

# Critical Perspectives on ELF Theory and Research

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## ABSTRACT

*The undeniable prevalence of English as a Lingua Franca (ELF) is juxtaposed with the insufficient recognition of its extensive use in local English education. This research offers critical insights into the disparity between ELF theory and research, drawing on a thorough examination of the last 5 to 8 years across various databases, including peer-reviewed empirical studies. The findings underscore the widespread use of English as a lingua franca among individuals from ASEAN countries. However, there is a noticeable scarcity of research addressing the incorporation of English as a Lingua Franca (ELF) into programs aimed at preparing future teachers and the execution of English language teaching. The review delves into two primary domain questions and advocates for a reassessment of conventional approaches, particularly in light of the historical reliance on Native Speaker (NS) English as the exclusive benchmark for language proficiency, with NSs serving as the predominant models.*

## KEYWORDS:

English as a lingua franca (ELF), Critical Perspectives, ELF-awareness, pedagogy, English language teaching (ELT), multilingual context.

## JOURNAL INFO:

HISTORY: Received: November 10, 2023

Accepted: December 18, 2023

Published: December 30, 2023

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DOI: <https://doi.org/10.21015/vtess.v11i4.1668>

## INTRODUCTION

English as a Lingua Franca (ELF) has undeniably become a reality. However, despite its emergence over the past few decades, the developmental processes in ELF have not brought about significant changes in English language teaching practices. Nevertheless, it has heightened awareness among English language teachers (ELTs), trainers, and other stakeholders, prompting them to engage in learning, teaching, and utilizing foreign languages (Guerra et al., 2022; N. Sifakis and Bayyurt, 2015). In light of this, the awareness of ELF has instilled a sense of critical reflection among ELT practitioners regarding existing materials and methodologies. This heightened awareness encourages them to consider their local contexts more carefully. Moreover, it equips them with the ability to analyze ELF properties, enabling them to address the specific needs of learners and adapt to the teaching environment. This stands in contrast to the traditional approach of adhering to fixed notions of native speaker norms and monolingual standards in English language teaching (Bayyurt and Sifakis, 2015a). Adding to this perspective, their emphasis (2015) lies in the imperative transformation of educational materials, highlighting the essential requirement for an appropriate representation that captures the diversity in English usage and upholds the local cultural context of English users. Specifically, they propose a shift in course book content, urging the inclusion of examples that depict communication between non-native speakers (NNS), instead of exclusively focusing on interactions between native speakers (NS) and non-native speakers. This facet is frequently overlooked in materials designed for English Language Teaching (ELT). To attain this goal, active involvement of stakeholders is essential, allowing English language teachers (ELTs) the autonomy to make decisions in accordance with the particularities of their local context, while adopting an English as a Lingua Franca (ELF) approach (N. C. Sifakis, 2019). In response to this imperative, this emerging trend questions the conventional discourse advocating a one-size-fits-all approach that endorses an 'idealized NS' model for language learners. This shift encourages stakeholders to adopt a more inclusive stance towards English Language Teaching (ELT) and its materials, emphasizing the representation of language in an international context where effective communication occurs seamlessly between Native Speakers (NS) and Non-native Speakers (NNS). The study raises two overarching inquiries. Firstly, it analyses the impact of English as a Lingua Franca (ELF) on the materials, methodologies, and teacher awareness within English language teaching in regions where English serves as a second or foreign language. It delves into how this awareness has shaped teachers' approaches to English language instruction. Secondly, it evaluates how the ELF concept challenges conventional ideas about language teaching, specifically the emphasis on native speaker norms and monolingual standards in English language education. The study further examines the implications of this challenge for pedagogy, teacher training, and language learners within diverse linguistic and cultural contexts.

Within the scope of this review study, we conduct an examination on the involvement of English as a Lingua

Franca (ELF) in the field of English language teaching. Specifically, the focus is on its influence on traditional teaching methods and its deviation from conforming to monolingual standards in English language education. As a result, traditional approaches to teaching English are being questioned because Native Speaker (NS) English has long been seen as the only measure of language proficiency, with NSs serving as the primary models. This has resulted in specific conclusions and recommendations regarding the influence of research on English as a Lingua Franca (ELF) for English Language Teachers (ELTs). (Dewey, 2012) advocates for a post-normative approach in language teaching, urging a critical examination of the notion of 'accuracy' in ELT rather than rigid adherence to English as a Native Speaker perspective. In addressing practical strategies, (Canagarajah, 2016) pointed out some deficiencies in English Language Teaching (ELT) materials, emphasizing their inclusion in the classroom. Furthermore, students are encouraged to use various forms of English in the global community, moving beyond specific varieties of Native Speaker English. Recent studies are looking into how teachers can become more aware of English as a Lingua Franca (ELF) and how they can apply this awareness in their teaching (Bayyurt and Sifakis, 2015b; ?) (Blair, 2015;). ELF-aware teaching involves several key steps, foremost among them is the cultivation of personal knowledge related to incorporating shared ELF practices. Notably, (N. C. Sifakis, 2019) have outlined a three-phase approach for teachers to enhance their ELF awareness: initially, exposure to current ELF research and instances of successful ELF communication; followed by introspection into their own beliefs regarding English and teaching; and finally, the development of ELF-aware teaching practices tailored to their specific teaching contexts. However, it is worth noting that the third phase, particularly the practical challenges that teachers may encounter, has not received as much scholarly attention. Consequently, this study aims to scrutinize the experiences detailed in contemporary studies of ELF-aware teaching, with a specific focus on the challenges faced by English Language Teachers (ELTs) and the strategies employed to overcome them.

The limited body of research addressing the integration of English as a Lingua Franca (ELF) into teacher preparation programs and its practical implementation in English language teaching underscores a significant gap between theoretical frameworks and real-world classroom practices. (Biricik Deniz, Kemalglu-Er, and Ozkan, 2020) attribute this discrepancy primarily to the absence of explicit pedagogical explanations and concrete data derived from authentic classroom situations. Consequently, the challenges posed by this research gap become inherent limitations of the study. In essence, there is a compelling need to reevaluate prevailing assumptions and widely held beliefs about English language teaching, especially considering the global proliferation of ELF and its tangible impact on pedagogical approaches.

To address this, the present review meticulously conducted an extensive search across diverse five scholarly databases—such as Taylor Francis, SAGE Open, Elsevier, ProQuest, and the Wiley online library—searches are limited to research articles published from 2015-2022. Employing specific keywords and titles such as **English as a lingua franca**, *pedagogy*, **English language teaching (ELT)**, and *classroom*, the initial search yielded a substantial pool of 9,262 studies. The search process initiates with the examination of titles and abstracts from all search results, assessing their alignment with predefined criteria. Upon closer scrutiny, the review identified 3,834 + 2,763 studies relevant to ELF and pedagogy, and 1,665 + 1,000 studies pertinent to English language teaching (ELT) and classroom dynamics. Out of the total, fifteen papers fulfilled the criteria and were incorporated into the review; nevertheless, each paper underwent meticulous scrutiny to extract careful, detailed, and pertinent information. The analytical focus was primarily directed towards research exploring the integration of ELF awareness among English Language Teachers (ELTs) concerning their teaching materials and methodologies. This emphasis was particularly targeted at contexts where English functions as a second or foreign language. Subsequently, through a meticulous process of removing duplicates, the remaining papers underwent thorough examination in accordance with exclusion criteria. In the realm of English as a Lingua Franca, these exclusion criteria were applied rigorously, excluding studies that (a) did not centralize around ELF-awareness, (b) failed to address constructs defining ELF features, (c) lacked focus on the emergence of ELF, encompassing theories and frameworks, (d) emphasized other varieties of English, (e) did not measure the study of pre-service teachers through a questionnaire, and (h) lacked peer-reviewed validation. This stringent methodology aimed to ensure the selection of studies aligned with the specific focus on ELF integration in English language teaching, providing a robust foundation for the comprehensive analysis and synthesis undertaken in this review. However, the inclusion criteria for the studies consist of the following: (a) publication in peer-reviewed journals, (b) presentation of empirical studies in the form of full articles, and (c) review articles published within a 5 to 8-year timeframe.

In this paper, we embark on an extensive exploration of prevailing patterns in English as a Lingua Franca (ELF). To enhance clarity and provide a structured narrative, our paper unfolds in distinct sections. We commence with a comprehensive examination of our study in Section 1, where we pose two primary domain questions. Additionally, we delineate the scope and limitations, thereby establishing a robust foundation for our research. Moving forward to Section 2, we delve into an exposition of our research themes, major theories, and articulate our approach to ELF-awareness in the 21st century, all while elucidating the methodologies employed. Section 3 is dedicated to the exploration of research trends in ELF, where we address the defined research questions, offering insights into emerging patterns across various themes. As our analysis progresses, Section 4 synthesizes overarching conclusions derived from our study. Within this section, we not only discuss the implications of our findings but also proffer recommendations for future research directions. This structured approach ensures a cohesive and logical progression of our exploration into the intricate landscape of English

as a Lingua Franca.

## AN OVERVIEW OF ENGLISH AS A LINGUA

Over the past decade, there has been a rapid surge in the development of English as a Lingua Franca (ELF), generating increased awareness in regions where English is utilized as a second or foreign language. In contemporary times, the prevalence of English extends beyond the countries traditionally associated with (Cook, 1999; Kachru, 1998) innermost circle. Moreover, English attains the status of a Lingua Franca (ELF) by integrating with local languages in areas where it serves as a second or foreign language. Aligned with 'trans-theories,' the ELF domain embraces a comprehensive approach to global communication. Consequently, it aims to comprehend how English users leverage multilingual, multicultural, and multimodal resources, surpassing not only linguistic but also ideological boundaries. The objective is to shed light on the processes through which these users establish innovative social spaces, practices, and identities, thereby transcending conventional norms (Ishikawa and Baker, 2021).

### Features of ELF

English as a Lingua Franca (ELF) takes place when individuals from varied linguistic and cultural backgrounds communicate in English, and none of them have English as their first language (Soruc and Griffiths, 2021). This phenomenon, as (Soruc and Griffiths, 2021) outline, highlights the dynamic nature of communication where English serves as a common ground among diverse speakers. Currently, ELF is recognized to encompass communicators from across the globe. Native speakers themselves are often labeled with terms like English as an International Language or Global Englishes. Moreover, in a comprehensive sense, it is characterized as an intricate phenomenon encompassing a substantial number of English speakers, whether they are native or non-native, hailing from diverse linguistic and cultural backgrounds (Bayyurt and Dewey, 2020). (Sugiharto, 2020) and (Seidlhofer, 2004) characterize ELF as a 'contact language,' emphasizing its distinction from English tied to native speakers. Highlighting the linguistic aspects of language rather than its context, (Seidlhofer, 2004) perspective challenges conventional notions and signals a shift in understanding. This shift challenges the traditional notion of language as autonomous, stable, and homogeneous, allowing us to perceive language as mobile, traveling with or without individuals as they come into contact with different languages and communities, creating new grammars and meanings (Canagarajah, 2016). Consequently, ELF communication is characterized as flexible, diverse, and adaptable. This adaptability is essential because, as (Canagarajah, 2016) suggests, users do not adhere to fixed language norms; these norms change as speakers shift between languages. This fluidity challenges our conventional understanding of language and communication. Moreover, successful communication in English as a Lingua Franca (ELF) does not solely depend on linguistic proficiency, encompassing syntax, vocabulary, and phonology (Baker, 2017). According to (Jenkins, 2017), a proficient ELF user not only acquires proficiency in native English varieties but also adapts pragmatic skills for effective use in their social context. Thus, in teaching ELF, the focus should be on fostering learners' communicative competence rather than proficiency in 'native English,' (Widdowson, 2015). This perspective aligns with a broader shift in language education, emphasizing practical and adaptable language skills over rigid adherence to a particular linguistic standard.

### The importance of ELF awareness

(Ur, 2011) delved into issues related to English as a Lingua Franca (ELF) from the perspective of educators, particularly in contexts where students find themselves immersed in ELF environments. In his research, (Ur, 2011) discovered that a speaker fully competent in ELF serves as a more suitable model for teachers and learners than a native speaker. These finding challenges conventional approaches to English language instruction. Consequently, (Ur, 2011) argues against teaching English based on a global standard variety. This change is not guided by socio-political agendas but by pragmatic considerations, aligning with the necessity for teachers to equip learners with a practical and suitable model for their prospective usage of English as a lingua franca. This pragmatic shift reflects a recognition of the evolving nature of English in global communication. The subsequent points enumerate the reasons for this shift (p. 86):

1. Native speakers constitute a minority among English speakers on a global scale, representing merely a small portion of ELF users beyond their local native-speaking communities.
2. Native speakers employ different varieties of English; they may use some but not necessarily all.
3. In nations where English is not the predominant language, the majority of English teachers employ English as a lingua franca and serve as exemplary figures for their students.
4. The critique of the native speaker model arises from the impossibility of attaining native speaker status in an additional language (Cook, 1999).
5. Emerging users of ELF, who were not initially native speakers, exhibit elevated proficiency in English, demonstrating fluency in both spoken and written forms that are accurate and easily understood—an entirely acceptable model for learners.

These reasons provide a comprehensive understanding of the practical considerations that underlie the argument against a rigid adherence to a global standard. (Ur, 2011) emphasis on practicality and suitability within ELF environments highlights the importance of adapting teaching methods to the real-world linguistic needs of learners, further emphasizing the dynamic nature of language acquisition and usage in contemporary contexts. The dismissal of the native speaker model for learners, as suggested by (Ur, 2011), signals a broader shift in language education. This transition, rooted in teachers' aspirations to secure elevated levels of proficiency for their students, is motivated by the recognition that such proficiency is achievable not solely by native speakers but also by non-native speakers. This approach, explicitly endorsed by (Ur, 2011), positions proficient ELF users, regardless of native or non-native status, as the recommended models for ELF teachers. As a consequence, it deemphasizes the significance of native or non-native distinctions, shifting the focus instead to the level of proficiency attained by educators. In this evolving scenario, Kachru's circles might be supplanted by a more modern paradigm in which fully proficient users of English as a lingua franca take on a central role. The models for teaching and acquiring English as a lingua franca proposed include: (1) one of the prevalent native varieties; (2) a syllabus based on common core elements drawn from widespread non-native usages; (3) a fusion of diverse models, introducing learners to a range of English varieties; and (4) an internationally standardized variety (p. 87). These suggested models reflect the adaptability required in a world where ELF users navigate a linguistic landscape rich in diversity and variability. They underscore the importance of practical proficiency over rigid adherence to a fixed standard, emphasizing the dynamic nature of language acquisition and usage in contemporary contexts.

(Konakahara and Tsuchiya, 2020) argue that the English language has become imperative in our globalized world as a necessity for competing internationally, prompting Japan to recognize its significance. Consequently, English Language Teachers (ELTs) are tasked with not only improving students' proficiency for international communication but also cultivating an understanding of English as a lingua franca. This transformation aims to shape students into global citizens by familiarizing them with diverse values and norms. The shift from English as a Foreign Language (EFL) to English as a Lingua Franca (ELF) for global citizenship represents a change driven more by current educational trends than by critical awareness. However, it is characterized by a lack of awareness, contributing to the ongoing emphasis on the centrality of 'native English speakers (NESs)' in instructing ELF for global perspectives. Such a viewpoint shapes students' views on English for international communication and their roles in global society. Furthermore, learners who are ELF-aware, cultivated through intercultural language education, can acquire the skills and attributes essential for global citizenship. These encompass attributes like receptiveness to diversity, discerning cultural awareness, and the ability to navigate intricate local and global contexts (Lu and Corbett, 2014). (De Costa, 2016) study underscores the role of lingua franca in fostering the growth of global citizenship, affirming that "ELF and global citizenship are intricately connected" (p. 241). He characterizes a global citizen as an individual who appreciates cultural diversity, maintains an open-minded perspective, and actively participates in cultivating relationships with others. However, he proposes the integration of ELF in classrooms along with intercultural competence, emphasizing a comprehensive approach to the development of a global identity. This integration ensures that learners not only acquire language proficiency but also gain a deeper understanding of the cultural nuances and global perspectives embedded in the use of English as a lingua franca.

## ELF-informed Teaching

Several studies have explored the perceptions and awareness of English Language Teachers (ELTs) regarding ELF pedagogy. (N. Sifakis and Bayyurt, 2015) launched an online in-service teacher-training program structured in three phases: the first phase involves participants reading articles on ELF and participating in online group discussions, responding to provided questions; in the second phase, they are tasked with independently delivering ELF-aware lessons, either with their classes or in collaboration with peers; and in the concluding phase, participants assess their own and/or their colleagues' lessons. This approach effectively enhances teachers' ELF-awareness by challenging their preconceptions and altering their perspectives on learning and English teaching (Soruc and Griffiths, 2021). To succeed in this context, teachers must adopt a realistic approach, demonstrating tolerance and open-mindedness to foster empathy and prevent 'humiliation' and anxiety associated with error correction. As (Jenkins, 2012) contends, prioritizing intelligibility and communication over minor grammatical errors is crucial. An ELF-aware teacher is thus considered a genuine educator in a real-world classroom. This emphasis on practical and empathetic teaching strategies not only promotes effective communication but also aligns with the evolving nature of English as a Lingua Franca in global contexts, where understanding and conveying meaning take precedence over rigid adherence to traditional language norms.

## Transforming English language teachers into ELF-aware Practitioners & Challenges

(Guerra et al., 2022) clarified the current condition of English language teaching practices, underscoring their reluctance to adjust despite the transformative advancements in English as a Lingua Franca (ELF) in recent decades. However, the absence of advancement has raised awareness among English Language Teachers (ELTs), teacher trainers, and other stakeholders regarding the need to acquire, teach, and employ foreign languages, even without the conventional prestige associated with these languages (N. Sifakis, 2014). This heightened awareness is steering stakeholders toward a more inclusive approach to English Language Teaching (ELT) and its materials, stressing the significance of portraying

language as it is utilized in an international context, facilitating effective communication for both native speakers (NS) and non-native speakers (NNS). ELF awareness prompts ELT practitioners to adopt a more critical stance towards existing materials and methodologies, fostering an understanding of local contexts. It equips them to analyze ELF properties to address learners' needs and adapt to diverse teaching environments, moving away from rigid notions (N. Sifakis and Bayyurt, 2015). Furthermore, (N. Sifakis and Bayyurt, 2015) stressed the importance of transforming materials to include a suitable representation of the diversity of language use and respect for the local cultural context of English users. They proposed that course books should depict communication among non-native speakers (NNS), not solely between native speakers (NS) and non-native speakers (NNS), a dimension frequently neglected in ELT course books. Achieving this objective requires stakeholders, particularly English Language Teachers (ELTs), to exercise autonomy in decision-making, taking into account the specifics of their local context and adopting an ELF approach (N. C. Sifakis et al., 2018). This paradigm shift challenges the prevailing notion of a one-size-fits-all discourse that promotes an 'idealized NS' model for language learners.

As English language teaching continues to evolve, the emphasis on contextual relevance and the acknowledgment of diverse linguistic interactions highlights the importance of recognizing and adapting to the dynamic nature of language use in global communication. Despite the evolution, several challenges may arise, particularly if a coursebook fails to accurately reflect the lingua franca status of English. In such instances, English Language Teachers (ELTs) should have the flexibility to generate their own materials. This could involve creating websites with audio-visual content, incorporating both native and non-native speaker dialects of English, and utilizing digital media. This approach aligns with an ELF-aware pedagogy that considers the diverse varieties and cultures associated with both native and non-native English. Moreover, developers of educational materials need to have an understanding of diverse varieties and cultures, extending beyond the Inner Circle, particularly those found in the US and the UK. This thorough comprehension guarantees that learners are exposed to intercultural contexts, transcending the limitations of native varieties and cultures as depicted in the coursebook. Consequently, course books and materials should strive to illustrate the multilingual and multicultural facets of English language usage in modern contexts (N. Sifakis and Bayyurt, 2015). This adaptation ensures that learners are prepared for the rich and varied linguistic landscapes they may encounter in global communication, moving beyond a narrow focus on traditional native speaker models.

As a contemporary paradigm in English Language Teaching (ELT), English as a Lingua Franca (ELF) acknowledges the unique characteristics of non-native varieties instead of exclusively assessing them against native speaker norms. Despite recognizing this, there is a significant lack of research on the effective integration of ELF into pre-service teacher education programs and English language teaching practices. The disparity between theory and practice stems from an absence of distinct pedagogical descriptions and tangible, classroom-derived data (Biricik Deniz et al., 2020). The present condition of ELF research indicates a crucial requirement for a thorough reevaluation of prevailing beliefs and assumptions regarding various aspects of English Language Teaching (ELT) practices. This reassessment is crucial considering the worldwide dissemination of ELF and its potential influence on pedagogy. The changes in pedagogy linked with English as a Lingua Franca (ELF) may provoke debate, discomfort, and subsequent resistance among practitioners. Nevertheless, educators may feel a responsibility to attend to learners' immediate needs as language users. However, responding to these needs may tether them to norm-bound approaches to language dictated by institutional responsibilities (Dewey, 2012). Changing this mindset in accordance with ELF research is imperative, even though it poses challenges. The difficulties arise from the complexities of navigating pedagogical shifts, the lack of harmony between teaching policy, teacher education, and ELF, institutional practices deeply ingrained, and significant resistance to change from influential stakeholders (Matsuda, 2009; Seidlhofer, 2008). Effecting such change involves collaborative efforts with teachers on the ground, as they are pivotal stakeholders in integrating ELF into pedagogy. These collaborative efforts can bridge the gap between theoretical insights and practical applications, fostering a more effective and responsive approach to English language teaching in diverse global contexts.

## RESEARCH TRENDS IN ENGLISH AS A LINGUA FRANCA

Contemporary research trends in English as a Lingua Franca (ELF) involve a comprehensive examination of incorporating ELF principles into English Language Teaching (ELT) practices. One key avenue involves investigating how teacher education programs can effectively incorporate ELF into their curriculum, bridging the theory-practice gap and providing practical guidance based on classroom-driven data. Understanding the impact of ELF on pedagogy is another significant trend, exploring how changes in teaching practices influenced by ELF principles may trigger controversy, unease, or acceptance among practitioners. Researchers are delving into the mindset of teachers regarding the adoption of ELF, examining the factors that influence resistance or acceptance and how educators navigate their responsibilities as language users within institutional norms. Successfully navigating pedagogical changes, especially in addressing the misalignment between teaching policy, teacher education, and well-established institutional practices, is a central focus. Furthermore, ongoing research is exploring collaborative approaches that involve teachers as significant stakeholders, with the goal of seamlessly integrating ELF into pedagogy. This examination also encompasses the representation of non-

native varieties and cultures in English language materials, exploring the possibility of transforming course books and teaching materials to reflect the multilingual and multicultural dimensions of English language usage, particularly within the context of ELF. These research trends collectively contribute to a more comprehensive understanding of the challenges and opportunities associated with integrating ELF into language education, providing insights for effective implementation in diverse educational settings. This holistic approach aligns theoretical insights with practical considerations, ensuring a more seamless and effective integration of ELF principles into the dynamic landscape of language education.

A study conducted by (Kormos and Kiddle, 2011) investigated the motivations of 518 Chilean learners in their pursuit of English language proficiency. The primary emphasis lies in exploring the potential shift away from traditional models of motivation, considering the transformation of English into a global lingua franca in our increasingly interconnected world.

They argue that this shift has led to a new goal in language learning, specifically the development of an 'international posture' (p. 496). Significantly, their research indicates that the foremost learning objective among the surveyed students centers on the acknowledgment of English as a lingua franca (p. 513). The theoretical framework for this review paper is based on a set of questions: (Q1) What is the impact of ELF on English language teaching materials, methodologies, and awareness among teachers in countries where English serves as a second or foreign language, and how has this awareness affected their approach to teaching English? (Q2) How does the concept of ELF challenge traditional notions of language teaching, particularly the focus on native speaker norms and monolingual standards in English language education, and what implications does this have for pedagogy, teacher training, and language learners in diverse linguistic and cultural contexts. This framing of the research questions provides a clear structure for the review, guiding the exploration of ELF's impact on English language teaching across different dimensions. The questions also encourage an in-depth analysis of how the concept of ELF challenges conventional practices, inviting a comprehensive examination of its implications on pedagogy, teacher training, and language learners in varied linguistic and cultural settings.

## Key Theories of English as a Lingua Franca

English as a Lingua Franca (ELF), heretofore not widely acknowledged within the domains of applied linguistics, sociolinguistics, and World Englishes, frequently assumed a subordinate position to the more established designation of 'English as an International Language' (EIL) for the purpose of ensuring conceptual lucidity. However, despite a historical preference for EIL, ELF researchers now consider these two terms synonymous. Over the past decade, ELF has surged in prominence, overshadowing the declining usage of EIL, primarily attributed to its perceived ambiguity.

In scrutinizing the configurations and functionalities of English as a Lingua Franca (ELF), a salient observation emerges, wherein the forms identified as 'typical ELF forms' manifest conspicuous parallels with those encountered in both native and post-colonial iterations of the English language. Essentially, users of ELF, akin to their counterparts in native and post-colonial English-speaking communities, exhibit a proclivity for leveraging the inherent capabilities of the English language in a manner congruent with the natural evolution of language, often entailing processes of regularization. This phenomenon engenders the emergence of configurations that deviate from conventional native English patterns, subsequently gaining widespread adoption among ELF speakers representing diverse first language backgrounds. Notwithstanding their typological semblance to native English forms, these innovations introduced by non-native English speakers frequently confront categorization as errors within the domain of English Language Teaching (ELT), pending potential acknowledgment by native English speakers. It is noteworthy that this process of regularization appears to transpire at a more gradual pace within native English contexts in comparison to post-colonial varieties. This gradual pace of regularization within native English contexts suggests a potential divergence in the acceptance and assimilation of linguistic innovations, highlighting the nuanced dynamics at play in the evolution of English as a Lingua Franca.

The variability in ELF poses a challenge due to its significant level of online variation. Within this dynamic landscape, English speakers hailing from diverse linguistic and cultural backgrounds engage in real-time interactions, negotiating and adapting their English usage. This intricate process implies that ELF cannot be easily categorized as a 'variety' of language in the traditional sense. Researchers have meticulously identified forms that diverge from English as a Native Language (ENL), consistently employed by ELF speakers from various first language backgrounds. Additionally, distinct forms have been recognized as characteristic of ELF speakers from specific first language backgrounds. Consequently, ELF does not neatly align with existing linguistic frameworks and may be more appropriately understood from the perspective of 'communities of practice' (Seidlhofer, 2011).

The discourse revolves around the contention that exclusive recognition is accorded to English as a Native Language (ENL), emblematic of the linguistic expression utilized by native speakers (NESs), thereby prompting an inquiry into whether learners of English as a Foreign Language (EFL) should aspire to emulate a standardized British, North American, or Australian English as their targeted linguistic model. Nonetheless, the predominant focus within the domain of Second Language Acquisition (SLA) research remains directed toward the acquisition of the native rendition. Within the paradigm of World Englishes, characterized by distinct English varieties in various post-colonial nations (e.g., Indian English, Nigerian English), the issue assumes a nuanced trajectory, although the overarching conclusion remains analogous. The ongoing contention posits that English does not function as the official language in the everyday communicative

practices of indigenous populations in designated EFL countries, thereby deviating from conventional World Englishes paradigms.

Consequently, proponents of this perspective advocate for the instruction of English speakers from nations such as Saudi Arabia, Germany, and Japan in a version aligning with native or post-colonial English norms. In both contexts, the potential for misinterpretations and misunderstandings is acknowledged. While apprehensions are voiced by numerous practitioners in the field of English Language Teaching (ELT) and mainstream Second Language Acquisition (SLA) researchers, positing concerns that English as a Lingua Franca (ELF) may foster linguistic anarchy due to perceived deviations from native English norms by non-native speakers in ELF contexts, it is essential to note that such apprehensions emanate from observations of non-strict adherence to native English conventions. Furthermore, within ELT literature, ELF may be erroneously characterized as a 'reduced' or 'simplified' rendition of English. In contrast, empirical investigations in the realm of ELF underscore its linguistic richness, akin to any other manifestation of English, inclusive of that articulated by native speakers. This comprehensive exploration of perspectives within the discourse provides a nuanced understanding of the challenges and considerations surrounding the recognition and instruction of English in various global contexts.

### Teaching Approaches for English as a Lingua Franca (ELF)

(Jenkins, 2007) characterizes English as a Lingua Franca (ELF) as a dynamic linguistic entity with distinct attributes, positing it as an "emerging language that exists in its own right and is being described in its own terms" (p. 2). This conceptualization is fortified by the establishment of the VOICE (Vienna-Oxford International Corpus of English), an ELF corpus. (Jenkins, 2007) underscores that when she refers to ELF existing "in its own right" and "in its own terms," she underscores its nature as a 'contact' language. In this context, she contends that ELF transcends the norms delineated by native speakers, whether rooted in British or American English, and is instead shaped by its diverse global speakers, many of whom are multilingual with languages other than English as their primary linguistic foundation. According to (Jenkins, Cogo, and Dewey, 2011), ELF researchers do not advocate for an alternative English model or endorse a universally standardized version for instruction. Rather, ELF research offers valuable insights into the intricate and diverse nature of English in contact scenarios. (Schmitz, 2012) further underscores that English as a Lingua Franca (ELF) challenges conventional paradigms in language teaching and testing, which traditionally presuppose that learners should aspire to attain native-like competence. This conventional perspective often results in learners being stigmatized as 'failed natives' due to perceived 'shortcomings, errors, problems, and difficulties'—a standpoint that ELF critically interrogates.

The use of Standard English in English Language Teaching (ELT) serves a practical purpose, prescribing and applying uniform linguistic rules for classroom convenience. However, when viewed through the lens of English as a Lingua Franca (ELF) research, guided by complexity theory, the perspective diverges. ELF research, as articulated by (Ishikawa, 2020), perceives communicative norms as continually contextualized and subjectively mediated, emerging organically rather than being predetermined. In the discourse on English globalization and its role in lingua franca interaction, ELF research engages in debates, adding depth to the understanding of pedagogic implications. The implementation of ELF pedagogy is inherently intricate. To translate these implications into classroom practices, a thorough and critical reevaluation of existing language and pedagogical approaches becomes imperative. Challenges arise when adjusting syllabus content in response to ELF, given that its findings often challenge traditional notions of language competence. English language teachers must embark on a reflective journey, contemplating their current beliefs to develop materials and tasks that better align with observed language use patterns and pragmatics in lingua franca interactions. However, the prospect of change in ELT classes remains unlikely until English language teachers receive proper guidance. Initiatives for teacher training, as proposed by (Dewey, 2012, 2014), should aim to foster critical thinking skills among educators and enhance their cognizance of the sociolinguistic dynamics inherent in the English language. Consequently, advocates of English as a Lingua Franca (ELF) call for a reconceptualization of conventional archetypes of an ideal language teacher and learner. This entails a departure from the prevailing emphasis on emulating cultural and linguistic norms characteristic of native English speakers (Bayyurt and Sifakis, 2015b).

According to (Marlina, 2014), the overarching goal of English as a Lingua Franca (ELF) pedagogy is to raise students' consciousness regarding various manifestations of English, fostering an appreciation for all its forms, and instilling respect for diverse cultures. However, the successful integration of ELF pedagogy into the classroom hinges on acknowledging and addressing the evaluative perspectives held by educators (N. Sifakis and Bayyurt, 2015). Ignoring these attitudes may pose a risk, potentially leading to a failure in effectively implementing educational policies. Amidst the challenges teachers may face in making substantial changes within a top-down, monolingual curriculum, there is still room for contribution. Teachers can play a pivotal role in elevating students' awareness of English varieties. This empowerment not only equips students with the knowledge needed to navigate diverse forms of English but also positions them to make informed decisions about language usage (Wang, 2015). In navigating these complexities, educators can serve as catalysts for change within the educational landscape. By embracing a more inclusive approach, educators can bridge the gap between traditional norms and the evolving landscape of English, fostering an environment where linguistic diversity is not only recognized but celebrated. In doing so, the transformative potential of ELF pedagogy can be fully realized.

## The Necessity of English as a Lingua Franca in Education

In the process of integrating English as a Lingua Franca (ELF) within pedagogical frameworks, educators find themselves compelled to reevaluate existing methodologies. This entails a deliberate shift in focus towards the sociolinguistic and sociocultural dimensions inherent in the English language. To achieve this, (Dewey, 2012) advocates exposing students to diverse English varieties globally, fostering class discussions on globalization, prioritizing intelligibility over accuracy, and emphasizing communicative strategies. Addressing this evolving landscape requires a transition from the traditional, inflexible native speaker model to a more adaptable one. Despite the pressing need for this change, teacher training programs persist in predominantly endorsing the Anglophone model of English language teaching (ELT). Within the domain of teacher education, a critical imperative emerges: the prioritization of cultivating awareness regarding English as a Lingua Franca (ELF) issues, as asserted by (N. C. Sifakis and Bayyurt, 2018). This involves transcending rigid adherence to specific pedagogical paradigms. In shaping these initiatives, teacher training programs should actively foster receptivity and analytical capacity among educators. This involves scrutinizing ingrained perspectives, encompassing considerations such as the perceived centrality of 'standard' English, the role attributed to 'native speakers,' the negotiation of non-native speakers' identities in intercultural communication, and the discernible imperialistic tendencies inherent in the structure and pedagogy of English to Speakers of Other Languages courses, as discussed by (Jenkins, 2006, 2007) and (Seidlhofer, 2004, 2011). By doing so, educators can navigate the evolving landscape of English language education more effectively, embracing a more inclusive and reflective pedagogical approach.

Within the intricate multilingual milieu of Indonesia, the effectiveness of teacher education initiatives hinges on empowering educators to leverage their linguistic repertoire effectively. However, inherent challenges arise from inadequacies in teacher education. Firstly, educators may grapple with diminished confidence in English proficiency due to its non-native status, leading to apprehensions regarding potential errors. Secondly, educators may find themselves resorting to the Indonesian language to facilitate student comprehension, even when their instructional objectives entail fostering English engagement for educational purposes. Aligned with (García, 2011) on the dynamic nature of language as an ongoing process in "linguaging," it becomes evident that teacher education must play a pivotal role in facilitating the cultivation of pedagogical approaches that embrace fluid, mobile, and diverse discursive resources within Indonesia's multilingual classrooms. This necessitates a paradigmatic transition from a monolingual instructional framework, where the utilization of the first language (L1) is categorically avoided, to a translanguaging pedagogy that accords value to and purposefully integrates L1s, as emphasized by (Zein, 2018). In essence, this shift emphasizes the importance of acknowledging and utilizing the linguistic diversity present in the classroom for more effective language learning experiences.

## Implication of ELF in Education and Issues

### 3.4.1 Implications for ELF-oriented teaching and use

Examined through the lens of an English as a Lingua Franca (ELF) perspective, it becomes evident that the requirements of the majority of language learners or users cannot be adequately addressed through monolingual native standards. Pedagogical approaches, when informed by ELF, necessitate language educators to cultivate a comprehensive understanding of ELF. This involves recognizing, as emphasized by (Fang and Ren, 2018), that "ELT practitioners need to be aware of different needs and goals of students who use English in different settings." ELF-informed pedagogy further advocates for language educators to adopt a multilingual perspective, signaling a departure from the impracticality of adhering to a monolingual native ideology. This paradigm shift is crucial for acknowledging the diverse linguistic contexts in which English is utilized globally. In essence, ELF encourages a broader and more inclusive view of language learning and communication. Moreover, the promotion of multilingual education at all educational levels, as underscored by (Mahboob and Jain, 2017), aligns seamlessly with the principles of ELF. This cohesive approach emphasizes the importance of recognizing and valuing linguistic diversity in the educational landscape, fostering an environment that mirrors the dynamic nature of language use in the real world.

Pedagogy informed by English as a Lingua Franca (ELF) necessitates a significant shift for language educators, urging them to move away from a rigid monolingual native ideology and embrace a more pragmatic multilingual perspective. This transition becomes crucial in adapting to the evolving linguistic landscape shaped by globalization, where the amalgamation of distinct languages is a prevalent phenomenon. Navigating diverse contexts proficiently requires individuals to possess a diverse linguistic repertoire, a concept underscored by scholars like (Jenkins, 2012; Seidlhofer, 2011). It is noteworthy that the exploration of ELF awareness in pre-service teacher education remains relatively underexplored, with limited studies employing an ELF-aware model. To address this gap, investigating the ELF-related teaching practices and perspectives of participants stands as a crucial area for development. Consequently, there is an urgent need to advance the creation and scrutiny of innovative language teacher education models. This imperative is emphasized by (Biricik Deniz et al., 2020), who highlight that evaluating the efficacy of these models is paramount for advancing the field. This underscores the importance of not only introducing new models but also critically assessing their impact on teacher preparation and ultimately on language education practices.

### 3.4.2 The ELF-aware Teacher Education Model for English Language Teachers

In the teacher education model centered on English as a Lingua Franca (ELF) awareness, ELTs are called upon to scrutinize their ingrained beliefs concerning communication, literacy, teaching, learning, distinctions between native and non-native speakers, and their perceived roles as custodians of Standard English (SE). This model seeks to facilitate teachers in comprehending (a) the principles derived from ELF research and (b) the potential impacts of these principles on their instructional milieu. However, rather than instantaneously reforming their perspectives, the model fosters an awareness of the intricate issues and debates stemming from ELF research and their implications for language pedagogy and communication (N. Sifakis and Bayyurt, 2015). This deliberate approach acknowledges the complexity of shifting perspectives and the ongoing nature of professional development in response to evolving linguistic landscapes. (N. C. Sifakis and Bayyurt, 2018) delineate English as a Lingua Franca (ELF) as a catalyst instigating gradual metamorphoses in educators, fostering their 'growth,' 'improvement,' and 'development' over an extended temporal continuum. This transformative trajectory engages educators in a reflective odyssey, compelling them to elevate their awareness, scrutinize, and engage in critical reflection regarding their preconceived notions concerning language pedagogy and communication. This evolutionary process unfolds through three discernible stages: exposure, critical awareness, and the formulation of an action plan (N. C. Sifakis, 2019). Thus, the deliberate progression through these stages signifies a cohesive and intentional approach to transformative professional growth in the realm of English language education.

In response to diverse educational needs and challenges, (Biricik Deniz et al., 2020) introduced an English as a Lingua Franca (ELF)-aware teacher education model. The initial phase of this model is meticulously designed to enhance educators' comprehension of the diversity and intricacy of English in the contemporary globalized milieu. It furnishes them with theoretical insights through readings and illustrations of effective and pragmatically competent interactions involving non-native speakers (NNSs). Subsequently, the model seamlessly integrates practice-based phases wherein educators actively apply the acquired knowledge to their specific instructional settings. This hands-on approach ensures that theoretical insights are translated into practical strategies that educators can implement in their classrooms. The final phase, denoted as the action phase, encompasses planning, teaching, and evaluation. During this stage, educators not only develop instructional activities that embody their ELF awareness within context-specific situations but also implement action plans in their teaching environments. Moreover, the action phase extends beyond implementation to include a critical reflective component. Educators assess and reflect upon their experiences with the collaborative support of peers. This cyclic process of planning, teaching, evaluating, and reflecting contributes to ongoing professional development and the refinement of instructional practices. The overarching objective of the model is to cultivate proficient ELF-aware educators capable of adeptly incorporating ELF considerations into their instructional practices in a contextually appropriate and sensitive manner. This comprehensive approach ensures a cohesive and systematic evolution of educators' awareness and practices, aligning theory with practical application in the dynamic landscape of English language education.

### 3.4.3 Global ELF Research Impact on English Language Teaching in Pakistan

The dynamics of our globalized world have significantly altered the landscape of linguistic diversity, with approximately 380 million individuals using English as their primary language and over a billion people employing it as an additional or secondary language. Beyond mere communication, English serves as a tool for both competition and coexistence among individuals from diverse linguistic and cultural backgrounds. The objective is to cultivate learners' proficiency in utilizing English for international purposes. In contexts where English functions as a medium of communication among individuals from varied native language backgrounds and across lingua-cultural boundaries, the terms 'English as an International Language (EIL)' or 'English as a Lingua Franca (ELF)' gain relevance (House, 1999). Some scholars in the field of World Englishes (WEs) have argued that ELF (EIL) essentially mirrors the phenomenon of World Standard Spoken English (WSSE) and have critiqued the ELF perspective for presenting a monolithic view of English grounded in American or British norms, rather than a pluralistic perspective based on local norms. Nevertheless, (Jenkins, 2007) advocates for the use of the term ELF over English as an International Language (EIL). (Cogo and Pitzl, 2016) Her (2007) rationale is rooted in the assertion that International English and EIL should be exclusively applicable to individuals for whom English is their native language, a variant markedly distinct from the diverse English varieties employed globally. In contrast, ELF data collection omits consideration of the mother tongue, defining it as a contact language exclusively used among non-native speakers (Jenkins, 2006). (House, 1999) further expounds on this, stipulating that "ELF interactions are defined as interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue" (p. 74). This distinction in terminology and perspective contributes to a nuanced understanding of English as a global communication tool, encompassing its diverse variations and applications in different linguistic contexts.

Given the potential deviation of English instruction and acquisition from established norms, English as a Lingua Franca (ELF) seeks to offer an alternative perspective for educators and learners of foreign languages (Dewey and Patsko, 2017). The objective in teaching English as a lingua franca is to shape individuals into global citizens by acquainting them with a spectrum of diverse values and norms. In Japan, the integration of English proficiency and global citizenship

is embedded in the education system. However, the transition from English as a Foreign Language (EFL) to ELF, aimed at fostering global citizenship, sometimes lacks critical awareness and tends to follow broader educational trends. This lack of awareness has led to the perpetuation of a 'native English speakers (NESs)' mindset under the guise of ELF for global mindsets, impacting learners' comprehension of international communication and the concept of a global society (Suzuki, 2020). This unintended consequence highlights the importance of a nuanced and contextually aware approach when implementing educational shifts. It underscores the need for educators and policymakers to critically evaluate the implications of transitioning to ELF, ensuring that it aligns with the intended goals of fostering global citizenship while avoiding the inadvertent reinforcement of linguistic biases.

In the context of Pakistan, English is conceptually regarded as a foreign language for the majority of the populace, with the exception of a small subset comprising Anglicized and Westernized elites (Rahman, 2007). This linguistic landscape is shaped by Pakistan's pronounced diversity, featuring a total of 65 languages—6 major and 59 minor, according to (Rahman, 2005), or 77 languages, as documented by (Ethnologue, 2015). While Urdu holds national status, English functions as the official language, primarily employed in official correspondences within administrative spheres. Notably, English has limited presence in everyday social interactions among the general populace in Pakistan. However, its influence extends significantly into influential domains, including administrative networks, the judiciary, military, education, and media, thereby affecting the allocation of resources, services, and privileges (Rahman, 1996). Moreover, English is widely perceived as a conduit for 'modernization, scientific and technological development, and economic progress for individuals and the nation, ultimately enhancing life opportunities' (Shamim, 2008). Despite the rich linguistic diversity in Pakistan, with approximately 60 languages spoken within its borders, Urdu serves as the official national language, while English holds the position of the official language. It is noteworthy that Pakistan adheres to a colonial-era language ideology that emphasizes linguistic uniformity as a means of fostering national unity. This perspective often stands in contrast to the acknowledgment of multilingualism and the plurality of languages as a genuine reflection of the globalized world. The historical legacy of British colonialism continues to exert a profound influence on Pakistan's perceptions of the English language.

Pakistan's societal perspectives regarding the role of English remain polarized, marked by a lingering colonial mindset evident in both linguistic ideologies and educational methodologies. Despite English effectively fulfilling diverse communication needs, there is a prevalent apprehension that prioritizing English over one's native language may precipitate a dilution of cultural identity. This concern is rooted in historical, political, and economic factors that have collectively contributed to the prominence of English in the Asian context, becoming extensively entrenched in various dimensions of individuals' daily lives. The influence of English is further accentuated by the forces of globalization, resulting in its augmented significance on a global scale. The preeminence of English can be attributed, at least in part, to the vested interest of the elite class. For this privileged segment of society, English often functions as a primary language, frequently owing to their engagement with a distinct elite educational system. In navigating these dynamics, the interplay of historical legacies and contemporary global trends underscores the complex relationship that Pakistan shares with the English language. This dichotomy highlights the ongoing tension between the pragmatic utility of English and the preservation of cultural heritage, reflecting a multifaceted narrative that shapes linguistic attitudes in the country.

## CONCLUSION

This critical assessment underscores the imperative for innovative methodologies within English as a Lingua Franca (ELF) classrooms within English language courses. The acknowledgment that there is no singularly asserted standard variety as the exclusive correct form implies the recognition of the validity of all global varieties. Consequently, an urgent imperative arises to adapt curricula, augmenting awareness of ELF dynamics to enhance English Language Teaching (ELT). The findings align with extensive global empirical studies (Guerra et al., 2022; Matsuda, 2009; Naji Meidani and Pishghadam, 2013; Siqueira, 2015; Siqueira and Matos, 2018), collectively revealing a pervasive prevalence of American and British varieties and cultures within scrutinized coursebooks. Within the ambit of this review, an inquiry into the role of English as a Lingua Franca (ELF) in English language teaching unfolds. This examination zeroes in on how ELF influences traditional teaching methods, challenging the conformity to monolingual standards in English language education. The review suggests a reevaluation of traditional approaches, particularly given the historical reliance on Native Speaker (NS) English as the exclusive measure of language proficiency, where NSs serve as the primary models. This reassessment aligns coherently with the conclusions drawn in the final section, underscoring the urgent need for innovative ELF methodologies in global language courses. The evolving understanding of ELF initiates a paradigm shift, not only influencing teaching materials and methodologies but also shaping teacher training and influencing language learners' perspectives in diverse linguistic and cultural contexts. The transformative influence of ELF permeates the entire review, pointing toward its potential to reshape English language education in our interconnected world.

Addressing Research Question 1, this study delves into the influence of English as a Lingua Franca (ELF) on English language teaching materials, methodologies, and teacher awareness within regions where English functions as a second or foreign language. Furthermore, it explores how this heightened awareness has shaped teachers' approaches to instructing English. The influence of ELF awareness on English language teaching becomes evident in the examination of

various models proposed by scholars. For instance, (Kirkpatrick, 2010) multilingual model for English teaching in ASEAN emphasizes the significance of learners using the language in lingua franca contexts, diverging from the traditional emphasis on replicating specific linguistic features associated with native speaker norms. In a parallel context, (Wen, 2012) three-level model, tailored for Chinese language teaching, underscores the impact of ELF awareness. This model incorporates linguistic, cultural, and pragmatic components, introducing learners to diverse linguistic inputs based on proficiency levels. It reflects a recognition of the varied nature of English and encourages a flexible and inclusive perspective in language teaching. ELF awareness has prompted a reevaluation of teaching methodologies, emphasizing effective communication in lingua franca contexts over strict adherence to native speaker norms. The incorporation of diverse linguistic inputs and acknowledgment of the heterogeneity in English language use signify a more inclusive and adaptable approach, aligning with the evolving understanding of ELF. Consequently, these pedagogical shifts highlight the growing recognition of the importance of communicative competence and cultural awareness in English language education.

Addressing Research Question 2, this study explores how the concept of English as a Lingua Franca (ELF) challenges traditional notions of language teaching, specifically the emphasis on native speaker norms and monolingual standards in English language education. ELF, as a concept, fundamentally disrupts conventional language teaching paradigms, advocating against the exclusive reliance on native speaker norms as the sole measure of language proficiency. Instead, proponents of ELF propose a shift towards prioritizing effective communication in diverse global contexts, moving away from the replication of specific linguistic features associated with native speakers. This departure from a monolingual approach acknowledges the multilingual nature of English. The implications for pedagogy are profound, necessitating dynamic teaching methods that emphasize practical language use in real-world settings. This paradigm shift in language teaching also requires a corresponding evolution in teacher training. Educators must be equipped with the skills to navigate this changing landscape, fostering a more inclusive and globally aware approach in the classroom. In diverse linguistic and cultural contexts, the concept of ELF empowers language learners to perceive English as a tool for effective communication across cultures, promoting cultural sensitivity and intercultural competence. This shift not only redefines language learning goals but also underscores the necessity for a contextually relevant and adaptable approach to English language education in our increasingly interconnected world.

In conclusion, our exploration of English as a Lingua Franca (ELF) theory and research unveils a transformative landscape in the realm of English language teaching and learning. The study has meticulously illuminated how ELF challenges traditional norms, particularly the exclusive emphasis on native speaker standards in language education. This pivotal shift toward prioritizing effective communication in diverse global contexts underscores the dynamic nature of language instruction. As we delve into the implications for pedagogy, it becomes evident that embracing ELF necessitates innovative teaching methodologies. The recognition of the inherently multilingual nature of English calls for approaches that emphasize practical language use in real-world settings, thereby promoting a more inclusive and adaptable educational environment. Furthermore, the evolving understanding of ELF calls for a corresponding evolution in teacher training. Educators must be equipped with the skills to adeptly navigate this changing landscape, fostering a globally aware approach within the classroom. The acknowledgment of ELF empowers language learners to view English not merely as a subject of study but as a tool for effective communication across cultures, thereby promoting cultural sensitivity and intercultural competence. Looking ahead, diverse avenues for future research present themselves, ranging from engaging in assignments and research projects to active participation in conferences and contributing to the development of educational materials. The potential for conducting longitudinal studies, as recommended by (Soruc and Griffiths, 2021), holds promise in unraveling the evolving realities of ELF awareness in classrooms over extended durations. In this journey, valuable pedagogical resources, such as 'Teaching English as a Lingua Franca' by (Kiczkowiak and Lowe, 2019), serve as practical guides for the implementation and evaluation of ELF awareness. This comprehensive exploration and critical reflection on ELF theory and research underscore its potential to reshape English language education in our interconnected world. As we navigate these transformative currents, the resounding call for continued research, innovation, and adaptability echoes loudly, signaling a new era in the pedagogical landscape shaped by the principles of ELF theory.

## CREDIT AUTHOR STATEMENT

**Moomal Chandio:** Conceptualization, Methodology. **Nida Aftab:** Writing- Original draft preparation. **Sajida Zaki** reviewing, Writing.

## COMPLIANCE WITH ETHICAL STANDARDS:

It is declared that all authors don't have any conflict of interest.

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