

## PRE-SERVICE TEACHERS PERCEPTION AND STRATEGIES IN TEACHING ENGLISH AS A LINGUA FRANCA IN INDONESIA

<sup>1</sup>\*Ihsan Alfa Cahyadi, <sup>1</sup>Ulil Fitriyah

<sup>1</sup>Department of English Literature, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang, East Java, Indonesia

\*Corresponding Author Email: [ihsanalfaihsan@gmail.com](mailto:ihsanalfaihsan@gmail.com)

Article Info	Abstract
<b>Article History</b> Received: April 2024 Revised: June 2024 Published: July 2024	<i>English is evolving into a lingua franca, reflecting its capabilities in global communication. Educators are challenged to prepare students for this linguistic landscape. The ELF teaching component facilitates effective cross-cultural communication, which is essential in today's interconnected world. This study aims to explore the implementation and pre-service teachers' perceptions of English as a Lingua Franca (ELF) and provide insights for Indonesian teacher preparation programs and curriculum development. The research design used mixed methods, with questionnaires and interviews as research instruments, and involved 64 pre-service English teachers in Indonesia. Convenience sampling was used to collect quantitative data. Google Form responses from the participants were taken for data analysis and tabulation. Descriptive statistics were conducted on the data using the Statistical Package for the Social Sciences (SPSS v. 20). The results show the importance of improving pre-service teachers' understanding and implementation of ELF teaching practices in Indonesia. They need assistance in implementing ELF-based teaching approaches. Recommendations are given to incorporate ELF more effectively into the curriculum and teacher training to support the development of their teaching skills. Therefore, ELF teaching not only influences English language teaching but also plays an essential role in preparing students to communicate in a multilingual global context. Through better understanding and implementation of ELF teaching practices, teachers can help students develop critical cross-cultural communication skills.</i>
<b>Keywords</b> Teaching language skills; Lingua franca; Teaching Practices; Teaching strategies:	
<b>How to cite:</b> Cahyadi, I.A., & Fitriyah, U. (2024). Pre-Service Teachers Perception and Strategies in Teaching English as a Lingua Franca in Indonesia. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(3), 1340-1352, DOI: <a href="https://dx.doi.org/10.33394/joltt.v12i3.11276">https://dx.doi.org/10.33394/joltt.v12i3.11276</a>	

### INTRODUCTION

English has transitioned from being just an international language to a lingua franca, and this shift is because English is now spoken as a lingua franca in various countries, not only by native speakers but also by non-native speakers as a second or foreign language (Adriansen et al., 2023). This evolution underscores the adaptability and versatility of English as a global communication tool (Becker, 2023; Chen et al., 2020; Kim, 2021; Lee & Kim, 2023). Over the past decade, there has been a surge in interest in English as a Lingua Franca within the field of applied linguistics (Sung, 2018; X. Wang et al., 2021). In the era of globalization, where cultural exchange and international trade are flourishing, English is emerging as an essential tool for cross-cultural communication as English becomes the lingua franca (Estaji & Savarabadi, 2020). Therefore, educators face the challenge of preparing students to navigate this linguistic landscape effectively (Khamwan, 2023). As such, people from different language backgrounds use English to interact and perform various activities such as publishing research, participating in conferences, and teaching (Alhasnawi, 2021). Scholars have recognized the importance of incorporating ELF components in English language teaching to expose students to the diverse

forms of English spoken globally. This exposure helps students prepare for the widespread use of English in a global context and enables them to communicate effectively with a wide range of English speakers, both native and non-native (Ambele & Boonsuk, 2021; Jindapitak et al., 2022). Previous research has demonstrated the widespread usage of English as a lingua franca and the creative ways in which ELF users support efficient communication in multilingual settings and emphasizing the dynamic character of communication in ELF situations, scholars have recorded the various ways in which ELF users handle linguistic variation to ensure successful interactions (Galloway & Numajiri, 2020).

People from many cultural backgrounds interact internationally using English as a lingua franca (ELF) (Jenkins, Baker, and Dewey 2018:5), where communities of speakers and locations are subject to change and often not tied to a specific country (Jeong et al., 2022). In situations where English is not the first language, the capacity to communicate in English is very significant to get better job opportunities and access to education. In Indonesia, English is one of the foreign languages taught in the national education institution and is an essential part of the curriculum at various educational levels. English teachers must have an awareness and comprehension of how ELF is a contact language globally and consider how this can contribute to language teaching, including syllabus, materials, methods, and of course assessment (Situmorang et al., 2023).

Educators and instructor candidates recognized the significance of the ELF concept in ELT and learning. The importance of this application is emphasized in learning English pronunciation with a priority on clarity of communication rather than trying to achieve native-like pronunciation. The objective of this teaching is for participants to communicate messages clearly (Curran & Chern, 2017; Jeong et al., 2022; Lim, 2016). Pre-service teachers have a significant level of awareness of ELF usage. This awareness includes understanding linguistic and cultural identity, open-mindedness, tolerance, awareness of the learning process, and the importance of avoiding over-correction of mistakes. Restructuring the principles of knowledge in the teacher education curricula to consider the many sociocultural realities in Indonesia is necessary to acknowledge the role of ELF in the procedure of learning, linguistic and cultural identities. It is imperative to integrate the sociocultural context with the knowledge base to prevent a lack of cultural awareness and to increase comprehension of social and cultural relativity expectations when teaching ELF (Sakhiyya et al., 2018; Soruç & Griffiths, 2021).

Research conducted by Chern and Curran (2017) regarding the challenges faced by pre-service English teachers in teaching practice showed that participants could understand the essence of ELF concepts. For example, the fact that there are various English dialects and that it's important to respect them. But they required assistance in order to envision how to incorporate these ideas into Taiwan's present English curriculum, which heavily emphasizes American and British English. The study also revealed that more than exposure to a single ELF course is needed to change teachers' beliefs and practices.

The finding of earlier studies carried out by Situmorang et al (2023) produced two contradictory facts. According to this study, communicative strategies and content were important in speaking tasks. The researcher supported this by pointing out that open-mindedness, lack of concern about grammatical errors, cultural tolerance, and personal and professional reflection are highly relevant. On the other hand, the study also found contradictory facts. Less exposure to various English speakers contributed to ignorance in using ELF. In other words, the lack of experience interacting with diverse English speakers can hinder the development of language competence in a global context. The results of a study carried out by Kemaloglu and Bayyurt (2022) showed that a blended learning approach, which included face-to-face meetings, online learning platforms, online discussions, and mobile learning components, was highly effective in increasing pre-service teachers' awareness and comprehension of ELF. However, there are some challenges identified in this study. This

blended learning model can feel omnipresent at times, and the heavy workload can be an additional burden for participants.

This study objectives to determine the perceptions of ELF and the strategies that pre-service are ready to implement, which is very important for learning effectiveness. Instead of debating which English should be, pre-service English teachers should realize they can fit ELF into ELT. While some issues relate to students and policymakers who must be fully aware of non-native English, pre-service teachers must realize that ELF can emerge as a contact language in communication situations. The pre-service English teachers must be prepared to implement and strategize ELF in their teaching practice. The following research questions are the focus of this investigation:

1. What are pre-service teachers' perceptions of English as a Lingua Franca (ELF) in Indonesia?
2. How are ELF teaching strategies implemented by pre-service teachers in Indonesia?

The novelty of this research lies in exploring pre-service teachers' perspectives and strategies regarding the teaching of English Lingua Franca (ELF) in different parts of Indonesia, filling a gap in existing research. By examining the perceptions and strategies of these teachers, this study aims to deepen the understanding of ELF implementation and shed light on the extent to which policymakers and pre-service teachers should prioritize ELF awareness. The research offers new insights into effective methods for teaching and learning English as a language of instruction, with anticipated implications for curriculum development and teacher training, which will ultimately improve the quality of ELF education in Indonesia.

## RESEARCH METHOD

### Research Design

The research design used in this study is a mixed method with a sequential explanatory design. Researchers use quantitative and qualitative in one study. The aim is to provide a deeper and more comprehensive understanding of the phenomenon being studied (Creswell & Plano Clark, 2017). In this study, researchers used both quantitative and qualitative measures in a specific order. First, they might collect quantitative data, such as numerically measuring the English language proficiency of pre-service teachers in Indonesia. This data is in the form of a questionnaire on ELF comprehension. This step provides an initial insight into the situation more objectively. Furthermore, the researcher will move to a qualitative step and conduct in-depth interviews with the pre-service teachers. Through this step, the researcher was able to gain deeper insights into the pre-service teachers' subjective experiences, challenges, and understandings related to ELF and their professional competence as pre-service English teachers.

### Research Participants

The participants in this study were 64 pre-service English teachers who volunteered, and invitations were sent via email. Convenience sampling was used to collect quantitative data, where research participants were selected based on accessibility and availability (Dörnyei, 2007) Pre-service English teachers in Indonesia who were finishing a teaching course and obtaining a bachelor's degree in English education participated in this study. Then, they participated in a three-month teaching practice in an elementary or secondary school. These pre-service teachers are required to acquire sufficient linguistic proficiency in English and professional competence as English teachers in educational institutions. Detailed information about the participant is displayed in Table 1.

Table 1  
Demographic information of questionnaire participants.

Demographic characteristic	N	%
Gender		
Male	11	17.2
Female	53	82.8
Age (years)		
18-24	62	96.8
25-34	2	3.2
35-44		
Experience learning English (years)		
1-5	32	50
6-10	11	17.2
11-15	15	23.5
16-20	6	9.4

Table 2  
Profile of interview participants

Student	Gender	Experience learning English (years)	Teaching experience
S1	Male	10	Yes
S2	Female	15	Yes
S3	Female	18	Yes
S4	Female	18	Yes
S5	Female	3	Yes
S6	Female	6	Yes
S7	Female	3	Yes
S8	Female	4	Yes
S9	Female	5	Yes
S10	Female	4	Yes

## Research Instruments

A quantitative approach displayed the percentages and perspective about English as a Lingua Franca. A questionnaire was the instrument utilized in this investigation. Four areas comprised the questionnaire the researcher created, adapted from Curran and Chern (2017). This study adapted the questionnaire to obtain data on pre-service teachers' perceptions. The results of this questionnaire showed both positive and negative aspects of the concept of English as Lingua Franca.

The interview method will be used in the qualitative stage of this mixed methods research after the questionnaire. The interview aims to determine the reasons behind the participants' choice of statements through quantitative data. They were asked about their perception of the ELF concept and how it affects their teaching strategies. The main discussion topics during the interviews included whether their views were shaped by their personal teaching experiences, their thoughts on language models and varieties, school policies, and how these affected their strategies in the classroom. The data collection stage began with preparing some written questions for the interviews adapted from Zhang (2022). The interviews were conducted with the participants (Table 2 presents the interviewees profile). Participants decided to participate in the interview through face-to-face discussions or online (Zoom Meetings), for those could only be met later. The tools needed were a notebook to record all conversations with data sources and a recorder to record all interview conversations. The selected participants were then interviewed in more depth regarding their strategies regarding English as a Lingua Franca. Every interview lasted between twenty and thirty minutes. and was conducted in Bahasa Indonesia or English at the participant's request. All interview excerpts were translated and transcribed into English independently by the researcher.

This study used a five-point Likert scale questionnaire as a tool. The participants were asked to rate twenty items on English as a lingua franca on a scale of 1 to 5, with one denoting strongly disagree and five denoting strongly agree. This questionnaire's statements were categorized into four groups. Ten statements (1, 2, 3, 4, 5, 6, 10, 11, 18, and 19) associated with concepts connected to language models of English belong to the first category. These are meant to explore participant views on topics like whether or not pre-service teachers should look up to native English speakers and how students are exposed to materials that feature a variety of English accents. The second category in this study included two items (14 and 15) included the usage of English for communication. Participants were questioned in these statements about whether connecting with non-native English speakers and learning how to utilize the language in everyday situations should be the main objectives of English language instruction.

Four items (7, 8, 9, and 20) that addressed the function of language and culture in the classroom made up the third category in this study. To find out what the participants thought about the following: whether or not English language learners should understand native English speakers' culture, whether or not English can be used to share one's own culture and traditions, whether or not teachers should point out cultural differences to their students, and whether or not it is appropriate to encourage pupils to discuss these distinctions. Finally, the fourth category consisted of four statements (12, 13, 16, and 17) connected to language use in the class. The participants were questioned about perspectives on the value of teaching efficient code-switching techniques, whether or not English-only classrooms should be promoted, and whether or not to use L1 (Indonesian).

### Data Analysis

The responses from the Google Form survey were collected and prepared for data analysis and tabulation. The Statistical Package for the Social Sciences (SPSS v. 20) was utilized to perform the necessary data analysis. Specifically, descriptive statistics were applied to the data to provide a comprehensive summary of the findings. Firstly, descriptive statistics were computed to determine the mean and standard deviation of the respondents' opinions regarding English as a Lingua Franca (ELF). This statistical analysis provided insights into the central tendencies and variability of the participants' responses. Secondly, descriptive statistical tests were conducted across four distinct categories of concepts related to ELF. This detailed analysis allowed for a thorough examination of the data within each conceptual category, offering a clearer understanding of the participants' perspectives. In addition to the quantitative data analysis, the study also incorporated interview results to support and enrich the quantitative findings. These qualitative data were used to provide context and depth to the statistical results, ensuring a more holistic interpretation of the research outcomes. Anonymized excerpts of teachers' responses were included to illustrate the qualitative findings. These excerpts served to highlight key points and provide concrete examples of the participants' views, further validating the quantitative data. In summary, the combined use of descriptive statistics and qualitative interview data provided a robust and comprehensive analysis of the participants' opinions regarding ELF. The integration of both data sources ensured a well-rounded understanding of the research findings.

## RESEARCH FINDINGS AND DISCUSSION

### Questionnaire findings

The research questions and the study's results are provided in this section. The mean (M) and standard deviation (SD) analysis looked at how participants perceived the four ELF-related categories. Table 3 displays the findings according to several English language learning models. This category looked at participants' opinions about showing students various English and accent models and whether or not students should use the NES as an example. Notably, the

participants gave the highest rating to Statement 6 ( $M = 3.95$ ,  $SD = .575$ ): Learning English should involve more than just native speakers. It should also include using fluent speakers of second languages to communicate effectively in English.

Tabel 3  
Different models of English.

Statements	Mean	SD
1. I think that English teaching materials should only use native-speaker models.	2.64	1.014
2. I think it is important that students try to sound like native speakers of English.	3.23	1.257
3. I don't think it is necessary for my students to sound like native speakers to be proficient speakers of English.	3.36	1.104
4. I think it is important that students be exposed to English spoken by a range of native speakers (e.g., Australians, Indians, Africans, etc.).	3.70	.790
5. I think it is confusing to introduce students to many different English accents in class.	3.53	1.007
6. I think it is important that students be exposed to English used by proficient second language speakers.	3.95	.575
10. I think it is important that classroom materials provide a single model of English, either American or British.	3.64	.966
11. I think it is important that classroom materials provide a range of models of English used by L1 and L2 speakers.	3.72	.766
18. I think native speakers of English should be the role model for Indonesian students.	3.61	.884
19. Being proficient in English means being able to behave like a native speaker of English.	2.94	1.153

Additionally, they agreed with the concepts that it is critical that students be exposed to a wide range in the use of English provided by native speakers from various geographic and cultural backgrounds (Statement 4) and that it is crucial to have a variety of classroom materials featuring different models of English from both types of speakers (Statement 11). In response to the question of whether or not native speakers should be the only models used in English teaching materials, Statement 1 ( $M = 2.64$ ,  $SD = 1.014$ ) rated lowest.

The focus of the questions in the second category was to investigate how pre-service teachers perceive the communication objectives in English language education programs for learning the language. The pre-service teachers at the conference agreed that teaching pupils how to communicate in English is essential ( $M = 4.33$ ,  $SD = .688$ ) (see Table 4). However, they disagreed less about preparing students for interaction with non-native English speakers ( $M = 3.63$ ,  $SD = .900$ ).

Tabel 4  
The use of English for communication.

Statements	Mean	SD
14. I think the major focus of an English program should be teaching students to use the language in real-life communication.	4.33	.688
15. I think an important focus of an English program should be to prepare students for communication with people who are not English native speakers.	3.63	.900

Language and culture in the ELT classroom are displayed in Table 5. The pre-service teachers' participants showed a relatively high degree of agreement on all three categories,

which ranged from 4.08 to 4.34. According to the statement, students can exchange knowledge about their own cultures and traditions with others in English, rated top ( $M = 4.34$ ,  $SD = .718$ ) in the questionnaire. As a result, participants thought ELF communication needed to share their culture in English. Despite their apparent lack of exposure to ELF-specific training, the participants acknowledged the value of language proficiency when conveying cultural norms and customs.

Table 5  
The role of language and culture in the English classroom.

Statements	Mean	SD
7. I think it is important that students can use English to share information about their own culture and traditions.	4.34	.718
8. I think it is important that English teachers help students to better understand exchange students or people from other countries with whom they are likely to use English.	4.19	.588
9. I think it is important that students become familiar with the culture and traditions of native speakers of English.	3.92	.572
20. I think it is important to teach students to be aware of intercultural differences and encourage them to talk about such differences.	4.08	.841

Finally, in the fourth category, participants were asked if they thought it would be suitable to use Indonesian as the participants' first language in the classroom and whether or not English-only classes should be adopted. Based on Table 6, participants strongly support the bilingual approach by using Indonesian as assistance in English courses, which is considered more effective for Indonesian students ( $M = 4.09$ ,  $SD = .750$ ) and an efficient method of code-switching between English and English. Indonesia ( $M = 3.97$ ,  $SD = .776$ ). The participants' responses to Statements 12 ( $M = 3.11$ ,  $SD = .928$ ) and 16 ( $M = 3.06$ ,  $SD = 1.037$ ) did not agree with these two statements because they only use English in the classroom. Similar to the findings of Curran and Chern (2017) research, the study's participants agreed that, in this instance, teaching English in the classroom requires leveraging their L1.

Tabel 6  
Language used in the classroom.

Statements	Mean	SD
12. I think English should be used as the only medium of instruction in English language classes.	3.11	.928
13. I think a bilingual approach where Indonesian is used as a support in English language classes is more effective for Indonesian students.	4.09	.750
16. Using Indonesia in class makes it more difficult for students to develop effective meaning negotiation strategies.	3.06	1.037
17. I think it is important to teach students strategies of effective code-switching between English and Indonesia	3.97	.776

### Interview findings

From the analysis of the interviews, several things often arise when people talk about ELF and how to teach it. For example, many revealed a lack of understanding of ELF; people often focus on how native speakers speak and complain about the lack of teaching materials based on ELF concepts. They also highlighted the challenges in applying teaching approaches based on ELF in different contextual situations. To provide a more precise understanding, below are some excerpts that the author translated from the interviews, with the participants' names changed to S1-S10.

### ***Lack of comprehension of ELF***

The findings indicated that one of the participants appeared to be lacking in knowledge regarding English as a Lingua Franca (ELF), as S8 expressed:

*English lingua franca is another word for a country's English for its own identity. (S8)*

Despite not completely understanding ELF, I realize that English has emerged as an essential language for cross-cultural communication in today's world:

*It functions similarly to a language while speaking with others in a formal setting. English, which is officially used to converse between people even from other countries, is therefore utilized as a lingua franca. (S1)*

In addition, participants saw ELF simply as a way to speak with others from all over the world and gain an understanding of different countries:

*English as a Lingua Franca is a language for communication but does not have to imitate native speakers but the meaning to be conveyed in conversation can be understood by each other from various countries where the mother tongue is not English. (S2) (S6)*

*English is used as a language of unification between countries, making it easier for people from different countries to communicate. (S4)*

*In some contexts, it is essential to learn English as a lingua franca, especially when faced with formal or professional situations. (S9)*

Many participants showed no problem with differences in how people spoke, like native speakers. They also agreed that certain accents are okay to use as long as they do not interrupt fluent communication in English, which is used as a lingua franca:

*During communication, I don't think it's too important to imitate native speakers because in communication you only need to convey the point and meaning and as long as the listener understands it's enough. (S2) (S3) (S4) (S5) (S6) (S7) (S8)*

According to the data provided, it is evident that in spite of the inadequate understanding of ELF, the participants' comments shows that using a variety of creative and flexible ways from language and cultural backgrounds to achieve their communication goals is a good way (Mkhize & Ellis, 2020). This perspective shows that interviewees are more concerned with how non-native speaker (NNES) is used in response to the changing use of English around the world (L. Wang & Fang, 2020).

### ***Ignoring native English standards***

Most participants did not think much about native speakers' views on ELF. They focused more on the way ELF is used and perceived without having to follow the standard English that native speakers often dominate:

*Personally, I don't think the accent needs to be exactly the same as the native speaker, because the focus of communication is more on how the communication works. As long as our pronunciation is correct and our interlocutor understands, I think that's enough. (S2) (S4) (S5) (S6) (S7) (S8)*

This implies that mimicking the accent of native is not required when speaking ELF. They prioritize communication effectiveness, where correct pronunciation and understanding



of the interlocutor are more critical. Thus, the focus on the ability to communicate effectively in ELF is more dominant than imitating a native speaker's accent.

### ***Insufficient teaching on developing ELF-based teaching***

As shown in the data, almost all participants confirmed that they had not been introduced to ELF through the education program:

*In pedagogy classes, our teachers focus on understanding learning theory, lesson planning, evaluation and assessment, classroom management, curriculum development, and ethics. (S1) (S2) (S3) (S4) (S5) (S6) (S7) (S8) (S9) (S10)*

As was previously indicated, the participants' lack of understanding of ELF could be attributed to ELT's lack of incorporating ELF-informed teaching. The participants said that their teacher education program does not include ELF-based teaching. Basic English speaking, listening, writing, and grammar are the only things taught. However, reports S6 and S8 have indicated that despite taking an Intercultural Communication course, they did not learn anything about ELF; instead, the course's purpose was to clarify the distinctions between different cultures. Consequently, they did not go into great length about how ELF teaching methods may be incorporated into language teaching:

*My teacher introduced ELF in one course but it was not specific and it only discussed things like intercultural communication. However, it did not teach how to implement ELF into teaching. (S6) (S7) (S8)*

Without clear and adequate support to enhance the participants' understanding, it would be challenging to implement the ELF approach in the language classroom. This shows that they do not fully understand the concept of ELF.

### ***Challenges in promoting ELF-based teaching***

Despite acknowledging the lack of ELF-based teaching, all participants said they had experience teaching during internships in schools:

*As previously stated, I will undoubtedly impart the four fundamental English language skills of speaking, writing, listening, and reading. (S1) (S7) (S9)*

*I need to learn more about ELF, because from my previous experience, I did not understand what ELF was. Therefore, I haven't been able to use it in my teaching. (S4)*

Moreover, some participants felt that since they were not proficient in teaching using English as a Lingua Franca (ELF), ELF-informed teaching is confirmed challenging to put into practice. Participants S2 and S6 acknowledged their boundaries:

*I'm not sure, but I believe it's the same as teaching English foreign language or English second language or maybe it's different I don't know. (S2)*

*I want to teach student center. The students take over the class in learning so it's not just listening to the teacher and that's not effective in teaching. (S6)*

Although all participants acknowledged their insufficient experience in English as a Lingua Franca based teaching, they had some teaching experience during their school internships. However, some participants felt that the limitations in ELF-based teaching were due to insufficient understanding of the concept and absence of expertise in teaching using English as a Lingua Franca. This led to difficulties in implementing ELF-informed teaching. Some participants also wanted to learn more about ELF to improve their teaching ability using this approach.

## Discussion

This research examines what pre-service teachers in Indonesia perception and how they practice ELF in their practices. It was seen that students who are studying to become English teachers are not given adequate training on ELF at university, so they cannot teach the language with an ELF-integrated approach to their students. Pre-service teachers who realize the importance of ELF in their teaching find it challenging to implement the method due to obstacles from policy and contextual barriers such as exam-focused culture. In the next section, some suggestions are given on how to train pre-service teachers to understand ELF better and have good teaching skills so that ELF can be better promoted in language teaching in Indonesia.

The findings show that students studying to become teachers do not get enough support from their coursework to understand and develop English as Lingua Franca (ELF) skills. Therefore, they propose that ELF-related lessons should be included in the teacher education curriculum, such as previous research conducted by Situmorang et al (2023), Zhang (2022), Kusumaningputri et al (2022), Silalahi et al (2023). The aim is for student teachers to better understand ELF and appropriate teaching strategies in environments where multiple languages are spoken simultaneously (Bayyurt & Dewey, 2020; Sifakis et al., 2019; Soruç & Griffiths, 2021).

It should be noted that most students may not be familiar with English as a Lingua Franca because they seldom communicate using the language in everyday situations. To overcome this problem, the author recommends that teachers create an atmosphere in the class where students can talk to a NNEs. The aim is for students to learn how that person conveys the same message in a different way than the other participants. This helps students understand and hone their communication skills in real life (Sifakis, 2019; Sung, 2019). Another option is for teachers to add material that involves intercultural encounters. This provides examples of how people from different backgrounds can use English well. For example, teachers can use texts to show differences in the meaning, grammar, way of speaking, and pronunciation of English in real everyday situations and this helps students understand how different people use English in various communication situations. In this way, students can better understand how English varieties help communicate between different cultures in a multilingual environment (Jiang et al., 2021; Nguyen & Lo, 2022).

As provided in the findings shown, there is a need to include ELF-informed teaching into the education curriculum. Pre-service teachers will thus have the chance to comprehend better the idea of ELF and suitable teaching techniques within a multilingual setting in Indonesia. Overall, pre-service teachers in Indonesia must take concrete actions to improve the understanding and teaching of English as a Franca Language. By including lessons on ELF in the curriculum, creating learning environments that support interaction with non-native English speakers, and integrating cross-cultural content in teaching (Thao & Mai, 2020). Teachers can play a more effective role in promoting the understanding and use of ELF in English teaching in Indonesia.

Some limitations in this study need to be considered for future research. First, the sample size was limited to pre-service English teachers in Indonesia. This may make the findings of this study only partially representative of some English teachers in Indonesia. To improve the accuracy of the findings, future research should recruit a larger sample size to provide a more comprehensive picture. Secondly, this study did not directly compare ELF teaching practices in Indonesia with those in other countries or with international standards. Such a comparison could have provided additional insights into the extent to which Indonesia follows best practices in ELF teaching or whether there are still areas for improvement. Thirdly, this study offers recommendations to improve ELF teaching in Indonesia, but there needs to be a direct testing of the effectiveness of these recommendations. It is essential to conduct further testing or follow-up studies to evaluate whether the recommendations can be implemented appropriately

and deliver the desired results in improving ELF teaching in Indonesia. Considering these limitations, future research is expected to make a greater contribution to the understanding and development of teaching English as a Lingua Franca in Indonesia.

## CONCLUSION

This study concludes that pre-service teachers in Indonesia still require to gain a greater understanding of the concept of English as a Lingua Franca (ELF) and face challenges in implementing ELF-based teaching practices. The study's results indicate that the inadequate understanding of ELF impacts their ability to teach English effectively in cross-cultural contexts. The results also show that pre-service teachers need help implementing ELF-based teaching approaches. These include an inadequate curriculum and a lack of training focusing on ELF concepts. Recommendations include expanding students' understanding of ELF concepts and modifying instructional strategies to facilitate more effective learning.

From the research discussed, enhancing teacher preparation for English as a Lingua Franca (ELF) is critically needed. This recommendation is essential to ensure that teachers understand ELF better and can integrate appropriate teaching practices in a multilingual environment such as Indonesia. Therefore, continued research and collaborative efforts from various parties are needed to address these challenges and promote more effective English language teaching in Indonesia. By expanding the understanding of ELF and implementing appropriate teaching practices, the quality of English teaching in Indonesia can be improved overall, creating a more inclusive and empowering learning environment for students.

## REFERENCES

- Adriansen, H. K., Juul-Wiese, T., Madsen, L. M., Saarinen, T., Spangler, V., & Waters, J. L. (2023). Emplacing English as lingua franca in international higher education: A spatial perspective on linguistic diversity. *Population, Space and Place*, 29(2), 1–11. <https://doi.org/10.1002/psp.2619>
- Alhasnawi, S. (2021). English as an academic lingua franca: Discourse hybridity and meaning multiplicity in an international Anglophone HE institution. *Journal of English as a Lingua Franca*, 10(1), 31–58. <https://doi.org/10.1515/jelf-2021-2054>
- Ambele, E. A., & Boonsuk, Y. (2021). Voices of learners in Thai ELT classrooms: a wake up call towards teaching English as a lingua franca. *Asian Englishes*, 23(2), 1–18. <https://doi.org/10.1080/13488678.2020.1759248>
- Bayyurt, Y., & Dewey, M. (2020). Locating ELF in ELT. *ELT Journal*, 74(4), 369–376. <https://doi.org/10.1093/elt/ccaa048>
- Becker, A. (2023). '[English as a lingua franca] is absolutely out of question!'—The struggle between globalization and (neo-)nationalist traditions in Switzerland's secondary schools. *Language and Education*, 0(0), 1–15. <https://doi.org/10.1080/09500782.2023.2174805>
- Chen, Y. S., Ren, W., & Lin, C. Y. (2020). English as a lingua franca: From theory to practice. *Language Teaching*, 53(1), 63–80. <https://doi.org/10.1017/S0261444819000302>
- Chern, C. L., & Curran, J. (2017). The impact of ELF concepts on pre-service english teachers: Instructor and student perspectives. *English Today*, 33(2), 25–30. <https://doi.org/10.1017/S0266078416000389>
- Creswell, J. W., & Plano Clark, V. L. (2017). Designing and Conducting Mixed Methods Research. In *Sage Publications* (Third Edit). <https://doi.org/10.4324/9781315858555-16>
- Curran, J. E., & Chern, C. lan. (2017). Pre-service English teachers' attitudes towards English as a lingua franca. *Teaching and Teacher Education*, 66, 137–146.

- <https://doi.org/10.1016/j.tate.2017.04.007>
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Estaji, M., & Savarabadi, M. F. (2020). English as an international language: Reconstructing EFL teachers' cultural awareness and perception of teaching culture. *Journal of English as an International Language*, 15(1), 82–99.
- Galloway, N., & Numajiri, T. (2020). Global Englishes Language Teaching: Bottom-up Curriculum Implementation. *TESOL Quarterly*, 54(1), 118–145. <https://doi.org/10.1002/tesq.547>
- Jenkins, J., Baker, W., & Dewey, M. (2018). *The Routledge Handbook of English as a Lingua Franca*. Routledge. <https://doi.org/10.4324/9781315717173-12>
- Jeong, H., Sánchez Ruiz, R., & Wilhelmsson, G. (2022). Spanish and Swedish Pre-Service Teachers' ELF User Attitudes Towards English and its Users. *Changing English: Studies in Culture and Education*, 29(2), 189–201. <https://doi.org/10.1080/1358684X.2021.2022976>
- Jiang, X., Li, F., & Wang, C. (2021). English Teachers' Perceptions of Their Professional Development: A Mixed-Methods Study. *International Journal of TESOL Studies*, 3, 28–42. <https://doi.org/10.46451/ijts.2021.01.03>
- Jindapitak, N., Teo, A., & Savski, K. (2022). Bringing Global Englishes to the ELT classroom: English language learners' reflections. *Asian Englishes*, 24(3), 279–293. <https://doi.org/10.1080/13488678.2022.2033910>
- Kemaloglu, E., & Bayyurt, Y. (2022). Implementation of Blended Learning in English As a Lingua Franca (Elf)-Aware Pre-Service Teacher Education. *Turkish Online Journal of Distance Education*, 23(1), 60–73. <https://doi.org/10.17718/tojde.1050353>
- Khamwan, T. (2023). Developing Communication Strategies Instruction Used in an English as a Lingua Franca Academic Context. *English Language Teaching*, 16(2), 141. <https://doi.org/10.5539/elt.v16n2p141>
- Kim, S. (2021). English as a lingua franca in Japan: multilingual postgraduate students' attitudes towards English accents. *Journal of Multilingual and Multicultural Development*, 0(0), 1–16. <https://doi.org/10.1080/01434632.2021.1909053>
- Kusumaningputri, R., Khazanah, D., Setiarini, R., & Sampurna, H. (2022). English as a Lingua Franca in the Eyes of Indonesian In-service Teachers: Attitudes and Beliefs. *REiLA : Journal of Research and Innovation in Language*, 4(1), 101–115. <https://doi.org/10.31849/reila.v4i1.9538>
- Lee, S., & Kim, A. (2023). Experiences and practices of English as a lingua franca communication in the international university: An integrative view of student voices. *Applied Linguistics Review*, 14(2), 271–295. <https://doi.org/10.1515/applirev-2020-0072>
- Lim, S. (2016). Learning to Teach Intelligible Pronunciation for ASEAN English as a Lingua Franca: A Sociocultural Investigation of Cambodian Pre-service Teacher Cognition and Practice. *RELC Journal*, 47(3), 313–329. <https://doi.org/10.1177/0033688216631176>
- Mkhize, S., & Ellis, D. (2020). Creativity in marketing communication to overcome barriers to organic produce purchases: The case of a developing nation. *Journal of Cleaner Production*, 242, 118415. <https://doi.org/10.1016/j.jclepro.2019.118415>
- Nguyen, T. B., & Lo, Y. H. G. (2022). Perceptions of Vietnamese EFL High School Teachers and Students towards English as a Lingua Franca. *International Journal of TESOL & Education*, 2(1), 327–348. <https://doi.org/10.54855/ijte.222120>
- Sakhiyya, Z., Agustien, H. I. R., & Pratama, H. (2018). The reconceptualisation of knowledge base in the pre-service teacher education curriculum: Towards ELF pedagogy. *Indonesian Journal of Applied Linguistics*, 8(1), 49–56. <https://doi.org/10.17509/ijal.v8i1.11464>
- Sifakis, N. C. (2019). ELF awareness in english language teaching: Principles and processes. *Applied Linguistics*, 40(2), 288–306. <https://doi.org/10.1093/applin/amx034>

- Sifakis, N. C., Tsantila, N., Masina, A., & Vourdanou, K. (2019). Designing ELF-aware lessons in high-stakes exam contexts. *ELT Journal*, 74(4), 463–472. <https://doi.org/10.1093/elt/ccaa031>
- Silalahi, R. M. P., Santoso, W., & Hutauruk, B. S. (2023). English as a Lingua Franca in an Indonesian Multilingual Setting: Pre-Service English Teachers' Perceptions. *REiLA : Journal of Research and Innovation in Language*, 5(2), 144–160. <https://doi.org/10.31849/reila.v5i2.13611>
- Situmorang, K., Nugroho, D. Y., Pramusita, S. M., & Sihombing, M. R. (2023). English as a Lingua Franca Awareness of the Pre-service English Teachers in Assessing Students' Speaking Assignment. *OKARA: Jurnal Bahasa Dan Sastra*, 17(1), 1–13. <https://doi.org/10.19105/ojbs.v17i1.7096>
- Soruç, A., & Griffiths, C. (2021). Inspiring Pre-service English Language Teachers to Become ELF-aware. *RELC Journal*, 1–13. <https://doi.org/10.1177/00336882211001966>
- Sung, C. C. M. (2018). Investigating perceptions of English as a lingua franca in Hong Kong: The case of university students. *English Today*, 34(1), 38–44. <https://doi.org/10.1017/S0266078417000293>
- Sung, C. C. M. (2019). English as a lingua franca in the international university: language experiences and perceptions among international students in multilingual Hong Kong. *Language, Culture and Curriculum*, 1–17. <https://doi.org/10.1080/07908318.2019.1695814>
- Thao, L. T., & Mai, L. X. (2020). English language teaching reforms in Vietnam: EFL teachers' perceptions of their responses and the influential factors. *Innovation in Language Learning and Teaching*, 16(1), 29–40. <https://doi.org/10.1080/17501229.2020.1846041>
- Wang, L., & Fang, F. (2020). Native-speakerism policy in English language teaching revisited: Chinese university teachers' and students' attitudes towards native and non-native English-speaking teachers. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1778374>
- Wang, X., Jiang, L., Fang, F., & Elyas, T. (2021). Toward Critical Intercultural Literacy Enhancement of University Students in China From the Perspective of English as a Lingua Franca. *SAGE Open*, 1–12. <https://doi.org/10.1177/21582440211027544>
- Zhang, X. (2022). Investigating Student Teachers' Perceptions of English as a Lingua Franca and Its Teaching in Mainland China. *Asian Englishes*, 24(3), 247–262. <https://doi.org/10.1080/13488678.2021.1926647>