

LEVERAGING LANGUAGE LEARNING STRATEGIES AND MOTIVATIONS TO DEVELOP INTERCULTURAL AWARENESS

*Nur Alfiana Isnaini¹, Yazid Basthomi², Mirjam Anugerahwati³

[*nur.alfiana.2302218@students.um.ac.id](mailto:nur.alfiana.2302218@students.um.ac.id)

^{1,2,3}English Language Education, Faculty of Letters,
Universitas Negeri Malang, Indonesia

Received: November 10, 2024

Published: February 10, 2025

Abstract: Incorporating intercultural competence in the classroom may be a demand these days. As a required skill, intercultural competence has attracted much attention in EFL learning. Therefore, this study aims to scrutinize the types of language learning strategies and students' motivation to learn English and how those strategies and types of motivation can elevate students' intercultural awareness. This study implements the development of intercultural sensitivity (DMIS) by Bennett (2004) and Hammer et al. (2003), language learning strategies by R. L. Oxford (1990), and language learning motivation by Pranawengtias (2022). Through online interviews, this study examined the transcriptions of two English literature students. The results revealed that of the types of language learning strategies undergone by female students, male students did not encounter affective strategies. In addition, the same thing happened with the types of motivation, where only female students encountered intrinsic and extrinsic factors. However, male students only encountered intrinsic factors. Interestingly, this study also underlines how language learning strategies and motivation are inextricably linked in shaping students' intercultural awareness. Overall, this study has shed light on EFL teaching where intercultural awareness can be promoted by accelerating students' language learning strategies (LLSs) and motivations (LLMs) and enabling them to establish a basic visualization of how the target language (foreign language) we learn in the classroom has a profound link with the culture of the target language itself. Thus, spotlighting the idea that learning a foreign language will steer the flow of in-class teaching into cultural learning also becomes the point from the current research.

Keywords: *Intercultural Awareness, Language, Language Learning Strategies, MOSMA, Learning Motivations, Study Abroad*

How to Cite: Isnaini, N.A., Basthomi, Y, & Anugerahwati, M. (2025). Leveraging language learning strategies and motivations to develop intercultural awareness. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 11(2), 200-217. <http://dx.doi.org/10.36706/jele.v11i2.47>

INTRODUCTION

Nowadays, language and culture have strongly related each other. The nexus between language and culture has proposed three important components such as offering an understanding between language and other phenomena from different cultures, allowing comparison and similarities between both languages, and

acknowledging linguistic dimensions (Mazari & Derraz, 2015). Some effects are reflected from this relationship (Masitoh et al., 2023). Firstly, students as English users will weakly use English if they lack English language exposure. Secondly, the objective of the learning language, notably the English language, should accommodate cultural awareness from the students' own culture and the target language culture to build sensitivity and empathy towards the target language. Besides, intercultural competence has heightened as another vital skill in language education (Fitriyah et al., 2023). Admittedly, learning the target language cannot be isolated from the culture of how to use the language in their context and understand the values rooted there (Ratri et al., 2024). The last effect is the effectiveness while adjusting with other people from different cultures can be easily built. From these previous effects, merging language and culture becomes a significant stage to be done to reach intercultural awareness. However, as Indonesian students, these three effects are still lacking.

Intercultural awareness develops from intercultural competence. Recently, this intercultural competence has heightened in the classroom, learning and teaching progress. This happens because incorporating intercultural competence in the classroom may become a requisite. In addition, to coexist and connect with many countries notably in this globalization era, cultivating intercultural competence becomes a necessity (Hu & Mao, 2024). A common phenomenon potentially happens in the society are misunderstanding and culture shock. Both happen since intercultural awareness teaching might be taught inappropriately. Having an ability to communicate appropriately and effectively with other people with different backgrounds indicates that someone has the intercultural competence. Therefore, integrating cultural understanding in teaching a new language particularly English, Arabic, and Chinese language could maximize students' ability to communicate with other people (Masitoh et al., 2023). In addition, Anugerahwati & Dewanti (2022) found that using media, such as watching movies, students can more readily grasp and discuss cross-cultural material about their own and other cultures. One of several activities can increase students' intercultural awareness such as studying abroad (Maharaja, 2018; Sobkowiak, 2019).

Furthermore, study abroad experience becomes one of several strategies and motivations to get intercultural experience. Masitoh et al. (2023) mentioned that language learning strategies (LLSs) have a strong nexus with the improvement of students' cultural awareness. Several previous studies on LLSs and cultural awareness have been widely conducted. In addition, other studies on LLSs have found three major strategies in learning English language such as cognitive, metacognitive, and compensation strategies (Aunurrahman et al., 2013; Lestari & Wahyudin, 2020; Rianto, 2020), and direct strategies including (memory, cognitive and compensation) and indirect strategies, such as metacognitive, affective, and social (Nasihah & Cahyono, 2017; Tanjung, 2018). Knutson (2006) found that dispositional attributes including tolerance and respect emerged as an objective of culture-general curricula especially for those different cultures. Besides, incorporating cultural awareness in language learning classrooms increased EFL learner's grammar knowledge (Mashudi et al., 2022). Therefore, Masitoh et al. (2023) linked the LLSs and cultural awareness. However, another consideration that may increase students' cultural awareness is language learning motivations (LLMs). It happens since LLSs will be found when students have particular motivation to

learn a new language especially English language. This idea is supported by Al Mardhiyyah et al. (2021) who stated that motivation could be increased because of students language barriers that affect their engagement in classroom activities. According to Siwa & Basthomi (2023), they found that having motivation drove students' EFL classroom engagement.

In their study, Masitoh et al. (2023) explored the LLSs and its relation to cultural awareness. The study is conducted qualitatively. For the participants, this study chose 8 university students ranging from 19 up to 30 years old who have an experience of foreign language learning for 5 years at minimum. Those participants were selected based on some criteria, such as learning one of several languages as their second or foreign languages (English, Arabic, or Chinese), having a good proficiency level in their target language which is proofed through TOEFL/IELTS/IBT for English language, TOAFL for Arabic language, and Hanyu Shiping Kaoshi for Chinese language. The qualitative method was conducted through two stages, the first was by giving a questionnaire consisting of 50 items and the second stage was conducting semi-structured interview through online (zoom application) or face to face interview. Besides, Masitoh et al. (2023) employed two theories. To answer LLSs, they used Oxford's SILL or strategy inventory for language learning (1990). Then, to answer the next research question and get deeper understanding on students' LLS, they used qualitative approach proposed by Miles et al. (2014), and it consists three concurrent activities including data reduction, data display, and drawing conclusion. This study was important since language became a part of culture and language reflected one's culture simultaneously (Jiang, 2000). The result pointed out that six main LLSs were used and these affected students' cultural awareness in some activities, such as while reading authentic texts, interacting with natives, and attending language courses.

This current article is inspired by Masitoh et al.'s (2023) research finding on the LLSs combining with LLMs to develop intercultural awareness by implementing some frameworks such as R. L. Oxford (1990), Pranawengtias (2022), Bennett (2004) and Hammer (2003). This study found some research gaps. First, combining both LLSs (Language Learning Strategies) and LLMs (Language Learning Motivations) might correlate each other. Indeed, students' LLMs lead to creative LLSs. Secondly, integrating LLMs and LLSs to develop intercultural awareness should be explored widely because language and culture are inextricable. Cultural and intercultural awareness are different. Cultural awareness may involve L1's or national culture while intercultural awareness will involve L1 and L2's or more dynamic cultures (Baker, 2015). Thirdly, the participants of this current research are university students with some specific criteria. Those are students majoring in English language, experiencing study abroad (MOSMA Program), and taking Interculturality in language and literary studies and cultural studies courses.

Overall, by addressing these research gaps, this study potentially opens a new additional discussion to the field and intercultural awareness in the language learning process notably in the Indonesian context. Out of the results of Masitoh et al. (2023), it triggered the curiosity and further investigation on the different point of view such as by knowing students experienced study abroad from the MOSMA program. Seeing this phenomenon will portray students' LLSs and LLMs to develop their intercultural awareness as undergraduate students. Exploring students having study abroad experience may potentially enrich and dig deeper understanding of the

phenomenon. To do so, this research will investigate students' LLSs and LLMs and its role in shaping intercultural awareness. Specifically, this study will explore the type of learning strategies and motivations used by the students to foster intercultural awareness shaping.

The case explored in Masitoh et al. (2023) was about the usage of LLSs and its relation to cultural awareness importance. They tried to portray Indonesian students as second language learners (Arabic, English, and Chinese languages). LLSs were divided into six strategies or SILL (strategy inventory of language learning), including metacognitive, social, memory, cognitive, affective, and compensation (Masitoh et al., 2023; Rianto, 2020). The ordinal writing of the six strategies was based on the most frequently used strategy. Having LLSs eased the improvement on language learning by facilitating usage of the new language, storage, or internalization even students will discuss the problem solving (Aunurrahman et al., 2013). In addition, knowing how students learn a new language is pivotal since it accommodated and increased students' L2 learning (Sabarun et al., 2023).

Furthermore, using appropriate LLSs became one of various factors to achieve foreign language learning goals. Another classification was referred to R. L. Oxford (1990) framework. Those classifications were two, and those are direct and indirect strategies. These two categories were based on the six strategies that were divided into two kinds. Memory, cognitive, and compensation strategies were grouped into one category namely direct language. It required the mental processes including receive, maintain, store and take words. Other categories were indirect strategies that consisted of metacognitive, affective, and social strategies. In addition, these strategies highlighted the learning organizations from activities that allow students to arrange thoughts and feelings (Rianto, 2020).

Several previous studies regarding LLSs have been explored. For instance, exploring the language learning strategies (LLSs) related to their ages has been conducted by (Tanjung, 2018). She found that LLSs were not well-known for Indonesian students because of their dependency on their teacher. The most frequently used strategies were metacognitive, cognitive, and compensation strategies. Masitoh et al. (2023) have found that the result of their study supported the previous research where LLSs played significant roles to determine students' successful learning. Indeed, some learning strategies were suggested to be changed to reach better performance.

In addition, Masitoh et al. (2023) have missed one point on some factors related to the choice of LLSs, such as language being learned, language learning goals, learning style, motivation, etc. Then, motivation was one of several factors that potentially affected students' learning (R. Oxford & Nyikos, 2013). Motivation also triggered several aspects, such as students' use of L2 learning strategies, the frequency of interaction with natives, the frequency of much input they seek, and their continuity of learning L2 outside the classroom (R. Oxford & Shearin, 1994). Some studies on LLMs were done where extrinsic motivation contributed more than intrinsic motivation in language learning (Pranawengtias, 2022). A previous study done by Oga-Baldwin et al. (2017) pointed out that intrinsic motivation reflects a high desire or an enjoyment with a task for its own sake. Budiharto & Amalia (2019) found that both intrinsic and extrinsic motivations influenced students' performances when learning the target language. Mustafa et al. (2018) have found that Indonesian language learning outcomes can be increased through achievement and motivation.

Nasihah & Cahyono (2017) have found that the combination of LLSs and motivation correlated with writing achievement.

Cultural awareness was suggested to be implemented in the classroom because its application helped students as the future language teachers to understand not only the factors of socio-cultural but also the necessity to be more critical. Therefore, they knew the target language culture without losing their own identity as local students (Agudelo, 2007). Masitoh et al. (2023) have interviewed the participants to increase their cultural awareness. They mentioned that students necessitated a process while gaining their cultural awareness of the context. It was proved that although students have already known the target language, they could not guarantee to be able to comprehend the meaning of the text until they know the context of the target language.

Masitoh et al. (2023) also mentioned that cultural awareness was acquired through different processes, such as from the teachers or from the interactive activities in the classroom. Cultural awareness was potentially gained through direct intercultural experiences such as living in another country or intercultural dialogue between the local and the target culture (Agudelo, 2007). Another study on cultural awareness has been conducted to seek its impact on students' grammar knowledge. The result revealed that grammar knowledge was boosted by English cultural awareness (Mashudi et al., 2022). It is in line with Knutson (2006) that features of the language or culture-words, phrases, signs, or even behaviors could be adopted and tried on by the students especially for a variety of social purposes, including humor and play.

Mazari & Derraz (2015) also mentioned language teaching has a significant role in learners' education by requiring students' perception and their attitude towards their cultures and other cultures. The results from Masitoh et al. (2023) proved that knowing that language correlates with culture simultaneously was significant. In addition, a sense of belonging to a particular ethnic group or geographical area will be offended while learning culture through language. This situation potentially happens where the target language's historical background is stronger than non-historical background. Therefore, it is pivotal to take care of students' own cultures and to avoid differences from outside. Besides, acknowledging language appropriateness was inevitably linked to situational context. Another idea is initiated that without language, the culture would not be possible. Indeed, language is the reflection of the culture Jiang (2000) and LLSs' selection was affected by different cultural backgrounds of the students (Grainger, 2012). Overall, Masitoh et al. (2023) concluded that students' cultural awareness navigated the LLSs' participants notably to gain linguistic and cultural comprehension while using the language.

The first framework is language learning strategies (LLSs) or strategies inventory of language learning (SILL) by R. L. Oxford (1990) were classified into six types, and those are memory, cognitive (for associating new information with existing information in long-term memory and for forming and revising internal mental models), compensation (guessing unknown meanings while listening and reading, or using circumlocution in speaking and writing for overcoming deficiencies in knowledge of the language), metacognitive (exercising "executive control" through planning, arranging, focusing, and evaluating their own learning process),

social (for interacting with others and managing discourse) and affective strategies (for directing feelings, motivations, and attitudes related to learning).

The next framework is proposed by Pranawengtias (2022) about LLMs. Motivation is classified into two types, and both are intrinsic and extrinsic motivation. Intrinsic motivation consists of initial motivation to learn and future goals. Besides, extrinsic motivations are rewards and punishments, quality of lecturers and teaching, and learning support facilities. However, Dornyei (2007) proposed different types of motivation for foreign language learning. Dornyei (2007) divided motivation into 4 types, including instrumental motivational subsystem, integrative motivational subsystem, need for achievement, and attribution about past failures.

Next framework is intercultural awareness. Bennett's (2004) and Hammer et al.'s (2003) DMIS are divided into six stages including denial (isolation and separation), defense (denigration, superiority, and reversal), minimization (physical universalism and transcendent universalism), acceptance (respect for behavioral difference and respect for value difference), adaptation (empathy and pluralism), and integration (contextual evaluation and constructive marginality). However, Hammer (2016) discusses his five stages of IDC. IDC is an intercultural development inventory as an improved instrument form Bennet (2004) and Hammer et al. (2003) (DMIS or developmental model of intercultural sensitivity). IDC's stages are built from monocultural mindset to intercultural mindset that consists of denial, polarization, minimization, acceptance, and adaptation.

METHODOLOGY

Subjects

This study involved 2 undergraduate students in the English Literature Department of a reputable public university in Malang city, Indonesia. The students in the eighth semester consisted of 1 female and 1 male. Both of them have experienced study abroad in MORA overseas students' mobility awards (MOSMA Program), and they have taken two courses related to cultures, and those are interculturality in language and literary studies and cultural studies courses. The population of MOSMA students at one of public university in Malang was five students. Then, the participant selection was based on their willingness and availability because only two students who were willing and available to become the research participants. If Masitoh et al. (2023) language participants were varied including English, Arabic, and Chinese, the current study focused on English language learning. Again, the current research study could not be generalized due to the number of participants. Thus, a few of participants from this study became the limitation and it would be a profound chance for the future research to do similar research by involving more than two participants to chase the generalizability. Then, although the current research study involved two participants, it gave the researcher a deeper understanding towards the phenomenon explored by this research. Besides, participants' answers also fulfilled the research questions where the depth of the findings was possibly gained.

Design and Procedures

This study utilized a qualitative method. This study descriptively reveals and presents the data in the form of description and themes. Writing description and

themes from the data in the study is developed through qualitative study (Creswell & Creswell, 2018). One of the inquiry strategies is phenomenology. The current research is classified into qualitative phenomenology since it portrays a detailed description of participants' experiences (Creswell & Creswell, 2018). Therefore, the interview data were used to describe the phenomenon of intercultural awareness and its LLSs and LLMs. The data were described to portray a clear picture of how LLSs and LLMs shaped students' intercultural awareness.

Data Collection and Data Analysis

The current study used an interview adapted from different frameworks including R. L. Oxford (1990) framework of LLSs, Pranawengtias (2022) framework of LLMs, Bennett's (2004) and Hammer et al.'s (2003) intercultural awareness framework. In addition, the ideas from the researcher to create open-ended questions through interview sessions by recording the interview session. Since audiotape was implemented, it necessitated planning for the transcription of the tape (Creswell & Creswell, 2018). The interview took around 30-40 minutes to explore LLSs and LLMs and also its relation to intercultural awareness. The interview questions were constructed and adapted from the theoretical frameworks. Thus, matching the conceptual framework with researcher's research questions became the basis of questions guide construction. For students' LLSs, the researcher asked the students about their preference of LLSs. After knowing their LLSs, the researcher tried to match students' answer with the most related LLSs representing their LLSs. This step worked for other questions. The next step was transcribing the interview data to ease the researcher in creating the themes based on participants' answers. The questions were: (1). As an English literature department student, do you have any particular LLSs while learning English as foreign language? (2). What motivates you to learn English as foreign language? (3). Do you think that by having LLSs and LLMs, they unconsciously reflect your intercultural awareness? However, these previous questions were open-ended questions where other additional questions were employed to respond to participants' answers, such as can you explain in detail? what do you mean? etc. In addition, although involving two students, this current study maintained the reliability where the researcher used member-checking process after analyzing the data.

The data were analyzed by data analysis in qualitative research based on (Creswell & Creswell, 2018). Those stages are begun with validating the accuracy of the information. Then, to validate the information, several stages are done. Those are collecting raw data (transcripts, field notes, images, etc.), organizing and preparing data for analysis, reading through all data, coding the data (themes and description), interrelating themes/description and interpreting the meaning of themes/descriptions. In this research, the raw data were from transcriptions only. In addition, to ease the researcher, the data were coded with female student (FS) and male student (MS). The coding system of the current research was done to ease to process of data analysis. While listening to the video recording, the researcher tried to check the theory and highlight the data (excerption) back and forth to find the LLSs and LLMs. Besides, the current study also categorized the presentation of the result based on the students' gender since it also revealed how LLSs and LLMs were varied due to the basis of gender. Thus, categorizing the thematic presentation based on LLSs and LLMs would affect the inconsistency of the research questions as well.

In brief, according to Creswell & Creswell (2018), the coding stages were begun from data preparation, areas tagging, data compilation in the different file, data or code review to eliminate overlap and redundancy, code grouping based on female and male LLSs, LLMs, and intercultural awareness, code assigning, code array to show the flow of ideas in the section of finding, and extended explanation was given to create a general summary representing the section of discussion.

FINDINGS AND DISCUSSION

Findings

The results revealed that the students utilized language learning strategies (LLS) during their learning process. The LLSs between female student (FS) and male student (MS) were different. To present the brief data, the researcher presented the following table to sum up all of LLSs usage by both female and male student. The extended interpretations were presented after the following table.

Table 1. Language learning strategies (LLSs) used by students

Gender	LLSs (Language Learning Strategies)	Data
Female	Social	Extract 1
	Cognitive	Extract 2
	Metacognitive	Extract 3
	Memory	Extract 4
	Affective	Extract 4
Male	Cognitive	Extract 5
	Memory	Extract 6
	Social	Extract 7
	Metacognitive	Extract 8

Female student (FS) LLSs

After analyzing the transcribed data, the most frequently used LLSs by FS (Female student) were social, cognitive, metacognitive, memory and affective. In social strategy, FS tried to learn about the culture of English speakers, ask for help from English speakers, and ask other people to slow down or say it again. Therefore, FS tried to understand that the sentence used by American people tended to be informal language or slang, such as “if you are down tomorrow”, it meant that “if you are free”. It was portrayed in the following extract.

Extract 1

FS: If you were here, like someone said if “you are down tomorrow”, like what the hell a down tomorrow, I was thinking like, do you want to stay up and not sleep for me, I was thinking about that, I was staying up for you.

Then, for cognitive LLSs, FS tended to talk like native speaker through using the hello application where someone can talk to strangers to learn English. Besides, FS liked to watch YouTube and search the meaning of English words she found. It was portrayed in the following extract.

Extract 2

FS: I used to play with hello apps, it is like we can talk to strange people to learn English so basically, I used that app for years when I was at high school so that is why I want to talk to foreign people in the real world in person.

For metacognitive LLSs, FS tried to find as many ways as she can to use her English, looked for people she can talk to in English, and she also has clear goals for improving my English skills. One of the examples from metacognitive LLSs was portrayed below. The following extract indicated that by following some accounts on Instagram, she might use her English well.

Extract 3

FS: I was following an Instagram account about study abroad or organization or community that talked about international things or about diversity or something like that, about culture.

Memory and affective LLSs were also used by FS. As memory LLSs, FS tried to use new English words in a sentence in order she remembered them and for affective, she noticed that she was nervous or tense when studying or using English. One of the examples was below:

Extract 4

FS: hmm probably we are afraid to speak in English

Male student (MS) LLSs

Besides, MS (Male student) also used LLSs, and the most frequently used LLSs were cognitive, memory, social, and metacognitive. For cognitive strategy, MS tended to watch English videos, remember a new English word by making a mental picture of a situation where the word might be used, and find patterns in English. One of examples was delineated in the following extract.

Extract 5

MS: I often watch videos on YouTube, but on YouTube I often watch For Your Page. YouTube always likes English, so I listen to it every day.

For memory strategy, MS tended to use rhymes to remember the new English words, to connect the sound of a new English word and an image or picture of the word to help remember the word, and to review English lessons often. One of examples was delineated in the following extract.

Extract 6

MS: If I really want to take an exam, I have to do it systematically, because the questions are too broad and they would not come out, so what I need is just what I have read.

For social strategy, MS tended to learn about the culture of English speakers and practice English with other students. One of examples was delineated in the following extract.

Extract 7

MS: So, even in SI, it seems like it was true" study again, study Toefl, study their culture, just like just going to foreign countries.

Dealing with metacognitive strategy, MS has clear goals for improving my English skills and he tried to find as many ways as I can to use my English. One of examples was delineated in the following extract.

Extract 8

MS: ...And when I was at Islamic junior high school, I took a bilingual class, but because of several reasons.

The results also presented the language learning motivation (LLMs) used by the students during their learning process. The LLMs between female student (FS) and male student (MS) was also different. To present the concise data, the researcher presented the following table to visualize all of LLMs usage by both female and male student. The extended interpretations were presented after the following table.

Table 2. Language learning motivations (LLMs) used by students

Gender	LLMs (Language Learning Motivations)	Data
Female	Intrinsic (future goals)	Extract 9
	Extrinsic (the quality of lecturers and teaching)	Extract 10
Male	Intrinsic (initial motivation to learn and future goals)	Extract 11

Female student (FS) LLMs

From the data analysis, this research pointed out that FS (female student) have particular strategies in language learning. Both intrinsic and extrinsic factors were delineated. From intrinsic factors, FS was motivated because of her initial motivation to learn and future goals. One of examples from intrinsic factors (future goals) was delineated in the following extract.

Extract 9

FS: so in their accounts they always share about different culture, therefore I want to talk with them, get in touch in their community that is why I learned English

Furthermore, FS was also motivated because of extrinsic factors such as the quality of lecturers and teaching. The example portrayed that she was motivated because of the lecturers and teaching quality during the class. The better the lecturers' quality, the more she got motivated to learn English in the classroom. An example from extrinsic factor was delineated in the following extract.

Extract 10

FS: So did I. I felt that I mastered the English language more if I talked in English.

Male student (MS) LLMs

From the data analysis, this research revealed that MS (male student) had particular strategies in language learning as well. It was found that MS tended to be motivated only through intrinsic factors such as his initial motivation to learn and his future goals. An example from intrinsic factor (initial motivation to learn) was delineated in the following extract.

Extract 11

MS: Oh yes, I have always liked English, I like listening to songs like this, I like it, so it was okay, so from that I took English, literature, that was it. The motivation is because I really like it. Then then I feel like good

***How LLS(s) and LLM(s) develop students' intercultural awareness
Female student (FS)***

According to the result, FS or female student's intercultural awareness was portrayed through experiencing several stages (denial, acceptance, adaptation, and integration). From these stages, she transformed from a monocultural mindset to multicultural mindset. Therefore, the following analysis showed how both students' LLSs and LLMs were able to shape their intercultural awareness through DMIS (Developmental model of intercultural sensitivity). Previously, in the extract 1, female student mentioned that she used social strategy to learn language (LLSs) that immediately impacted her intercultural awareness. In addition, in extract 9, her motivation was for her future goals (talking and getting in touch with native speakers). Both of female LLS and LLM affected how she overcame the denial stage, for instance, FS experienced isolation. She tried to differentiate between her identity she brought and the new culture where she would live. She also realized that she was the new person there. It was portrayed in the following extract:

Extract 12

FS: Sometimes we say "hmm hmm hmm". I mean you know it means that we are thinking, it means like we were the new person there.

Then, the next step was acceptance. In the long run, a female student overcame this stage. She slowly accepted the cultural differences between her own culture and other cultures. Acceptance meant that she tried to respect behavioral and value differences. The acceptance stage appeared for two reasons. The first reason is her LLS in extract 2 that portrayed her recognition of English country since at senior high school. Therefore, her intercultural awareness has shaped before going abroad and it increased maturely after going abroad. The second reason is her LLM in extract 10. Initially, she stated that to resemble as English native speakers when she spoke in English language regularly. From these LLS and LLM, she indirectly opened to a new culture. One example from the acceptance stage (respect for behavioral difference) was delineated in the following extract.

Extract 13

FS: But the thing is I have learned that they are a bit hard to say "no" in straight way

Besides, the next stage was the adaptation stage. In the adaptation stage, she has experienced empathy and pluralism. Again, her LLS in extract 3 and LLM in extract 9 play significant roles in shaping her adaptation stage. For instance, in extract 3 she conveyed that she already prepared things related to international experiences. Besides, in extract 3, it also showed her readiness to adjust easily with the new culture by grasping any information related to diversity or culture. Moreover, the similar idea also turned up in extract 9. One of examples from the adaptation stage (empathy) was delineated in the following extract.

Extract 14

FS: It turns out that when I was there, their individuality had limitations. It looked like someone was opening the door, then, someone was looking at a distance about 2-3 rows behind him/her, and the door was kept opened, so we went straight in and we did not have to open the door.

Then, the next stage is integration. This is the highest level of intercultural awareness where she (the student) can easily adjust to the target culture while maintaining her sense of locality. The integration stage can include two ways,

namely constructive marginality and contextual evaluation. In this case, contextual evaluation arises because she tries to recall what she has known and learned before going abroad. The act of recalling an experience is defined as contextual evaluation where she tries to relate what she knows to what she is currently facing. Then, she evaluates to look for congruence. In addition, the integration stage is established and reflected by her LLS in extract 2 and LLM in extract 9. From these LLSs and LLMs, it can be seen that she can easily fit in with foreigners because she makes an effort to talk and relate to them. For example, she installs the hello app and scrolls through Instagram accounts related to English, culture, and how they communicate with each other. An example from integration stage (contextual evaluation) was delineated in the following extract.

Extract 15

FS: As far as I remember, I was once taught intercultural course by a teacher, and that seems to be quite relevant there, so there is a part where people did not know, then they know, then they deny, then they accept, then they try to improve again, then they accept, then they complain, then they accept by not complaining and even blending in.

Male student (MS)

Male student (MS) also experienced several stages of having multicultural mindsets, such as (denial, acceptance, adaptation, and integration). Denial stage consisted of separation and isolation activity. Separation meant that he tried to compare and contrast between his culture and the target culture (English). Isolation meant that he tried to assume that he should act just like the ordinary behavior as Indonesian students without paying attention to cultural differences that occur around him. In addition, for the denial stage, MS experienced both of them. One of examples from the denial stage (separation) was delineated in the following extract.

Extract 16

MS: it looked obvious, like for example, how people there behaved and how Indonesian people behaved as well, especially the way of communicating with others, it seemed that it was really different, like that.

In extract 16, the separation emerged because he likely distinguished how Indonesian and English people behaved. The distinction was unconsciously created by him since he experienced directly how both Indonesian and English people interact with others. From these two experiences, he summed up that the difference between two cultures including the way they communicated was shaped because they have different background. Indeed, he stated this situation obviously. The separation as the denial stage was found because he indirectly created a boundary between him and English people.

For the acceptance stage, he experienced behavioral differences. One of the examples from the acceptance stage was delineated in the following extract.

Extract 17

MS: A lot of Indonesian lecturers say that if the people there were on time, you have to be on time, apparently yes, and it was really true that when I was there, I was leaving 10 minutes before the class but the lecturer was already there, oh, this was true, it was true that they were very on time.

After overcoming the denial stage, the male student slowly realized that he and those English people were different and this situation was a commonsense. The discourse that English people were on time has been told by my lectures in Indonesia. Being on time at many events has become their strong identity. Then, it was proofed. Indeed, he thought that he was the one who came to the class on time. However, even the lecturer has been there. Therefore, after experiencing this situation, he accepted that the discourse was true and he slowly apprehended English people's behavior.

In the adaptation stage, he experienced both pluralism and empathy. He put his empathy on English people by appreciating that those English people have that not of Indonesian people has. For instance, English people were accustomed to hold the door for other people following them at the publics. The following extract is belonged to empathy since initially he realized that English people were individualistic. His negative impression on English people gradually decreased. Eventually, he showed the positive impression as well. Therefore, the empathy occurred and replaced his negative view towards English people. One of examples from the adaptation stage (empathy) was delineated in the following extract.

Extract 18

MS: But yes, even though they were individualistic, they were like "we can hold the door for you" so I felt like if someone opened the door, it was a culture shock.

For the last stage, he passed the integration stage. In this stage, he did contextual evaluation. Primarily, he valued that English people were selfish and they did not pay attention on others, whether their action may bother other people or not. However, when he positioned himself at that particular context, especially as English people, he immensely understood that they were not selfish, they were more into self-oriented. In other word, they did not want interfere others and they wished that they would not be interfered by others as well. One of examples from integration stage (contextual evaluation) was delineated in the following extract.

Extract 19

MS: But there, like you played music loudly, that was okay, I thought they did not appreciate others, but yeah, they were. So, they were not selfish, they were more self-oriented.

Discussion

The current research result supported Masitoh et al.'s (2023) result. This research found that LLSs used by both FS and MS employed social, cognitive, metacognitive, memory, and affective. Masitoh et al. (2023) result revealed the similar research finding with the current study where metacognitive, social, and memory were the most frequently used LLSs. Both of current and Masitoh et al.'s (2023) results were similar due to the theory used to analyze the data. Both of them implemented LLSs used by R. L. Oxford (1990) where the similarity to reach the similar result was potentially high. The high usage of metacognitive strategy was possibly due to the female student's willingness to activate many ways to improve her English. Then, according to the framework R. L. Oxford (1990), it has been stated that female student's struggle to learn English was categorized in to

metacognitive because she exercised her executive control through planning and arranging many ways to learn English.

In addition, this result is also in line with previous studies where LLSs were used by Borneo island students at public university, including metacognitive, cognitive, and compensation (Rianto, 2020; Tanjung, 2018). The current result supported Rianto (2020) because female student (FS) was allowed to coordinate her own learning process through planning learning, such as her plan to find a peer to talk to using English. Interestingly, since the present result also differentiated LLSs based on the gender usage, Rianto (2020) also found that female student tended to have more LLSs than male student. Thus, this current result supported Rianto's (2020) result and the extract 3 was categorized as metacognitive strategy.

Besides, the current result also in line with the result by Tanjung (2018), where the most frequently used LLSs was metacognitive strategy. Meanwhile, LLSs used by Tanjung (2018) was categorized based on participants' age, such as under 20 years old, 20-21 years old, 22-23 years old, and 24-25 years old. Moreover, both FS and MS did not employ compensation strategies like Tanjung's (2018) result. This might happen because of different participants between the current research result and the previous studies who potentially have different language learning environment preferences. In addition, this potentially happened due to a rare direct interaction made by both female and male student while communicating with native speakers. Therefore, there was no guessing moment about the text or dialogues or even the gestures.

Lestari & Wahyudin (2020) also supported the current result of the study where affective strategy becomes the least used strategy. It probably happened because the students were seldom to overcome emotional factors during learning language even they did not aware of its natural presence around them. Besides, no one from both female and male student wrote their language learning daily. Therefore, this was the reason that the affective strategies were rarely used by the students. On the contrary, Aunurrahman et al. (2013) found that memory strategy was placed at the latter position. It is different with the current study where both FS and MS put memory strategy a lot. Both Aunurrahman et al. (2013) and the current result findings were different since cognitive strategy took many roles language learning process in Aunurrahman et al. (2013). Probably, the participants in Aunurrahman et al. (2013) did not review a lot and preferred to learn new languages or input all the time (Lestari & Wahyudin, 2020; R. L. Oxford, 1990).

However, Masitoh et al.'s (2023) result did not show students' LLMs. This probably happened due to broader variables that excluded from their variables. However, combining LLSs and LLMs as the current research gap proposed unique result because LLMs also increased students' language learning achievement (Budiharto & Amalia, 2019; Mustafa et al., 2018). Furthermore, the combination of LLSs and LLMs also highly motivated language learners to use various strategies (Dornyei, 2007; R. Oxford & Nyikos, 2013; R. Oxford & Shearin, 1994). This is in line with Nasihah & Cahyono (2017) where they found that LLSs and LLMs strongly correlated each other in determining language learning.

Furthermore, this current study also supported Masitoh et al.'s (2023) result which explored intercultural awareness. The term intercultural awareness was more suitable to accommodate two different cultures rather than cultural awareness. Masitoh et al.'s (2023) result revealed that LLSs play significant roles in shaping

students' cultural awareness. This current study found that combining LLSs and LLMs was able to shape students' intercultural awareness. The previous study supported the current result was done by Grainger (2012) who found that cultural background became significant in the language strategy choice. Briefly, this result is in line with several previous studies where language and culture are inseparable (Agudelo, 2007; Baker, 2015; Hu & Mao, 2024; Jiang, 2000; Knutson, 2006; Mashudi et al., 2022; Mazari & Derraz, 2015). This happened due to the language that participants learn also reflected its culture or identity (Jiang, 2000).

CONCLUSION AND SUGGESTION

Overall, this current study supported Masitoh et al.'s (2023) result where LLSs combining with LLMs were able to develop intercultural awareness through DMIS stages. Therefore, students were transformed from ethnocentric stages to the ethnorelative stages or from monocultural to intercultural stages. However, to know students' preferences of LLSs, it needs to be conducted through a questionnaire using quantitative methods with additional participants. Theoretically, this study contributed to the body of knowledge notably in the intercultural awareness field. Practically, this current research shows intercultural awareness significance in ELT classrooms by incorporating LLSs and LLMs. Besides, specifically, the current study would ease and give a concrete illustration of how intercultural awareness unconsciously built through learning the target or foreign language, such as English language. This condition was affected by teachers' awareness on language learning strategies and motivations used by the students while learning English language in the classroom. Therefore, paying attention on students' LLSs and LLMs was salient since learning other language also involved learning other culture.

REFERENCES

- Agudelo, M. J. J. (2007). An Intercultural Approach for Language Teaching: Developing Critical Cultural Awareness. *Íkala, Revista de Lenguaje y Cultura*.
- Al Mardhiyyah, S., Latief, M. A., & Masduqi, H. (2021). Enhancing the Students' Learning Motivation by Using Instructional Media for Thailand's Municipal School. *Pedagogy: Journal of English Language Teaching*, 9(1), 76. <https://doi.org/10.32332/joelt.v9i1.3131>
- Anugerahwati, M., & Dewanti, T. S. (2022). Intercultural Communication Competence of Indonesian Undergraduate Students When Watching the Movie 'American History X.' *KnE Social Sciences*, 2022, 142–151. <https://doi.org/10.18502/kss.v7i7.10658>
- Aunurrahman, Kurniawati, T., & Ramadhiyanti, Y. (2013). Exploring Indonesian College Students Strategies in Learning English Language. *Arab World English Journal*, 2, 4–13. www.awej.org
- Baker, W. (2015). Research into Practice: Cultural and intercultural awareness. *Language Teaching*, 48(1), 130–141. <https://doi.org/10.1017/S0261444814000287>
- Bennett, M. J. (2004). Becoming Interculturally Competent Discovering the Sequence of Development The Ethnocentric Stages of Development. 62–78.
- Budiharto, R. A., & Amalia, L. (2019). Motivation Behind Indonesian Undergraduates Learning English As a Target Language. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(1). <https://doi.org/10.24256/ideas.v7i1.714>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative,*

- and Mixed Methods Approaches. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth). Sage Publications.
- Dornyei, Z. (2007). *Conceptualizing Motivation in Foreign-Language Learning*. *Language Learning*, March, 45–78.
- Fitriyah, U., Widiati, U., Basthomi, Y., & Wulyani, A. N. (2023). From International Experience to Intercultural Competence: Indonesian EFL Teacher' Reflection. *JEELS: Journal of English and Linguistics Studies*, 10(January 2023), 119–148. <https://doi.org/10.30762/jeels.v11i1.2679>
- Grainger, P. (2012). The impact of cultural background on the choice of language learning strategies in the JFL context. *System*, 40(4), 483–493. <https://doi.org/10.1016/j.system.2012.10.011>
- Hammer, M. R. (2016). The Intercultural Development Inventory: A New Frontier in Assessment and Development of Intercultural Competence. In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.), *Students Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (pp. 1–23).
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421–443. [https://doi.org/10.1016/S0147-1767\(03\)00032-4](https://doi.org/10.1016/S0147-1767(03)00032-4)
- Hu, Y., & Mao, L. (2024). Research on Blended Foreign Language Teaching Strategies Integrating Intercultural Competence Cultivation. *World Journal of Educational Studies*, 2(1), 0–4. <https://doi.org/10.61784/wjes240181>
- Jiang, W. (2000). The relationship between culture and language Downloaded from. NATIONAL PINGTUNG UNIVERSITY OF SCIENCE & TECHNOLOGY On, 54(October), 328–334. <http://eltj.oxfordjournals.org/>
- Knutson, E. (2006). Focus on the Classroom: Cross-Cultural Awareness for Second/Foreign Language Learners. *Canadian Modern Language Review*, 64(4), 20. <http://www.utpjournals.com/cmlr/cmlr624.html>
- Lestari, M., & Wahyudin, A. Y. (2020). Language Learning Strategies of Undergraduate Efl Students. *Journal of English Language Teaching and Learning*, 1(1), 25–30. <https://doi.org/10.33365/jeltl.v1i1.242>
- Maharaja, G. (2018). The Impact of Study Abroad on College Students' Intercultural Competence and Personal Development. *International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars*, 7(2), 18–41.
- Mashudi, M., Nurmansyah, A., Saenko, N. R., Nurjain, A., & Sharifullina, S. R. (2022). The Impact of English Cultural Awareness on Indonesian Advanced EFL Learners' Grammar Knowledge. *International Journal of Society, Culture and Language*, 10(1), 99–108. <https://doi.org/10.22034/ijscsl.2021.246709>
- Masitoh, S., Arifa, Z., Ifawati, N. I., & Sholihah, D. N. (2023). Language Learning Strategies and the Importance of Cultural Awareness in Indonesian Second Language Learners. *Journal of Language Teaching and Research*, 14(2), 436–445. <https://doi.org/10.17507/jltr.1402.20>
- Mazari, A., & Derraz, N. (2015). Language and Culture. *International Journal of Humanities and Cultural Studies*, 2(2), 350–359.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (3rd ed.). Sage Publications.
- Mustafa, M. N., Hermandra, H., Zulhafizh, Z., & Hermita, N. (2018). The Significance of Language Motivation Learning: Correlation Analysis. *Advanced Science Letters*, 24(11), 8380–8383. <https://doi.org/10.1166/asl.2018.12568>
- Nasihah, M., & Cahyono, B. Y. (2017). Language Learning Strategies, Motivation, and

- Writing Achievement of Indonesian EFL Students. *Arab World English Journal*, 8(1), 250–263. <https://doi.org/10.24093/awej/vol8no1.18>
- Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology*, 49, 140–150. <https://doi.org/10.1016/j.cedpsych.2017.01.010>
- Oxford, R. L. (1990). Styles, Strategies, and Aptitude: Connections for Language Learning. In T. S. Parry & C. W. Stansfield (Eds.), *Language Aptitude Reconsidered* (pp. 67–131).
- Oxford, R., & Nyikos, M. (2013). Choice of Language Variables Affecting Students Learning Strategies by University. *The Modern Language Journal*, 73(3), 291–300.
- Oxford, R., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *The Modern Language Journal*, 78(1), 12–28. <https://doi.org/10.1111/j.1540-4781.1994.tb02011.x>
- Pranawengtiyas, W. (2022). Undergraduate Students' Motivation on English Language Learning At Universitas Teknokrat Indonesia. *Journal of English Language Teaching and Learning*, 3(2), 27–32. <https://doi.org/10.33365/jeltl.v3i2.1956>
- Ratri, D. P., Widiati, U., Astutik, I., & Magdalena, P. (2024). A Systematic Review on the Integration of Local Culture into English Language Teaching in Southeast Asia: Current Practices and Impacts on Learners' Attitude and Engagement. *Pegem Journal of Education and Instruction*, 14(2), 37–44. <https://doi.org/10.47750/pegegog.14.02.05>
- Rianto, A. (2020). A Study of Language Learning Strategy Use among Indonesian EFL University Students. *Register Journal*, 13(2), 231–256. <https://doi.org/10.18326/rgt.v13i2.231-256>
- Sabarun, Widiati, U., Suryati, N., & Azman, M. N. A. (2023). Measuring the Effect of Learning Style Preference on Learners' Argumentative Essay Writing Across Different Writing Strategies. *Journal of Higher Education Theory and Practice*, 23(5), 187–201. <https://doi.org/10.33423/jhetp.v23i5.5935>
- Siwa, Y. N., & Basthomi, Y. (2023). Students' Optimal Engagement in EFL Large Classes: A Qualitative Phenomenological Study in East Nusa Tenggara. *The Qualitative Report*, 28(12), 3572–3591. <https://doi.org/10.46743/2160-3715/2023.6073>
- Sobkowiak, P. (2019). The impact of studying abroad on students' intercultural competence: an interview study. *Studies in Second Language Learning and Teaching*, 9(4), 681–710. <https://doi.org/10.14746/ssllt.2019.9.4.6>
- Tanjung, F. Z. (2018). Language Learning Strategies in English As a Foreign Language Classroom in Indonesian Higher Education Context. *LLT Journal: A Journal on Language and Language Teaching*, 21(Suppl), 50–68. <https://doi.org/10.24071/llt.v21isuppl.966>

About the Authors:

Nur Alfiana Isnaini is a student of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. She is interested in EFL, ELT and cross-cultural understanding.

Yazid Basthomi is a professor of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. His research interest is in applied linguistics. He has already published valuable articles in reputable journals and proceedings.

Mirjam Anugerahwati is a doctor of English Language Education, Faculty of Letters, Universitas Negeri Malang, Indonesia. She is eagerly keen on doing studies in the field of cross-cultural understanding, English for Specific Purposes and TEFL. He has already published valuable articles in reputable journals and proceedings nationally and internationally.