
Fluent in Many: Navigating English Learning Through Multilingual Identities

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Abstract

Multilingual identity awareness refers to the ability to recognize and navigate multiple language and cultural identities. Multilingual identity awareness is also closely related to differentiated learning that is in accordance with what students need. Therefore, it is very important to know what factors can influence multilingual identity awareness in learning English as a foreign language. The purpose of this study was to explore what factors can influence multilingual identity awareness in learning English as a foreign language. Data collection uses semi-structured interview and the data analysis used thematic analysis. Based on the results of data analysis, researchers found that there are several factors that can influence multilingual identity awareness in learning English as a foreign language, including educational factors, course assignments, environment, family factors, loves into language, language use, personal challenges and achievements, cultural beliefs and learners' beliefs. The themes that include these factors include: (1) Experience; (2) Social Factors; (3) Learners' Attitude Towards Language. Therefore, researchers conclude that in the context of multilingual identity awareness, the above factors can appear in someone who is learning English as a foreign language. The implication of this study is to provide references and knowledge for students who are studying English as a foreign language that multilingual identity is an asset, not an obstacle. For further research, it is recommended to conduct research with wider and more diverse participants, more critical data analysis and wider participant diversity.

Keywords: Multilingual Identity Awareness; Factors of multilingual identity; English as Foreign Language

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1. INTRODUCTION

Multilingual identity awareness refers to the ability to recognize and navigate multiple linguistic and cultural identities, which can be affected by various factors, including cultural background, language use, and social context (Siebenhütter, 2023). This awareness is necessary for people to communicate and interact with people from diverse language and cultural backgrounds, and for language learners to help them to navigate the complexities of language use and cultural differences. This awareness also supports the development of language teaching methods that cater to diverse linguistic and cultural backgrounds (Forbes & Rutgers, 2021). In line with the traditions of the field of multilingualism, the word 'multilingual' is used to refer to someone who functions in more than one language for purposes of communication and not necessarily as someone with high levels of proficiency in those languages (Kramsch, 2006)

However, students in Indonesia are not typically exposed to English in their daily lives (Huhtala et al., 2021). Most of the students use English for academic or professional reasons, such as studying abroad, working abroad, or interacting with English-speaking coworkers. The status of English in Indonesia is as a foreign language, but learning English or even being proficient in using English can improve our ability to access the outside world because English is an international language, so people all over the world use it to communicate (Benzehaf, 2023). Learning foreign language can consider language learning as an opportunity for the construction of interculturality, thus causing learners to redefine themselves as they hybridize their cultural identity.

This study aims to describe the students' perception of the factors that influence the students' multilingual identity awareness in Learning English as Foreign Language. As a large and developing country, Indonesia has many diverse languages, such as Javanese, Sundanese, Madurese, Papuan, Bangkanese, etc. This results in a negative view of Indonesian society when someone learns or is even proficient in speaking a foreign language. This assumption arose because they were considered not nationalistic and arrogant. Pramono (2009) strongly argues that Indonesians are those who speak Bahasa Indonesia in a correct and right manner (*berbahasa Indonesia yang baik dan benar*), which implies speaking Bahasa Indonesia with an English accent or code-mixing is symptomatic of the deterioration of nationalism (Pramono, 2009).

Based on previous research conducted by Yujong Park, (2020) it is stated that these multilingual students being examined by Yujong, negotiate and build one's linguistic identity by evaluating different ways of speaking English which in turn influences their linguistic use (Park, 2020). The study helps to understand how normative expectations or beliefs are expressed at the level of interaction and underscores the need for EFL awareness and the development of related pedagogical tools for empowering these groups of students. While Pennington, (2019) has described this kind of ability to understand with other preferences of language reference to pronunciation in multilingualism or plurilingualism as competence in multiphonology or pluraphonology, involving speaker agency in using more than one language to express different aspects of identity and metamessages, as in the practices of style-shifting (i.e., changing speech style or language to fit the context; Eckert, 2000; Eckert & Rickford, 2001), crossing (i.e., momentary use of a language from a group other than that to which the speaker belongs; Rampton, 1995), and translanguaging (i.e., use of two languages in combination; García, 2009). The results showed that many of the participants negotiated their identities based on a core identity based on their assumed first language (L1) culture, when it comes to using English, encounters with native speakers appeared to increase their linguistic insecurity, and they saw their status as non-native as a drawback, all participants appeared to be fully aware that using English in public spaces would project negative identities as Indonesian nationals. Zacharias (2012) also has described research entitled "EFL Students' Understanding of Their Multilingual English Identities" (Zacharias, 2012).

Multilingual identity awareness remains an understudied topic, particularly in the Indonesian higher education context (Nursanti & Andriyanti, 2021). Many identical research focused in multilingual concept as a context, but did not explore the perception from the students or the subject from the research. Deal with these reasons, therefore this study focuses on factors that influence the students' multilingual identity awareness in Learning English as Foreign Language?

2. LITERATURE REVIEW

Multilingual identity, According to Fisher (2024), the term 'linguistic identity' has commonly been used to refer to the way one identifies in

each of the languages in one's repertoire, the researcher instead uses 'multilingual identity' as a more inclusive 'umbrella' term which encompasses individuals' explicit understandings of themselves as users of more than one language (Fisher et al., 2024). Likewise, Forbes (2021) uses the term "multilingual" in its broadest sense to encompass not only fluent bi/multilingual but also "monolingual" speakers who are just starting to learn a foreign language in school (and as a result, may have relatively low levels of proficiency in this language), dialects and languages, as well as non-verbal forms of communication like sign languages (Forbes et al., 2021).

Multilingual identity awareness refers to the ability to recognize and navigate multiple language and cultural identities, which can be influenced by cultural background, language use, and social context. One of the criteria used to judge the equity of a country's education system concerns its capacity to respond to the challenges posed by an increasingly linguistically and culturally diverse post-modern society, according to scholars with extensive experience researching Multilingual Language Awareness in schools (Mary & Young, 2018).

2.1. The 3Es Model of Multilingual Identity

The 3Es model of Multilingual Identity is a theoretical framework that sheds light on the intricate relationship between language and identity developed by Fisher, (2024). The 3Es model of multilingual identity consists of Language Experiences, which are concerned with repertoires, and affiliation, besides that, it is also can be taken from the historical story of learning English, and social and contextual factors (Fisher et al., 2024). The researcher can consider that the present and past learners' experience in learning Language in the classroom, at home, or in the community highly influences their identification as multilingual students. As you can see in picture 1 below, Fisher takes the "Experience" in the first sequence of 3Es Models of Multilingual Identity, so it becomes a significant role. Language Evaluation, is also important in investigating learners' beliefs and attitudes toward their language, toward language learning, and about themselves as language learners in a multilingual context. The evaluation consists of language beliefs, language self-beliefs, and other beliefs. It has been determined that beliefs generally have a significant impact on learning (Chik, 2018; Mercer & Williams, 2014). Language beliefs can be interpreted as the learners' understanding of the

importance of language, Language beliefs, and Language-self beliefs are not significantly different, the difference is only about their importance and their self-efficacy beliefs. To construct a multilingual identity, all individuals around them are able to influence it. For instance, she found that instructors, classmates, family, and friends all had a significant role in forming the identities of teenagers in her work with adolescent language learners. and Language.

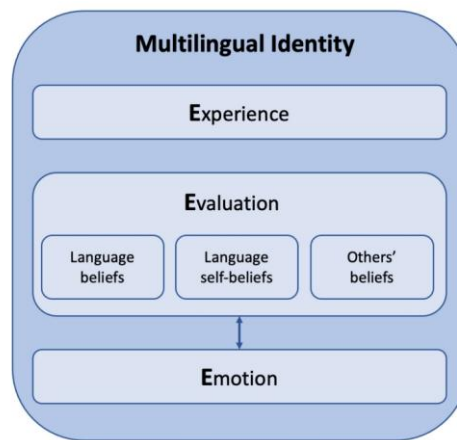


Figure. 3Es Model of Multilingual Identity (Fisher, et.al, 2024)

2.2. Multilingual Identity in Education Context

Language teachers who are L2 speakers must reference identity to more than one language and manage identity in contexts where either or both the L1 and the L2 are salient. Developing identity as an L2 speaker and language teacher takes time. As noted in Pennington (2019): People shape identity in an attempt to be the kind of person they want to be and imagine themselves being. Identity therefore has an aspirational aspect, an image of the self that a person wishes to project to others through word and deed, and a performed identity, which may diverge from that person's aspirational identity. The failure to perform a desired identity may be because of a lack of competence or experience – the person is not skilled enough (yet) to be able to talk and act in the desired way – or lack of attention – the person is tired or distressed and so is not monitoring words and actions. There may be times when a person tries out or experiments with an alternate identity in a certain situation or with a certain audience. Over time, an alternate identity may become a more dominant part of a person's character and take on aspirational or core status (Pennington & Rogerson-Revell, 2019).

Multilingual identity in education context can implemented in differentiated learning according to student needs, such as in pronunciation case a suitable model for the pronunciation of L2-speaking language teachers is not necessarily that of a native speaker but rather, that of a transcultural person or global citizen with skills in more than one language who may also share the native language of some or all of the students. The education of language teachers who are L2 speakers should incorporate this type of orientation and specifically consider ways in which those teachers can use their multiple language and cultural competencies in their teaching.

Learning English as Foreign Language (EFL) refers to the process of acquiring English as second language in a country where English is not the native language. This type of learning usually occurs in a classroom setting where students are taught English by a teacher who is not a native English speaker. The students in this setting are usually not exposed to English in their daily lives, and the primary purpose of learning English is often for academic or professional purposes, such as studying abroad, working internationally, or communicating with English-speaking colleagues.

Many people in Indonesia are finding it difficult to understand English, so they prefer to use Bahasa Indonesia in order to speak among Indonesia. The use of English correctly in Indonesia is very low, which is below 8% (R. Astuti & Nurjamin, 2024). But it doesn't mean there is no people in Indonesia good at understanding English. It is because several schools in Indonesia use English in their conversation (Sartika, 2019). Setyadi (2020) stated that English is really foreign language in Indonesia. For a few of Indonesian schools, using English in the teaching process is also an option. An additional factor supporting the improvement of English's standing is the growing number of speakers who use it enthusiastically without considering sentence structure and meaning nuances in order to project an intelligent and global persona when speaking the language occasionally or regularly (Setyadi, 2020).

3. METHODS

Descriptive case study research design was used for this study. A case study, in the words of Yin (2018), is a special method of monitoring natural events when gathering data. Achieving high levels of construct

validity, modelling complex relationships like path dependence and multiple interaction effects, discovering new or omitted variables and hypotheses, analyzing intervening variables in individual cases to draw conclusions about potential causal mechanisms, and developing historical explanations for particular cases are all benefits of this approach (Bennett, 2004; Yin, 2018). This design was chosen because the approach allowed for a comprehensive analysis to be produced upon the researcher's presentation of findings and enabled an in-depth evaluation of the phenomena. Based on this research question before, this research focused on describing and exploring the students' perceptions of their multilingual identity awareness in learning English as foreign language.

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. This aims to maintain the suitability of research aimed at students at universities in Tasikmalaya. The geographical location of this research was in a Sundanese-speaking environment because it was in the West Java region. This study took two participants, with the criteria that participants came from two different ethnicities. The participants are from Bangkanese and Javanese who took the English education program. Participant came to Sundanese ethnic and learning English. This aims to make the answers produced from the interview more varied. Both participants have their own L1, namely Javanese and Bangkanese. In addition, both participants have a good command of Indonesian, and both are studying English and Sundanese. Both of the participant is studying many languages at the same time. The process of adaptive to the multilingual identity are a very interesting topic to be discussed, and how the perceptions of the participants towards the needs to learning so many languages in the same time, and be adaptive to it.

The researcher used a semi-structured interview as the technique to collect the data. According to Sugiyono (2013) semi-structured interview is an interview in which the subject under study can give free answers and is not limited, but the subject studied must not deviate from the theme that has been determined (Sugiyono, 2013). The researcher provided twelve questions for a semi-structured interview. The interview was conducted online using Google Meet and offline. According to Adams (2015) here are the steps in conducting a semi-structured interview: 1. Selecting participants and arranging interviews. In this section, the researcher selected participants based on several aspects,

namely where they came from, their English language skills, the languages they mastered, their communication skills. The researcher selected these participants because they had unique experiences in learning English. In addition, because they came from Central Java and Bangka Belitung, it gave rise to uniqueness, because the culture of the researcher and the researcher's environment were different. 2. Drafting questions and the interview guide. The author's interview guide was mostly adhered to by the interview questions. Author guidelines framework was used by Fisher (2022), with the questions are categorized by 3Es method's which is experience, evaluation, and emotion in multilingual identity.

The Interview Protocol Refinement (IPR) framework developed by Castillo-Montoya, (2016) was used in this study. One of the best approaches for improving organized and/or semi-structured interviews is thought to be this framework. The procedure is broken down into four stages: (1) make sure that the interview questions are relevant to the research topics; (2) have inquiry-based discussions; (3) getting input on the interview protocol; and (4) pilot testing the interview protocol.

The researcher conducted interviews online with participant 1 and offline with participant 2. Because the distance was too far from participant 1, it was not possible to conduct an offline interview. This online interview used Google Meet.

Before the interview began, the researcher asked for permission first to record the interview session in order to maintain data accuracy properly. After that, the researcher started the interview session by greeting and introducing himself as an opening. In this interview session, the average time used by each participant was 20 - 24 minutes. The researcher asked the participants based on questions from the interview guideline that had been made previously. After the interview was completed, the researcher transcribed the data for analysis in the next process. Furthermore, the identities of the participants will be disguised and replaced with P1, and P2. In this section, the researcher conducted data analysis using thematic analysis based on data from the interview results. The researcher also attached a data transcript to maintain data accuracy. The transcript comes from the results of voice recordings from researchers and participants. For technique of analyzing the data, it involves thematic analysis which has the steps including familiarizing the

data, generalizing initial codes, searching for theme, reviewing themes, defining and naming themes, and reporting the data.

4. RESULT AND DISCUSSION

There are three factors that influence the students' multilingual identity awareness in learning English. Those are (1) Experience of the Participants in the Past (2) Social Factor (3) Learners' attitude toward language. Both participants explained that one of the factors that influence multilingual identity awareness in learning English as a foreign language is experience. The experience referred to both participants is from educational factors and course assignments.

4.1. *Experience of the Participants in the Past*

Experiences in the past could influence the multilingual identity of the participant. An experience could have a positive impact if the reason behind it was positive, and if the person was able to turn that motivation into something beneficial (Moro, 2021). Experience was a key factor in shaping a positive multilingual identity. They can also be negative, if the experience has a bad memory for the participants, such as a traumatic accident, or bad grades in the past, which can add a bad memory to the learner in learning multilingual identity, especially in adapting to English (Martono et al., 2022).

One of the points of multilingual identity is communicates with natives (Wang, 2021). In another part, Participant 1 had the most unforgettable memories of learning English in university, how hard she worked to learn English, and how he struggled with speaking practice. Communicating with native speakers during a project, which was part of an assignment, encouraged her to be brave in asking for information from them. The description of the natives' characteristics showed that they were different from others (Endardi & Rahayu, 2023). The participant met tourists from Britain and Belgium, and the two of them spoke with different accents. Participant 1 thought that even in their native countries, accents tended to vary. This difference encouraged the participant not to force or imitate any specific accent. English could be spoken with any accent, as long as the goal of communication was achieved, which was for both the speaker and the listener to understand each other. Based on the excerpt of Participant 1, she had experience in learning English in a previous study. The previous study has a key role in increasing the

possibility of success in learning English (Chen & Zhao, 2022). Participant 1 started learning English in elementary school, which categorizes them as an early learner and gives them a greater possibility of better understanding in school. Furthermore, the learning experience did not stop in elementary school but continued through junior and senior high school, and was followed by studying English education at university. Malik, (2021) stated that the earlier and continued learning and practice, the higher possibility of feeling comfortable which leads to the more exploring sense of learning (Malik et al., 2021).

Excerpts 1

Transcript of Interview

Participant 1: *Jadi, untuk pengalaman saya belajar bahasa Inggris pertama yang di SD itu memang tidak hanya di sekolah saya belajar bahasa Inggrisnya untuk pengalaman saya belajar bahasa Inggris pertama yang di SD itu memang tidak hanya di sekolah saya belajar bahasa Inggrisnya, karena dulu juga sempat ikut kayak les gitu untuk anak SD, ikut les bahasa Inggris sampai kelas 2 SMP kalau tidak salah... Terus berlanjut ke SMP, SMA dan dapat di lingkungan perkuliahan...*

Participant2: *Lalu waktu masa perkuliahan, saya belajar lagi banyak Bahasa Inggris disana... Buat pengerjaan tugas mata kuliah juga, itu harus menggunakan bahasa inggris, jadi awalnya saya bingung untuk mengerjakannya, padahal biasanya di SMA tidak seperti itu, jadi mulai sejak itu saya membiasakan diri untuk menggunakan Bahasa Inggris untuk di kuliah, terutama di kelas*

While Participant 2, based on the excerpt above, there were several influential factors in their multilingual identity. The participant experienced these while learning English, but the main point of the statement was about the task given by the lecturer. The task is playing a key role in multilingual identity (Burner & Carlsen, 2023). The participant was given a lot of tasks during the university stage, especially in the classroom. Task by task passed gave the participant were given opportunities to step up the English skills during the period. Varieties of English education tasks not only learn about how to improve English skills but also include the skills of education itself, to understand another perspective, related to multilingual identity.

One of the most unforgettable experiences in the influence of multilingual identity was Pronunciation Class and World English, where the participant learned how to pronounce originally, and influenced another country in using English with their accent. In this stage,

participant 2 believed that every country has their unique accent and it cannot be stated wrong or false (Rhys & Thomas, 2020).

The participant believed that he could pronounce words as long as the listener understood what the participant tried to say. The lesson is not only about the speaker, but at one point participant can be a listener, and opening up to and wider understanding can make the communication understandable. Multilingual identity means that he can speak clearly and understandably, but participants should also do so.

Participants one and two agreed that experience was one of the most influential factors in multilingual identity. Tasks and projects were considered key factors, and speaking was the highest priority when discussing multilingual identity awareness, especially in communication with native speakers. Multilingual identity can be influenced by experience, as proven by the participant's explanation and interview (Nolte et al., 2021). Multilingual identity encourages them to be open-minded, understand something they never had to listen to, and have more understandable conversations, especially in the classroom. Experience of learning could be an idea as a base knowledge to understand more and respect the differences in using English as a very wide language with its unique dialect, there is no correct or incorrect as long as the speaker and listener understand the main point of the topic being discussed.

4.2. Social Factors

The researcher found that social factors, such as language use, environmental influences, and family-related aspects, influenced multilingual identity awareness in learning English as a foreign language.

Excerpts 2

Transcript of Interview

Participant 1: ... Selain bahasa dua bahasa tadi, itu ada bahasa Sunda yang saya juga sedang Belajar, ada juga bahasa Inggris gitu ,Walaupun belum saya gunakan untuk sehari-hari, tapi saya ada lah sedikit-sedikit tahu tentang bahasa Sunda dan bahasa Inggris dan juga bahasa Jawa... Terus untuk bahasa Sunda, saya juga dapat dari lingkungan, tetapi lingkungan di apa ya, daerah saya yang saat ini saya merantau, lingkungan waktu kemarin kampus mengajar. ... terus juga kalau di lingkungan di luar kelas seperti itu paling kalau Sedang membahas Bersama teman gitu project project sama temen gitu Paling baru menggunakan Bahasa Inggris dan selebihnya jarang sih

menggunakan Bahasa Inggris di terutama di luar di luar kelas. ... dorongan sih dari lingkungan sekitar... dari keluarga juga ya udah belajar aja gitu Siapa tahu gitu kan nantinya hal yang berasal dari minat dan dorongan keluarga itu akan mendapat hasil yang baik dimasa depan

Participant 2: *... kalau ditanya bahasa yang saya pakai sehari-hari tentu pasti bahasa Indonesia gitu ya. Tapi itu juga tergantung di mana saya berada gitu ataupun lokasi tempat saya tinggal. contohnya saya merupakan mahasiswa dari Bangka Belitung tentu kalau saya balik kampung otomatis menggunakan bahasa lokal gitu sedangkan kalau saya berada di luar, Maksudnya di luar pulau, karena saya berkuliah di luar, Saya menggunakan bahasa Indonesia gitu terkadang saya juga bisa menggunakan bahasa daerah yang saya tempati dikarenakan saya berkuliah di Tasikmalaya dan mostly banyak menggunakan bahasa Sunda gitu sehingga otomatis saya untuk berbicara ataupun berkomunikasi setiap hari tentu pakai bahasa Sunda yang saya ketahui gitu. ... kedua mungkin dari faktor eksternal ya bahasa Inggris sekarang menjadi bahasa yang paling banyak digunakan dan menjadi salah satu syarat dalam pekerjaan sehingga bagi saya ini sangat berguna dan menjadi dorongan untuk belajar lebih dalam tentang bahasa Inggris.*

Based on the excerpt of participant one, the participant is using mostly Javanese and Indonesian, and a little bit of Sundanese. Participants use the three languages based on the conditions outside the classroom. Languages should be placed and used correctly based on function and condition (Argyle & Busby, 2023). Javanese is the main language that the participant use a lot. Furthermore, Javanese was used in front of some friends from Java, also, the participant had many friends from the same origin as the participant. So, mainly Javanese is the dominant language over the others. For general use of language, actually Indonesian is the largest reached of participant language capacity, the language participant uses for new participants they meet, or in a formal setting.

Participant one was born and raised in a Javanese place and family, so Javanese became the main language used as mother tongue and daily communicative language. However, the participant chose to attend school in elementary, which led the participant to learn about the Indonesian national language and English. Furthermore, the participant was interested in English, so the participant started to learning English as an additional language (Dixon et al., 2020) In university, the participant

chose to have an education in Sundanese place, which means the participant also needs to study the local language in order to understand about local and have more solution in solving problem in order participant facing a problem faced in community, it will be easier if participant started learning Sundanese in place where conducted a newly placed of education participant undergraduate in Sundanese place.

Learning a new language, including English, was very fun according to the participant. Interacting with others and receiving new insight from a new perspective was very fun. Furthermore, learning English became the main motivation because, despite other lessons and courses, English gave participants comfortable pleasure and opened up opportunities to interact with others. Participant One believes English and another language can be a door to a better future, profession, and opportunity, based on how comfortable it is with the profession and the heart of the person. Multilingual identity was considered an understandable condition due to unique characteristics according to the social factors experienced by the participant and as a general phenomenon (Ibrahim, 2021).

A positive point of learning English is being able to open up new perspectives. A new perspective can be comprehended to enhance brain function and its health (Javaid et al., 2020) Brain function was pushed by multilingual identity factor to be able to understand towards speaker's communicative action, Besides the understandable side, it is fairly stated that brain function was normally used, it is like a knife, if often used the knife can be sharper, also brain does the same, the often a brain is used, the sharper brain can be. Multilingual as a social factor also benefits interacting with others. The problem is also mainly caused by the lack of understanding in social factors understanding, the ability to understand and comprehend can influence the point of view of language learning.

Lack of social factor understanding can lead to mocking of a person who is trying to study another language (Ahmed & Morgan, 2021), in the participant one case, the environment around the participant. The environment around the participant told and mocked the participant if the point of learning English and another language is useless and a waste of time because when they come home to the village, the participant will use the local language, and mock the participant if the time spent in learning English is useless. That is the effect of lack of understanding

social factor in the participant case, and it can be less motivate the participant if the participant listens and is not sure or consider the suggestion, so on multilingual identity understanding is very important for everyone, especially in very close environment to the participant.

Based on the excerpts of participant two, participant two born and raised in Bangka Belitung, Sumatera, so Bangkanese is the main language of participant daily life. Bangka. Participant Two used three different languages in university life, Javanese, Sundanese, and Indonesian. Switching it up according to the function of language is important (Auer, 2020). The language used according to the place participant in context, when comes home to Bangka, the participant uses Bangkanese, at formal and in the classroom using Indonesian, and also most of the time with friends in Tasikmalaya is using Indonesian, the participant tries and learn Sundanese everyday so that the vocabulary is increasing every day. Friends are very supportive in learning Sundanese.

Participant choose to attend a college in Tasikmalaya despite the university in Sumatera or closer to Bangka. The problem and challenge are learning Sundanese because the participant thinks that learn local languages is a must to respect and not only learn academic issues but also add some local value to the participant (Luo et al., 2020). Participants thought that Sundanese is very difficult to learn due to the limitation of the literature that can be read to enhance the Sundanese language. Participants thought that humans are not living alone creatures, but should try to adapt and understand the local values, so that can gain friend connections and benefit in the university social life. Multilingual identity affected where participant's life and before it.

As an English education student, the participant was shocked by the fact that the classroom was fully English, participant thought that as a learner in bachelor, there is not fully English in the classroom. So, the participant struggled with the fact that most of his friends use Sundanese and, in the classroom, full English. Multilingual identity is pushed to be more adaptive and understood in the classroom due to the needs and motivation to be able to graduate from English education, and the main point is that participants did not feel under pressure because cannot understand the language in the classroom and the environment outside the classroom. It is very important to learn Sundanese first, so that

participants can learn together about how to communicate, and the result in further, participant can learn English with friends from Sundanese.

Family support is very important in learning (Rahman et al., 2021) Environment support, especially family fully supports the participant in learning English far from the origin participant, support can be mental, physical, and financial. The participant's family supported every aspect of the participant's needs so that the participant could learn English confidently without thinking about the problem. Graduating is a must, but the most important thing is participant have a positive change after studying far from their origin. Participants believe that it could have a positive impact if participant understand another multilingual identity.

Motivation toward understanding multilingual identity comes from a self-learning desire and unstoppable support from family (Tang & Calafato, 2024). Support from family and desire to add new friends in a new place is very strongly felt by the participant. So that participants did not stop learning about their identity differed from the participants. The participant has a friend from Java, Sumatra, and Kalimantan in order to understand more about differences in multilingual identity related to the motivation of the participant itself. Understanding multilingual identity in simple can be received from communicating with someone different from yours, origin and culture.

Social factors also can be a negative factor due to the social attention to the participant, and if the participant cannot turn the motivation into positive attitudes (Lanza, 2021). In the findings above, the participant found out that social environment around, is asked the participant why needs to studying English, if the participants cannot control that emotion, it could be negative influence in motivation learning English.

Social factors are one of the main ideas influence the multilingual identity (Forbes, 2021) participant one stated that the environment can be positive and could be negative sometimes in understanding and learning a new multilingual identity, same as participant two, social factors mostly positive and could be negative if did not learn carefully and take the positive sides from influence from the environment. Social factors also can be received by self-motivation in learning a new language and understanding their multilingual identity, Bangkanese and Javanese have their own unique characteristics in speaking English, there is no correct or

false using Bangkanese or Javanese accent, but the main point is the lecture is alright, both of the speakers understand, it will make a positive impact in both of character in learning a new multilingual identity.

4.3. *Learners' Attitude Towards Language*

In this section, the researcher found that the next factor that can influence multilingual identity awareness in learning English as a foreign language is learners' attitude towards language. It includes loves into language, personal challenge and achievement, cultural beliefs and learners' beliefs.

Excerpts 3

Transcript of Interview

Participant 1: ... sebagai orang Jawa gitu pasti tetap sama itu walaupun ya mungkin memang tambah pengalaman tambah pengetahuan melalui lingkungan yang saat ini saya tempati seperti itu tapi tidak tidak sepenuhnya merubah identitas saya gitu. yang menjadi tantangan untuk mempelajari bahasa Inggris itu mungkin ada beberapa hal ya. Tapi menurut saya itu yang pertama motivasi diri sendiri, kayak minat, mood. ... terus juga ada yang perasaan kayak ini pribadi saya ya, biasanya tuh kayak malu gitu kalau misalkan untuk praktek diluar gitu ya. ... Sebenarnya perasaannya ada senangnya Ya ,senang kayak misalkan saya bisa ngomong ini ,misalkan saya bisa praktek ini , senang sebenarnya excited. ... menurut saya Ya karena bahasa Inggris kan memang sudah diketahui, sudah kita ketahui lah ya bahasa Inggris itu memang bahasa internasional yang memang peluang dalam mempelajari bahasa Inggris itu apa namanya, untuk kepentingan banyak hal lah,

Participant2: Penguasaan bahasa Inggris dimulai pada tingkat SMA, saya sendiri suka begitu dalam belajar Bahasa Inggris, bisa dibilang karena saya suka bahasa Inggris membuat termotivasi, ... ada salah satu kelemahan dari saya sendiri gitu jadi menjadi sebuah pengalaman begitu bagi saya kesusahannya dalam proses skill speaking gitu pada saat awal perkuliahan. ... Menurut saya bahasa Inggris sedikit mempengaruhi ya identitas saya, ... dan saya pikir kalau menggunakan bahasa Inggris pasti akan merubah sedikit identitas dalam segi gaya komunikasi ya, kaya menggunakan aksen british atau american, itukan kita berbicara apa ya meniru mereka, jadi akan sedikit terpengaruh. Lalu, karena bahasa Inggris sangat berpengaruh pada kualitas dalam berkomunikasi sehingga sedikit banyak mempengaruhi identitas di mana kita berasal, seperti saya yang dari bangka, pada awalnya gaya bahasa saya masih ada logat bangka, tetapi sedikit sedikit saya belajar merubah itu.

Based on the excerpts three of the participant one, multilingual identity is not much affected by the beliefs of the participant. Local character is can be strongly encouraged the person to communicate with local dialect (Hidayati et al., 2020). In formal and non-formal conversations, participant can erase and put off the Javanese dialect so that will be more understandable than participant use. Different when participant had a conversation with other Javanese people. Javanese accent and language are shown up and used as language of conversation with another Javanese, so that can be stated that local dialect depends on the user of the language, if user can control the dialect, it is not shown up.

Participant one is stayed in Tasikmalaya for most of recent life as a university student, Tasikmalaya which used Sundanese language and own dialect, participant also used Indonesian and Sundanese for a lot of times, speaking Javanese only with the same origin friends. Although Javanese is seldom to be used, when participant communicate with friends from Java, participant can communicate with Javanese clearly and using the dialect. Local language and mother tongue cannot be separated from humans when still alive (Zuhri et al., 2023). It is true that Javanese as the mother tongue comes up naturally and can be used anytime and every time. Participant once did not speak Javanese for three months, but still be able to communicate with Javanese with friends despite using Indonesian and Sundanese only for three months.

Participant learning English education in Tasikmalaya, the attitude towards English participant had been that curious about what is English, what can you do in English. English is a global language that participant want to be communicate clearly with native and English as a global language. Multilingual identity affected by the attitude towards English for the people, if the participant has their own pure motivation, they are able to speak English faster than less motivated students in learning English. Curiosity can lead people into infinity learning and unstoppable desire to be mastering English (Sevinç & Mirvahedi, 2023), because there are still a room for improvements if participant can keep the curiosity alive. The more curiosity, the more realize that there are many places to be better.

Participant thought that English is very wide for the people around the world. English is one of the assets that people can receive to having a

better environment. Participant is interested in English and multilingual issues due to the fact that can speak to people from different countries (Köylü & Tracy-Ventura, 2022). Assets of English language can be used to understand people more pleasant and carefully know their identity, by identifying the same word with different dialect it can be known where are the speakers from. Dialect is very wide of issues, not only from the different country, same country with difference city and province can be different in how to pronouncing the same words with multilingual identity, it can be analysed and soon known where they are from.

Common problem faced by L2 learners is afraid to make mistakes, as a learner, it is very normal to make mistakes (Umisara et al., 2021). People can learn from the mistakes they have made. Participant One at the early stages struggled with self-diagnosis of problem and fear of making mistakes. That is why the grades of participants in semester 1 and 2 were under expectation. Multilingual identity also cannot be learned if the people avoiding to learn for avoid making mistakes. Furthermore, by learning and trying a different variable of learning, knowledge, and skills can increase drastically with practice and not being afraid of making mistakes Multilingual identity can be found in people with courage and bravery to learn and face every struggle, challenge, and difficulty in the front of the people ways in every situation. Making mistakes is very normal and needs to be normalized in learning, because the task of the learners is learning.

Attitude towards language from the participant two affected by the fact that in junior and senior high school, participant got the good grades and very enjoy in English. That is why participant two took the English education, due to the passion for learning English and the passion to deliver again English to another student. Participant influenced by the English teacher in the school participant got in. Participants were amazed by how the English teacher taught in the school that can be understandable by the students. Multilingual identity is also affected by the positive attitudes towards language especially in learning English in university (Jacob et al., 2022). There are people with the same reason and same motivation to learn English same as the students. So, attitudes important in learning.

English is a big asset by the participant two, so that English is understandable by the participant, and able to deliver again with

education in English for the students itself. English is a suitable for participant because the participant is very curious and like to meet and having friends from different country, English is the language that can used by many of them and became the united language across participant abroad friends (Mroz, 2024). People with English ability can be the first action to communicate with another person, including threats, so that English can be the frontline guards in learning about the situation, threats or beneficial issues from another country tried to explore Indonesian and the region inside.

Same as the participant one, speaking is also the main struggle of learning English in the participant two, an introverted personality is the main issue. Introverted cannot open the conversation and need to be pushed to the limit before can stating a word on their-self (N. W. Astuti, 2021). Speaking struggles make learning a little bit of a challenge of their own to mastering and understanding multilingual identity. Speaking can be categorized as a horrific issue by the students who took communication and language, speaking as a general and it can be the limitation of public speaking. Public speaking is more top-up front in multilingual identity because need to understand a group of people in one area rather than speaking which only contains speaker and listeners.

New culture means a newly aspects to be mastered by the participant, learning English is a challenge, learning Sundanese also not a little challenge in problem faced by the participant. Multilingual identity is being very wide because participant need a lot of more language rather than learning in the own local place (Cui & Zheng, 2024) so it did not need to learn another local language such as participant in Sundanese place with many of the friends using Sundanese. Local language is a challenge that little bit harder than a global language, because of exclusivity and limitation of literation (Nurmalarasi & Ratna Rintaningrum, 2020). So that the participant did not surrender easily and struggle with positive progress in learning a very wide of the dimension multilingual identity in Indonesian.

The motivation attitude to be enough courage is to show capabilities especially to the local villagers mock the participant before (Kostoulas & Motsiou, 2022). Motivation to show capabilities is a positive attitude towards the multilingual identity, so that participant can have a more motivation in learning a new language and tell the mocker they are

wrong to see participant which is studying another language left eyed. Moreover, motivation to show friend can interact with local language also can be a real support for the participant in this context to mastering English, Indonesian and Sundanese, also with the purpose of understand the very unique characteristics inside the different people in multilingual identity context. In addition, attitudes towards languages also a key factor in multilingual identity, if the participants towards attitude negatively, the learning process of multilingual identity could be a problem, which is control everything, especially in the classroom of English about multilingual identity (Hollebeke et al., 2023).

The transcription from the two participants, it can be concluded that multilingual identity is affected by the attitudes participant had in learning a new dimension of language as the identity. Multilingual identity can give the specific character to their user by the several factor (Haukås et al., 2021). Attitudes can be positive and negative, as a comfortable language, English can give a positive start for the participant despite both of the participant struggled with the speaking. Both of the participants can learn from mistakes, and made the struggled is a reason that did not to be experienced again. Both of the participant is studying harder in the next opportunities of learning English, especially in the classroom. Multilingual identity faced by the participant is a unique identity and cannot be found specifically in another person side (Rutgers et al., 2024). So that the participant tried hard to understand many varieties of identity from the people around them. In order to gain relations, and as a learning point for the future to adapting in a new place. Both of the participants agreed that Tasikmalaya and the same university is a very wonderful city, but both participants very love with their origin city, so the influence of Tasikmalaya probably having an issue, but the local character and local identity cannot be erased fully from the participant, and still the most side of the participant before another new local identity attached to the participant which is originally not from Tasikmalaya.

6. CONCLUSION

The majority of findings showed the factors that influence the students' multilingual identity awareness in learning English as foreign language; Experience, Social Factors, and Learners' attitudes toward

language. Both participants stated that these factors influenced their learning of English as a foreign language so that both participants could manage the use of the language they had according to their needs. Both participants also agreed that multilingual identity awareness would go hand in hand with the educational experience taken and environmental factors. It is suggested to students to adaptable to their context because it is an essential factor for them to manage themselves in different situation. In addition, educators should create inclusive teaching by creating classes with multilingualism as a bridge in which multilingual identity is considered an asset, not an obstacle. Furthermore, one of the strong factors that could influence students' multilingual identity awareness is the educational environment. The researcher then suggests that relevant stakeholders should pay more attention to multilingualism, especially in the educational environment; it can be done by developing the language curriculum underlining the fact that foreign language learning does not replace local identity.

In this research, researcher realizes that there are several limitations, such as scope, number of participants, data collection and data analysis, consequently the data analysis is difficult to elaborate each other from participant one and two, because the participants answer in the different form of answer, so that enrich and thicken the guidelines interview are important. Based on the results of this study, the researcher only discusses what factors can influence multilingual identity awareness in learning English as a foreign language. The researcher suggests that further research can conduct research with wider and more diverse participants, more critical data analysis and wider participant diversity, with clearer aims and goals, and also the same and clear interview guidelines.

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