approaches to the development of digital technology (Wei & García, 2022). Thus, the study of ideology in ELT is increasingly developing in an interdisciplinary direction that combines issues of language, identity, power, and pedagogical practices in the era of globalization and digitalization

## DISCUSSION

### **RQ1: How has ideology been constructed and positioned in English language teaching in the context of higher education over the past 10 years?**

The first research question examines how ideology is constructed and positioned in English language teaching within higher education. Previous studies show that ideology operates not only at the policy level but is also embedded in curricula, teaching materials, classroom interactions, assessment practices, and representations of social and cultural identities. It is internalized through standards, methods, and power relations between lecturers and students. Therefore, this discussion outlines how ideology is realized across these areas based on findings from the 47 reviewed articles.

**Table 4.** Recap of ideological construction in ELT in higher education from global perspective. Processed by authors

No	Ideological Construction	Description	F	Source
1	<b>Curriculum &amp; Language Policy</b>	Ideologies are constructed through curricula, competency standards, English Medium Instruction (EMI) policies, and institutional regulations	19	(Warriner, 2016; De Costa & Jou, 2016; Christiansen et al., 2018; Hamid & Ali, 2023; Karim et al., 2023; Hatmanto et al., 2023; Carvalho & Schlatter, 2024; Cogo et al., 2024; Miao, 2022), etc.
2	Textbook and Teaching Materials	Ideologies emerge through representations of culture, identity, and language embedded in textbooks and instructional materials	6	(Barnawi, 2022; Chaweewan & Boonsuk, 2025; Gerday, 2019; Hillman et al., 2021; H. Liu, 2020; Y. Liu et al., 2024)
3	Classroom interaction and daily interaction	Ideologies are manifested in practices such as translanguaging, attitudes toward accents, teachers' positioning, and power relations within classroom dynamics.	10	(Banister, 2023; Gao, 2025; Koshino, 2025; Muhalim, 2023; Rahman & Singh, 2022; Sekaja et al., 2022; Tarrayo et al., 2021)
4	Institutional practices	Ideologies are shaped through pressures of international publication, global university rankings, and the commodification of English Language Teaching (ELT).	6	(Al Muqarshi et al., 2024; Ali et al., 2023; Al-Issa, 2015; Dafouz, 2018; Samuell, 2024; Smith & Englander, 2015)
5	Others (eg., assessment)	Additional forms include ideologies embedded in testing, evaluation systems, and certification policies	6	(Adhikari & Poudel, 2024; Hiratsuka et al., 2024; Mason & Hajek, 2020; Metreveli, 2025; Rind & Kadiwal, 2016)

The table summarizes how ideology in English Language Teaching (ELT) in higher education (2015–2025) is constructed across five interconnected areas. The most dominant is Language Curriculum and Policy (19 studies), including

standards, EMI policies, and institutional regulations. Ideology also emerges through Textbooks and Teaching Materials (6 studies), Classroom Interactions (10 studies), Institutional Practices such as global rankings and publication demands (6 studies), and Assessment systems (6 studies). Overall, these findings show that ideology in ELT is shaped not only by formal policies but also by everyday practices, materials, and broader academic pressures.

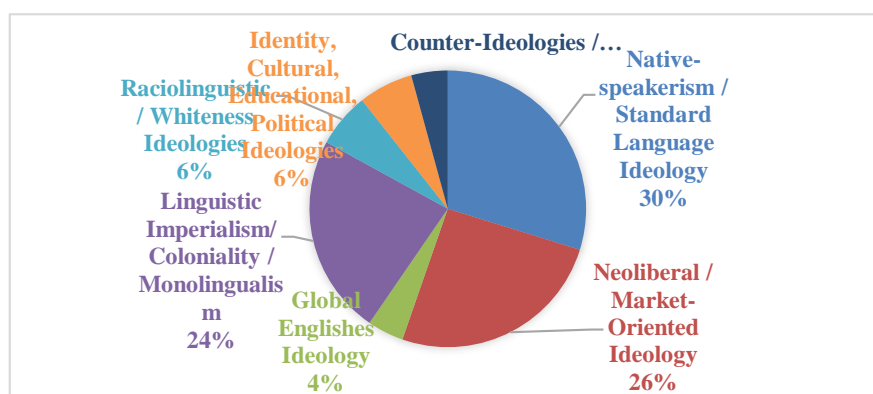
The findings of this study are in line with studies showing that curriculum policies and institutional practices strongly produce ideology in English language teaching in higher education. For example, A research assert that EMI policies and competency standards developed by universities are not only technical guidelines, but also articulate certain values about who is considered a “legitimate speaker” of English (Araos, 2018). Similarly, Widodo's (2018) research found that ELT curricula in Southeast Asia often position native speakers as the ideal model, thereby reinforcing a centre-oriented language hierarchy and suppressing local practices . These findings reinforce the argument that policy and curriculum are not merely technical frameworks, but ideological arenas that shape perceptions of English, identity, and academic authority.

Furthermore, the dimensions of classroom interaction and teaching materials that emerge in this study also broaden the discussion of how ideology is constructed through everyday practices. Beheshti (2024) study shows that ELT textbooks often present narrow representations of culture and identity, thereby directing learners toward certain views of English and its ideal users. Another study by Kubota & Lin (2020) emphasizes that classroom interactions including attitudes toward accents and translanguaging strategies can perpetuate or challenge power relations in ELT. Thus, the findings suggest that ideology operates not only at the macro level of policy, but is also mediated through micro-level practices such as material selection, lecturer communication style, and the assessment of students’ linguistic performance.

## **RQ 2: What types of ideologies are dominant in the study of English language teaching in higher education?**

Over the past decade, research on English language teaching in higher education has shown that language ideology shapes both teaching practices and learning experiences, emerging not only through formal policies like curricula and

standards but also through classroom interactions and teaching materials. These studies reveal how certain norms, such as Standard English or English as a lingua franca, are positioned as more legitimate, while other variations are marginalized. At the same time, language ideology is closely linked to broader social and cultural values, including professional expectations, global mobility, and identity construction. Overall, this body of research highlights that ELT practices are not neutral, but embedded with ideological meanings that influence how language is taught and experienced.



**Figure 3.** Percentage of Ideologies Identified in English Language Teaching in Higher Education (Scopus Data, 2015–2024)

Figure 3 illustrates the ideological landscape of ELT research in higher education over the past decade, with Native Speakerism / Standard Language Ideology emerging as the most dominant (30%). This indicates that native-speaker norms and “standard” varieties of English continue to function as benchmarks of academic legitimacy, visible in lecturer recruitment preferences, oral proficiency assessment, and the selection of teaching materials. The persistence of this pattern reflects both the colonial legacy and the global prestige attached to English, where certain accents and norms remain tied to social status and professional credibility despite the growing discourse of English as an International Language. Closely following this is a neoliberal or market-oriented ideology (26%), where English is framed as economic capital and a tool for institutional competitiveness, evident in policies such as English-Medium Instruction, the commodification of language courses as career investments, and publication requirements in international journals for academic advancement. Meanwhile, 24% of the studies address Linguistic Imperialism, coloniality, and monolingualism, showing how the

dominance of English continues to marginalize local languages and epistemologies through curricula, reading lists, and classroom practices, thereby reinforcing academic hierarchies. At the same time, perspectives such as Global Englishes, translanguaging, and gender-based approaches begin to appear as efforts to question and deconstruct these dominant ideologies.

Nearly a quarter of the articles (24%) examine Linguistic Imperialism, coloniality, and monolingualism, highlighting how dominant knowledge structures continue to position English above local languages, often suppressing local epistemologies and reinforcing academic hierarchies through curricula, reading lists, and classroom practices. At the same time, alternative perspectives such as Global Englishes, translanguaging, and gender-based approaches, although smaller in proportion (around 4% each) emerge as efforts to challenge this dominance and move toward linguistic justice. Additionally, issues of race and identity appear in categories such as raciolinguistic and whiteness ideologies, as well as broader cultural, educational, and political ideologies (6% each), with studies highlighting experiences of international students, accent bias linked to racial perceptions, and the influence of local values on language learning goals. These findings indicate that ideologies in ELT are deeply intertwined with social class, race, and institutional culture, suggesting that future research and policy should not only map ideological patterns but also examine their impact on learning opportunities, academic success, and the psychosocial well-being of both students and educators.

The dominance of Native Speakerism and Standard Language Ideology reflects not only linguistic preferences but also underlying power dynamics in language education. As (Lim & Park, 2024) argue, native-speakerism functions as a cultural construct that sustains the perceived superiority of native speakers over non-native speakers, a view reinforced by Karakaş & Jenkins, (2022), who highlights how standard accent models overlook the realities of global communication among non-native speakers. This persistence in recruitment and evaluation risks marginalizing accent diversity and multilingual practices while maintaining symbolic inequality in ELT classrooms. At the same time, neoliberal ideology positions English as economic capital within the global education market, as noted by Goldoni (2023), where policies such as English-Medium Instruction

and international publication demands prioritize competitiveness and institutional image over local relevance, potentially widening inequalities among students with differing access to resources. These dynamics intersect with Linguistic Imperialism and coloniality, where the dominance of English marginalizes local knowledge systems, as argued by Robert Phillipson (2017). However, scholars like Suresh Canagarajah (2015) point to the potential of translingual practices to resist this hegemony by valuing local linguistic resources. More recent work on Global Englishes and translanguaging further advances this shift, suggesting that future research and policy should move toward more inclusive, context-sensitive, and linguistically just approaches in ELT.

### **RQ 3. What analytical approaches are most commonly used to examine ideological practices in English Language Teaching (ELT) within higher education contexts**

Analysis of studies on ideological construction in English language teaching (ELT) in higher education shows a clear dominance of qualitative approaches, as examining ideology requires in-depth understanding of social context, discourse, and lived experiences. These approaches enable detailed analysis of how ideology operates in curriculum policy, teaching materials, and classroom interactions, including underlying power relations. Over the past decade, researchers have employed methods such as ethnography, Critical Discourse Analysis (CDA), policy and document analysis, thematic coding, and practice-based approaches, each aligned with specific research focuses—ethnography for classroom practices, CDA for discourse and texts, and policy analysis for institutional directions. Mapping these methods is important to understand how scholars investigate the relationship between language, power, and ideology, and the following section presents their distribution in a categorized table based on method type and frequency.

**Table 3.** Dominant Analytical Methods in Studies on Ideology in ELT in higher educational context (2015-2025)

<b>Method Categories</b>	<b>Sub-Method</b>	<b>Frequency</b>
Qualitative interviews / narrative	semi-structured interviews, reflective journals, narrative inquiry	15
Critical Discourse Analysis (CDA)	CDA, CDA + corpus, CDA + documents	10

Content / Thematic Analysis	content analysis, thematic analysis, value-orientation scale	7
Ethnography / Case Study / Phenomenology	ethnographic study, case study, interpretive phenomenology	5
Mixed Methods	survey + interview, questioner + focus group	2
Other specialised approaches	SFL, autoethnography, duo/trio-ethnography, verbal-guise, corpus linguistics	8

The mapping of analytical methods in studies of ideological construction in English language teaching (ELT) in higher education confirms a strong dominance of qualitative approaches. Interviews and personal narratives are most frequently used (n = 15), including semi-structured interviews, reflective journals, and narrative inquiry, which enable in-depth exploration of how teachers and students interpret policies, classroom practices, and ideological pressures, along with their social and emotional dimensions. Critical Discourse Analysis (n = 10) is also widely applied to examine policies, textbooks, and institutional documents as sites of ideological reproduction, often combined with corpus or document analysis. Content or thematic analysis (n = 7) is used to analyze written and online data, while ethnography, case studies, and phenomenology (n = 5) capture contextual classroom dynamics, particularly in EMI settings. In contrast, mixed methods are limited (n = 2), and more specialized approaches such as Systemic Functional Linguistics, autoethnography, verbal-guise techniques, and corpus linguistics (n = 8), appear in focused studies on discourse, identity, and power. Overall, these patterns highlight a strong preference for interpretive, discourse-oriented methodologies in examining ideology across educational contexts.

The tendency for research to rely on qualitative approaches demonstrates researchers' awareness of the need to deeply understand the construction of ideology from the participants' perspective. Through in-depth interviews or narrative experiences, researchers can uncover how teachers and students interpret language policies or value-laden classroom practices (Johnston, 2003). However, the dominance of this method also carries risks, an overly strong focus on subjective data can weaken the generalization of findings, or make structural dimensions such as institutional regulations less exposed. Therefore, future studies are advised to

combine interviews with document analysis and quantitative data so that individual bias can be compensated for by broader evidence.

The use of Critical Discourse Analysis (CDA) marks the researcher's serious attempt to link language with power relations. The advantage of CDA lies in its ability to read texts and policies as social practices that shape and are shaped by ideology. In the context of ELT, critical discourse analysis provides an opportunity to reveal how the concept of “standard language” or market values are embedded in textbooks and academic guidelines (Khan & Zaki, 2022). However, CDA is often criticized for placing too much emphasis on the researcher's critical reading, making it prone to subjectivity if not accompanied by transparent procedures. Combining it with corpus linguistics or more systematic content analysis can increase reliability without losing depth of interpretation.

The existence of alternative approaches such as ethnography, phenomenology, and Systemic Functional Linguistics (SFL)-based analysis demonstrates the need to capture ideology from a more contextual dimension. The existence of alternative approaches such as ethnography, phenomenology, and Systemic Functional Linguistics (SFL)-based analysis demonstrates the need to examine ideology through lived classroom experiences, discourse practices, and institutional power relations (Han & Dong, 2024). Meanwhile, SFL helps to reveal how lexical and grammatical choices in teaching materials or lecturer speeches can construct power relations. Other innovations such as autoethnography and duo/trio-ethnography open up space for critical reflection on the researcher's position, especially in studies of whiteness or race in ELT. The diversity of these methods underscores the importance of flexible analysis design while remaining grounded in the principles of transparency and interpretive depth.

## **CONCLUSION**

This study maps dominant ideological orientations, thematic patterns, and methodological distributions in English language teaching (ELT) research in higher education. The findings highlight the continued dominance of Native Speakerism and Standard Language Ideology, alongside neoliberal and colonial legacies embedded in policy, curriculum, and classroom practice. At the same time, emerging perspectives such as Global Englishes and translanguaging signal a shift

toward more critical and inclusive approaches, supported largely by qualitative methods such as Critical Discourse Analysis and ethnography. These findings underscore the need to reposition English not merely as a marker of prestige, but as a resource for equitable access and learner empowerment, while encouraging educators and policymakers to critically reflect on ideological assumptions in teaching and assessment. However, the study is limited by its reliance on English-language sources and its focus on conceptual analysis rather than lived classroom impact, suggesting the need for future research, particularly in underrepresented contexts such as the Global South, to adopt more empirically grounded and transformative approaches. Overall, this study contributes to a broader understanding of how ideological orientations and methodological choices shape ELT research and practice in higher education contexts.

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