

Asian Students' Perceptions of English as a Lingua Franca Arising from Intercultural Communication in the Global Society

Yau Tsai¹

¹ Fooyin University, Kaohsiung, Taiwan

Correspondence: Yau Tsai, Fooyin University, Kaohsiung, Taiwan.

Received: November 10, 2024

Accepted: January 8, 2025

Online Published: February 10, 2025

doi:10.5539/jel.v14n4p12

URL: <https://doi.org/10.5539/jel.v14n4p12>

Abstract

When English as a lingua franca (ELF) arising from intercultural communication emerges in the global society due to the trend toward internationalization in recent decades, whether it is accepted by those who usually consider American English and British English as standard English deserves the attention of researchers and educators across the world. The study of this paper thus targets Asian students speaking English as a foreign language (EFL) and studying at a university in Taiwan and explores how they view such a social language through quantitative research. According to the findings, EFL students in Taiwan commonly hold positive attitudes toward ELF and also have the desire to learn it because of the need for making friends with foreigners online. It is thus concluded that EFL students in Taiwan are likely to feel motivated to learn about new forms and expressions in ELF which can make them understand more about the changing world. As the study also shows that students' attitudes toward ELF and those toward inner-circle Englishes are linked to each other, it is also concluded that integrating a comparative analysis of ELF and inner-circle Englishes into the English curriculum of university students in Taiwan can be considered as part of intercultural education which is beneficial for enhancing their knowledge and skills of intercultural communication in the global society. It is further suggested that Asian students living in the global society of the 21st century should not be isolated from the changing world but rather receive intercultural education which enables them to broaden their worldviews and possess certain levels of competence for responding to world affairs.

Keywords: EFL, ELF, inner-circle Englishes, intercultural communication, intercultural education

1. Introduction

As English has commonly adopted by people across the world in the global society of the 21st century for different purposes such as business encounters or online contacts, it gradually varies in its forms and expressions from one country to another. According to the recent statistics, the number of non-native speakers across the world is up to 1.5 billion (Szymigiera, 2021). In addition, studies have found that non-native English teachers are even more than native English teachers across the world (Floris & Renandya, 2020). Such an increase in the population of non-native English speakers has made it necessary for people across the world to face the variety in English phonology and to accept the notion that the English language is not the property of one specific culture in recent decades (Yuwita & Ambarwati, 2023). When English as a lingua franca (ELF) arising from intercultural communication emerges as a global phenomenon in the 21st century, its forms and expressions are also created by those who do not share a common mother tongue (Jenkins, 2012). This may lead to new ways of meaning-making and indeed pose a challenge for people speaking English as a foreign language (EFL) in different countries (Marshall & Moore, 2013). Although EFL teachers across the world are found to commonly follow the linguistic and literal norms of inner-circle Englishes such as American English and British English and consider them to be standard English (Seidhofer, 2021), studies also show that some non-native English teachers teaching English-medium instruction (EMI) may not always take the conceptualization of standard English for granted but rather adopt ELF as a tool for enhancing the efficiency of EMI in different countries (Kuteeva, 2020). Under these circumstances, ELF arising from intercultural communication as a global phenomenon of the 21st century may deserve the attention of researchers and educators in Asian countries to whether and how ELF could be introduced to EFL students in a foreign language classroom.

Given ELF arising from intercultural communication as a global phenomenon would be included as part of the English curriculum of university students in Asian countries, how those students view ELF may be the key factor of

determining the feasibility of implementing such a new English curriculum in a foreign language classroom. This study thus aims at EFL students who study at a university in southern Taiwan, and a questionnaire survey serves as the primary tool for exploring whether and how these students hold positive attitudes toward both ELF and inner-circle Englishes.

2. Literature Review

From the perspectives on globalization, ELF arising intercultural communication as a global phenomenon may lead to the development of one's ability which enables him or her to initially feel cultural differences between one culture and another. According to Byram (2021), those who start to discover and interpret the similarities and differences between or among cultures may further develop intercultural communicative competence. Indeed, ELF in itself may function as a role in intercultural communication in a wide variety of global settings for different purposes such as business and tourism (Barker et al., 2024). To this point, introducing ELF arising from intercultural communication to Asian students in a foreign language classroom could be beneficial for them in broadening their worldviews and experiencing different kinds of English education.

2.1 *ELF as a Symbol of the Changing World*

Generally speaking, the global phenomenon of ELF arising intercultural communication may symbolize the changing world. For example, those who adopt English as a shared language in the global society may not associate it with a particular culture in different divisions such as business, advertising, entertainment and technology (Gulhavo & Rustamovna, 2024). Indeed, the linguistic expressions and cultural forms shown in ELF are continuously considered as both the results of local changes and global influences and the needs for communication with people from different countries (Baker, 2020). In addition, there is a trend toward code-mixing and code-switching in using such a global language (Jenkins, 2008). More importantly, Graddol (2006, p. 12) emphasizes that "English is now redefining national and individual identities worldwide, shifting political fault lines, creating new global patterns of wealth and social exclusion and suggesting new notions of human rights and responsibilities of citizenship". In other words, such a language indeed reflects the changing world and the way that people in the global society communicate and interact with each other.

2.2 *ELF as Part of ESP in the Workplace*

For people who work abroad or online, ELF arising from intercultural communication may be considered as part of English for specific purposes (ESP) in the workplace. For example, the forms and expressions shown in ELF may function as ESP because they are adopted for the purposes of negotiations in specific contexts of the workplace (Hall, 2013). In addition, ELF is found to affect professional communication in different fields (Assassi & Rouaghe, 2024). Indeed, adopting ELF as ESP is usually viewed as a crucial strategy of solving conflicts and building up the cooperative relationship among businessmen as well as meeting what practitioners and clients need in the workplace (Roshid et al., 2022). More interestingly, those forms and expressions shown in ELF may even work as a tool for helping people in different fields identify the schematic structures underpinning communicative functions and offer the flexibility in the spoken and written genres (Nguyen et al., 2022). All in all, the expressions and forms in ELF provide people with the functions in promoting the efficiency of conveying more effective messages in the workplace.

2.3 *ELF as a Role in Intercultural Education*

Integrating a comparison of ELF and inner-circle Englishes into the English curriculum for EFL students may be associated with intercultural education which enables them to operate within the global context and to experience the effects of intercultural communication. For instance, intercultural education is to train students to cope with the unavoidable changes in cultural negotiation and develop culturally contextualized knowledge (Corbett, 2022). In addition, students learning different norms and expressions shown in ELF are to operate in an intercultural environment and to involve a reflective process in which they must deal with different culture-bound conceptions and further develop their own cultural awareness and identity (Caetano et al., 2020). Indeed, adopting ELF as a shared language may make it easier for EFL students to promote the efficiency of intercultural communication in which they do not need to keep an assumed identity in standard English (Matsumoto, 2011) but rather have opportunities to develop intercultural sensitivity and intercultural communicative skills (Gube, 2023). Moreover, intercultural education is to train students across the world to cross cultural boundaries and to create new social relationships with people from different cultures by which the success in intercultural communication can be achieved efficiently (Flias & Mansouri, 2023). It may even make students incorporate global dimensions into the sense of the self and the recognition of the world (Jackson, 2011; Risager, 2022). As authentic dialogues is considered to be the focus of teaching contents in intercultural education (Rapanta & Trovao, 2021), teachers who are responsible for intercultural education need to enable their students to become open-minded to one another and

to actively engage in meaningful communication which may lead to the development of cultural identities about “the self” and “the other” (Houghton, 2013). In this regard, intercultural education which include the use of ELF may provide EFL students across the world with more opportunities of experiencing intercultural communication and learning the ways to respond to the world affairs in the changing world.

3. Methodology

Based on the notion that attitudes can show the psychological tendency of one’s favor or disfavor (Eagly & Chaiken, 2022), this study was to explore how EFL students viewed ELF arising from intercultural communication through a questionnaire survey. EFL students enrolled at a university in southern Taiwan were recruited as the subjects in this study because people in Taiwan could be notable for their widespread enthusiasm in the learning of either American English or British English from their childhood (Chang, 2008). In addition, culture learning was the other reason that was considered to be important to students in viewing different changes in the world. This study thus targeted those who had ever taken the course of culture learning offered by either the Department of Child Care and Industries (DCCI) and the Department of Foreign Languages (DFL) at a university in southern Taiwan.

3.1 Research Questions

It was initially assumed that one’s attitudes toward both ELF and inner-circle Englishes would determine his or her perspectives on ELF arising from intercultural communication. Furthermore, it was assumed that these attitudes would influence their views on the appropriateness of learning the social language of ELF in a foreign language classroom. Given that ELF was originated primarily as a medium for intercultural communication, it was also hypothesised that the willingness to communicate with people from different countries would predict how positive subjects’ attitudes toward both ELF and inner-circle Englishes might be. In addition, it was further assumed that more willingness to communicate with people from different countries would lead to more positive attitudes toward both ELF and inner-circle Englishes among subjects in this study. Under these circumstances, there would be three research questions shown in the following:

- 1) How do EFL students view both ELF and inner-circle Englishes?
- 2) What are the factors that could affect EFL students’ attitudes toward ELF and those toward inner-circle Englishes?
- 3) What is the relationship between EFL students’ attitudes toward ELF and those toward inner-circle Englishes?

3.2 Data Collection

This study adopted quota sampling in which the distribution of questionnaires was based on the number of subjects who had taken the classes of culture learning offered by the aforementioned departments. 200 questionnaires were distributed to subjects and collected by the researcher at the same time during their breaks on campus. A total of 175 questionnaires were returned with a response rate of 87%. However, it was found that only 154 questionnaires were valid because the other 21 questionnaires contained incomplete answers.

3.3 Information About Subjects

According to the findings, the sample of this study consisted of 53 males and 101 females. Notably, all the participants in this study fell within the same age range, specifically in their twenties. In addition, the subjects in this study were found to study English for more than 10 years and to have the experience of culture learning which was offered by their departments in the classroom once. It was also found that subjects from the DFL (58.4%) were more than those from the DCCI (41.6%). With respect to English proficiency, few subjects (8.4%) considered it at a low level. More than half of the subjects (53.2%) were found to consider their English proficiency simply at an intermediate level, whereas one-third of them (38.3%) had more confidence in their English proficiency and considered it at a high level. Moreover, subjects who were more willing to communicate with people from different countries (55.2%) were found to be more than those who had less willingness to communicate with people from different countries (44.8%).in this study.

3.4 The Limitation of This Study

This study was limited to students’ few experiences in culture learning inside the classroom. As the course of culture learning was often ignored by different departments of universities in Taiwan, university students might know what foreign cultures were like from the media by themselves outside the classroom. Although the subjects of this study were recruited from those who took the course of culture learning offered by their departments at the university once, they had very few experiences in culture learning inside the classroom. This situation might more or less determine the results of the study.

3.5 Data Analysis

The Statistical Package for the Social Sciences (SPSS) was adopted for data analysis in this study. The questionnaire, which consisted of 13 structured questions, was on the basis of a five-point Likert scale and tested through reliability analysis. After the reliability of the questionnaire was confirmed (*Cronbach's alpha coefficient* =0.830), data analysis including descriptive statistics, correlation analysis, independent t-test, and linear regression analysis were undertaken in this study to fully understand subjects' responses to ELF and inner-circle Englishes.

4. Results

In terms of subjects' attitudes toward ELF, the results of descriptive statistics showed that subjects in this study tended to respond to ELF positively (Table 1). For example, about two-thirds of subjects in this study considered ELF helpful to people across the world in communicating with each other (62.3%), enhancing mutual understandings (64.2%), and making friends with one another online (66.9%). It was also found that more than half of subjects recognized the importance of ELF to people across the world for their work (54.6%), the necessity of learning ELF (51.9%), and the flexibility of adopting different kinds of English norms (52%). More surprisingly, more than half of subjects (59.7%) were further found to have a desire to learn ELF. This implied that subjects in this study did not reject ELF to emerge in the global society of the 21st century but rather viewed ELF quite positively.

Table 1. Subjects' Perspectives on ELF

Responses	Option (percentage)				
	*5	4	3	2	1
1. Considering it flexible to use different kinds of English norms.	11.7	40.3	42.2	3.9	1.9
2. Recognizing the necessity of learning ELF.	12.3	39.6	39.6	5.8	2.6
3. Considering ELF useful to people in the world for interaction with each other.	12.3	50	30.5	5.8	1.3
4. Considering ELF to enhance mutual understandings among people in the world.	11	53.2	29.2	4.6	1.9
5. Considering ELF to help people in making friends with each other online.	16.9	50	27.3	3.9	1.8
6. Wishing to have chances to learn ELF	21.4	38.3	35.7	3.2	1.3
7. Recognizing the importance of ELF to people in the world for the sake of work.	14.3	40.3	35.1	7.8	2.5

Note. *5=strongly agree; 4=agree; 3=neutral; 2=disagree; 1=strongly disagree.

Similarly, subjects in this study were also found to commonly hold positive attitudes toward inner-circle-Englishes (Table 2). For instance, the results of the study showed that more than half of subjects in this study would like to adopt inner-circle Englishes to learn foreign cultures (57.8%) and also considered it as a good tool for communication with people across the world (53.9%). More importantly, most subjects (77.9%) in this study were found to have a desire to learn the cultures of inner-circle English-speaking countries. However, the degree to which subjects in this study responded to inner-circle Englishes positively was found to be a little lower than their positive responses to ELF in some aspects. For example, the results of this study showed that less than half of subjects preferred adopting inner-circle Englishes for making friends with each other online (49.3%). One-third of the subjects in this study (35.1%) were found to associate inner-circle Englishes with the notion of standard English(35.1%), whereas it was found that less than half of them (42.2%) used it often. No matter how often subjects in this study adopted inner-circle Englishes, the result implied that most subjects in this study did not insist on associating inner-circle Englishes with the notion of standard English. When ELF was recognized as a good choice for making friends with people from different countries online, however, this result also indicated that subjects in this study might also not consider inner-circle Englishes as the main role in communicating and interacting with people from different cultures. This shed light on the situation that subjects might simply get used to learning inner-circle Englishes inside or outside the classroom for different purposes in their daily life.

Table 2. Subjects' Perspectives on Inner-Circle Englishes

Responses	Option (percentage)				
	*5	4	3	2	1
1. Preferring speaking inner-circle Englishes to make friends with foreigners online.	16.2	33.1	44.8	3.2	2.6
2. Preferring using inner-circle Englishes to learn different cultures.	16.9	40.9	37	2.6	2.6
3. Preferring learning the cultures of inner-circle English-speaking countries.	26	51.9	16.9	3.9	1.3
4. Taking inner-circle Englishes as a medium for communication with people in the world.	16.9	37	37	5.8	3.2
5. Considering inner-circle Englishes as standard English.	7.8	27.3	47.4	13	4.5
6. Using inner-circle Englishes often.	8.4	33.8	45.5	9.1	3.2

Note. *5=strongly agree; 4=agree; 3=neutral; 2=disagree; 1=strongly disagree.

For exploring the factors that might affect subjects' attitudes toward ELF and inner-circle Englishes, linear regression analysis was performed in this study. It was found that the overall effects of gender, departments, self-reported English proficiency, and the willingness to communicate with people from different countries on the attitudes toward inner-circle Englishes ($F = 5.784, p = 0.000$) was significant but those on ELF ($F = 1.914, p = 0.111$) was insignificant (Tables 3 & 5). This meant that the overall effects on the attitudes toward ELF among subjects in this study could not be clearly identified by using individual factors such as gender and self-reported English proficiency.

When the effect of each factor was further explored, however, it was interesting to find that the willingness to communicate with people from different countries was the factor that could significantly influence both the attitudes toward ELF ($Beta = -0.186, p = -0.028$) and inner-circle Englishes ($Beta = -0.341, p = 0.000$) in this study. In contrast, the factors of gender, the department, and their self-reported English proficiency were found to make no effect on these two attitudes (Tables 4 & 6). Such results seemed to support the assumption that the willingness to communicate with people from different countries might play a role in predicting how subjects viewed ELF and inner-circle Englishes in this study.

Table 3. Overall Effects of Influential Factors on the Attitudes toward Inner-Circle Englishes

Variable	R	R Square	F	P
Attitudes toward inner-circle Englishes	.368*	.135	.5.784	0.000*

Note. *p<0.05.

Table 4. Individual Effect of Influential Factors on the Attitudes toward Inner-Circle Englishes

Odel	Un-standardized Coefficients		Standardized Coefficients	T	p.
	B	Std. Error	Beta		
* Department	0-.576	0.642	-0.072	-0.898	0.371
* Gender	0.222	0.638	0.027	0.348	0.728
* Self-reported English proficiency	-0.205	0.493	0-.032	-0.416	0.678
* Willingness to communicate with foreigners	-2.695	0.633	-0.341	-4.255	0.000*

Note. *p<0.05.

Table 5. Overall Effects of Influential Factors on the Attitudes toward ELF

Variable	R	R Square	F	P
Attitudes toward World Englishes	.222*	.049	1.914	0.111

Table 6. Individual Effects of Influential Factors on the Attitudes toward ELF

Model	Un-standardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i> .
	B	Std. Error	Beta		
Department	0.583	0.811	0.061	0.718	0.474
Gender	1.187	0.807	0.119	1.147	0.143
Self-reported English proficiency	0.625	0.623	0.081	1.003	0.318
Willingness to communicate with foreigners	-1.772	0.800	-0.186	-2.214	0.028*

Note. * $p < 0.05$.

While finding that the willingness to communicate with people from different countries was the only factor which could affect the attitudes toward ELF and inner-circle Englishes, this study further explored whether there would be differences in the attitudes toward ELF and those toward inner-circle Englishes between the subjects who had more willingness to communicate with people from different countries and those who were less willing to communicate with people from different countries. The results through independent t-test (Tables 7 & 8) showed that under the influence of such willingness, there were differences in the responses to ELF and inner-circle Englishes between these two groups of the study. However, the results of this study showed that the differences in the responses to inner-circle Englishes were significant ($t = 4.580, p = 0.000$) but those in the responses to ELF were insignificant ($t = 1.758, p = 0.081$). This shed light on the fact that the factor of willingness to communicate with people from different countries might not be stable enough to play a role in predicting the attitudes toward ELF among all the subjects who were willing to communicate with foreigners in this study.

Table 7. Differences in the Responses to Inner-Circle Englishes

Item Group	Std. deviation	Mean	<i>T</i>	<i>P</i>
The More willingness	3.81817	22.5882	4.580	0.000*
Less willingness	3.55471	19.8406		

Note. * $p < 0.05$.

Table 8. Differences in the Responses toward ELF

Item Group	Std. Deviation	Mean	<i>T</i>	<i>P</i>
More willingness	4.14046	26.3069	1.758	0.081
Less willingness	5.36089	24.9565		

Although there were different trends in subjects' attitudes toward ELF and inner-circle Englishes under the influence of their willingness to communicate with people from different countries, the results of correlation analysis (Table 9) further showed that these two attitudes were significantly connected to one another ($r = 0.585, p = 0.000$). This implied that one type of attitudes was likely to be influenced by another. In other words, subjects' attitudes toward ELF could be affected by the ways how they viewed inner-circle Englishes.

Table 9. Correlation in these Two Attitudes

Variables	<i>R</i>	<i>P</i>
Attitudes toward inner-circle Englishes	0.585	0.000*
* Attitudes toward world Englishes		

Note. * $p < 0.05$.

5. Discussion

While finding that EFL students in this study commonly hold positive attitudes toward ELF and inner-circle Englishes, the results of this study show that inner-circle Englishes may be unnecessarily associated with the notion of standard English and also not considered as the only medium for making friends with people from different countries online. Especially when the results of this study show that EFL students tend to consider it flexible to adopt different kinds of forms and expressions and also recognize ELF as an appropriate medium for communication with people from different countries, it can thus be argued that the diversity in English norms may be viewed as an acceptable challenge for EFL students because of both the desire for not limiting the use in English

to one specific norm and the need for making friends with people from different countries online. As online contacts have become more and more popular with younger generations across the world in the 21st century, it is also maintained that EFL students who like to log into the Internet are easily exposed to an intercultural environment and witness the variety in English expressions and forms such as ELF under the consequence of communication and interaction with people across the world.

While finding the difference between the attitudes towards ELF and those toward inner-circle Englishes may depend on the degree to which EFL students are willing to communicate with people from different countries, the results of the study show that such a difference reach the significance simply in regard to inner-circle Englishes. This implies that the insignificance of EFL students' attitudes toward ELF may arise from their lacking the knowledge of forms and expressions shown in ELF. To this point, it can be argued that EFL students may adopt inner-circle Englishes inside the classroom very often and need to learn about ELF for the desire to make friends with people from different countries on the Internet. More importantly, it is maintained that more understandings of ELF may be beneficial for them in learning the ways how to communicate and interact with people from different countries in the changing world.

Although the results of this study show that there are two trends in the differences between the attitudes toward ELF and those toward inner-circle Englishes, these two attitudes are found to be significantly linked to each other. As one type of attitudes may be affected by another, it can thus be argued that the close relationship between both the attitudes toward ELF and those toward inner-circle Englishes can be considered as the key factor that determines how EFL students view the social language of ELF arising from intercultural communication and accept the teaching contents related to a comparative analysis of ELF and inner-circle Englishes as part of the English curriculum in a foreign language classroom.

6. Conclusion

Although it is visible that ELF arising from intercultural communication emerges as a global phenomenon in the 21st century, such a social language may challenge EFL students not only in their identities of English proficiency but also in the way how they adopt it to communicate and interact with people from different countries. However, it is interesting to find that EFL students who primarily follow the norms of American English or British English in Taiwan do not insist on associating inner-circle Englishes with the notion of standard English but rather view the language of ELF arising from intercultural communication positively due to the need for making friends with others online. According to such a finding, it is concluded that EFL students in Taiwan are likely to feel motivated to learn about new forms and expressions in ELF which can make them understand more about the changing world. While finding the willingness to communicate with people from different countries plays a more stable role in predicting EFL students' attitudes toward inner-circle Englishes rather than those toward ELF, however, the results of this study show that these two kinds of attitudes are significantly linked to one another. Such a finding is surprising because it sheds light on the fact that one type of attitudes may be influenced by another. To this point, it can be concluded that it is necessary for educators and English teachers in Taiwan to integrate a comparative analysis of ELF and inner-circle Englishes into the English curriculum of university students as part of intercultural education. Irrespectively of the degree to which EFL students in Taiwan are interested in inner-circle Englishes, it is also concluded that the new English curriculum which is implemented as part of intercultural education is definitely beneficial for enhancing their knowledge and skills of intercultural communication in the global society. It is further suggested that Asian students living in the global society of the 21st century should not be isolated from the changing world but rather need to receive intercultural education which enables them to broaden their worldviews and possess certain levels of competence for responding to world affairs.

Acknowledgement

This study was conducted without any funding. However, it was made possible by the assistance of university students who completed the questionnaires during their breaks on campus. Their help is very much appreciated.

Authors' contributions

This study was solely conducted by the author, who brings extensive experiences in intercultural studies to this research. While observing the situation that ELF indeed emerges in the English textbooks published in recent years, she considers it necessary to do this study. She would like to share the findings of this paper with educators and English teachers across the world. It is hoped that this paper will particularly resonate with teachers and educators in Asian countries, highlighting the importance of developing their students' global perspectives and equipping them with the necessary competence to respond to world affairs in the changing world.

Funding

Not applicable.

Competing interests

Not applicable.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

References

- Assassi, T., & Rouaghe, F. (2024). Contemporary trends in ESP research within MENA region: A scoping review. *Language Teaching Research Quarterly*, 42, 259–277. <https://doi.org/10.32038/ltrq.2024.42.15>
- Baker, W. (2020) English as a lingua franca and transcultural communication rethinking competences and pedagogy for ELT. In C. Hall & W. Rachel (Eds.), *Ontologies of English: Conceptualising the Language for Learning, Teaching, and Assessment* (pp. 253–272). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108685153.013>
- Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence: Revisited*. Clevedon, U. K.: Multilingual Matters. <https://doi.org/10.2307/jj.22730614>
- Caetano, A. P., Freire, I. P., & Machado, F. B. (2020). Students voice and participation in intercultural education. *Journal of New Approaches in Educational Research*, 9(1), 57–73. <https://doi.org/10.7821/naer.2020.1.458>
- Chang, Y. (2008). Parents' attitudes toward the English education policy in Taiwan. *Asia Pacific Education Review*, 9(4), 423–435. <https://doi.org/10.1007/BF03025660>
- Corbett, J. (2022). *Intercultural approach to English Language Teaching*. Bristol: Multilingual Matters. <https://doi.org/10.21832/9781788928625>
- Eagly, A. H., & Chaiken, S. (2022). *The Psychology of Attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.
- Elias, A., & Mansouri, F. (2023). Toward a critical transformative approach to inclusive intercultural education. *Journal of Multicultural Discourse*, 18(1), 4–21. <https://doi.org/10.1080/17447143.2023.2211568>
- Floris, F. D., & Renandya, W. A. (2020). Promoting the Value of Non-Native English-Speaking Teachers. *PASAA*, 59, Article 1. <https://doi.org/10.58837/CHULA.PASAA.59.1.1>
- Graddol, D. (2006). *English Next*. London: British Council.
- Gube, J. (2023). *Origins, concepts, and trends in intercultural education*. Oxford Research Encyclopedia, Feb. <https://doi.org/10.1093/acrefore/9780190264093.013.450>
- Gulhavo, M., & Rustamovna, A. (2024). Challenges of teaching English as a global language. *American Journal of Advanced Scientific Research*, 1(2), May, 79–82.
- Hall, C. (2013). Cognitive contribution to pluralistic views of English and other languages. *Applied Linguistics*, 34(2), 211–231. <https://doi.org/10.1093/applin/ams042>
- Houghton, S. (2013). Savoir se transformer: Knowing how to. In Y. Tsai & S. Houghton (Eds.), *Being Intercultural: Inside and Outside the Classroom* (pp. 194–228). Newcastle upon Tyne: Cambridge Scholars Publishing.

- Jackson, J. (2011). Cultivating cosmopolitan, intercultural citizenship through critical reflection and international experiential learning. *Language and Intercultural Communication*, 11(2), May, 80–96. <https://doi.org/10.1080/14708477.2011.556737>
- Jenkins, J. (2008). Teaching Pronunciation as a lingua franca: A socio-political perspective. In C. Guntzmann & F. Intemann (Eds.), *The Globalization of English and the English language Classroom* (pp. 141–154). Oxford: Oxford University Press.
- Jenkins, J. (2012). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157–181. <https://doi.org/10.2307/40264515>
- Kuteeva, M. (2020). Revisiting the ‘E’ in EMI: students’ perceptions of standard English, lingua franca and translanguaging practice. *International Journal of Bilingual Education and Bilingualism*, 23(3), 287–300.
- Marshall, S., & Moore, D. (2013). 2B or not 2B plurilingual? Navigating languages literacies, and plurilingual competence in postsecondary education in Canada. *TESOL Quarterly*, 47(3), 473–499.
- Matsumoto, Y. (2011). Successful ELF communication and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. *Modern Language Journal*, 96, 97–114. <https://doi.org/10.1111/j.1540-4781.2011.01172.x>
- Nguyen, T. C. N., Keetle, M., & Doherty, C. (2022). Tertiary education ESP program delivery in Vietnam and language practice in globalised workplaces: Examining the extent of alignment. *Language, Culture and Curriculum*, 35(4), 440–459. <https://doi.org/10.1080/07908318.2022.2076864>
- Rapanta, C., & Trovao, S (2021). Intercultural education for the twenty-first century: A comparative review of research. In F. Maine & M. Virkki (Eds.), *Dialogue for Intercultural Understanding Placing Cultural Literacy at the Heart of Learning* (pp. 9–26). Gewerbestrasse, Switzerland: Springer. https://doi.org/10.1007/978-3-030-71778-0_2
- Risager, K. (2022). *Analysing Culture in Language Learning Teaching Materials*. Cambridge, U.K.: Cambridge University Press. <https://doi.org/10.1017/S0261444822000143>
- Roshid, M. M., Webb, S., & Chowdhury, R. (2022). English as a business lingua franca: A discursive analysis of business e-mails. *International Journal of Business Communication*, 59(0), 83–103. <https://doi.org/10.1177/2329488418808040>
- Seidhofer, B. (2021). Discourse and English as a lingua franca. In K. Hyland, B. Paltridge & W. C. Wong (Eds.), *The Bloomsbury Handbook of Discourse Analysis* (pp. 267–280). New York: Bloomsbury Publishing. <https://doi.org/10.5040/9781350156111.ch-019>
- Szimigiera, M. (2021). *The most spoken languages in 2021 worldwide*. Retrieved from <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>
- Yuwita, M. R., & Ambarwati, N. D. (2023). Exploring university students’ attitudes towards their English accents and native English accents. *Linguistic and Literature Journal*, 1(4), 21–27.

Copyrights

Copyright for this article is retained by the author, with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).