



English Lecturers' Perspectives on the English as a Lingua Franca (ELF) Paradigm in Teaching Practices: A Positive Outlook

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30 Keywords: English as a Lingua Franca (ELF); English language teaching; English lecturers; Global Englishes; native-speakerism DOI: 10.24256/ideasv14i1.10989 Corresponding Author: Sastin o. Akase sastinakase@gmail.com Ilmu Tarbiyah dan keguruan, IAIN sultan Amai Gorontalo, Gorontalo	<i>The growing use of English in multilingual communication has strengthened the importance of English as a Lingua Franca (ELF) in English language teaching. Despite increasing international interest in ELF, empirical evidence on lecturers' perspectives in regional Indonesian higher education institutions, particularly in Gorontalo, remains limited. This study aimed to investigate English lecturers' perspectives toward the ELF paradigm in teaching practices at IAIN Sultan Amai Gorontalo and Universitas Negeri Gorontalo. A descriptive quantitative survey design was employed involving 26 English lecturers selected through purposive sampling. Data were collected using a validated 19-item questionnaire and analyzed using descriptive statistics, including mean scores, standard deviations, frequencies, and percentages. The findings revealed that lecturers generally demonstrated positive orientations toward the ELF paradigm. Four research dimensions—Legitimacy of All English Users, Rejection of Native-Speakerism Dominance, ELF as a Legitimate Form of Global Communication, and Diversity as a Strength in Communication—were categorized as high, whereas Emphasis on Imitating Native-Speaker Models and Dependence on Native-Based Teaching Materials remained at a moderate level. These findings indicate that lecturers are increasingly embracing multilingual and communication-oriented perspectives while still maintaining certain native-speaker-oriented beliefs, highlighting the transitional nature of lecturers' perspectives toward ELF. The study contributes to the growing body of ELF and Global Englishes research by providing empirical evidence from an underrepresented Indonesian higher education context and demonstrates how global communicative principles are negotiated within local teaching practices. The findings also underscore the importance of integrating ELF-aware principles into</i>

curriculum development, teacher education, and professional development programs to better prepare learners for multilingual communication in contemporary English language teaching.

1. Introduction

English has increasingly become a global language used as a means of communication among speakers from diverse linguistic and cultural backgrounds. In this context, English is no longer restricted to communication involving native speakers but functions as a shared linguistic resource for multilingual interactions. This phenomenon has contributed to the emergence of English as a Lingua Franca (ELF), a paradigm that conceptualizes English as an international medium of communication shaped by its global users rather than by native-speaker ownership (Seidlhofer 2023). Consequently, communicative effectiveness in ELF settings is often determined by intelligibility, adaptability, and intercultural competence rather than strict conformity to native-speaker norms.

Despite the increasing global relevance of ELF, English language teaching in many educational contexts continues to emphasize native-speaker standards, particularly in pronunciation, grammar, and language assessment. Traditional pedagogical approaches frequently position native-like competence as the ultimate goal of language learning, resulting in a tension between classroom language practices and the realities of global English use (Gabriel Fang and Ren 2018; Jenkins 2023). Such conditions raise important questions regarding how educators perceive the role of ELF in language teaching and whether they are willing to adopt more inclusive approaches to English instruction.

Several previous studies have investigated teachers' and lecturers' perspectives on English as a Lingua Franca (ELF) and its implications for English language teaching. Overall, these studies consistently indicate that educators acknowledge ELF as a global communicative phenomenon and generally express positive attitudes toward its principles. Nevertheless, the degree to which these positive beliefs are translated into classroom practice remains inconsistent. While educators increasingly recognize the importance of intelligibility, multilingual communication, and linguistic diversity, instructional practices often continue to prioritize native-speaker-oriented curricula, assessment systems, and language standards (Kemaloglu-er 2021; Rahayu 2023; Ramadhani and Muslim 2023).

Similarly, studies conducted in different educational contexts reveal that conceptual acceptance of ELF does not necessarily result in pedagogical implementation. Pre-service teachers and lecturers frequently experience challenges in adopting ELF-oriented teaching practices because of limited professional preparation, institutional constraints, and uncertainty regarding appropriate classroom strategies (Cahyadi and Fitriyah 2024). Likewise, Santos

and Siqueira (2019) argue that although ELF has gained increasing recognition in academic discourse, its implementation remains constrained by curriculum expectations, assessment systems, and long-established teaching traditions. Taken together, these studies suggest that the gap between teachers' positive perceptions and their instructional practices remains one of the central issues in contemporary ELF research.

Despite these valuable contributions, previous studies have primarily focused on identifying educators' perceptions of ELF or examining general attitudes toward multilingual communication. Relatively little attention has been devoted to understanding how lecturers negotiate positive support for ELF while simultaneously maintaining attachment to native-speaker-oriented beliefs, particularly within regional higher education institutions in Indonesia. Furthermore, empirical evidence from Gorontalo remains scarce, leaving limited understanding of how local institutional contexts influence lecturers' perspectives toward ELF-informed teaching.

Accordingly, the novelty of the present study lies not merely in describing lecturers' perspectives toward ELF, but in demonstrating that these perspectives are best understood as transitional perspectives. Rather than portraying lecturers as either supporting or rejecting ELF, this study explains how positive orientations toward multilingual communication coexist with continuing reliance on native-speaker norms. By examining lecturers from two higher education institutions in Gorontalo, this study contributes empirical evidence from an underrepresented regional context and extends current ELF scholarship by highlighting the dynamic negotiation between global communicative principles and local pedagogical realities.

Therefore, this study aims to investigate English lecturers' perspectives toward the English as a Lingua Franca (ELF) paradigm in English language teaching. Specifically, the study explores lecturers' positive and critical perspectives toward ELF and examines the extent to which ELF-oriented principles are accepted in English teaching practices.

2. Method

This study employed a descriptive quantitative survey design to investigate English lecturers' perspectives on the English as a Lingua Franca (ELF) paradigm in English language teaching. A quantitative approach was considered appropriate because it enabled the researcher to systematically measure lecturers' perspectives and describe response tendencies through numerical data. The study was conducted at two higher education institutions in Gorontalo, Indonesia, namely Universitas Negeri Gorontalo and IAIN Sultan Amai Gorontalo.

The population of this study comprised 45 English lecturers from the selected institutions. A purposive sampling technique was employed to select participants based on specific criteria, particularly lecturers actively teaching

English-related courses. Of the 45 lecturers, only 26 returned complete questionnaires and met the criteria for data analysis, while the remaining lecturers either did not respond or submitted incomplete questionnaires during the data collection period. Although this may have introduced a potential non-response bias, the final sample was considered appropriate because all participants met the predetermined inclusion criteria and possessed relevant teaching experience in English language teaching.

Data were collected using a structured questionnaire developed to investigate lecturers' perspectives on ELF in English language teaching. The questionnaire initially consisted of 21 items representing major ELF-related dimensions, including English as a medium of global communication, recognition of linguistic diversity, attitudes toward native-speaker norms, and perceptions of ELF-oriented teaching practices. Following the instrument validation process, 19 valid items were retained for the final analysis.

To ensure the quality of the research instrument, validity and reliability testing were conducted prior to the main data collection. Item validity was assessed using the Corrected Item–Total Correlation by comparing each item's *r*-count value with the *r*-table value of 0.388 at the 5% significance level. Reliability was examined using Cronbach's Alpha to determine the internal consistency of the questionnaire. The results of the validity and reliability tests are presented in Tables 1 and 2.

Table 1. Results of Instrument Validity Test

Item	Corrected Item–Total Correlation (r-count)	Decision
Item 1	0.624	Valid
Item 2	0.537	Valid
Item 3	0.451	Valid
Item 4	0.596	Valid
Item 5	0.568	Valid
Item 6	0.633	Valid
Item 7	0.608	Valid
Item 8	0.573	Valid
Item 9	0.449	Valid
Item10	0.684	Valid
Item11	0.586	Valid
Item12	0.514	Valid
Item13	0.754	Valid
Item14	0.656	Valid
Item15	0.672	Valid
Item16	0.672	Valid
Item17	0.604	Valid
Item18	0.705	Valid

Item19	0.660	Valid
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As presented in Table 1, all 19 questionnaire items obtained Corrected Item–Total Correlation values greater than the r-table value of 0.388. Therefore, all questionnaire items satisfied the validity criterion and were considered appropriate for measuring English lecturers' perspectives toward English as a Lingua Franca (ELF).

Table 2. Results of Instrument Reliability Test

Reliability Test	Value
Cronbach's Alpha	0.924
Number of Items	19
Interpretation	Excellent Reliability

Table 2 shows that the questionnaire achieved a Cronbach's Alpha coefficient of 0.924 for the 19 retained items. Since the obtained coefficient exceeded the minimum acceptable value of 0.70, the questionnaire demonstrated excellent internal consistency. Therefore, the instrument was considered highly reliable and suitable for use in the present study.

Ethical considerations were carefully observed throughout the research process. Prior to data collection, participants were informed about the objectives of the study, the voluntary nature of their participation, and their right to withdraw at any stage without any consequences. Informed consent was obtained from all participants, and all responses were treated confidentially and analyzed anonymously for research purposes only.

The collected data were analyzed using descriptive statistical techniques. Mean scores, percentages, and frequency distributions were calculated to identify lecturers' response tendencies and categorize perspectives into high, moderate, and low levels of agreement. The findings were then presented descriptively in figures and narrative explanations to provide a systematic understanding of lecturers' perspectives toward ELF in English language teaching.

3. Result

This section presents the findings on English lecturers' perspectives toward the English as a Lingua Franca (ELF) paradigm based on responses from 26 lecturers. The questionnaire consisted of 19 valid items grouped into six research indicators representing different dimensions of lecturers' perspectives toward ELF. The findings are presented using three complementary descriptive statistics. The mean score was used to determine the level of agreement with each indicator; the standard deviation (SD) was used to describe the consistency of respondents' answers, and the frequency and percentage distributions were used to illustrate how responses were distributed across the five-point Likert scale. The combination of these three statistical measures provides a more comprehensive understanding

of lecturers' perspectives than relying solely on mean scores.

Table 3 summarizes the descriptive statistics for each research indicator.

Research Indicator	Number of Items	Mean	Category
Legitimacy of All English Users	3	3.99	High
Rejection of Native-Speakerism Dominance	3	3.82	High
ELF as a Legitimate Form of Global Communication	3	4.14	High
Diversity as a Strength in Communication	3	4.34	High
Emphasis on Imitating Native-Speaker Models	4	3.59	Moderate
Dependence on Native-Based Teaching Materials	3	3.60	Moderate

As presented in Table 3, four of the six research indicators were categorized as High, while the remaining two indicators were categorized as Moderate. The highest mean score was obtained by Diversity as a Strength in Communication ($M = 4.34$), indicating that lecturers strongly perceived linguistic diversity as a valuable resource for inclusive and intercultural communication. This was followed by ELF as a Legitimate Form of Global Communication ($M = 4.14$), Legitimacy of All English Users ($M = 3.99$), and Rejection of Native-Speakerism Dominance ($M = 3.82$), all of which were classified as high.

In contrast, Emphasis on Imitating Native-Speaker Models ($M = 3.59$) and Dependence on Native-Based Teaching Materials ($M = 3.60$) were classified as moderate. The findings suggest that lecturers have not yet completely abandoned traditional native-speaker-oriented beliefs, particularly regarding teaching models and instructional materials. Overall, the descriptive statistics indicate that lecturers generally hold positive perspectives toward the ELF paradigm while still maintaining moderate reservations toward certain aspects of native-speaker-oriented practices.

Legitimacy of All English Users

Table 4. Descriptive Statistics of the Legitimacy of All English Users Indicator

Item	Mean	SD	Dominant Response	Category
Item 1	4.23	0.77	Strongly Agree (42.3%)	High
Item 2	4.31	0.79	Strongly Agree (46.2%)	High
Item 3	3.42	1.03	Agree (34.6%)	Moderate

This indicator examined lecturers' perspectives on the legitimacy of both native and non-native English users. As shown in Table 4, two items were categorized as High, while one item was classified as Moderate. Item 2 obtained the

highest mean score ($M = 4.31$, $SD = 0.79$), indicating strong agreement that native and non-native English speakers have equal status in international communication. Similarly, Item 1 also received a high mean score ($M = 4.23$, $SD = 0.77$), with most respondents selecting Strongly Agree (42.3%), suggesting that lecturers generally did not consider English proficiency to be determined solely by native-speaker accents. In contrast, Item 3 obtained a moderate mean score ($M = 3.42$, $SD = 1.03$). Although Agree was the most frequently selected response (34.6%), the relatively higher standard deviation indicates greater variation in lecturers' opinions regarding the acceptance of different English varieties in academic and professional contexts.

Rejection of Native-Speakerism Dominance

Table 5. Descriptive Statistics of the Rejection of Native-Speakerism Dominance Indicator

Item	Mean	SD	Dominant Response	Category
Item 4	4.00	0.85	Agree (42.3%)	High
Item 5	3.58	0.90	Agree (38.5%)	Moderate
Item 6	3.88	0.91	Agree (53.8%)	High

The Rejection of Native-Speakerism Dominance indicator examined lecturers' views on the role of native speakers as the primary model in English language teaching. As presented in Table 5, two items were categorized as High, while one item was classified as Moderate. Item 4 obtained the highest mean score ($M = 4.00$, $SD = 0.85$), indicating that lecturers generally rejected the view that only native English speakers can serve as the best models in English language teaching. Likewise, Item 6 also showed a high level of agreement ($M = 3.88$, $SD = 0.91$), with Agree being the most frequent response (53.8%), suggesting that lecturers tended to reject the notion that native speakers are the only ideal models for learning English. In contrast, Item 5 recorded a moderate mean score ($M = 3.58$, $SD = 0.90$). Although Agree remained the dominant response (38.5%), the findings indicate relatively greater variation in lecturers' perceptions regarding the continuing relevance of native-speaker dominance in establishing English language standards

ELF as a Legitimate Form of Global Communication

Table 6. Descriptive Statistics of the ELF as a Legitimate Form of Global Communication Indicator

Item	Mean	SD	Dominant Response	Category
Item 7	4.27	0.60	Agree (57.7%)	High
Item 8	4.42	0.50	Agree (57.7%)	High
Item 9	3.73	0.83	Agree (61.5%)	High

The ELF as a Legitimate Form of Global Communication indicator examined lecturers' perspectives on the role of English as a medium for global

communication among speakers from diverse linguistic backgrounds. As presented in Table 6, all three items were categorized as High, indicating strong support for the role of ELF in international communication. Item 8 obtained the highest mean score ($M = 4.42$, $SD = 0.50$), with the majority of respondents selecting Agree (57.7%) and Strongly Agree (42.3%), reflecting a high level of consensus that ELF expands access to global communication. Similarly, Item 7 recorded a high mean score ($M = 4.27$, $SD = 0.60$), with Agree (57.7%) as the dominant response, indicating that lecturers generally viewed ELF as a bridge for communication among English speakers from diverse backgrounds. Item 9 also achieved a high mean score ($M = 3.73$, $SD = 0.83$), with Agree selected by 61.5% of respondents, suggesting that lecturers generally accepted the role of ELF in facilitating global interaction without strict adherence to native-speaker standards.

Diversity as a Strength in Communication

Table 7. Descriptive Statistics of the Diversity as a Strength in Communication Indicator

Item	Mean	SD	Dominant Response	Category
Item 10	4.35	0.69	Strongly Agree (46.2%)	High
Item 11	4.35	0.63	Agree (50.0%)	High
Item 12	4.31	0.68	Agree (57.7%)	High

The Diversity as a Strength in Communication indicator examined lecturers' perspectives on the value of linguistic diversity in English communication. As presented in Table 7, all three items were categorized as High, indicating that lecturers consistently viewed diversity in English use as a positive aspect of communication. Items 10 and 11 obtained the highest mean scores ($M = 4.35$), with relatively low standard deviations ($SD = 0.69$ and $SD = 0.63$), suggesting a high level of agreement among respondents. The frequency distribution showed that most lecturers selected Strongly Agree for Item 10 (46.2%), while Agree was the dominant response for Item 11 (50.0%). Similarly, Item 12 also recorded a high mean score ($M = 4.31$, $SD = 0.68$), with Agree selected by 57.7% of respondents. Overall, the findings indicate that lecturers consistently perceived diversity in English as a valuable resource that supports flexible and inclusive communication.

Emphasis on Imitating Native-Speaker Models

Table 8. Descriptive Statistics of the Emphasis on Imitating Native-Speaker Models Indicator

Item	Mean	SD	Dominant Response	Category
Item 13	2.96	1.11	Disagree (38.5%)	Moderate
Item 14	3.88	0.86	Agree (50.0%)	High
Item 15	3.73	1.00	Agree (42.3%)	High
Item 16	3.58	1.03	Agree (50.0%)	Moderate

The Emphasis on Imitating Native-Speaker Models indicator examined lecturers' perspectives regarding the importance of native-speaker models in English language learning. As presented in Table 8, the responses varied across the four items, resulting in both High and Moderate categories. Item 14 obtained the highest mean score ($M = 3.88$, $SD = 0.86$), followed by Item 15 ($M = 3.73$, $SD = 1.00$), indicating relatively positive responses after reverse coding. In contrast, Item 13 recorded the lowest mean score ($M = 2.96$, $SD = 1.11$), with Disagree (38.5%) as the most frequent response, while Item 16 obtained a moderate mean score ($M = 3.58$, $SD = 1.03$), with Agree selected by 50.0% of respondents. Overall, the findings suggest that lecturers demonstrated moderate to high levels of agreement across the indicator, although the relatively higher standard deviation for some items indicates greater variation in responses than was observed in the previous indicators.

Dependence on Native-Based Teaching Materials

Table 9. Descriptive Statistics of the Dependence on Native-Based Teaching Materials
Indicator

Item	Mean	SD	Dominant Response	Category
Item 17	3.58	1.03	Agree (38.5%)	Moderate
Item 18	3.77	0.82	Agree (53.8%)	High
Item 19	3.46	0.86	Agree (46.2%)	Moderate

The Dependence on Native-Based Teaching Materials indicator examined lecturers' perspectives regarding the use of native-speaker-oriented teaching materials in English language teaching. As shown in Table 9, one item was categorized as High, while the remaining two items were classified as Moderate. Item 18 obtained the highest mean score ($M = 3.77$, $SD = 0.82$), with Agree selected by 53.8% of respondents, indicating relatively consistent responses among lecturers. Meanwhile, Item 17 ($M = 3.58$, $SD = 1.03$) and Item 19 ($M = 3.46$, $SD = 0.86$) were categorized as Moderate, with Agree being the most frequently selected response. The relatively higher standard deviation for Item 17 suggests greater variation in lecturers' responses compared with the other items. Overall, the findings indicate that lecturers expressed moderate to high perspectives regarding the use of teaching materials, although some variation in responses remained across the three statements.

4. Discussion

Positive Perspectives toward English as a Lingua Franca (ELF)

The findings of this study suggest that English lecturers generally hold positive orientations toward the English as a Lingua Franca (ELF). Among the positive dimensions, lecturers expressed the strongest support for diversity as a strength in communication, indicating that they increasingly perceive linguistic

diversity as an important resource for intercultural interaction rather than as a barrier to effective communication. This finding was accompanied by high levels of agreement regarding the legitimacy of all English users, the rejection of native-speaker dominance, and the role of ELF as a legitimate means of global communication. Collectively, these findings suggest a gradual shift from traditional native-speaker-oriented beliefs toward a more inclusive understanding of English in multilingual contexts. Nevertheless, the results also indicate that some native-speaker-oriented beliefs remain evident, particularly in relation to teaching models and instructional materials.

The positive orientations identified in this study reflect the fundamental principles of English as a Lingua Franca (ELF), which conceptualize English as a shared means of communication among speakers from diverse linguistic and cultural backgrounds rather than as the exclusive property of native speakers (Seidlhofer, 2011; Jenkins, 2007). The lecturers' recognition of the legitimacy of all English users, together with their strong support for linguistic diversity and the communicative role of ELF, suggests an increasing awareness that successful communication depends on mutual intelligibility, adaptability, and intercultural understanding rather than strict adherence to native-speaker norms.

This perspective is closely aligned with the concept of Global Englishes, which views English as a dynamic and pluralistic language shaped by its users across different social and cultural contexts instead of a single standardized variety (Rose and Galloway 2019). Likewise, the World Englishes paradigm recognizes the legitimacy of multiple English varieties and challenges the traditional assumption that Inner Circle English should remain the sole linguistic model in English language teaching (Kachru 1992).

Taken together, these theoretical perspectives suggest that English language teaching should prepare learners to communicate effectively across multilingual settings while valuing linguistic diversity as an integral feature of global communication. This interpretation is further reinforced by the concept of English as an International Language (EIL), which emphasizes the role of English as an international medium for intercultural communication rather than a language confined to native-speaker communities.

The findings of this study are generally consistent with previous research reporting increasingly positive attitudes toward the ELF paradigm among English language educators, although the influence of native-speakerism has not completely disappeared. For instance, (Kemaloglu-er 2021) found that pre-service teachers who participated in ELF-aware teacher education gradually shifted their understanding of English from a native-speaker-oriented model to a more communicative and inclusive perspective, recognizing non-native English users as legitimate users of the language.

Likewise, Anjani et al reported that Indonesian English teachers acknowledged the growing role of English varieties and the communicative

function of ELF in English language teaching. However, the teachers in their study still considered native-speaker English as the primary instructional model, indicating that traditional beliefs remained influential (Anjani, et al. 2025).

A similar pattern emerged in the present study. While the lecturers demonstrated positive orientations toward linguistic diversity, communicative effectiveness, and the legitimacy of all English users, they also showed moderate reservations regarding the complete abandonment of native-speaker-oriented teaching models and teaching materials.

This finding is also supported by Dewey (2023), who argues that although awareness of ELF has increased among language teachers, deeply rooted monolingual and native-speaker ideologies continue to shape pedagogical beliefs and classroom decision-making (Dewey 2023). Furthermore, Szymańska-Tworek found that trainee teachers were receptive to several principles of ELF-sensitive teaching, such as exposure to diverse English varieties and accommodation strategies, yet they remained attached to native-speaker norms, particularly in relation to language accuracy and error correction (Szymanska-Tworek 2021).

The similarities across these studies may be explained by the gradual transition currently occurring in English language teaching. While contemporary theories increasingly advocate multilingual, communication-oriented approaches, educational systems, teaching materials, assessment practices, and long-established pedagogical traditions continue to prioritize native-speaker standards. This gradual transition has also been observed by Galloway and Numajiri, who argue that although teachers increasingly recognize the value of Global Englishes, classroom implementation often develops incrementally because curriculum policies, assessment practices, and institutional expectations continue to privilege traditional language norms (Galloway and Numajiri 2020).

Consequently, teachers and lecturers often negotiate between embracing the principles of ELF and maintaining conventional instructional practices. This gradual pedagogical transition is consistent with Matsuda's argument that teaching English as an International Language is not intended to replace existing pedagogical traditions entirely, but rather to encourage teachers to critically recognize the diversity of English and to prepare learners for authentic multilingual communication (Matsuda 2018). In the Indonesian context, this transition appears to be particularly evident, as educators recognize the importance of preparing students for global communication while simultaneously responding to curriculum expectations and established teaching norms.

Beyond supporting previous research, this study contributes to the growing body of English as a Lingua Franca (ELF) and English Language Teaching (ELT) research by providing empirical evidence from the Indonesian higher education context, where studies on lecturers' perspectives toward the ELF paradigm remain limited. The findings demonstrate that English lecturers increasingly recognize English as a shared and inclusive means of international communication while

simultaneously revealing that native-speaker-oriented beliefs have not been entirely abandoned. This dual perspective highlights the ongoing transition from traditional native-speaker norms to more communication-oriented and multilingual approaches in English language teaching.

Consequently, the study extends current discussions on ELF, Global Englishes, and World Englishes by illustrating how these theoretical perspectives are reflected in lecturers' beliefs and may inform the development of more inclusive pedagogical practices, curriculum design, and teacher education programs in Indonesia. This finding also supports Marlina's argument that English language education should move beyond native-speaker-oriented models and equip teachers to address the multilingual and multicultural realities of English use in international contexts (Marlina 2018). This contribution responds to the growing call for English language teaching to better reflect the linguistic diversity and communicative realities of today's globalized world (DEWEY 2023; Rose & Galloway 2019).

5. Conclusion

This study aimed to investigate perspectives toward the English as a Lingua Franca (ELF) paradigm in English language teaching. The findings indicate that lecturers generally demonstrated positive orientations toward the ELF paradigm by recognizing the legitimacy of all English users, supporting ELF as a legitimate medium for global communication, rejecting the exclusive dominance of native-speaker norms, and valuing linguistic diversity as an important resource for intercultural communication.

Among these dimensions, diversity in English use emerged as the strongest aspect of lecturers' perspectives, suggesting an increasing awareness that effective communication depends on flexibility, mutual understanding, and intercultural competence rather than conformity to native-speaker standards. Nevertheless, the findings also reveal that native-speaker-oriented beliefs have not completely disappeared, particularly regarding teaching models and instructional materials, indicating that the transition toward ELF-oriented pedagogy remains gradual.

This study contributes to the growing discussion of ELF, Global Englishes, and English language teaching by providing empirical evidence from the Indonesian higher education context, where research on lecturers' perspectives toward the ELF paradigm remains relatively limited. The findings highlight the need for teacher education programs and professional development initiatives to further promote ELF-aware pedagogical practices that reflect the multilingual realities of contemporary English use.

Future research is recommended to involve larger and more diverse samples from different educational contexts and to combine quantitative and qualitative approaches in order to obtain a deeper understanding of how lecturers' perspectives are translated into classroom practices.

This study is limited to English lecturers from two higher education institutions in Gorontalo and relies primarily on questionnaire-based responses to examine lecturers' perspectives toward ELF. As a result, the findings may not fully represent broader institutional or regional contexts and may not comprehensively capture classroom implementation of ELF-informed pedagogy.

Suggestions / Recommendations

Based on the findings and limitations of this study, future research is recommended to explore the implementation of ELF principles in actual classroom practices through qualitative or mixed-method approaches, including interviews and classroom observations. Future studies may also involve broader participant groups across different institutional and geographical contexts to obtain more comprehensive insights into lecturers' and teachers' perspectives toward ELF. In addition, educational institutions are encouraged to strengthen curriculum development, lecturer professional training, and teaching materials that reflect multilingual communication realities and intercultural competence. Such efforts may contribute to the gradual integration of ELF-informed pedagogy into English language teaching and support more inclusive and communication-oriented learning practices in higher education context

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