

English as a Lingua Franca in Spontaneous Online Communication: Learners' Experiences through Ome TV

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A B S T R A C T

English increasingly functions as a global medium for interaction, particularly in online environments where speakers come from diverse linguistic backgrounds and do not share the same first language. From the perspective of English as a Lingua Franca (ELF), the focus is placed on intelligibility, mutual understanding, and effectiveness rather than native-like accuracy. On platforms such as Ome TV, English often becomes the shared language that enables users from different countries to interact in real time. This study aims to explore learners' experiences and strategies when using ELF in spontaneous digital interaction. The study employed a descriptive qualitative design within an interpretive ELF framework. Data were collected through semi-structured interviews with ten participants who frequently interacted with international users on Ome TV and were analyzed using thematic analysis. The findings reveal that English functions as a practical shared language that facilitates cross-cultural exchange in informal digital settings. Participants used strategies such as paraphrasing, simplifying expressions, repetition, and occasional code-switching to maintain interaction and overcome linguistic limitations. These findings highlight the role of spontaneous online platforms in supporting communicative competence and strategic language use.

Keywords: *English as a Lingua Franca, Ome TV, Learners' Experiences, Communication Strategies*

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INTRODUCTION

Language constitutes an important aspect of human communication, social interaction, and relationship formation within society. It is not merely a tool used to convey ideas and emotions but also a medium that allows individuals to establish connections and achieve mutual understanding. Canagarajah & Costa (2016) emphasize that language functions as a means of social and even spiritual connection that enables people to coexist harmoniously. From a linguistic perspective, language can be described as a structured system of arbitrary symbols, sounds, and signs employed by members of a community to interact and cooperate with one another. This communicative system also involves non-verbal elements such as gestures, facial expressions, and symbolic actions that contribute to the construction of meaning during interaction (Tseng, 2018; Zainuddin & M, 2013).

In the era of globalization, English has emerged as one of the most widely used languages for international communication. The language is extensively utilized across various domains including education, technology, business, tourism, and digital interaction, making English proficiency an essential skill in contemporary society (Handoyo et al., 2023; Wahyuningsih & Ziyana, 2023). For students and language learners, the ability to communicate in English has become increasingly important because they frequently interact with individuals from diverse linguistic and cultural backgrounds. Nevertheless, many learners still experience difficulties when using English in real communication contexts. These difficulties often involve limited vocabulary, pronunciation problems, grammatical

uncertainty, and a lack of confidence, which may hinder learners from communicating effectively and fluently (Fitriani et al., 2015; Jaya et al., 2022; Macintyre, 2007).

Among the four fundamental language skills, speaking is commonly regarded as both the most essential and the most challenging skill to master. Speaking enables learners to express thoughts, exchange information, and negotiate meaning during interaction. (Rao, 2019) explains that speaking is widely considered the most significant component in learning a foreign or second language because it requires not only linguistic knowledge but also communicative competence and confidence. During spoken interaction, learners must simultaneously process vocabulary, grammar, pronunciation, and meaning while responding to their interlocutors in real time, which often creates cognitive and linguistic challenges (Irgin, 2020).

In multilingual communication contexts, interaction becomes more complex when speakers do not share the same first language. In order to address this challenge, English is frequently used as a Lingua Franca, which refers to a common language adopted by speakers with different native languages to communicate with each other. English as a Lingua Franca (ELF) prioritizes intelligibility, clarity, and mutual understanding rather than strict conformity to native-speaker norms (Cogo & Dewey, 2012; Jenkins, 2009). Within ELF communication, successful interaction is determined not by grammatical perfection but by the ability of speakers to negotiate meaning and maintain effective communication.

ELF communication generally involves participants who come from diverse linguistic backgrounds, possess different accents, and have varying levels of language proficiency and cultural norms. Consequently, speakers need to apply flexible communication strategies to achieve mutual understanding during interaction. These strategies may include repetition, paraphrasing, clarification requests, and other forms of meaning negotiation. (Kirkpatrick, 2014) explains that learners who engage in ELF communication often encounter challenges such as unfamiliar pronunciation, differences in language proficiency, and culturally specific expressions. However, these challenges also provide opportunities for learners to develop intercultural communicative competence and strategic language use (Seidlhofer, 2014).

With the rapid development of digital technology, ELF communication increasingly occurs within online environments. Various digital platforms now enable individuals from different parts of the world to interact spontaneously in real time. One such platform is Ome TV, a video-based communication platform that randomly connects users from different countries. Ome TV allows users to participate in real-time conversations with unfamiliar individuals from diverse geographical and cultural backgrounds (Sari, 2021; Suryanto & Fitrawan, 2023). Unlike classroom-based communication, interaction on Ome TV occurs spontaneously without prior preparation, making it a form of authentic communication that reflects real-world global interaction (Hariyanto, 2024).

Through spontaneous online interaction, learners are required to respond immediately, negotiate meaning, and manage communication breakdowns when interacting with interlocutors who may speak different varieties of English. In such situations, learners often utilize a range of communication strategies such as repetition, clarification, paraphrasing, and code-switching in order to maintain the flow of conversation and achieve mutual understanding (Shofiya & Basuni, 2023). Continuous engagement in these interactions can contribute to the development of communicative competence, particularly in terms of increased confidence and the ability to use strategic language in real communication contexts (Macintyre, 2007).

Several previous studies have examined the role of English as a Lingua Franca in different contexts. Kopchak et al. (2022) investigated the use of ELF in Ukrainian higher education and found that ELF plays an important role in overcoming language barriers and facilitating academic communication. Similarly, Fiedler (2022) explored ELF practices among international exchange students and identified tensions between ELF communication practices and traditional native-speaker norms. Other studies have also analyzed communication strategies within ELF contexts. For example, Shofiya & Basuni (2023) examined communication strategies used by students in international classroom interactions

and reported that strategies such as repetition and message adjustment helped increase learner engagement and confidence.

Research related to digital platforms such as Ome TV has also demonstrated their potential for language learning and speaking practice. Anggini (2025) found that Ome TV contributed to improvements in students' speaking confidence, fluency, and spontaneity through authentic interaction with international users. Likewise, B & Haya (2022) reported that the integration of Ome TV in classroom action research enhanced students' speaking ability and participation. In addition, Suryanto & Fitrawan (2023) highlighted that Ome TV offers opportunities for learners to practice pronunciation, vocabulary, and fluency through spontaneous interaction with speakers from different cultural backgrounds. The phenomenon has also been popularized through online content creators who use Ome TV to practice and demonstrate multilingual communication (Saputra, 2020).

Despite these contributions, most previous studies have primarily focused on classroom-based learning, improvements in speaking ability, or the pedagogical application of Ome TV. Only a limited number of studies have explored learners' lived experiences in spontaneous English as a Lingua Franca communication within informal digital environments. In particular, little research has examined how learners experience real-time interaction, manage communication challenges, and apply communication strategies during natural online conversations. In addition, online interaction platforms have also been associated with social challenges such as inappropriate behavior or discrimination, which may influence communication experiences in anonymous digital environments (Rosenblatt & Lee, 2020).

Therefore, this study seeks to address this research gap by exploring learners' experiences in using English as a Lingua Franca during spontaneous online communication through Ome TV. Specifically, the objectives of this study are (1) to explore learners' experiences when using English as a Lingua Franca in spontaneous online communication and (2) to analyze the communication strategies employed by learners to maintain interaction and achieve mutual understanding during ELF communication. By examining these experiences, this study aims to contribute to a deeper understanding of how spontaneous digital interaction can support the development of communicative competence and confidence in global English communication.

METHOD

This study investigates learners' experiences in using English as a Lingua Franca (ELF) during spontaneous online communication on the Ome TV platform. The object of this research is individuals who interact with international interlocutors in real-time online conversations. The study focuses on how learners communicate with people from different linguistic backgrounds, how they manage communication challenges, and how they apply communication strategies during interaction. The use of Ome TV as the research context provides an opportunity to observe authentic communication situations where English functions as a shared language among speakers who do not share the same first language.

This research employed a descriptive qualitative design to explore participants' perspectives and lived experiences in ELF communication. Qualitative research is considered appropriate for understanding social phenomena by interpreting participants' experiences, meanings, and viewpoints within natural contexts. According to Creswell (2009) qualitative research aims to explore and interpret how individuals understand their experiences within particular social settings. In this study, the qualitative approach allows the researcher to examine how learners use English in spontaneous communication with international users and how they adapt their language use to overcome linguistic and cultural differences during interaction.

The data sources of this study consisted of learners who had experience communicating with international users on Ome TV. The participants were selected using purposive sampling, which focuses on individuals who meet specific criteria relevant to the

research objectives. The participants were learners who frequently used English when interacting with people from different linguistic backgrounds on the platform. A total of ten participants (P1–P10) were involved in this study. Their experiences and perspectives provided valuable insights into how English is used as a shared language in spontaneous online communication.

Data were collected through semi-structured interviews. This method allows participants to describe their experiences in detail while enabling the researcher to maintain focus on the research objectives. Semi-structured interviews provide flexibility for participants to elaborate on their responses and share personal experiences related to communication challenges, strategies, and perceptions when interacting with international interlocutors. The interviews were conducted online and recorded with participants' consent. After the interviews were completed, the recordings were transcribed to facilitate the analysis process.

Interview Question

Table 1. Interview Question

No	Theme	Interview Question	Research Focus
1	Use of English Due to Language Barriers	When communicating on Ome TV, in what situations do you use English because you and your interlocutor do not share the same first language?	English as a practical lingua franca
2	Comfort in Communicating with Non-Native Speakers	How do you feel when communicating in English with non-native speakers on Ome TV?	Confidence and communication anxiety
3	Code-Switching to Local Language	Have you ever switched from English to your local language during conversations on Ome TV?	Linguistic flexibility
4	Pronunciation Challenges	What pronunciation difficulties or misunderstandings have you experienced when communicating in English on Ome TV?	Communication strategies
5	Linguistic and Cultural Identity	How do you express your linguistic and cultural identity when communicating with international interlocutors?	Identity in ELF communication

The interview questions were developed based on key concepts related to English as an International Language and intercultural communication (Zainuddin & M, 2013). These concepts guided the formulation of questions exploring how learners use English as a shared language in interaction. The questions focus on learners' experiences when communicating with international interlocutors. They also examine participants' emotional responses during communication. In addition, the questions investigate communication strategies and identity expression during interaction.

Thematic Analysis Process

Table 2. Thematic Analysis Process

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	Participant (P1-P10) whose interview responses are analyzed under the same theme.	Important points from interview transcripts	Meaningful segments of responses	Grouped conceptual patterns	This column will check consistency and relevance of the theme across data.	Final interpreted themes

The collected data were analyzed using thematic analysis following the procedures proposed by (Braun & Clarke, 2006). The analysis began with the transcription of interview recordings and repeated reading of the transcripts to gain a comprehensive understanding of the participants' responses. During this stage, the researcher identified meaningful segments within the data and assigned initial codes to capture important ideas related to language use, communication strategies, and learners' perceptions when interacting with international interlocutors on Ome TV.

After the initial coding process, the researcher grouped similar codes into broader categories to identify patterns that reflect participants shared experiences. These categories were then examined and refined to develop coherent themes that represent the key aspects of learners' communication practices in English as a Lingua Franca interaction. The researcher continuously reviewed the themes and interpreted their meanings in relation to the research objectives to ensure that the final themes accurately represent the participants' experiences and perspectives in spontaneous online communication.

FINDINGS AND DISCUSSION

The findings are organized into five thematic categories representing participants' experiences when using English as a Lingua Franca (ELF) in online communication. Tables summarize the analytical process and illustrate patterns identified in the data, while the following discussion interprets the significance of these findings in relation to ELF communication and intercultural interaction.

Use of English Due to Language Barriers

Table 3. Use of English Due to Language Barriers

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	P1 - A	Uses English when meeting users from different countries; English automatic choice	English as shared language	English as lingua franca for intelligibility	English as shared medium when L1 differs	English as a Lingua Franca to Overcome Language Barriers
2	P2 - B	Uses English with Europeans and Americans; describes English as a "bridge."	English as bridge language	English as communication bridge	English as shared communication tool	English as a Lingua Franca to Overcome Language Barriers
3	P3 - S	Uses English when others do not understand Hindi.	Shared second language	English as global common language	English used when no shared L1	English as a Lingua Franca to Overcome Language Barriers
4	P4 - A	Uses English if interlocutor does not understand Hindi.	Situational language choice	English as international medium	English used strategically	English as a Lingua Franca to Overcome Language Barriers
5	P5 - J	Uses English with users from several countries; simplifies sentences	Simplifying language	English for mutual understanding	Intelligibility prioritized	English as a Lingua Franca to Overcome Language Barriers

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6	P6 - T	Uses almost always with foreigners.	English always default franca	English as lingua franca	Functional ELF communication	English chosen for practicality	English as a Lingua Franca to Overcome Language Barriers
7	P7 - M	Uses after nationality	English asking	Situational English use	Negotiated language choice	Language mutually agreed	English as a Lingua Franca to Overcome Language Barriers
8	P8 - I	Describes English as an international language	Global communication tool	English as lingua franca	English as international lingua franca	English framed as global medium	English as a Lingua Franca to Overcome Language Barriers
9	P9 - L	Uses because is rarely understood internationally.	English Korean rarely understood internationally.	English for international interaction	English as shared global language	English as main communication tool	English as a Lingua Franca to Overcome Language Barriers
10	P10 - A	Uses naturally with non-Dutch speakers online.	English with non-Dutch speakers online.	English default international contact	English as for common medium	Consistent use across participants	English as a Lingua Franca to Overcome Language Barriers

The findings in Table 3 indicate that all participants used English when communicating with interlocutors who did not share the same first language. Participants described English as a “bridge language” or a “common language” that helped them initiate and maintain conversations on Ome TV. Most participants used English because it was considered the most accessible language for interacting with people from different linguistic backgrounds. In addition, several participants reported simplifying their language to support mutual understanding during interaction.

Comfort in Communicating with Non-Native Speakers

Table 4. Comfort in Communicating with Non-Native Speakers

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	P1 - A	Feels comfortable; online environment reduces pressure	Low anxiety	Confidence in online ELF	Relaxed in communication context	Comfort in Communicating with Non-Native Speakers
2	P2 - B	Initially nervous but becomes confident	Anxiety then confidence	Confidence development	Exposure reduces anxiety	Comfort in Communicating with Non-Native Speakers
3	P3 - S	Comfortable because the platform is casual	Informal interaction	Comfort in informal ELF	Reduced pressure	Comfort in Communicating with Non-Native Speakers
4	P4 - A	Moderate confidence; some difficulty expressing ideas	Hesitation	Partial confidence	Mixed comfort level	Comfort in Communicating with Non-Native Speakers
5	P5 - J	Comfortable since others are	Shared mistakes	Solidarity reduces anxiety	Strong pattern across data	Comfort in Communicating

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		also non-native speakers					with Non-Native Speakers
6	P6 - T	Nervous at first but practice helps	Practice builds confidence	Exposure improves comfort	Gradual improvement	Comfort in Communicating with Non-Native Speakers	
7	P7 - M	Comfortable if interlocutor is friendly	Context-dependent comfort	Emotional influence	Situational comfort	Comfort in Communicating with Non-Native Speakers	
8	P8 - I	English feels easier compared to other languages	Familiarity	Familiarity builds confidence	Reduced anxiety	Comfort in Communicating with Non-Native Speakers	
9	P9 - L	Comfortable with other non-native speakers	Peer communication	Non-native solidarity	Shared learner identity	Comfort in Communicating with Non-Native Speakers	
10	P10 - A	Feels confident due to previous exposure	Language proficiency	Confidence in communication	High proficiency support	Comfort in Communicating with Non-Native Speakers	

The findings presented in Table 4 show that most participants felt comfortable communicating with other non-native speakers in English. Although several participants initially experienced nervousness, they reported becoming more confident as the interaction continued. Participants explained that the informal environment of Ome TV reduced pressure compared to formal classroom situations. Many participants also felt more relaxed because their interlocutors were fellow non-native speakers who were also learning and using English in everyday interaction.

Code-Switching to Local Language

Table 5. Code-Switching to Local Language

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	P1 - A	Mixes Indonesian spontaneously	Natural mixing	Spontaneous code-switching	Multilingual flexibility	Code-Switching as a Strategy for Communication and Identity Expression
2	P2 - B	Switches when forgetting vocabulary	Vocabulary gap	Strategic switching	Functional communication	Code-Switching as a Strategy for Communication and Identity Expression
3	P3 - S	Mixes Hindi naturally	Emotional switching	Emotional code-switching	Reflexive switching	Code-Switching as a Strategy for Communication and Identity Expression
4	P4 - A	Switches when explaining complex ideas	Clarification	Functional switching	Avoid misunderstanding	Code-Switching as a Strategy for Communication and Identity Expression
5	P5 - J	Switches with fellow Indonesians	Solidarity	Identity marker	Cultural bonding	Code-Switching as a Strategy for Communication and Identity Expression

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6	P6 - T	Uses Indonesian words naturally	Habitual mixing	Natural bilingual behavior	Linguistic flexibility	Code-Switching as a Strategy for Communication and Identity Expression
7	P7 - M	Switches with peers	Social identity	Identity expression	Multilingual interaction	Code-Switching as a Strategy for Communication and Identity Expression
8	P8 - I	Adjusts language depending on context	Contextual switching	Adaptive strategy	Interaction management	Code-Switching as a Strategy for Communication and Identity Expression
9	P9 - L	Inserts Korean words for emotion	Emotional expression	Cultural identity	Identity maintenance	Code-Switching as a Strategy for Communication and Identity Expression
10	P10 - A	Uses Dutch phrases with Dutch friends	National solidarity	Identity-driven switching	Shared background	Code-Switching as a Strategy for Communication and Identity Expression

The findings in Table 5 indicate that code-switching frequently occurred during interaction on Ome TV. Participants reported switching between English and their native languages for several reasons, including limited vocabulary, emotional expression, and interaction with users who shared similar linguistic backgrounds. Some participants also explained that they used their local language spontaneously when they experienced difficulty expressing certain ideas in English.

Pronunciation Challenges and Communication Strategies

Table 6. Pronunciation Challenges and Communication Strategies

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	P1 - A	Difficulty understanding accents	Clarification request	Clarification strategy	Negotiation of meaning	Communication Strategies to Overcome Pronunciation Challenges
2	P2 - B	Struggles with fast speech	Repetition and paraphrasing	Meaning negotiation	Communication strategy	Communication Strategies to Overcome Pronunciation Challenges
3	P3 - S	Minor accent issues	Slowing speech	Clarification strategy	Similar pattern	Communication Strategies to Overcome Pronunciation Challenges
4	P4 - A	Difficulty with vocabulary	Self-repair	Communication improvement	Strategy awareness	Communication Strategies to Overcome Pronunciation Challenges
5	P5 - J	Simplifies sentences	Simplification	Message adjustment	Clarity focus	Communication Strategies to Overcome Pronunciation Challenges

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6	P6 - T	Focus on understandable message	Clarity over grammar	Communicative effectiveness	ELF principle	Communication Strategies to Overcome Pronunciation Challenges
7	P7 - M	Speaks slowly	Speech adjustment	Intelligibility strategy	Improved understanding	Communication Strategies to Overcome Pronunciation Challenges
8	P8 - I	Uses repetition and guessing	Contextual inference	Managing breakdowns	Strategic competence	Communication Strategies to Overcome Pronunciation Challenges
9	P9 - L	Requests slower speech	Accent difficulty	Clarification strategy	Consistent coping strategy	Communication Strategies to Overcome Pronunciation Challenges
10	P10 - A	Adjusts pronunciation	Speaker accommodation	Adaptation	Improved intelligibility	Communication Strategies to Overcome Pronunciation Challenges

The results shown in Table 6 reveal that pronunciation differences and unfamiliar accents were common challenges experienced by participants during interaction. Participants reported difficulties understanding fast speech, unfamiliar pronunciation, and different speaking styles from users in other countries. To maintain conversation, participants used several strategies such as repetition, clarification requests, simplifying sentences, speaking more slowly, and adjusting pronunciation during interaction.

Maintaining Linguistic and Cultural Identity

Table 7. Maintaining Linguistic and Cultural Identity

No	Participant	Familiarization (Key Notes)	Initial Codes	Potential Theme	Reviewed Theme	Final Theme Name
1	P1 - A	Shares Indonesian coffee culture as a barista	Cultural promotion	Cultural identity expression	Cultural maintenance	Maintaining Linguistic and Cultural Identity in ELF Interaction
2	P2 - B	Talks about Indonesian food and festivals	Cultural sharing	Identity reinforcement	Intercultural exchange	Maintaining Linguistic and Cultural Identity in ELF Interaction
3	P3 - S	Explains Indian culture and religion	National identity	Cultural representation	Intercultural interaction	Maintaining Linguistic and Cultural Identity in ELF Interaction
4	P4 - A	Mentions being from India	Identity mention	Identity acknowledgement	Identity maintained	Maintaining Linguistic and Cultural Identity in ELF Interaction

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5	P5 - J	Uses Indonesian with fellow Indonesians	Solidarity	Social identity	Cultural bonding	Maintaining Linguistic and Cultural Identity in ELF Interaction	
6	P6 - T	Uses Indonesian expressions	Local language use	Linguistic identity	Identity retention	Maintaining Linguistic and Cultural Identity in ELF Interaction	
7	P7 - M	Mentions Indonesian	being Indonesian	National pride	Identity affirmation	Cultural presence	Maintaining Linguistic and Cultural Identity in ELF Interaction
8	P8 - I	Proudly Indonesian identity	states	Cultural declaration	Identity construction	Strong identity	Maintaining Linguistic and Cultural Identity in ELF Interaction
9	P9 - L	Shares culture and food	Korean	Cultural promotion	Cultural identity	Cultural exchange	Maintaining Linguistic and Cultural Identity in ELF Interaction
10	P10 - A	Explains culture	Dutch	Cultural presentation	Identity expression	Multilingual interaction	Maintaining Linguistic and Cultural Identity in ELF Interaction

The findings presented in Table 7 show that maintained their linguistic and cultural identities while using English on Ome TV. Many participants introduced their nationality, discussed local traditions, and shared information about food, culture, or daily life from their home countries. Several participants also reported using local expressions or their native language when interacting with users who shared similar cultural backgrounds.

Discussions

The discussion section demonstrates that English plays a significant role as a shared language in spontaneous online interaction. Participants commonly used English when interacting with interlocutors from different linguistic backgrounds because it provided a practical solution to language barriers. In this context, English functioned as a shared medium that enabled users to exchange ideas and maintain interaction even when they did not share the same first language. The findings also indicate that spontaneous digital interaction creates opportunities for learners to experience authentic language use beyond formal classroom settings.

The findings further highlight that ELF interaction involves flexibility, adaptation, and negotiation of meaning. Participants employed various strategies such as repetition, simplification, clarification requests, paraphrasing, and code-switching to manage communication difficulties during conversation. These strategies helped participants maintain interaction despite challenges related to pronunciation differences, unfamiliar accents, limited vocabulary, and varying levels of language proficiency. The findings additionally show that participants prioritized understanding and message delivery over grammatical accuracy during interaction.

Another important finding concerns participants' confidence and comfort when interacting with other non-native English speakers. Many participants explained that the informal atmosphere of Ome TV reduced speaking anxiety and allowed them to communicate more freely. Unlike formal classroom environments, spontaneous online interaction encouraged participants to focus more on exchanging ideas than on avoiding grammatical mistakes. The shared status as non-native speakers also contributed to a more supportive interactional environment because participants understood that communication difficulties were a natural part of the interaction process. Continuous exposure to real-time interaction may therefore contribute to the development of learners' confidence, communicative competence, and willingness to use English in authentic situations.

In addition, the results demonstrate that ELF interaction does not eliminate speakers' linguistic and cultural identities. Instead, English functioned as a medium through which participants introduced their nationality, shared local traditions, discussed food and culture, and expressed aspects of their cultural background. Several participants also used local expressions or code-switching to maintain solidarity and express identity during interaction. Through spontaneous online interaction, participants were able to engage in intercultural dialogue, broaden cultural awareness, and experience authentic global interaction in digital environments.

CONCLUSION

The results of this study address the main objective of exploring learners' experiences in using English as a Lingua Franca (ELF) during spontaneous online communication on the Ome TV platform. The findings demonstrate that English functions as a practical shared language that enables speakers from different linguistic backgrounds to maintain interaction and achieve mutual understanding. Participants applied various communication strategies such as repetition, paraphrasing, clarification requests, simplification, and code-switching to overcome linguistic challenges during conversation. The study also reveals that spontaneous online interaction can support learners' confidence, communicative competence, and intercultural awareness. In addition, participants were able to maintain their linguistic and cultural identities while engaging in global interaction. These findings contribute to ELF research by highlighting the role of informal digital platforms in facilitating authentic communication and strategic language use among non-native English speakers. Overall, this study suggests that platforms such as Ome TV have potential to support language learning through authentic intercultural interaction. Future studies may involve more participants and explore ELF communication across different digital platforms to further examine the relationship between online interaction and language development.

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