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*Research Article*

# International University Students' Experiences Studying Abroad: The Phenomenon of Using English in a Non-English-Speaking Country

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## Abstract

This qualitative study provided an in-depth understanding of the experiences of international students in Malang, Indonesia. This research examined the gap in the existing literature on BIPA students' reliance on English as a lingua franca during their time studying Bahasa Indonesia. These participants were DARMASISWA awardees who had English proficiency requirements to apply to this program. Meanwhile, the English proficiency of local Indonesian was observed to be limited. Interpretative phenomenological analysis was employed to investigate the adaptive strategies and adjustments of three international students in response to this paradoxical problem. Key findings from the Interpretative Phenomenological Analysis demonstrated the complexity of using English as lingua franca in non-Anglophone settings. First, the findings indicated that English functioned simultaneously as a cognitive bridge for Indonesian acquisition and as a social limitation beyond the classroom context. These two distinct linguistic landscapes coexisted among international peers and challenging local interactions. Second, participants consistently reported communication challenges within Indonesian settings. This practice requires adaptive strategy, such as spontaneous gestures, basic Indonesian language and translation applications. In addition, the students experienced a dynamic shift in their dependency on English over their study abroad period. This move from English into Indonesia was influenced by both institutional policy and their personal choice. Their unique encounters with both Indonesians and international students shaped their identity by using English and provided new insights into English as a lingua franca in various intercultural contexts. The findings highlighted the need for research into improving departure guidance and intercultural support for international students.

## Keywords

BIPA, DARMASISWA, English as Lingua Franca, Study Abroad, IPA

## Introduction

Extensive research confirms that study abroad programs have resulted in measurable gains in target-language proficiency and intercultural communication competence (Baker & Hüttner, 2020; Heinzmann et al., 2024; Higuchi et al., 2023). While conventional scholarship remains focused within Anglophone settings, a distinct linguistic phenomenon occurs when students navigate non-Anglophone environments using English as a lingua franca (ELF) (Alhasnawi et al., 2023). To fully understand this phenomenon, research focusing on non-Anglophone settings is necessary. Hence, Indonesia was selected as the research context, given its rich cultural landscape (Mantra, 2022). The Indonesian government established a scholarship called DARMASISWA (Ministry of Education, Culture, Research, & Technology, 2024).

Meanwhile, English proficiency remained a prerequisite for the program. However, a critical paradox arose when international guests encountered environments that exhibited low English proficiency. Indonesia, as a non-English-dominant country, is ranked 79 out of 113 countries in the EF World English Proficiency Ranking (Simanjuntak & Simanjuntak, 2025). Thus, instead of providing support, the Indonesian linguistic landscape often became a source of struggle (Nurkamto et al., 2018). This discrepancy resulted in significant communicative friction where English did not meet the students' expectations. Although English is officially taught at a certain age, Indonesians still consider it a foreign language (Maruf et al., 2020). Nevertheless, in a context where over 700 languages are used, expecting Indonesian residents to use a foreign language in their social life creates a sociolinguistic context (Marcellino, 2015).

However, current studies have found that English is used as a bridge, especially among low-level learners who still need English as a medium of instruction. Since the content is English-based, BIPA teachers should master English as a lingua franca to maintain communication (Kurniawan & Jazadi, 2021). Studies suggest that teachers employ English as a language catalyst, combined with cultural literature content, to evidently increase learner proficiency (Asteria et al., 2025). Although English is considered important, research on the use of English as a medium of instruction is mainly discussed in a classroom context. Thus, the real-life interpretations still remain scant (Vu & Dinh, 2021; Lee et al., 2023). To fill this lacuna, this research explored how English as a lingua franca and BIPA interacted during DARMASISWA Scholarship programs. In particular, this study focused on examining BIPA students' social experiences and adaptability while using English to support their study of Bahasa Indonesia. Hence, the use of Interpretative Phenomenological Analysis (IPA) was deliberately chosen. In fact, previous studies tend to develop a review, narrative, and case study approach. However, research designed to investigate the lived experiences of students by interpreting the phenomenon remained under-explored. By employing IPA, this study contributes significantly to the BIPA literature, particularly in understanding students' social exposure and the instrumental role of English. Both performed as a cognitive bridge and social lubricant in their Indonesian learning journey.

The research questions of the study are: (1) What are the lived experiences of international university students in Indonesia regarding their use of English as a lingua franca in real-life interactions within a non-English-speaking Indonesian context? (2) How does English's role as lingua franca shift in the social and academic lives of international university students studying in Indonesia?

## Method

### Research Design

This study employed a qualitative approach, specifically utilizing Interpretive Phenomenological Analysis, as a study design. IPA is uniquely optimized for investigating participants' experiences and how they construct meaning from crucial life events. Matching its focus, this study design was adopted



to examine the narratives around their multilingual competency while navigating native speakers' norms in an English as a Lingua Franca environment (Rajasinghe, 2020). This study aligned with the nature of this study since it scrutinized the experiences of international students in Malang, Indonesia, who continue to utilize English within localized socio-linguistic settings (Eatough & Smith, 2023).

### **Setting and Participants**

To capture rich, in-depth results, a purposive sampling strategy was implemented to select three International University Students as participants who reside in Malang, East Java, Indonesia. All were enrolled as exchange learners within the *Bahasa Indonesia bagi Penutur Asing* (BIPA) program funded by the DARMASISWA scholarship. Two students from Uzbekistan and one student from Yemen consented to participate in the interview process. To protect participant privacy, this study maintains ethical standards. The pseudonyms (Max, Khalid, Lola) are used throughout this research.

The selection of the participants consistently aligned with the principles of IPA (Smith et al., 2009). Instead of broad statistical generalization, this small size represents the methodological purpose of experience in detail. The small sample size allowed for the intensive examination of individual psychological realities to facilitate deep interpretation. Significantly, all participants met the English proficiency prerequisites of the DARMASISWA scholarship program prior to their enrollment. This evidence proves that English competency was the central baseline to position their involvement in exploring the lived experiences of international students during their study in a non-Anglophone host country. The consent of each participant was obtained to ensure full transparency, absolute confidentiality rights, and data protection regarding the study's purpose

### **Data Collection Techniques**

The primary data were collected through semi-structured interviews adapted from Simpson (2023). As previously stated, the questions covered the lived-experience contents. This allowed participants to share their experiences in a more meaningful context. Each interview process will provide an audio record as evidence and a transcription file for a more accurate result.

### **Data Analysis Technique**

The data analysis in this qualitative descriptive study followed a systematic framework aligned with Smith et al. (2009) or well known as IPA analytical processes, which are divided into six steps:

First, the raw audio files were transcribed using computer-assisted transcription software (Turbo Script). The data were repeatedly listened to ensure data integrity while presenting the result immensely. This action adhered to IPA's idiographic focus. Thus, each audio was executed case by case. Starting from Khalid's audio transcription before moving to Max and Lola's data. Second, across the transcripts, initial exploratory annotation was generated systematically. To capture the participants' psychological realities, the conceptual comment on the text was applied by examining the data from a linguistic perspective. The result showed a detailed descriptive analysis of the content. Third, these initial notes were transformed into more concise, theoretically informed "emerging themes" in the right-hand margin. This step shifted the broader conceptual connection to produce localized text fragments across the narrative.

Fourth, the relationships between emerging themes were explored, clustering them into master themes and subordinate themes. In the fifth step, the same iterative process was repeated for each participant's transcript, allowing for both case-specific understanding and cross-case convergence. This implementation is conducted to ensure the quality of the research. Lastly, a final table of master themes was constructed, representing the key findings across all participant interviews, ensuring the richness and depth of the individual experiences were maintained within the broader thematic structure.

### **Trustworthiness**

A strategy was employed to ensure the study's trustworthiness. Researchers reviewed the interview results using credibility-enhancing methods, including member-checking and peer review (Haq et al., 2023).

## Results

### Communication Challenges & Expectation Gap

All three interviewees consistently reported significant difficulties in communicating with local Indonesians due to their limited proficiency in the English language. This often resulted in misunderstandings and a need for alternative communication strategies. Their expectation that Indonesians use English was found to be inaccurate. Nonetheless, English was helpful most of the time because it remained a language that local residents had some exposure to.

What is significant beyond practical inconvenience, however, is the essence of this expectation gap. All three participants assumed that English is commonly accessible. This sheds light on why English was supposed to be a supporting prerequisite, not the main one. For instance, Khalid drew direct comparisons with Malaysia, where even the service workers spoke English fluently. Finding Malang "100 percent different" was not simply an inconvenience; it was the cognitive dissonance. This variance between expectation and lived experience itself is phenomenologically meaningful. Therefore, it became the starting point for each student for their communicative adjustments.

"When I first came to Indonesia, I used English to understand my Indonesian acquaintances, and in public places such as cafés, restaurants, and malls, I tried to explain my point with basic Indonesian words that I had learned before." (Max)

"People do not speak English very well here, so it's... I rarely see people who speak English. When I came to the city, it was 100% different." (Khalid). "In restaurants or shops, local shops, supermarkets, it is difficult to communicate with people because more than 90% of the time. I have difficulties understanding them because most of them cannot speak English." (Lola)

### Adaptive Strategies (Gestures & Translation)

Faced with language barriers, the students developed various adaptive strategies to overcome them. These included using basic Indonesian words, gestures, and translation applications like Google Translate, as well as simplifying their English. English, as an international language, led them to expect that locals here would speak it. In reality, Indonesians have low proficiency in English. This results in a misunderstanding due to a language barrier. Using gestures and body language was a solution to keep matters under control. Khalid initially experienced frustration and was faced with a dilemma. Because if he used English, most Indonesians would not be fluent in English. Then, when he spoke Indonesian, he misspoke some words and later realized his mistake. That experience almost made him give up speaking the Indonesian language.

Meanwhile, Lola saw it as a unique moment. She had not experienced that previously. Therefore, they realized that locals also struggle to use English—at least, they were trying to learn and help. In the following quotation, it is also mentioned. Khalid implemented gestures to help locals understand what he meant. Sometimes, a universal symbol, such as using fingers to explain numbers, worked better.

Furthermore, Max and Lola's experiences were almost similar but had slightly different contexts. While Max showed his adjustment by using the Indonesian language, Lola encountered locals who tried to speak English. Despite their low proficiency, Lola still understood their meaning.

What is notable across these responses is not only that the participants found adaptive mechanisms. Instead, how the character of those adaptive mechanisms reflects the distinct communication contexts



in different ways. Khalid's frustration was evident until he reached the point of nearly abandoning Indonesia. This emotional weight led to a conclusion that missteps can carry for a learner who associates communicative competence with personal dignity. In contrast with Khalid's story, Lola's story reflected a communicative resilience that helped her to experience imperfect exchange as shared effort rather than personal failure. Both responses represented their adaptive competence. Despite being expressed through different emotional responses to the same underlying challenge.

"I tried to explain my point with basic Indonesian words that I had learned before." (Max).

"Maybe I can use Google Translate to translate my opinion to them or what I want." So, how much? Then I used my expression with my hands and gestures to show the seller how much the other thing was." (Khalid)

"But they have very basic conversations in English, like "hello", "thank you", or some numbers. They try to use their English with me when they see me, and they want to. Their vocabulary is in English with me." (Lola)

### **English as a Cognitive Bridge**

English played a crucial role in their ability to acquire Indonesian. For Khalid, the overlap of vocabulary from English and Arabic simplified the learning of Indonesian. Max explicitly stated that learning Indonesian would have been impossible without first learning English, even though Lola did not expressly state that English was helping her learn Indonesian. However, she clearly stated that she had used English in Indonesia before she had a better understanding of this language. The participants mentioned that English was helping them from the start, even before they arrived as International Students in Malang. They presented themselves in various ways in English. While Lola preferred enjoyable learning, Khalid stated that he joined a virtual education program. Clearly demonstrating that he was serious about improving his skills.

Khalid's case is particularly instructive here. His recognition that Indonesian academic vocabulary is derived from both English and Arabic, the language he commands. It meant that Indonesia was not acquired from zero. Instead, his recognition of familiar lexical patterns built progressively during his academic journey. This gave him access to new academic comprehension that would not have happened without prior background. Max's takes this further, framing English not only as a useful resource. But also a necessary precondition where he positioned English as his first step to learn Indonesian. Thus, he mentioned, without English, he could not have accessed Indonesian meaningfully. Link these together, suggesting that for these participants, English functioned less as a communicative medium in Indonesia and more as a cognitive bridge. To sum up these findings, English brought Indonesia from an unfamiliar language to a structurally legible one.

"English played a role that is definitely important. I couldn't have learned the Indonesian language if I had not learned English." (Max)

"English is a big help because many words in... Okay, I'm studying Islamic finance, Islamic banking. So, most of the words have either origins written in Arabic or English. Having a strong background in both English and Arabic has been of great benefit to me. Helped me learn Indonesian." (Khalid)

### **Dual Linguistic Landscapes (Local vs international)**

A clear distinction emerged between communicating with local Indonesians, which was challenging, and with other international students, which was generally much easier. This highlighted the existence of different linguistic landscapes within Malang. International students had better proficiency in English than Local students. In Max's experiences with locals, he used English only with his friends who wanted to improve their abilities. Therefore, Lola's experience showed that Internationals already had good English skills. Meanwhile, international students from the same countries or who speak the same



languages still preferred to use their own language. A pattern confirmed by Khalid's experience.

This distinction is beyond a contrast of proficiency levels. It maps onto two contextually different communicative experiences of the same city. The international student community served as a communal space that enabled participation, social connection, and academic engagement. Paradoxically, in interactions with local residents, English was largely inoperative. This happened due to locals' exposure to English being limited to functional fragments. At the same time, locals are not showing any unwillingness. Yet, the result was stated that Khalid, Max, and Lola inhabited two coexisting linguistic environments within the same geographic location. Each is governed by distinct communicative social norms and demands.

“Well, since English was not a language I'd been using in Indonesia, I usually used the Indonesian language for communicating with everyone except my friends who want to enhance their English speaking skills.” (Max). “I usually use Arabic with other international students because they were in my class in BIPA. But out of BIPA, I did not meet a lot of English speakers.” (Khalid). Actually, my life when I saw international students in Malang it was not difficult for me to communicate in English because they came to Indonesia in Malang because of their English. Most of them can speak English fluently, like it is their second or third language.” (Lola)

### **Dynamic Shift in Language Reliance**

The students described a dynamic process of language use. Initially, there was a greater reliance on English, which gradually shifted towards Indonesian as their fluency improved. This shift was often a conscious choice to practice Indonesian and integrate into the local culture. This action occurred due to the amount of time they spent in Indonesia. For Lola and Max, they had ten months to live in Indonesia. In the first months of their study, they used English as a means of communication. Despite being the same International Students, they were getting different treatment from their teachers. Therefore, Lola and Max were prohibited from using English in their Class. This differentiation implies their different backgrounds. Both of them are still BIPA students. Thus, Khalid is allowed to use English for his Exam answers. Khalid had graduated from the BIPA Class and was majoring in Islamic Banking and Finance. However, the reliance on using English decreased because of social pressure, such as the “Indonesia only” policy in their BIPA Classes.

The “Indonesia only” policy is worth attention, transcending its common role as a classroom rule. For Lola and Max, it acted as a systematic language integration that removed English as a backup measure, constraining them to work through Indonesia without excuses. While this clearly contributed to their becoming conversationally fluent, it also meant that English was no longer unavailable. In the classroom context, shifting this reliance from English to Indonesian might have been most useful as comprehension support during the transitional period. In contrast, Khalid's experience delivered a better acceptance of English. He was allowed to use English for academic tasks while personally choosing Indonesia for social interaction. As context, while Max and Lola were still BIPA students, Khalid had already graduated from the BIPA program and was taking his first year of Undergraduate degree. Hence, he was allowed to use English in his classroom. This institutional policy illustrated how the same study abroad context can produce divergent linguistic trajectories. Different approaches on the programme level and associated language policy created different results in international students' experiences.

“When I first came to Indonesia, I used English... But after some BIPA classes, thanks to my teachers and friends, I became ‘lancar’ using Indonesian too ... At that point, in Indonesia, using English was no longer necessary for me.” (Max)

“So, before you are, you know, fluent like now in Indonesia, you can say that, okay, you use English every day? Yes, I use English every day. You can say I prefer to use Indonesian with Indonesians rather than using English because it's not their native language. So even if I'm better at English, I prefer to use



Indonesian and practice my language.” (Khalid)

“The first time I came to Indonesia. I wasn't good at speaking in Indonesian. I almost cannot speak Indonesian, and basically I used English in daily conversation, especially with my teachers, but the local people couldn't understand what I was saying in English.” (Lola)

### **English as a Global Tool**

Beyond daily interactions, English was consistently perceived as an essential global language and a vital tool for academic pursuits. Khalid emphasised English as a “means of learning” for his economics studies and a “lingua franca” for global communication. Despite living in a non-English-speaking country, most of the time, local residents and other foreigners are expected to know basic English as a means of communication. They also had similar experiences before deciding to go to a non-English-speaking Country. They must take the English Proficiency Test with a minimum score of 5. Quoting Khalid, “lingua franca” deserved closer attention. This was not a term that normally appeared to draw from academic instruction. Yet, he gained it through his experience as an international student. He lived in a context where neither his Arabic, nor his English, nor the local Indonesian was dominantly shared.

Nonetheless, English remained the most reliable bridge across the differences that were needed. For him, English is not only a language he learned, but a language of access: to knowledge, to international peers, and to global mobility. Max and Lola encoded the same parallel understanding in different perceptions. Max’s reflection that he “must be able to speak English whether I go abroad” was his realisation of how important English is for his future study abroad. In line with Max’s story, Lola perceived English as her communication door due to her encounter with other international students.

“English played an important role. I couldn’t have learned the Indonesian language if I hadn’t learned English.” This experience of mine showed me that I must be able to speak English, whether I go abroad.” (Max).

“For me, I learn English because I want to learn other topics, and I want to learn economics. Most economics textbooks are written in the English language. So, I learn English because I want to use English as a means of learning. The English right now is ... the language many people use to communicate? lingua franca. So, when you refuse to use English and just want to learn to use Indonesian, you sacrifice yourself for nothing.” (Khalid).

"Most of them can speak English fluently, like it is their second or third language." (Lola)

### **Discussion**

The findings collectively demonstrated that English occupied a dual role in the study experiences of Khalid, Lola, and Max. English functioned simultaneously as a learning facilitator and social connection (Coêlho & De Souza, 2025). Yet, in daily encounters with local Indonesians, English limited its utilization. It was shown by participants' experiences that they found it hard to communicate with local workers. This claim was strengthened by Luczaj et al. (2022) that despite being an international language, using English was not guaranteed to effectively communicate with Indonesian common workers. Therefore, the dual role of English as lingua franca aligns with ELF research. As Choi & Chung (2022) stated, practising ELF is less about the medium of instruction and more about confidence and adaptability. Lola, Max, and Khalid reflect this reality. Their experiences demonstrated that English was not only academically essential but also a situational survival skill: most effective in international settings, particularly in prestigious environments, and considerably less effective in everyday social encounters with local communities.



The communication difficulties faced in daily local interaction were not merely operational. They carried a psychological dimension that shaped how each participant interacted with Indonesia broadly. Heinzeman et al. (2024) found that international students abroad tend to undergo an inadequacy between their prior expectations of the linguistic society of the target language and the communicative realities they actually faced. This gap was evident in all three participants, who had anticipated that English would have greater relational value in Malang than it actually did. In response, they develop some adaptive strategies as follows: gestures, basic Indonesian, translation applications, and simplified English. These reflected Caprario's (2024) description of ELF communicative adaptability. Their adjustment fits the local context rather than depending on a single language. However, these strategies did not apply to all three participants equally. Khalid experienced frustration that threatened his Indonesian learning journey to the point that he undermined it. While Lola's tranquil reaction allowed her to treat the imperfect communication as a mutual effort in her interface with local Indonesians. This statement is supported by Asteria. (2025) which observes that translanguaging in BIPA settings is practically implemented.

Furthermore, one of the key findings from this research is that the role of English was not as a communicative medium in Indonesia, but as a facilitator of Indonesian acquisition itself. Khalid's identification of shared vocabulary across English, Arabic, and Indonesian, and Max's explicit framing of English as a prerequisite for learning Indonesian, support these findings. This suggests a scaffolding function that has implementations for the BIPA learning context. According to Situmorang et al. (2021), the international students' prior English proficiency shapes the learners' capacity to access Indonesian-medium academic content, particularly in their early stages of study. Similarly, Mantra (2022) argues that Indonesian as a foreign language is perfectly acquired while participants can activate their prior linguistic knowledge, including English, as a semantic reference point. The "Indonesia only" policy that was practiced in Lola and Max institutions therefore presents nuanced pedagogical questions: while the rule elicited the learning pace by removing the English contingency, the scaffolding that their account built was gradually removed.

In addition, the linguistic landscape separation described by the participants reflects a broader pattern that is identified in the ELF literature. This is noted by Alhasnawi et al. (2023) that English as an academic lingua franca tends to circulate within international academic communities without expanding into broader social dimensions where the community is embedded. This dynamic forced the three participants to rely on their English language skills on a limited scale while needing Indonesian support for everything they needed. Choi and Chung (2022) mentioned this coexistence to note that the confidence through communicative interaction with international peers does not guarantee the successful output in local social contexts. Thus, it required different registers, different approaches, different norms, and often different language use altogether. Notably for Khalid, his development of Indonesian proficiency eventually gave him access to a wider sociocultural milieu, whereas for Lola and Max, still in the BIPA programme at the time of interview, Indonesia was becoming that bridge.

Therefore, the shift of reliance on English into Indonesian use over time, accelerated by institutional policy for Lola and Max and driven by personal choice for Khalid, is consistently aligned with the study abroad language development literature. Higuchi et al. (2023) found that structured immersion gains in communicative competence, distinctively in the use of the target language outside the classroom. The BIPA "Indonesia only" policy acts as a partial version of this type of immersion. However, Lee et al. (2023) reminded that intercultural communicative competence developed most optimally when the learners retain their flexibility in translanguaging across the languages. The independent path Khalid pursued was influenced by his decision to choose Indonesian as an act of respect to the locals, yet still use English where it was expected. Otherwise, the more institutionally constrained experience of Lola and Max suggests that communicative development in study abroad is more efficient by combining the structural support and the learner agency, rather than policy-driven restriction alone.

Finally, the shared perceptions of learners in the discussion of English as a global language and academic



tools are shown as a recognition that they excel in Indonesian immediately. Their understanding of English as a lingua franca is revealed explicitly by Khalid but appears implicitly in the three accounts. This is consistently drawn as Coelho and De Souza Duarte (2025) stated that the current English reality is functioning in global academic and professional life. This is not a language of cultural loyalty, but rather of new mobility and access. Crucially, this is not a view that they brought to Indonesia as an abstract conviction. This perception is their achievement after navigating communicative differences. Their endorsement of English is grounded and pragmatic. It is shaped by the particular living demands and learning in a non-English-dominant country.

## Conclusion

This study was designed to expose the lived experiences of international students in Malang. The research aimed to explore how English as a lingua franca continued to serve as a communication tool while studying a non-Anglophone language and living in that specific cultural context. This inquiry concerned specific linguistic challenges faced by international students worldwide when adjusting to a non-English-speaking environment. One of the requirements for enrollment in a scholarship was proficiency in English. This created paradoxes, particularly in Indonesia, because the host country, Indonesia, is not a place where English is spoken dominantly in daily life. This specific situation is related to DARMASISWA, Indonesia's government scholarship, which was established to facilitate the learning of Bahasa Indonesia for foreigners from diverse cultural backgrounds. As stated before, English was still a language that participants needed to be proficient in for this program, even though Bahasa Indonesia is the primary learning objective. Our findings demonstrated both strategies and challenges faced by the participants. The research revealed that, as a facilitator for academic and international purposes, it remains a barrier due to low local English proficiency. When necessary, they could employ adaptive strategies, such as using gestures and language app translation, to avoid misunderstandings.

Furthermore, the reliance on English evolved dynamically as the students' proficiency in Indonesian improved over time. This is slightly in using it as a means of communication. This dynamic shift highlighted linguistic adaptation from both sides. Therefore, these findings demonstrated that English is indeed widely adopted in international relations and academic contexts worldwide. This research significantly contributed to the BIPA's literature by offering a phenomenological understanding of students' social exposure and the instrumental role of English as a cognitive bridge and social lubricant in their Indonesian learning journey. By highlighting these aspects, this research provided valuable insights for practitioners and policymakers on how to improve language support learning programs, better consider study orientation, and foster an understanding of intercultural exposure in the study abroad experience. Despite these contributions, the limitations are clearly stated in this study's participants. Only three small samples were made, and they could not be generally accepted as findings. In this research, only two countries participated: Uzbekistan and Yemen. This limited its contribution to a more diverse cultural and identity context. Future research will likely expand on this limitation by involving a larger group to enrich the diversity of the international student population. Notably, the participants were from non-Anglophone countries. Other recommendations to explore are the perspective of locals in Indonesia on these multicultural interactions and the long-term impact of the adaptive strategies. Ensure that distinct cultural backgrounds affect their various responses

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