



Exploring students' attitudes towards English as Lingua Franca: A case of UPIISM awardees

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ABSTRACT

In an increasingly globalized academic landscape, English as a Lingua Franca (ELF) has become an essential tool for communication among speakers from diverse linguistic and cultural backgrounds. This study explores the language attitudes of Indonesian university students, UPIISM awardees participating in an international exchange program, toward ELF in academic and social settings. Drawing on Garrett's (2010) tripartite model of language attitudes, the study examines three components: cognitive (beliefs and perceptions), affective (emotions and feelings), and behavioral (actions and strategies). Using a qualitative design with purposive sampling, data were gathered from 14 UPIISM awardees through Likert-scale questionnaires and semi-structured interviews. Findings reveal that the awardees held strongly positive cognitive and behavioral attitudes toward ELF, recognizing its role as a practical, inclusive means of communication. Affective responses, however, varied, reflecting challenges such as anxiety and fear of judgment in intercultural interactions. Despite these concerns, they demonstrated a high degree of adaptability through rephrasing, gesturing, and pragmatic problem-solving strategies. Overall, the study underscores ELF's role in fostering intercultural competence while highlighting the lingering influence of native-speaker ideologies. It calls for ELF-aware pedagogy and intercultural communication training to enhance student readiness for global engagement, and contributes to ongoing discussions on the role of English in international education, particularly within Southeast Asian contexts.

Keywords: English as a Lingua Franca; language attitudes; cognitive-affective-behavioral model; intercultural communication; UPIISM

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INTRODUCTION

In the current globalized era, English as a Lingua Franca (ELF) plays a pivotal role in facilitating communication among individuals from diverse linguistic and cultural backgrounds. Imperiani and Mandasari (2020) underline the capacity of ELF users to adapt their language use to ensure effective communication, even in the presence of lexicogrammatical deviations. As a flexible and accessible tool for cross-cultural interaction, ELF serves to mitigate language barriers across various domains, including business, diplomacy, and academia (Seidlhofer, 2011).

In the context of international education, ELF facilitates effective interaction among students from diverse linguistic backgrounds, thereby fostering academic and social engagement (Mauranen, 2012). In this regard, ELF holds particular significance in international exchange programs, where participants rely on English to engage in academic, social, and cultural exchanges. Contrary to conventional views of English constrained by native-speaker standards, ELF prioritizes mutual understanding and flexibility, emphasizing the communicative needs of its users rather than adhering to rigid grammatical rules (Jenkins, 2018; Seidlhofer, 2011). This practical approach

enables students from diverse linguistic and cultural backgrounds to collaborate efficiently, despite linguistic differences.

One of the examples of the international exchange program that facilitates students to use English as Lingua Franca (ELF) is the UPIISM program. Universitas Pendidikan Indonesia International Student Mobility (UPIISM) is a fully funded exchange initiative organized by Universitas Pendidikan Indonesia (UPI) in partnership with Universiti Kebangsaan Malaysia (UKM). This program enables Indonesian students from UPI to participate in an international exchange at UKM, where they meet students from various countries, including China, Japan, South Korea, Bangladesh, Germany, and France. With participants originating from diverse linguistic and cultural backgrounds, ELF serves as the primary communication medium, facilitating both academic and social interactions. Within the UPIISM program, ELF is used not only for academic purposes, such as presentations, discussions, and assignments, but also for informal conversations that foster social bonds among participants. The multilingual and multicultural environment created by this exchange provides an ideal setting to explore the intricacies of ELF in a global context.

Prior studies have drawn attention to various aspects of the importance of ELF in such environments. Jenkins (2007; 2015) highlighted ELF as a fluid and developing concept molded by its users, characterized by flexibility and inclusiveness in communication. Recent studies have also expanded the understanding of the importance of English as a Lingua Franca (ELF) in diverse environments to include perspectives from countries such as Vietnam and South Korea. For instance, Hau and Nguyen (2020) explored the perceptions of ELF among university teachers and students in Vietnam, revealing ambivalent attitudes towards ELF. Notably, working students and graduates with greater exposure to English varieties expressed more positive views, underscoring the role of ELF in facilitating effective communication in multicultural settings. In the context of South Korea, a study by Lee (2020) examined how high school students engaged in collaborative English writing practices within a global online community. The findings suggest that these cosmopolitan language practices enhance linguistic competence and foster a sense of global citizenship, thereby highlighting ELF's role in promoting

intercultural understanding. These insights emphasize the dual function of ELF as both a linguistic and cultural connection, essential for promoting understanding in multicultural settings.

Moreover, several other scholars have examined how ELF functions in real-world contexts from different perspectives. Kaur (2014), for instance, investigated how ELF users in professional business meetings manage communication breakdowns. Her study found that speakers commonly use clarification strategies, repetition, and self-repair techniques to maintain understanding. This shows the importance of pragmatic competence in ELF communication and how users actively ensure clarity in multicultural interactions.

In an academic context, Björkman (2013) analyzed how students use ELF in university science and engineering classrooms in Sweden. She discovered that students and lecturers prioritize intelligibility over grammatical accuracy, and that communication is considered successful as long as the message is understood. This supports the idea that ELF users value participation and shared meaning more than native-like correctness.

From a pedagogical standpoint, Sifakis and Bayyurt (2018) introduced the concept of ELF-aware teacher education, arguing that teachers' beliefs about ELF significantly influence their classroom practices. They proposed a model of reflective teaching that helps educators shift away from native-speaker norms and prepare students for real-world global communication, where flexibility and intercultural sensitivity are essential. This was also in similar vein with findings from Mu et al.'s (2023) study which discovered that ELF has certain impacts on learners' attitudes toward global Englishes.

Additionally, Crystal (2003) examined accent variation, pointing out that non-native accents frequently create hurdles to mutual understanding. While these obstacles can result in momentary communication failures, they also motivate speakers to enhance their listening abilities and develop a greater acceptance of diversity. Likewise, Ishikawa and Morán Panero (2017) as well as Cogo and Dewey (2012) noted that miscommunications stemming from cultural and linguistic differences generally compel speakers to employ innovative problem-solving strategies. These research outcomes collectively indicate that while ELF facilitates communication, it simultaneously presents

challenges that participants must address to ensure effective interaction.

From an Indonesian viewpoint, studies have additionally investigated ELF's significance in prearing students for worldwide interactions. Musthafa (2016) discovered that ELF allows Indonesian students to engage in global academic events, although limited exposure to non-native English varieties occasionally obstructs understanding. Widiati et al. (2019) pointed out how ELF involvement boosts Indonesian students' linguistic self-esteem and intercultural skills, despite difficulties with accent variations and cultural discrepancies. Indah and Syahrial (2020) highlighted the dual nature of ELF as both a facilitator and a challenge, stressing the necessity of equipping students with adaptive techniques. Setyowati et al. (2021) offered an original viewpoint by investigating the emotional reactions of Indonesian students to ELF obstacles, mentioning that feelings like frustration and anxiety frequently coexist with beneficial outcomes such as heightened confidence and a sense of achievement.

Although the related previous studies have yielded valuable knowledge concerning the function of ELF in exchange programs, the majority concentrate on pragmatic and linguistic dimensions, with minimal focus on the emotional aspects of ELF usage. The emotional experiences of ELF participants, including their feelings and emotional responses while navigating linguistic and cultural challenges, remain under-explored. Emotional reactions, such as anxiety, frustration, or pride, are crucial for understanding how individuals adapt to ELF settings.

Garrett (2010) presents a comprehensive lens to explore the interplay between cognitive, affective, and behavioral components of attitudes toward ELF. The cognitive dimension pertains to the participants' perceptions concerning ELF, including its role as a global communication tool. Meanwhile, the affective dimension will delve into the emotional experiences of students, including feelings of anxiety, frustration, pride, and confidence that arise in ELF contexts. Additionally, the behavioral dimension will investigate how these attitudes influence students' actions, such as their willingness to engage in conversations despite challenges and the strategies they employ to overcome communication barriers. The integration of emotional responses and language attitudes is expected to provide a

nuanced understanding of the impact of ELF on the intercultural and multilingual experiences of exchange program participants. However, this domain has not been adequately covered in the current literature.

To fill the gaps, this study explores the cognitive dimension of language attitudes, examining students' feelings about ELF as a global communication tool and its role in facilitating intercultural interactions by incorporating Garrett's (2010) tripartite model of language attitudes which cover three components: cognitive (beliefs and perceptions), affective (emotions and feelings), and behavioral (actions and strategies).

METHOD

This section provides a comprehensive overview of the methodological framework used in this study. It encompasses a detailed exposition of the approaches employed to conduct the research, including the research design, the selection of the research site and participants, data collection techniques, and data analysis procedures. Each component is systematically elaborated in the subsequent sections to provide a clear understanding of the study's methodological rigor.

Research Design

This study employed a qualitative research design to gain an in-depth understanding of UPIISM participants' experiences with English as a Lingua Franca (ELF). The qualitative approach was selected to enable a thorough exploration of the participants' attitudes, perceptions, and lived experiences, consistent with the study's aim of examining the role of ELF in international exchange settings (Dörnyei, 2007). Given the multifaceted nature of language attitudes, involving cognitive, affective, and behavioral components (Garrett, 2010), qualitative methods provide the flexibility required to comprehensively capture these dimensions.

Research Site and Participants

UPIISM (Universitas Pendidikan Indonesia International Student Mobility) is a fully funded exchange program organized by Universitas Pendidikan Indonesia (UPI) in collaboration with Universiti Kebangsaan Malaysia (UKM). The program is designed to foster academic and cultural exchange, and it selects its awardees among UPI students through a competitive process that evaluates

interviews, English proficiency test scores, and academic performance. Once selected, students participate in an immersive international experience, engaging with peers from diverse linguistic and cultural backgrounds in UKM.

Given the program's emphasis on cross-cultural interactions, the present study focuses on Batches 2 and 3 of UPIISM awardees, who have been chosen through purposive sampling (Palinkas et al., 2015). Purposive sampling is particularly effective when targeting specific groups that can provide rich and relevant data, making these groups ideal for the study. The selection of these two batches is driven not only by the recency of their experiences but also by their higher percentage of international students hailing from diverse countries. This enhances the study's capacity to explore ELF (English as a Lingua Franca) interactions. Participation in this research is voluntary, and its objective is to examine how multilingual and multicultural dynamics influence students' language attitudes and communication strategies within the UPIISM program. By focusing on these diverse groups, the study follows the perspectives of Jenkins (2015) and Seidlhofer (2011) and offers valuable insights into how students navigate linguistic diversity in academic and exchange settings.

Participant recruitment was conducted on a voluntary basis, with an open call shared among Batch 2 and 3 awardees. A total of 14 students agreed to participate in the study. Their involvement includes responding to a Likert-scale questionnaire and participating in follow-up interviews to provide deeper insights.

To protect participants' privacy, pseudonyms were used in the reporting of the findings. This approach ensures the confidentiality of the participants' identities, as outlined by ethical research practices (Saunders et al., 2019; Babbie, 2017; Cohen et al., 2018).

Data Collection Techniques

This study employed a multifaceted data collection approach, incorporating both questionnaires and interviews to obtain comprehensive insights. The questionnaire is designed with two sections. The first section involves the collection of participants' sociolinguistic profiles, including their name, batch, and nationality. The second section consists of Likert-scale inquiries, which are structured into three categories: cognitive,

affective, and behavioral components. These categories are based on Garrett's (2010) model of language attitudes.

In addition to the questionnaire, interviews were conducted via WhatsApp using open-ended questions. The purpose of the interviews is to provide deeper qualitative insights into participants' experiences and perceptions, thereby complementing the data obtained from the questionnaire. Interviews are a widely recognized qualitative data collection method that allows researchers to explore participants' attitudes, adaptability, challenges, and strategies in greater depth (Brinkmann & Kvale, 2015; Creswell, 2014, & Denzin, 2012). The open-ended nature of the questions is conducive to the collection of nuanced responses, which renders this qualitative approach particularly useful in sociolinguistic and ELF studies (Dörnyei, 2007). This qualitative approach is congruent with purposive sampling, a technique that ensures that the selected participants provide relevant and information-rich data (Palinkas et al., 2015).

Data Analysis

After collecting data, several steps of data analysis were taken. First, the questionnaire responses were systematically organized and analyzed. The Likert-scale data were categorized into cognitive, affective, and behavioral dimensions based on Garrett's (2010) framework on language attitudes. According to Dörnyei and Taguchi (2010), the application of both descriptive and inferential statistical analyses in questionnaire-based studies is conducive to the identification of patterns and trends in participants' attitudes toward ELF.

Subsequently, the interview data, collected via WhatsApp using open-ended questions, underwent qualitative content analysis. This method was used to explore key aspects such as adaptability, challenges faced, and strategies employed in multilingual and multicultural interactions (Paltridge & Phakiti, 2015).

Third, findings from both the questionnaire and interview data were interpreted holistically to provide a comprehensive understanding of students' language attitudes by triangulating insights from multiple qualitative sources. As Creswell and Plano Clark (2018) emphasize, integrating data from multiple sources allows researchers to validate findings, deepen

interpretations, and provide a more nuanced picture of complex phenomena such as language attitudes. This qualitative approach captures rich, contextual narratives, thereby providing a fuller understanding of participants' experiences with English as a Lingua Franca (ELF) in intercultural settings.

Finally, to interpret the data collected through the Likert-scale questionnaire, this study adopted a five-point scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The interpretation of the scores followed a standardized categorization to ensure consistency in assessing students' attitudes across the three dimensions: cognitive, affective, and behavioral.

FINDINGS AND DISCUSSION

This section showcases the results of the study concerning how students feel about English as a Lingua Franca (ELF), utilizing Garrett's (2010) three-part framework: cognitive, affective, and behavioral aspects. Based on responses from a Likert-scale questionnaire and semi-structured interviews, the results highlight how UPIISM awardees intellectually, emotionally, and behaviorally engage with ELF during both academic and social interactions.

Students' Language Attitudes

Cognitive Aspects

The cognitive aspect examines the way students view as a means of communication. It involves how students evaluate the

usefulness, importance, and role of English as a global medium of communication. In line with Garrett's (2010) framework, the cognitive dimension of language attitudes encompasses individuals' beliefs, perceptions, and evaluative judgments about a language. Findings on students' cognitive attitudes can be seen in the following Table 1.

Table 1 resulted in the average score from the Likert-scale responses being 4.63, indicating strong agreement with items that pointed to ELF's usefulness in multicultural situations. Students related to statements such as, "English helps me share ideas with people from various cultures," and "I can understand others even if their grammar or pronunciation isn't perfect." These answers show an acknowledgment of English not merely as a marker of native-speaker standards but rather as a practical tool for understanding and connection.

The interviews provide further clarity on this viewpoint. P1 stated, *"Even when our English isn't that good, we manage to exchange ideas, joke around, and make good friends. English enables that,"* highlighting the view of ELF as a means of facilitating conversation. When asked how he approaches culturally specific discussions in academic settings, P1 replied, *"I generally try to give a simple explanation first... Sometimes, I also use images or personal anecdotes."* This aligns with Baker's (2015) concept of ELF users acting as intercultural mediators, adept at translating complex ideas into shared understanding.

Table 1
Students' Cognitive Attitudes toward ELF

No	Statement	Mean Score	Category
1	English helps me share ideas with people from various cultures.	4.71	Strongly Agree
2	I can understand others even if their grammar/pronunciation isn't perfect.	4.57	Strongly Agree
3	ELF is important for international academic collaboration.	4.64	Strongly Agree
4	I prefer using English even when misunderstandings may occur.	4.36	Agree
5	ELF makes learning more interactive and flexible.	4.76	Strongly Agree
Average		4.63	Very Positive

These cognitive insights underline that UPIISM awardees regard ELF as a versatile tool for fostering mutual understanding. Their interpretations of English emphasize clarity and consideration of the audience rather than adherence to native-speaker proficiency,

resonating with Seidlhofer's (2011) perspective on ELF.

Affective Aspects

The affective aspect delves into the emotional experiences students have when using ELF.

This is in accordance with Garrett (2020), who suggests that affective aspects deal with emotions and feelings. Table 2 demonstrates

findings on students' emotional experiences (affective attitudes).

Table 2
Students' Affective Attitudes toward ELF

No	Statement	Mean Score	Category
1	I feel nervous when speaking English with foreigners.	3.93	Agree
2	I feel excited when communicating in English in international settings.	4.50	Strongly Agree
3	I enjoy using English even if I make mistakes.	4.36	Agree
4	I feel confident after successfully using ELF to solve misunderstandings.	4.29	Agree
5	I feel frustrated when others don't understand my English.	3.98	Agree
Average		4.21	Positive

Table 2 presents that the average score for affective items was 4.21, indicating moderately to highly positive feelings. While students expressed excitement regarding cross-cultural communication, responses indicating, "I feel anxious when speaking English with foreigners," showcased some variation. This indicates that although there are predominantly positive feelings, initial nervousness and self-doubt are still prevalent.

Interview responses further shed light on this emotional journey. P2 recounted her first experience with ELF: *"I was really anxious because my English wasn't very good. My hands were shaking."* This initial fear illustrates the emotional sensitivity that comes with ELF contexts. Yet, her encounter evolved: *"After chatting for a bit, I felt happier because they were friendly. It gave me more courage to try again."* Her story exemplifies emotional progress, showing how ELF

interactions can foster not just language abilities but also confidence and resilience.

Her insight, *"I realized that I don't need to be perfect to communicate with people... they simply want to understand you,"* echoes the findings of Setyowati et al. (2021), who noted the emotional empowerment that arises from ELF usage. This data suggests that emotional reactions stem not only from language skills but also from the encouragement of intercultural partners and the students' determination to continue.

Behavioral Aspects

According to Garrett (2010), the behavioral aspect investigates the observable actions and strategies employed by students when engaging in ELF communication. Findings on this aspect are shown in the following Table 3.

Table 3
Students' Behavioral Attitudes toward ELF

No	Statement	Mean Score	Category
1	I rephrase my sentences if someone doesn't understand me.	4.57	Agree
2	I use gestures or visual aids to support my English.	4.50	Strongly Agree
3	I slow down or simplify my language in difficult situations.	4.36	Agree
4	I slow down or simplify my language in difficult situations.	4.36	Agree
5	I try to use English with speakers of other languages as often as I can.	4.33	Agree
Average		4.44	Positive

From table 3, it reveals that an average score of 4.44 indicates a strong willingness to modify their language for better comprehension. This willingness was shown when participants expressed agreement with statements such as, *"I frequently rephrase my sentences when someone doesn't grasp what I'm saying,"* and *"I utilize gestures or other means to aid communication."* This indicates

that they are actively involved in repairing communication and employing accommodation techniques.

Insights from interviews further confirm these findings. P1 mentioned his approach as *"rewording things, or speaking more slowly, and sometimes I even demonstrate it."* P2 supported this method by saying, *"At times, I give an example or even use Google*

Translate." Such actions highlight ELF users' practical ability to adapt their speech, use non-verbal signals, or leverage technology to clear up misunderstandings.

In addition to the participants' recognition of the practicality and worldwide utility of ELF, many emphasized the development of practical approaches for dealing with real-time communication issues. These approaches, which are consistent with the idea of ELF-aware pedagogy (Mu et al., 2023; Sifakis & Bayyurt, 2018), include using paraphrasing, repetition, simpler vocabulary, or even code-switching as needed. According to these approaches, pupils actively negotiate meaning and modify their language usage in response to the context and interlocutor, rather than simply using English passively.

Furthermore, the interview answers showed a developing awareness of intercultural sensitivity. Participants reported a greater understanding of how cultural background affects communication patterns, and some said they had made adjustments to their own communication behavior, like allowing longer turn-taking or using fewer idiomatic terms. This is consistent with Garrett's (2010) description of the behavioral component of language attitude, and it strengthens the claim that a positive attitude toward ELF can promote mutual comprehension even during difficult intercultural situations.

When it comes to accent perception, a significant new discovery was made: pupils' perception of what constitutes "good" English changed. They valued clarity and purpose over striving for American or British standards, reflecting contemporary ELF literature that promotes "intelligibility over nativeness" (Kirkpatrick, 2020). This change in attitude suggests a greater internalization of ELF principles among non-native speakers.

An in-depth comparison of the three dimensions—cognitive, affective, and behavioral—revealed that cognitive attitudes received the highest average score (4.63), followed by behavioral (4.44) and affective attitudes (4.21). This trend suggests that while students intellectually recognize the importance and practicality of ELF, emotional readiness and real-time application require greater adaptation. These results are consistent with previous findings (Imperiani & Mandasari, 2020; Widiati et al., 2019) that highlight a gap between knowledge about ELF and affective confidence when using it in authentic intercultural scenarios.

The higher cognitive scores also indicate that participants are conceptually aligned with the fundamental premises of ELF, such as mutual intelligibility and accommodation—despite possible formal deviations in grammar or pronunciation. Their responses to statements like "I can understand others even if their grammar is not perfect" and "I see ELF as a global tool" reflect a shift in perception from native-centered benchmarks to functional competence.

On the other hand, affective responses—though positive overall—highlight emotional fluctuations. Some students expressed discomfort or nervousness when initially interacting with foreign peers, suggesting that attitude transformation occurs progressively. These emotional experiences are particularly significant in high-stakes contexts, such as academic presentations or group discussions, where the pressure to perform may heighten anxiety.

The behavioral component, with a relatively high mean score, reinforces the notion that students are actively engaged in repairing communication, applying flexible strategies, and modifying their speech patterns. The positive behavioral trend reflects a practical awareness of communication dynamics in multilingual settings and underlines ELF's performative dimension, where users co-construct meaning through spontaneous adaptation.

Insights from interviews further confirm these findings. P1 mentioned his approach as *"rewording things, or speaking more slowly and sometimes I even demonstrate it."* P2 supported this method by saying, *"At times, I provide an example or even use Google Translate."* Such actions highlight ELF users' practical ability to adapt their speech, use non-verbal signals, or leverage technology to clear up misunderstandings.

These actions illustrate what Cogo (2009) refers to as the strategic negotiation of meaning, which is essential in ELF communication. Students are not merely passive recipients of language but are proactive problem solvers who handle linguistic variety with deliberate techniques. Their flexibility highlights ELF's focus on teamwork, spontaneous communication, and cultural sensitivity.

When considered collectively, these results indicate that UPIISM awardees do not simply utilize ELF in a functional manner—they actively construct and negotiate meaning within socially and culturally

intricate situations. Their perspectives are not fixed but develop through continuous intercultural interactions. The results are in accordance with Garrett's theory that attitudes consist of interrelated dimensions, and they highlight the significance of sociocultural awareness in international communication. The empirical data from this research validates that effective ELF communication encompasses more than just linguistic ability; it necessitates emotional strength, strategic action, and intercultural consciousness.

Overall, the cognitive aspect emerged as the most dominant among the three, as evidenced by the highest average score and consistently strong agreement with statements regarding the communicative value of ELF. This indicates that participants not only recognized ELF as a practical and inclusive medium of interaction, but also internalized this understanding as a central belief that shaped their engagement in international contexts.

Discussion

Interplay of Cognitive, Affective, and Behavioral Attitudes

The information gathered through surveys and interviews indicates a significant link between the cognitive, affective, and behavioral attitudes of UPIISM awardees in their engagement with English as a Lingua Franca (ELF). From a cognitive perspective, students acknowledged ELF as a functional instrument that facilitates mutual understanding among varied linguistic backgrounds. This viewpoint aligns with Jenkins' (2015) framework that prioritizes intelligibility over native-like proficiency. The students' conviction in the practicality and inclusivity of ELF influenced their emotional engagement, cultivating a sense of purpose and fostering emotional resilience when encountering linguistic obstacles. For instance, P1 recounted how meaningful bonds were formed despite imperfect English, while P2 noted how friendly intercultural exchanges shifted her anxiety into excitement. These instances illustrate that cognitive acceptance of ELF's communicative function enhances affective confidence. As a result, this leads to proactive actions, such as simplifying language or employing clarification techniques, which correspond with Garrett's (2010) claim that attitudes toward language are optimally comprehended through this interconnected triad.

Exposure, Competence, and Intercultural Sensitivity

The findings clearly suggest that students who had prior exposure to varied English varieties or multilingual settings displayed higher adaptability and communicative effectiveness. P1's capability to adjust complex structures and P2's clever usage of tools like Google Translate and gestures demonstrate a level of intercultural communicative competence that goes beyond grammatical accuracy. These approaches reflect Cogo's (2009) notion of ELF users as practical and context-aware negotiators. Furthermore, students who had experienced global Englishes through media, education, or social contexts were less inclined to view unfamiliar accents or phrases as obstacles. This result aligns with Mu et al. (2023), who posited that acceptance of diverse English forms leads to more effective ELF communication. The employment of adaptive strategies, such as rephrasing, verifying understanding, and sustaining a positive demeanor during misunderstandings, also showcases the behavioral sophistication necessary in intercultural environments. These findings further support Seidlhofer's (2011) assertion that ELF usage heavily relies on flexibility, tolerance for uncertainty, and a readiness to jointly create meaning.

Addressing the Influence of Native-Speaker Ideologies

Despite the generally positive findings, there remains a latent influence of native-speaker ideologies. Some participants displayed an internalized expectation that their English should conform to native-speaker norms, particularly regarding pronunciation and grammatical precision. These attitudes may stem from earlier language education models in Indonesia that emphasize linguistic correctness over communicative effectiveness. Holliday (2006) critiques this native-speakerism as a pervasive ideology that continues to shape learners' perceptions of language proficiency and legitimacy.

The presence of these perceptions, even in ELF contexts, indicates the need for pedagogical intervention. Teachers and institutions must work to dismantle unrealistic expectations rooted in native-speaker standards and instead promote ELF-informed perspectives that value intelligibility, intercultural competence, and communicative efficacy. This aligns with recent shifts in English language teaching

that advocate for the decolonization of language curricula and the recognition of English as a dynamic, context-dependent resource rather than a fixed native norm.

The discussion indicates that effective ELF utilization among UPIISM awardees is influenced by a combination of cognitive awareness, emotional management, and strategic behavior. The students' capability to reflect on their own language practices, empathize with their interlocutors, and navigate misunderstandings not only demonstrates their linguistic proficiency but also their preparedness to engage in global communication. Their experiences highlight that ELF encompasses more than just language—it embodies attitude, adaptation, and intercultural empathy. By examining ELF through Garrett's tripartite model and utilizing triangulated methods, this study offers a comprehensive perspective on how Indonesian exchange students understand and engage with English in international academic and social contexts.

CONCLUSION

This research examined the perspectives of UPIISM award recipients regarding English as a Lingua Franca (ELF) through cognitive, emotional, and behavioral viewpoints. Findings from questionnaires and interviews indicate that students view ELF as an important means of communication, experience a spectrum of feelings ranging from anxiety to confidence, and display adaptability in multilingual contexts. These findings support Garrett's (2010) multidimensional model of language attitudes and highlight the role of ELF in fostering intercultural interactions. In light of these findings, English programs are encouraged to integrate ELF principles by emphasizing clarity and communication strategies over native-speaker norms. Pre-departure training should also include intercultural communication components and encourage students to contemplate their own ELF experiences. Additionally, it is advisable to conduct longitudinal studies to explore how these attitudes evolve over time. Finally, this study contributes to ongoing discussions on the role of English in international education, particularly within Southeast Asian contexts.

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