

## Vocational University Teacher's Beliefs Upon Business English as a Lingua Franca

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### ABSTRACT

English is used globally as a means of communication. In the business context, BELF is used as the framework on how communicating using English among speakers from multicultural background should be done. Since English is a foreign language in Indonesia and was taught in education system, the purpose of the study is to understand teachers or lecturers' beliefs in BELF. BELF is specifically formulated in the context of business English. Therefore, the participants of this study were those who have experience teaching it. The result indicated that all of the participants teaching practice share the same characteristics with BELF even though they were not familiar with BELF as a term

## **INTRODUCTION**

In the dynamic landscape of global business, the significance of a common language cannot be overstated. As the wheels of globalization turn and economic interdependence strengthens, an unmistakable trend emerges – the increasing prevalence of English as the lingua franca in the business world. In an era where collaboration spans across borders and transcends national boundaries, English has evolved into the bridge that connects diverse cultures and facilitates effective communication among professionals from different corners of the globe. This linguistic shift is not merely a consequence of linguistic imperialism but rather a pragmatic response to the demands of a globalized economy, where successful collaboration and mutual understanding are indispensable for navigating the complexities of international trade and commerce. The pivotal role that Business English plays as the universal language of commerce, exploring how its adoption reflects the evolving dynamics of global business interactions.

The period of globalization, marked by significant societal, economic, educational, and cultural shifts, has experienced a transition from localized and idiosyncratic influences towards a more universalized paradigm. This trend is exemplified by the pervasive prevalence of the English language across diverse domains of human activity. The prevalence of English as a global language in cross-border communication has been extensively researched and documented. This extends beyond interactions involving native and non-native speakers, encompassing a substantial proportion of communication exclusively among non-native speakers. Approximately 80% of international English communication takes place among non-native speakers, underscoring its broad acceptance as a means for intercultural dialogue (Sharifian & Jamarani, 2013). Thus, English is no longer the property of native-speakers, but a means of communication for people around the globe (Galloway & Rose, 2013; McKay, 2002). English is characterized as a lingua franca and being used in intercultural communication. As asserted by Shobikah (2017), mastery of English has emerged as a crucial determinant for individuals to prosper within the globalized milieu. Consequently, in some countries, it triggered educational institution to promote integration of English as a medium of instruction. This affect how the teaching of English for special purpose, especially business English lesson, implemented in the classroom. In this article, we delve into the beliefs of teachers in teaching Business English as lingua franca (BELF). Before going to discuss how the beliefs of teachers toward BELF, we need to understand the concept of English as lingua franca (ELF).

Within the domain of sociolinguistics, a burgeoning body of scholarship has focused on conceptualizing English as a Lingua Franca (ELF), highlighting its dynamic nature and communicative efficacy Jenkins et al. (2011); (Fang, 2017). First, drawing a distinction between ELF and English as a Foreign Language (EFL), Jenkins (2009) argued that the imposition of native-speaker norms as the benchmark can hinder effective intercultural communication. This stems from the inherent diversity of English language norms employed within ELF interactions. Second, the ELF framework empowers non-native speakers to claim ownership of the language, fostering confidence in their communicative abilities.

Third, ELF communication is underpinned by the assumption of mutual intelligibility among participants, negating the perception of their language use as mere interlanguage or a deviation from standardized norms. Fourth, ELF fosters a sense of agency and confidence among speakers from diverse linguistic and cultural backgrounds. Consequently, ELF facilitates the formation of communities of practice where individuals engage in the exchange of local cultural knowledge and establish a sense of belonging.

The notion of English as a Lingua Franca (ELF) has witnessed a surge in application across various spheres, encompassing the realm of business. This phenomenon has spurred significant research interest in Business English as a Lingua Franca (BELF), particularly in light of the expanding global trade networks that necessitate increased facilitation of international business endeavors (Sing, 2017). Among the previously identified attributes of ELF in previous paragraph, the latter two hold particular relevance to the attitudes and performance of BELF speakers within cross-cultural interactions.

## LITERATURE REVIEW

### Concept of BELF

Generally, the recent scholarship in BELF explores how non-native English speakers effectively "get work done" (Kankaanranta & Planken, 2010) in the global business environment. The term BELF has superseded the more restrictive concept of Business English (BE) in recognition of its broader applicability within international business communication predominantly amongst non-native speakers. This shift stems from the wider scope and focus of BELF compared to BE. BELF encompasses both pedagogical and research attempt aimed at facilitating business communication, not only between non-native speakers (NNS) and native speakers (NS), but also solely among NNS. While the core principles of BELF may share some overlap with BE, the former encompasses a broader range in terms of functionalities.

To understand the concept of BELF better, Kankaanranta (2008) identified three key characteristics of (BELF) speakers and their communication within this context. Firstly, BELF speakers share a common cultural identity forged within the local communication context of the global business community. This shared identity transcends national or regional boundaries, fostering a sense of belonging and facilitating communication. Secondly, the emphasis on intercultural communication competence necessitates the ownership of English by non-native speakers. This ownership extends beyond mere proficiency and acknowledges the evolving nature of the language within the BELF domain. Finally, Kankaanranta (2008), p. 35) highlights the significance of a basic pragmatic discourse in cross-cultural business communication. This emphasizes the importance of understanding and utilizing the language for its intended communicative function, rather than solely focusing on grammatical correctness. Additionally, Kankaanranta posits that emotional attachment plays a role in BELF interactions, fostering trust and rapport among participants from diverse cultural backgrounds. Adding to this body of research, (2013) observed that ELF speakers within her study frequently experienced a sense of solidarity in the local

communication context. This sense of solidarity emerged through the shared experience of navigating cultural differences and the collaborative effort to achieve mutual understanding.

From the perspective of BELF discourse, it has three main characteristics. This communication style is characterized by three key features (Kankaanranta & Planken, 2010): firstly, the use of simplified English grammatical structures and vocabulary. Secondly, the integration of specific terminology related to the general business domain, and further specialization based on the particular field of expertise. Finally, a hybridization of discourse practices emerges, where elements from the speakers' native languages are incorporated into the English communication. These three characteristics would be utilized as the framework to analyze the findings of the study.

### **Concept of Beliefs in Language Education and BELF**

In some research, the term beliefs were used almost interchangeably (Garrett, 2010) with the term attitude, habits, values, opinions, social stereotypes and ideologies. Shavelson and Stern (1981) posit that a teacher's classroom practices are fundamentally shaped by their underlying beliefs. These beliefs act as a cognitive filter through which instructional decisions and judgments are made. Similarly, Riley (1997) emphasizes the influence of teacher beliefs on instructional choices, including the selection of materials and practices. Furthermore, she argues that students' attitudes, motivation, and language proficiency are directly impacted by their own beliefs about language learning. The pedagogical beliefs held by teachers are widely recognized as playing a pivotal role in shaping their instructional practices. These beliefs manifest in various aspects of classroom behavior, including the selection of teaching methodologies, curricular choices, decision-making processes, and evaluation strategies (Borg, 2001). Consequently, a clear and operationally relevant definition of teachers' beliefs about language learning is essential for understanding their influence on classroom practice. (Haney et al., 1996) offer a working definition, describing beliefs within the teaching environment as "a teacher's contentions and viewpoints on teaching and learning."

Beliefs were understood as something that can be traced from someone's previous life journey. Pajares (1992) argues that teachers' beliefs about teaching are rooted in their early life experiences as learners. These foundational beliefs continue to exert a significant influence on teachers' pedagogical practices and philosophies throughout their professional careers. In the context of teachers' professional journey, the knowledge, education, experience and skills of teacher can be considered as belief. Teachers' beliefs, which are shaped over an extended period through a complex interplay of subjective and objective experiences, serve as the foundation for their decision-making processes and classroom actions (Richards & Lockhart, 1994). Calderhead (Gilakjani & Sabouri, 2017) divided teachers' beliefs into five main category. They were beliefs about learners and learning, beliefs about teaching, beliefs about curriculum, beliefs about learning to teach and beliefs about the self and nature of teaching. These all aspect of teachers' beliefs could connect into each other. Understanding teachers' belief is essentials as it influences the teachers' classroom practice.

A well-established body of research suggests that a fundamental link exists between teachers' beliefs and their classroom practices. These beliefs, encompassing both conscious and unconscious elements, serve as a cognitive filter through which instructors make instructional decisions and judgments. This influence manifests across various aspects of teaching, impacting aspects like:

- Instructional planning: Selection of teaching methods, materials, and resources.
- Classroom interaction: Communication and interaction with students.
- Classroom management: Establishing and maintaining a conducive learning environment.
- Adaptability: Responding to unforeseen circumstances and student needs.

Consequently, teachers' beliefs, regardless of their level of conscious awareness, exert a profound influence on their thought processes, reactions, and overall performance within the classroom environment (Xu, 2012).

A prevailing notion suggests that teachers may not always possess a conscious awareness of the underlying beliefs that shape their professional practice. These beliefs, often residing at an implicit level, exert a significant influence on various aspects of their teaching, including:

- Student perception: How teachers view and approach their students.
- Material selection and utilization: Choices regarding instructional materials and resources.
- Communication strategies: Use of teacher talk and code-switching techniques.
- Instructional design and development: Creation of supplementary materials and selection of teaching approaches.
- Professional interactions: Collaboration and communication with colleagues and students.

Consequently, these implicit beliefs, even when outside of conscious awareness, play a crucial role in shaping teachers' professional decisions and actions. Several studies revealed how teachers' beliefs affected classroom practice in the context of English as Lingua Franca. Nespor (1987) revealed that teachers' beliefs played a pivotal role in shaping their classroom practices. These beliefs directly influence the selection of teaching methodologies, curricular activities, decision-making processes, and assessment strategies within the learning environment.

Other research by Dewey & Pineda (2020) discussed that ELT teachers faced a complex challenge as English evolves globally. While many recognize this change and its potential impact on teaching, they grapple with reconciling traditional notions of "correct" English with a more diverse, dynamic language. This ongoing process requires navigating various perspectives on what they perceived as good teaching and what they perceive as good English.

Another research by Ceyhan-Bingöl, & Özkan (2019) revealed that teachers in their study believed that EFL instructors, familiar with ELF realities, integrated them in their classes to address diverse student needs and promote

cultural understanding. They value both Native English Speaker Teachers and Non-Native English Speaker Teachers, acknowledging their unique strengths. The study emphasizes the importance of ELF awareness for instructors, enabling them to cater to a globalized world and collaborate effectively for improved teaching practices. A consistent trend emerged from prior research findings were classroom instruction reflected teachers' underlying beliefs about language learning. These beliefs, often referred to as mental representation of what teachers perceive as true and effective language learning principles.

Despite the growing body of research on English as a Lingua Franca (ELF), a significant gap exists concerning the specific investigation of how beliefs towards ELF and their actual behavioral intentions to utilize it within business contexts. This is particularly pertinent considering their future role as the driving force of the business world upon graduation (Hatano, 2013). Based on this, it is important to see how the BELF perceived by students and teachers. However, in this research we will delve into how teachers' beliefs towards business English as lingua franca.

## **METHODOLOGY**

### **Setting and Participant**

This research investigates lecturers' beliefs towards the implementation of a Business English as Lingua Franca (BELF). The setting of the study was in the Business Administration program at a state polytechnic's Department of Business Administration. This program offers a compulsory Business English course, making it a prime location to explore faculty perceptions towards BELF. By examining how lecturers view the integration of BELF within the curriculum, the research can shed light on the potential benefits and challenges associated with this approach to equipping students with the necessary English communication skills to thrive in the globalized business world.

The participant of this study were four lecturers from business administration study program. These lecturers were chosen as they had experiences developing curriculum and teaching Business English. Four of them had ELT as their formal educational background. Four of them did not use English as their first language. However, they had proficient English level. To ease the identification process, the first lecturer would be referred to as Rose, the second lecturer would be Jasmine, the third lecturer would be orchid and the fourth lecturer would be referred to as Dahlia. Rose and Jasmine had 5 years teaching experiences, while Orchid and Dahlia had 6 years of teaching experiences.

### **Data Collection and Analysis**

In this qualitative case study, data collection employed a two-pronged approach to gain a rich and nuanced understanding of faculty perceptions towards the (BELF) implementation. Firstly, semi-structured interviews were conducted with four key participants - lecturers or teachers directly involved in delivering the Business English course. The interview format allowed for flexibility, ensuring core questions regarding BELF's integration were addressed while also giving participants the space to share their unique experiences and insights. Secondly, a focus group discussion brought all four participants

together to foster a collaborative environment. This discussion, guided by a semi-structured format, allowed for the exploration of emerging themes and the opportunity for participants to build upon each other's perspectives, leading to a deeper understanding of the collective faculty experience with BELF.

The analysis of the qualitative data will involve a meticulous process of coding and thematic analysis. Each interview and the focus group discussion will be transcribed verbatim. These transcripts will then be systematically reviewed and coded based on recurring themes and significant statements related to BELF's implementation. Once the initial coding is complete, the identified themes will be refined and categorized. Through this iterative process, the analysis will aim to extract key insights and generate a comprehensive understanding of how the faculty perceives the strengths, weaknesses, opportunities, and potential challenges associated with BELF within the Business Administration program. The questions and material for focus group discussion were in English and Indonesian to ease the discussion process and increased participants understanding.

## RESEARCH RESULT

This chapter delves into the lecturer's perceptions regarding the BELF concept and its implementation. Following the presentation of the study's findings, a comprehensive analysis and discussion are provided. The emerging themes identified through data analysis form the basis for the section's organizational structure. Consequently, the discussion is segmented into four distinct sections: (1) Lecturers' beliefs concerning the significance of BELF, (2) Lecturers' comprehension of BELF, (3) BELF implementation strategies employed by lecturers, and (4) Constraints encountered during BELF implementation. Some of the direct quotations below were chosen to represent the whole idea of certain sub-section of the discussion.

### **Lecturers' beliefs Concerning the Significance of BELF**

When discussed about lecturers' beliefs related to BELF, we went back further to talk about what BELF really means. All of the participants of this study were not familiar with the term BELF. They were familiar with the term and concept of Business English and Lingua Franca, but did not have any idea what it meant when both of the terms were coined.

Rose said that:

*"Sure, I can understand business English perfectly well when discussing teaching English in business context. Lingua franca, on the other hand, refers to any language used for communication between people who don't share a native tongue. But I just don't get how 'Business English as a Lingua Franca' combines these two concepts. Is there a specific type of business English used in these situations?"*

Jasmine stated that:

*"No offense, but Business English makes perfect sense to me. We use specific terms to talk about sales figures and project timelines. And lingua franca, that's just a common language people use when their native languages are different, right? But I'm struggling to see how 'Business English as a Lingua Franca' fits together. Is there a special kind of business English for these situations, like a different dialect almost?"*

Orchid said that:

*"Listen, I'm comfortable discussing mergers and acquisitions in plain English. No problem there. And lingua franca, that's just a bridge language for folks without a common tongue, isn't it? But you throw 'Business English as a Lingua Franca' at me, and I draw a blank. Is there a specific jargon used in international business deals, a kind of code within the code, so to speak?"*

Dahlia explained that:

*"Look, break it down for me. Business English? Easy, that's the vocabulary and structures we use to talk about balance sheets and marketing strategies. Lingua franca? Simple, it's the language people use to bridge the gap when they don't speak the same tongue. But 'Business English as a Lingua Franca' throws me a curveball. Is there a whole new version of business English for international deals, some kind of specialized dialect?"*

It showed that four of the participants were unfamiliar with the term as it were alien to them.

### **Lecturers' comprehension of BELF**

Participants in this research may not understand the concept of BELF. However, when discussing about how their practice when teaching Business English, their answers, surprisingly, shed the light of BELF implementation. Rose said that:

*"They keep throwing around this term 'BELF,' Business English as a Lingua Franca, but honestly, it sounds a lot like what I've been doing in my teaching all along. From what you're saying, it's about using English for business communication when everyone in the room has a different native language, right? Focusing on getting the job done with clear communication - that's what I emphasize. And of course, some knowledge about the business world helps everyone be on the same page. Maybe I haven't been calling it BELF, but it sounds like I'm on the right track!"*

Jasmine stated that:

*"Hold on, BELF, Business English as a Lingua Franca? That's a new term for me, but listening to this explanation, it feels like I've been teaching something similar for years. You're saying it's about using English for business purposes, even if everyone in the room speaks a different language, right? My focus has always been on clear communication to achieve business goals. And sure, a little background knowledge about the industry never hurts. Maybe I haven't been calling it BELF, but it sounds like I've been unknowingly preparing my students for this very thing!"*

Orchid said that:

*"This 'BELF,' Business English as a Lingua Franca, you mentioned - interesting concept. It sounds like it covers a lot of what I already do in my teaching, at least to some extent. Focusing on clear English for business communication when people have different first languages, that all makes sense. And sure, some business knowledge can definitely be helpful. While I might not go super deep into that side of things, it sounds like I'm on the right track with the core principles of BELF."*

Dahlia explained that:

*"Business English as a Lingua Franca, BELF, huh? That's a new one on me. But listen, from this explanation, it seems like it overlaps with a good chunk of what I already teach. You're saying it's about using English for business stuff, even if everyone's from a different background, right? Well, clear communication to get the deal done, that's definitely a focus in my class. Maybe I don't delve super deep into the nitty-gritty of every industry, but it sounds like I'm at least hitting the key points of BELF."*

### **BELF Implementation Strategies Employed by Lecturers**

Several examples given by the participants when explaining implementation of teaching using BELF approach. Rose explained that:

*"Alright, so Business English as a Lingua Franca, BELF, that's the name of the game, right? Here's how I approach it in my classroom. First, we focus on building a strong foundation in core business vocabulary and grammar. Clear communication is king, so everyone needs to be on the same page with the basics. Then, we delve into real-world scenarios – negotiations, presentations, meetings – all conducted in English, of course. It's about practicing those essential communication skills in a simulated business environment. And since everyone's coming from a different background, we also touch on cultural awareness. Understanding different communication styles and expectations is crucial for success in international business. So, it's not just about the language, it's about the whole package that gets the deal done."*

Jasmine stated that:

*"Alright, BELF, Business English as a Lingua Franca – that's the focus, right? Here's how I bring it to life in my classroom. We ditch the textbooks most of the time. Instead, we dive straight into authentic business articles, reports, and even social media posts. This way, students get exposed to the real language used in today's international business world. Then, we break it down together. We analyze vocabulary in context, discuss different writing styles, and even explore the cultural nuances embedded in the language. It's all about active learning, sparking discussions, and helping them adapt their communication to different scenarios. Think of it as equipping them with a toolbox – the tools they need to navigate any business situation, regardless of who they're interacting with."*

Orchid said that:

*In my class, I take a different approach. Sure, a solid foundation in grammar is important, but we build that through case studies and simulations. We tackle real-world business problems, like marketing campaigns or supply chain issues, all in English. It forces students to collaborate, negotiate, and present their ideas effectively. While cultural awareness is important, I focus more on building active listening skills. They need to understand not just the words, but also the underlying intentions and cultural nuances in a business conversation. So, it's about critical thinking, problem-solving, and honing their ability to navigate diverse communication styles. In the end, they graduate with the confidence to tackle any business challenge, no matter the language background of their colleagues."*

Dahlia explained that:

*Here's how I translate BELF into my teaching. We forget textbooks for a while. Instead, we embrace technology. My students work in online teams with peers from all over the world. They collaborate on projects using video conferencing, shared documents, and instant messaging – all in English, of course. It throws them right into the fire of international business communication. To support them, we focus heavily on building fluency and confidence. Role-playing exercises, short presentations on industry trends, and online debates – these activities help them think on their feet and express themselves clearly. Sure, there might be grammatical stumbles here and there, but that's okay. The emphasis is on getting the message across effectively and building rapport with international colleagues. It's all about practical communication skills and fostering a collaborative spirit – the essentials for thriving in today's global business landscape."*

### **Constraints Encountered During BELF Implementation**

Since teaching in class will always face challenges, the same thing happened in teaching using BELF. Rose discussed that:

*"Look, I love the idea of BELF, Business English as a Lingua Franca, and I try to incorporate those principles in my teaching. But let's be honest, it's not always sunshine and rainbows. The biggest challenge for me is class size. Ideally, I'd have more opportunities for individualized attention and practice with diverse communication styles. But with a room full of students, it can be tough to cater to everyone's needs. Also, finding authentic teaching materials that resonate with students from various cultural backgrounds can be tricky. Still, I keep at it, because ultimately, equipping them for clear and effective communication in the global business world – that's the goal, right?"*

Jasmine stated that:

*"The biggest hurdle for me is time. Sure, I can teach core business vocabulary and communication skills, but diving deep into every industry's specific jargon is a challenge. Ideally, students would get tailored exposure to their chosen fields. Plus, with limited class time, it's hard to strike the right balance between language proficiency and in-depth business knowledge. It's a constant juggling act, but I keep reminding myself – it's about giving them the tools to navigate the complexities of international business communication, no matter the specific industry."*

Orchid said that:

*"BELF, Business English as a Lingua Franca, sounds great in theory. But putting it into practice? It has its bumps. The biggest challenge for me is finding the right balance between fluency and accuracy. In a perfect world, everyone would have perfect English grammar and vocabulary. But the reality is, BELF is about getting things done, even if there are some stumbles along the way. Encouraging fluent communication can sometimes lead to grammatical errors, which some students get hung up on. It's a constant negotiation – pushing for clear communication while still emphasizing the importance of accuracy. It's a tightrope walk, but hopefully, they land on their feet confident and ready to navigate the international business world."*

Dahlia explained that:

*"Alright, BELF, Business English as a Lingua Franca. I get the concept, but translating it to the classroom can be tricky. The biggest hurdle I face is access to resources. Ideally, I'd love to have guest speakers from different countries or even connect my students with international business professionals online. But with limited funding and time zone differences, it can be tough to set those up. Textbooks and simulations are great, but there's nothing quite like real-world interaction with diverse communication styles. Still,*

*I try my best to find creative solutions and expose them to a variety of business English through multimedia resources and case studies. After all, the goal is to prepare them for the unpredictable nature of international business communication, right?"*

## DISCUSSION

From the findings we could see that participants in this study, even though have considerable experience in teaching business English, still did not understand BELF as a term. However, their teaching practice may show the otherwise. Four participants believed that teaching English in business context must be about communication. This align with what Jenkins et al. (2011) and Fang (2017) explained that the core function of using English as lingua franca is for communication. All of them also said that the teach English with the ideas that the language may be spoken by people from diverse cultural background. But, it was still not clear what they mean by English was spoken by people from different background. When they were being asked further, what they mean was English may be spoken by people from United States, United Kingdom, Indonesia, China and so on. They never mentioned about the variety of English around the world. If lecturers wanted to know about these variety of English, they may have take a look at the concept of World Englishes proposed by Kachru (1992).

This model categorizes nations based on their historical and contemporary relationship with the English language. The Inner Circle comprises countries where English is the dominant language due to a history of colonization and subsequent migration by English speakers. Examples include the United Kingdom, Australia, Canada, and the United States. While English may be an additional language for some minority populations, it holds the status of the official language.

The Outer Circle encompasses nations formerly part of the British Empire. In these countries, English functions primarily as a second language alongside established national languages, although a significant number of citizens may have English as their first language. Examples include India, Singapore, and Hong Kong.

Finally, the Expanding Circle includes nations with no historical internal use of English. Here, English is primarily taught within educational systems, often classified as a foreign language. However, the forces of globalization have led to a rise in both domestic and international (lingua franca) usage of English. Examples include Spain, China, Brazil, and Russia. Understanding the concept of World Englishes would make lecturers appreciate the richness and diversity of the English language, communicate more effectively across different English-speaking communities, challenge ethnocentric biases and promote inclusivity and navigate the complexities of global communication.

In terms of the purpose of implementing BELF in their teaching, Rose, Orchid and Jasmine said that the focus of their teaching was to help students to communicate using English effectively in order to get the business done. This was in line with the function of adopting BELF, that is to get the job or the work done (Kankaanranta & Planken, 2010). Further, get the job done as the purpose of BELF means English emerges as a neutralized communication code within the global business discourse community. This neutrality stems from the fact that it is not the native language of any of the participants. Furthermore, it functions as a shared code for conducting business within this community, where members are not simply learners or non-native speakers, but rather competent communicators in BELF.

Business English as a Lingua Franca (BELF) can be characterized as a distinct variety of English employed by non-native speakers. This variety incorporates elements of the speakers' native language communication patterns. While striving for clarity and accuracy, BELF avoids idiomatic expressions, intricate phraseology, and complex sentence structures. Grammatical errors may be present, but the defining feature rests on the use of business-specific vocabulary and technical jargon. In essence, BELF serves as a tool for precise and unambiguous information exchange.

In terms of the materials using in the class, participants argued that bringing real life problem to the class was their preferences. Some prefer doing roleplays, while others try to use authentic materials. Using authentic materials were considered effective in teaching English, especially within BELF framework. Galloway (2017) proposed what could be the conditions of ideal English learning materials where authentic materials and authentic use of language is one of them. Learning materials should exhibit contextual sensitivity towards learners' existing English proficiency and their native language backgrounds. This necessitates including, rather than excluding, the local variety of English spoken in their environment. Furthermore, the materials should aim to broaden learners' exposure to the rich diversity of English use encountered globally. By incorporating authentic materials that showcase this diversity, opportunities can be fostered for discussions on the ongoing globalization of English.

As there were limited study (if any) related with BELF in Indonesian context, we could compare the topic of using authentic materials in teaching using BELF in mind with the study conducted by Masako and Dirk F (2021) about BELF in Japan. As in Japan and Indonesia are both in the area of expanding circle countries, the context may more or less the same. Masako and Dirk F explained that what they meant by authentic was the materials “should not be divided into subtopics such as vocabulary, grammar, writing, pronunciation, pragmatics (including discourse analyses) and so on.(Masako & Dirk F, 2021)”. If the materials they were using were authentic, there is higher chance that learners can have exposure to genuine or simulated representations of language use.

Lastly, related with the constraint, all of the participants argued that materials were their main concern. In order to provide students with the example of how to use language accordingly based on the context, lecturers try to ditch textbook and provide their own version of authentic materials. While this may be effective for students, it may be too time consuming and too complicated for lecturers. It is because Indonesian in general do not use English in their daily basis. It is challenging as Indonesian would struggle to imagine actual situations where they really need to use English. However, this constraint could be decreased if lecturers try to comprehend the whole concept of lingua franca.

In the concept of English as lingua franca, English is not the property of native speakers. It is used globally as a means of communication. In ASEAN, English is considered as the lingua franca. It means that idealizing native speaker norms are relatively low important (Kirkpatrick, 2008, 2012). This concept may trigger lecturers to shift their point of view and expectations by using native speakers as the benchmark. Rather than giving examples on how to use English to communicate with people from United States or United Kingdom, they may could use the example of using English to communicate with people from neighboring country like Malaysia or Singapore.

## CONCLUSION

Within the realm of international business, the use of English serves as a pragmatic tool for facilitating communication and interaction, and ultimately to get the job done. In the context of higher education, this can be achieved if lecturers who teach business English try to dig more into the discussion of BELF. In the context of BELF communication, proficiency in business operations and an understanding of genre-specific communication strategies hold greater weight than achieving native-speaker fluency or mastering idiomatic expressions. As a result, fluency characteristic of native speakers is not a critical factor for success in international business interactions. Furthermore, given the prevalence of communication between non-native speakers (NNSs), native-level fluency might even be counterproductive. As the studies related to BELF in Indonesian context is almost non-existent, this research tried to delve deeper into the believe of the lecturers in the higher education who teach business English. It is because their beliefs may reflect their in-class teaching practice.

In this study, the participants have limited understanding upon BELF as a term. However, their practice so far has already shed the light of BELF. Even though not all of the aspect of BELF were implemented, we may conclude that their teaching practice is on the right track. Besides, the fact that all participants intuitively provided authentic materials in teaching business English because they felt that the prescribed textbook were not enough showed that the lecturers have willingness to provide students with global vision in how to use English the real-world context. If lecturers are keen to learn the concept of English as lingua franca We try to provide some recommendations based on the result of this discussion. To effectively prepare learners for the demands of international business communication, curriculum development should prioritize the integration of relevant business knowledge and contextual awareness. This may

necessitate a comprehensive revision of the national English studies curriculum for business purposes. On a practical level, case studies offer a valuable pedagogical tool, serving to bridge the gap between theoretical knowledge and real-world business scenarios. For example, lecturers or higher degree institutions could try to incorporate linguistic knowledge in BELF in the form of communicative BELF competence and sociolinguistic competence. Besides, they could also include intercultural awareness and intercultural competence in their curriculum (see Gajšt (2014) for further discussion of this topic).study has limitations; thus, you can describe it here and briefly provide suggestions for further research.

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