

TEACHING ENGLISH AS A LINGUA FRANCA: EFL TEACHERS' PERCEPTION

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Abstract

The importance of English as a Lingua Franca (ELF) has increased due to the growing demand for English competence worldwide, especially in Southeast Asia. This research explored EFL teachers' perceptions regarding the teaching of English as a Lingua Franca and how their understanding of ELF influenced classroom practices. A qualitative survey design was employed to gather data from 15 EFL teachers in Indonesia and Thailand through questionnaires and interviews. The results showed that although the majority of teachers were aware of English as a Lingua Franca (ELF), they continued to teach primarily British English. They wished to assist students with language and cultural skills since they recognized that English differed by culture. To support teaching English in a more inclusive and relevant way, it was important to increase more ELF knowledge, improved training, and updated global communication curricula are all needed for teachers to advance.

Keywords: A Lingua Franca, EFL Teachers, Perception, Accents, Standard of English

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INTRODUCTION

English as a Lingua Franca (ELF) refers to the use of English as a common means of communication among speakers with different first languages. According to Seidlhofer (2011, p. 7) in (Chen, Ren, & Lin, 2020), English as a lingua franca (ELF) is defined as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option." As a means to encourage more inclusive and context-sensitive teaching of the English language, these observations emphasize the necessity of increased ELF awareness and teacher education. Jennifer Jenkins (2007) noted that "Lingua Franca" refers to a language spoken by people who do not share their first language, and it is commonly understood by speakers of SL.

In nations that fall under Kachru's (1985) "expanding circle," such as Taiwan and Indonesia, English is taught as a foreign language (EFL). Teaching methods frequently still give preference to native-speaker standards, especially British or American English, even if students in these settings hardly ever contact with native speakers. These practices include norms for use, grammar, and pronunciation that are similar to those of native speakers, even when they might not meet learners' communicative requirements. By advocating for a more inclusive and accurate

understanding of English usage throughout the world, ELF challenges these presumptions.

Despite the widespread use of English as a Lingua Franca (ELF), many people, even EFL teachers, are unaware of what ELF is or how it affects language instruction. In relation to the above definition, the use of English as a communication tool may affect the English foreign language teaching and learning technique. Previous research on EFL teachers' perspectives of English as a Lingua Franca originated in Taiwan. (Luo, 2017) from the viewpoint of university English teachers, this study investigates the idea of ELF in connection to English instruction in Taiwan. It demonstrates that although the participating instructors are aware of the concept of ELF, they place a strong emphasis on teaching English in accordance with NS standards. The report also identifies challenges that educators face while implementing an ELF curriculum in the classroom, including student preference for Standard English, instructor proficiency, and the accessibility of learning environments and instructional resources.

Another research from (Ton & Pham, 2010) in Vietnam concluded additionally, that Vietnamese English teachers think that pupils have more opportunities to interact with NNSs than NSs outside of the classroom. As a result, educators recognize the value of educating or at the very least acquainting pupils with various forms of English (Pujiati & Alfisuma, 2024). Teachers claim that, for a variety of pragmatic reasons, they are now only teaching NS English. Even while some instructors would like to teach additional varieties of English, they are now unable to do so due to time restrictions, a lack of resources that promote varieties used beyond the inner circle, and most importantly, a lack of examinations based on the NNS model.

According to Penny Ur (2010) cited in (Rahayu, 2023) states that it highlights the significance of teaching English as a Lingua Franca (ELF) to EFL students. These days, EFL teachers understand how important it is to include 21st century skills into their lessons. because Policymakers and educators have been working together for almost 20 years to equip the next generation with the necessary 21st century skills (Lastari & Silvana, 2020). Therefore, Lingua Franca provides students with chances to communicate with English speakers both domestically and internationally. Therefore, ELF should be introduced in English language teaching.

Even while English as a Lingua Franca (ELF) has received a lot of theoretical attention and is acknowledged to be important for international communication, there is still a big lack of actual implementation in EFL classrooms, particularly in developing nations like Indonesia. The norms of native speakers continue to affect many EFL teachers, and many lack the knowledge, tools, or training necessary to successfully incorporate ELF concepts into their lesson plans. This study aims to investigate EFL teachers' perspectives on teaching English as a Lingua Franca. The research will discuss research methods regarding these teachers' opinions, as well as the possibility of use of ELF in classroom practice. ELF classroom practices include all aspects of classroom activities, such as curriculum creation, material distribution, student participation, and assessment. The results of this study will provide important information on whether or not teaching English as a Lingua Franca can be implemented in Indonesian classrooms.

Research Problem

1. How the EFL Teachers' attitudes regarding teaching English as a Lingua Franca?
2. How the EFL Teachers' perceptions about the emerging ELF have lately changed?

LITERATURE REVIEW

English as a Lingua Franca (ELF)

English as a Lingua Franca (ELF) is better understood as a dynamic and context-driven communicative practice among speakers from a diversity of linguistic origins rather than as a fixed variation. According to researchers of Jenkins (2007) and Seidlhofer (2011), ELF is formed by its users, who pragmatically modify the language to meet the demands of cross-cultural communication. ELF is centered on how English is used successfully in a variety of international circumstances rather than only the grammar and pronunciation rules established by native speakers.

According to this perspective, the center of English ownership is moved from inner-circle countries (such as the UK and the USA) to a larger, more inclusive global society. As a result, ELF questions the primacy of native-speaker conventions and pushes teachers to reconsider the way they teach English in EFL settings. ELF, according to (Arjulayana et al., 2025; Arjulayana & Dwi sloria, 2016), is a collection of techniques—like paraphrase, repetition, and accommodation that promote comprehension as opposed to flawless correctness. A learner-centered approach that prioritizes communication above compliance is supported by these techniques.

Because of institutional regulations, textbooks, evaluations, and teacher preparation, many EFL classrooms continue to emphasize Standard English, particularly British or American variants, despite the growing importance of English as a Lingua Franca (ELF) (Luo, 2017; Soruç, 2015). Many people consider these native-speaker conventions to be desirable, especially when it comes to formal communication. Researchers such as Kirkpatrick (2007) and Holliday (2005) argue, however, that this emphasis may restrict students' capacity for international communication. Rather than native-like correctness, they support instructional paradigms that prioritize intelligibility, cultural sensitivity, and adaptation.

Accents are a major topic in ELF conversations, and many EFL teachers feel pressured to imitate American or British accents since they are seen as more prestigious and clear (Ardıç Kiyak, 2021). Researchers argue, however, that the emphasis should be on intelligibility rather than native-like pronunciation, particularly in situations where there is little opportunity to connect with native speakers (Ton & Pham, 2010; Obos et al., 2022). Jenkins (2006) encourages a move away from impractical pronunciation objectives by introducing the Lingua Franca Base, a collection of phonological characteristics necessary for mutual comprehension. Researchers Koseoglu & Gilanlioglu (2021) and Mudra (2024) highlight the need of multicultural competency, ELF-aware instruction, and classroom settings that support students' linguistic confidence and affirm a variety of English usages (Baker, 2015).

RESEARCH METHOD

The researcher investigated EFL teachers' perceptions of teaching English as a Lingua Franca (ELF) using a qualitative survey approach. This study included 15 EFL teachers from Indonesia and Thailand. The participants had varied teaching experience with 33% had taught English for 5–10 years, 40% for 3–5 years, and 27% for less than 3 years.

Data were collected through semi-structured interviews and a questionnaire with choose answers in questions followed by open-ended questions (e.g. why, how, and what) through Google forms. The questioners were adapted from (Rahayu, 2023). The objective was to gain a deeper understanding of the teacher's perspectives and experiences. In addition to answering 21 open-ended questions in the questionnaire, the researchers then selected three of them for semi-structured interviews which lasted

10 to 30 minutes. The same problems covered in the questionnaire served as an outline for the interview questions.

All qualitative data collected from both the questionnaire and interviews were analysed using thematic analysis, enabling the researcher to recognize recurrent themes, patterns, and differences in the responses of participants about teaching English as a Lingua Franca.

RESULTS AND DISCUSSION

Result

Perceptions about Standard English

The Table of responses below was the result of data gathered on teachers' perceptions on Standard English. The researcher demonstrates the results of the data analysis by displaying the descriptive Table of questionnaire results.

Table 1. Perceptions about Standard English of the Questionnaire

No	Components	Yes	%	No	%
1	Trust that Standard English is exist	11	73,3 %	4	26,7 %
2	Standard English is British English	10	66,7 %	5	33,3 %

The data showed that 73.3% of participants believed that Standard English exists, and 66.7% associated Standard English specifically with British English. This indicates that the majority of teachers still recognize and accept the concept of using a standardized form of English, particularly in formal language skills such as speaking and writing in teaching. According to participants, establishing standards for language increases clarity in international communication. The most of participants choose British English than American English, and several maintain a preference for Standard English in teaching. This finding aligns with Rahayu (2023), who observed that although EFL teachers are increasingly aware of English as a Lingua Franca (ELF), many still adhere to native-speaker norms due to habit, institutional expectations, and perceived clarity.

According to interviews with participants, the majority of people believe that Standard English is important for formal, professional, and transparent communication throughout the globe. Many associate it with proper tone, diction, and grammar because they think it avoids misunderstandings caused by cultural variances. Some emphasize the importance of communication in formal settings, international usage, and education, while others emphasize that it is more important than cultural norms. All things considered, they appreciate Standard English but also acknowledge the necessity of adaptability and intelligibility in several contexts.

According to the interviewed, the majority of participants believed that Standard English was the same as British English since it was more commonly used, simpler to comprehend, and more prestigious in official communication, education, and the media. But according to other respondents, as long as grammar and pronunciation are proper, American English or other variations can also be regarded as standard, meaning that style or accent discrepancies should not be a big deal.

Accents

Three questions in this section examine participants' attitudes toward the use of accents in English communication.

Table 2. Accents of the Questionnaire

No	Components	Yes	%	No	%
1	Using British or American accent	10	66,7 %	5	33,3 %
2	Satisfied with your accent	9	60 %	6	40 %
3	Accent is important	10	66,7 %	5	33,3 %

According to the results in table 2, showed that 66.7% of participants were using British or American accents when speaking English. This shows that native-speaker pronunciation models are preferred. Meanwhile, 33.3% of the participants chose to use their own local or national accents. Regarding self-perception, 60% of participants expressed satisfaction with their own accents, while 40% did not feel fully confident.

The majority of interviewed said that they were only somewhat satisfied with their accents, stating that although some had good experiences speaking with people throughout the world, others still thought their pronunciation needed improvement. Noting a balance between intelligibility and preserving their own accent style, several of respondents preferred clarity and personal uniqueness in their speech above mimicking native speakers.

Additionally, 66.7% of the participants believed that accent plays an important role in English communication. According to some participants, incorrectly pronouncing words can change their meaning and generate misunderstandings. The notion that native speakers' accents are frequently seen as distinct and ideal models is reflected in this perspective. However, the remaining 33.3% of participants considered accent to be less critical, suggesting a more flexible view aligned with ELF principles.

According to participants who answered to question Accent is significant, the majority of participants said that accents were crucial for maintaining clear communication, preventing misunderstandings, and establishing an individual's linguistic identity. As long as the material is conveyed effectively and is easy to comprehend, some said that accents may be used as a cultural or personal identity. The others countered that accents are not a necessary component of learning English. Many have underlined that speaking English frequently, correctly pronouncing words, and expanding their vocabulary had a bigger influence than following native accents like American or British.

Perceptions in English as Lingua Franca (ELF)

This portion requires the teacher to answer seven statements. Each of the statements is about ELF theories. The purpose of this piece was to precisely extract the teacher's goals for ELF. It is the teacher's responsibility to respond to the claims by stating whether or not they fully agree with them. The statements are shown in the table below.

Table 3. Perceptions in English as Lingua Franca (ELF) of the Questionnaire

No	Components	Yes	%	No	%
1	Having knowledge on ELF before	9	60 %	6	40 %
2	Can explain about ELF.	7	46,7 %	8	53,3 %

Based on the questionnaire results, 60% of respondents stated that they had prior knowledge of English as a Lingua Franca (ELF). This demonstrates that the majority of teachers are aware of the term ELF and understand the significance of English language variation in a global context. However, an extensive understanding might not always accompany this knowledge. Teachers with fewer than three years of teaching experience appeared to be less familiar with the ELF concept, according to the researchers' findings. This might be because they haven't had any particular training or hands-on experience with its implementation.

The second question tested the extent to which participants could explain the meaning of ELF in their own words. The results showed that only 46.7% of teachers were able to explain the concept of ELF, while the rest were unable to define it properly. This indicates that the majority of teachers still just have a general knowledge of ELF. Because of this, they frequently rely on conventional teaching strategies and resources offered by the national curriculum, which typically uses Standard English and does not yet integrate ELF concepts into teaching techniques.

Table 4. Perceptions in English as Lingua Franca (ELF) of the Questionnaire

No	Components	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Agree with the statement, "The extensive practice of English in the world should be banned from every field in the world."	2 (13,3 %)	9 (60 %)	3 (20 %)	-	1 (6,7 %)
2	Agree with the statement, "non-native English speakers should follow the modified according to the features of the native language rules of Standard English."	-	4 (26,7%)	4 (26,7%)	6 (40%)	1 (6,7%)
3	Agree with Lee (2004) that "The non-native speaking pre-	-	1 (6,7 %)	5 (33,3 %)	9 (60 %)	-

	service English teachers have advantages for not being the native speaker of English.”					
4	Agree to make the students feel confident in speaking the English language by picking the theme among the cultural features of the students.	-	-	1 (6,7 %)	9 (60 %)	5 (33,3 %)
5	Agree with non-native English teachers should distinguish both English and Indonesia along with their cultures	-	5 (33,3 %)	5 (33,3 %)	4 (26,7 %)	1 (6,7 %)

In response to the statement, “The extensive practice of English in the world should be banned from every field in the world,” the majority of participants disagreed, with 60% selecting “disagree” and 13.3% “strongly disagree”. Only one respondent (6.7%) strongly agreed with the statement, while 20% remained neutral. This indicates that the majority of teachers accept the common use of English and recognize its critical function in a variety of areas beyond language learning. English serves as a universal lingua franca in the current globalization period, bridging individuals from various fields and cultures. Teachers are therefore required to be aware of the various settings in which English is used and to assist students in acquiring the skills they need to communicate in English in a variety of disciplines.

Answered to question number 1 of participants showed that most of them strongly disagreed with a ban on the worldwide use of English, seeing it as a vital uniting language in a culturally varied globe and a vital instrument for communication in all fields. Knowing its extensive use and capacity for connecting people globally, the majority highlighted its importance in globalization, education, and everyday communication. The general consensus was that, considering English's current worldwide significance, banning it would be unfeasible and detrimental; however, some participants were indifferent or unclear.

About the second statement, 40% of respondents agreed, while 26.7% were indifferent and 26.7% disagreed: “Non-native English speakers should follow the modified rules of Standard English according to the features of the native language”. This suggests that while many teachers continue to favour native-like standards for formality and clarity, a sizable percentage are either undecided or starting to question this idea. In contrast, responses to the third statement, which supports Lee’s (2004) thesis idea that non-native English-speaking pre-service teachers have advantages,

were more strongly affirmative: 60% agreed and 33.3% were neutral. This indicates that teachers are becoming more aware of how empathy, shared problems, and personal learning experiences may improve instruction—underscoring the special advantages of non-native English speakers in EFL settings.

The responses of participants to question number two reveal a range of opinions about whether non-native English speakers should adhere to Standard English standards that have been adjusted based on native language characteristics. Many participants concurred, emphasizing the value of formal communication, mutual understanding, and common sense in adjusting to the norms imposed by native speakers, particularly when writing. Some made comparisons to how outsiders should adhere to local conventions when learning other languages. Nonetheless, a few of participants said non-native speakers need to preserve their individuality, modify their speech according to the situation, or put clarity ahead of rigorous conformity to local norms. As a whole, Standard English was acknowledged as being adaptable in spoken communication, even if it was mostly preferred for formal and written situations.

Most participants believed that non-native pre-service English teachers have clear advantages such as increased understanding of students, the ability to impart direct experience of learning techniques, and the ability to enhance the teaching of English by incorporating different points of view. The fact that just a small percentage of individuals disagreed with the statement and a few were unclear about it indicates that, on the whole, there is substantial support for the notion that teaching ELF can benefit from having a non-native teacher.

In response to the statement, “Students should be made to feel confident in speaking English by selecting themes based on their cultural backgrounds,” the majority of respondents showed strong support, with 60% agreeing and 33.3% strongly agreeing. Only one participant (6.7%) remained neutral, and none disagreed. According to these findings, the majority of teachers understand how crucial it is to integrate students' ethnic identities into language learning in order to promote self-assurance and involvement. This is consistent with the principles of English as a Lingua Franca (ELF), which promotes the incorporation of regional settings and cultures in the classroom to enhance the relevance and significance of English language teaching.

The majority of participants concurred that choosing themes that are relevant to students' cultural backgrounds may greatly boost their confidence when speaking English. They pointed out that children can express themselves more easily, feel more connected to the language, and learn more effectively when they are exposed to familiar subjects. Cultural themes were also considered as a means of establishing a supportive learning atmosphere, encouraging active involvement without fear of failure, and connecting teachings to students' identities (Arjulayana et al., 2021).

“Non-native English teachers should distinguish both English and Indonesian languages along with their cultures”, participants' opinions were quite divided. A total of 33.3% disagreed, 33.3% were neutral, 26.7% agreed, and only 6.7% strongly agreed. This distribution implies that although some teachers see the value of distinguishing between the linguistic and cultural components of both Indonesian and English, many are still unsure or unsure of its applicability in the classroom. Divergent opinions on the use of cultural comparison in English language instruction within an ELF framework or different degrees of experience with intercultural competency may be reflected in the mixed results.

Regarding whether non-native English teachers should differentiate between English and Indonesian and their cultures, participants' opinions were divided. The

others agreed, pointing out that integrating different viewpoints, fostering global awareness, and enriching learning are all made possible by a knowledge of cultural diversity. Others were indifferent or unclear, thinking that all students should learn English in the same manner, with the exception of delicate cultural topics. Some highlighted how language and culture are inextricably linked and how separating them might help students value both while promoting flexibility in a global setting.

Integrating ELF in Teaching Program

On topic 4, the assertions are related to whether or not the teachers' perceptions about ELF can be included in the teaching curriculum. The outcome will be displayed on this table.

Table 5. *Integrating ELF in Teaching Program of the Questionnaire*

No	Components	Yes	%	No	%
1	ELF covered the program you teach	11	73,3 %	4	26,7 %
2	ELF should be included in the program	15	100 %	-	0 %

The data in Table 5 showed that 73.3% of the respondents believed that the teaching program they used already incorporates elements of English as a Lingua Franca (ELF), while 26.7% felt it does not. Interestingly, 100% of participants agreed that ELF should be included in the curriculum. According to these findings, there is unanimity in favour of the deliberate incorporation of ELF principles into English language learning, even though the majority of teachers acknowledge the existence of ELF in some capacity in their present teaching methods. This indicates an increasing understanding of how crucial it is to expose children to a range of English dialects and cultural settings in the classroom.

Discussion

The study's findings led to three debate topics, which are discussed below:

Perceptions of Standard English among EFL teachers

The results showed that a large number of EFL teachers continued to view Standard English as the best teaching style. They believed Standard English provides clarity, particularly in formal abilities like speaking and writing, and they generally communicate it with British English. A key component in teachers' preference for Standard English is its perceived status, which is frequently linked to accuracy, worldwide intelligibility, and scholarly reputation in both written and spoken communication (Wawan et al., 2024). This perspective supports the idea that maintaining uniformity might enhance students' global intelligibility and communicative correctness (Luo, 2017). The use of native-speaker norms by teachers is in line with Soruç's (2015) observation that, as a result of educational rules and expectations, many educators choose to adhere to native standards. In multilingual preferences, when English serves as a tool for intercultural communication rather than as a native tongue, this tendency may also restrict flexibility. Although teachers are aware of ELF, Rahayu (2023) pointed out that traditional educational standards continue to have an impact on their activities. Ideology and classroom practice diverge

as a result of this conflict between acknowledging the globalization of English and adhering to NS norms.

Several participants stressed that successful communication was more important than just imitating national accents or styles, even if many acknowledged the prestige and clarity associated with Standard English, according to interviewers. While some teachers claimed that grammatical accuracy and intelligibility should come before accent conformance, the others saw Standard English as "just a style," with American and British variants acting as benchmarks rather than strict regulations. Both Indonesian and Thai participants pointed out that the objective of mutual understanding should not be overshadowed by accent adoption, as local identity and cultural context impact how English is pronounced. According to these viewpoints, instructors promote flexibility and inclusion even if Standard English is still the favoured model in formal settings. This is in line with ELF principles, which place a higher priority on intercultural competency and clarity than rigorous adherence to national standards.

This is corroborated by the results of interviewed, which reveal that although the majority of teachers acknowledge the existence of Standard English, their interpretations vary some firmly identifying it with British English, while others see it as a more general standard based on grammar and pronunciation that is not exclusive to any one type. According to similar research, many Indonesian EFL teachers identify Standard English with native-speaker standards because of its perceived accuracy and status (Harsanti and Manara, 2021). According to a British Council report (Young, Walsh & Schartner, 2016), some teachers were open to different standards as long as intelligibility was preserved, but others preferred British English due to its familiarity and perceived status (British Council, 2016, pp. 4–5). These results are in line with the current study and imply that teacher preferences are impacted by both pragmatic classroom issues and ideological views regarding language standards.

Perceptions of accent among EFL teachers

The preference for American and British accents by teachers was a reflection of the internalized notion that the standard for accuracy in pronunciation is native-like. Then English competency in standard English (American and British English) is the aim of learning the language, hence English teachers are still focused on the natural speaker paradigm (Anjani et al., 2025). Ardiç Kiyak (2021) discovered that many professors believe that the students expect them to sound like native speakers, which supports this conclusion. Ton & Pham (2010) and Obos et al. (2022) contend that while American and British accents are prevalent examples, studying English should not just focus on them. Instead, trying to imitate native speech patterns exactly, teachers should encourage students to speak intelligibly. Particularly in situations where native-like accents are prized, students' confidence in their pronunciation and accent greatly influences their level of involvement and communicative efficacy in English-language interactions (Mudra, 2024). It is supported by Muid (2024) that the prevalence of both American and British English terminology in diverse contexts suggests a certain amount of linguistic adaptability influenced by individual preferences, cross-cultural experience, and the specific language needs of a given circumstance. The teachers' preference for American and British accents, it is concluded, shows a native-like pronunciation ideology. However, ELF viewpoints prioritize intelligibility above accent authenticity in order to improve students' efficacy and confidence of communication.

It is interesting to note that some teachers were acceptable with their own accents and said that accents should not be a big deal as long as the information is

understood. ELF principles, which place a higher value on mutual intelligibility than native-like correctness, are reflected in this more accepting viewpoint. Accent fluctuation is normal in ELF communication and should not be punished in educational contexts, according to Jenkins (2006).

According to the data, many teachers were satisfied with their own accents and value clarity above imitating a particular type, even if others strive for native-like pronunciation. Similar results were found by Fitria (2022), who stated that Indonesian EFL teachers frequently place more emphasis on intelligibility than on developing a native-like accent, acknowledging that regional dialects do not impede clear communication. A survey conducted in Turkey with pre-service English as a foreign language teachers (Redalyc, 2023) also revealed a rising perception that following national norms is not necessary for effective communication, indicating a change in value toward confidence and clarity. Jenkins (2000) outlined the concepts of English as a Lingua Franca (ELF), which prioritize cultural identity and mutual intelligibility over rigorous replication of native-speaker speech. These patterns imply that teachers' opinions regarding pronunciation are influenced by both a pragmatic understanding of students' communicative demands and symbolic views of native accents.

Perceptions of EFL teachers toward English as a Lingua Franca (ELF)

A number of assertions designating English as a Lingua Franca (cross-cultural language of teaching) were accepted by the majority of participants. They concurred that there should be no restrictions on the global usage of English. This confirms the argument that Lingua Franca is not related to the diversity of English, but to its use in certain contexts. It summarise from (Rahayu, 2023) Some participants also agreed that the Standard English rules need to be altered based on the characteristics of the native speakers' mother tongue so as to give students the encouragement to learn and speak a form of English that is more similar to native speakers (Anggini & Arjulayana, 2021). However, there were differences of opinion on how English should be taught. Some argue that it is important to instruct English as a foreign language, while others argue that the It is not appropriate to teach English using the same standard English rules that are utilized in the inner circle (English-speaking nations).

Interestingly, most participants agreed with Lee's (2004) thesis, asserting that non-native English speakers had special benefits because of their education, including empathy and cultural awareness. ELF-aware teacher education may promote a deeper awareness of English variations and assist aspiring teachers in critically reflecting on their pedagogical decisions, according to scholars like Koseoglu and Gilanlioglu (2021). But as Ardiç Kiyak (2021) pointed out, it takes time and institutional support to go from typical teaching of EFL to ELF-informed practice. According to Mudra (2024), a few teachers are already implementing innovative teaching techniques that incorporate the cultural backgrounds of their students, make use of nearby resources, and adopt interactive techniques to boost student involvement. These initiatives show how teaching English from an ELF viewpoint is increasingly moving toward inclusion and contextual relevance.

Many EFL teachers appreciated the adaptability of English as a Lingua Franca (ELF), acknowledging its capacity to accommodate a range of student backgrounds and improve communicative efficacy. This perspective is reinforced by Cogo and Dewey (2012), who argue that ELF places more emphasis on practical communication and intelligibility than on native-like ability. Seidlhofer (2011) provides in additional detail about the pedagogical difficulties teachers have when trying to strike a balance between ELF ideals and the requirement that students be prepared for academic and

professional settings that require Standard English. Kirkpatrick (2010) also highlights the need for learners to be proficient in both traditional language standards and global ELF relations. These observations support the results of the current study and emphasize the difficult task teachers have when incorporating ELF into formal educational environments.

CONCLUSION

Based on the results of the research, many EFL teachers in Indonesia and Thailand continued to use Standard English, especially British English, in their classrooms despite the fact that the majority of them are aware of English as a Lingua Franca (ELF) and understand the value of linguistic and cultural diversity in English instruction. Despite this, there is a discernible change in attitudes, with educators expressing an openness to integrating ELF concepts into their lessons and prioritizing effective communication and clarity above native-like pronunciation. In contrast to rigorous adherence to native speaker standards, this represents an increasing recognition of the variety of situations in which English is used internationally and the need to educate students for real-world communicative competence.

In order to further assist the incorporation of ELF concepts into the EFL curriculum, the research also emphasizes the need for focused teacher education and greater knowledge of ELF. Teachers acknowledged that they were prepared to embrace more inclusive and context-sensitive methods, but they also mentioned obstacles such as a lack of specialized ELF training, a lack of resources, and testing systems that prioritize native speaker standards. Resolving these obstacles may promote more successful English language training that values linguistic variety and builds students' self-assurance and intercultural competency in situations involving international communication.

The next research should be focused on finding solutions to these problems, particularly in emerging nations. Instead of only adhering to native speaker norms, the research should identify effective strategies for teaching and learning English as a tool for international communication. The students would learn the confidence and abilities necessary to utilize English in authentic worldwide contexts with the support of new teaching resources that respect local cultures and make use of technology.

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