



Premise: Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v14i2.12170

TRANSLANGUAGING AND IDENTITIES CONSTRUCTIONS: INVESTIGATING MULTILINGUAL PRACTICES AMONG INDONESIAN ENGLISH LEARNERS IN A UNIVERSITY

by

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(Article History: Received:25-02-2025; Reviewed1:25-03-2025; Reviewed2: 06-05-2025; Accepted: 12-06-2025;Published:25-06-2025).

Abstract:

This article examines the impact of translanguaging spaces on the language practices and identity constructions of Indonesian English learners. To answer these questions, we employed multiple conceptual frameworks, including the concept of translanguaging, moment analysis, and English global positions. We collected the data through classroom observation, semi-structured interviews, and an analysis of written texts from fifth-semester students in the English Literature department at an Indonesian university in Malang. The findings show that translanguaging is highly appreciated by most Indonesian English learners, both in oral presentations and written works. Translanguaging has several pedagogical functions, including improving students' understanding of content, clarifying complex ideas, providing authenticity to stories, and reducing language anxiety. We also found multiple and dynamic identities constructed by participants in different contexts, namely hybrid identity, multilingual identity, laissez-faire liberalism, colonial celebration, and linguistic imperialism. These dynamic identities are primarily influenced by the dominance of monolingual and colonial celebration views in various contexts, despite the increasing use of translanguaging in classrooms.

Keywords: *English global position; identity construction; Indonesian English learners; language practices; translanguaging*

Abstrak:

Artikel ini mengeksplorasi sejauh mana pengaruh praktik 'translanguaging' terhadap praktik-praktik berbahasa dan konstruksi identitas pembelajar bahasa Inggris di Indonesia. Untuk menjawab pertanyaan tersebut, peneliti menggunakan beberapa kerangka konseptual, antara lain: konsep 'translanguaging', analisis momen, dan posisi global bahasa Inggris. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis teks tertulis mahasiswa semester lima dari jurusan Sastra Inggris di sebuah universitas di Malang, Indonesia. Temuan penelitian menunjukkan bahwa 'translanguaging' sangat diapresiasi oleh sebagian besar pembelajar bahasa Inggris di Indonesia, baik dalam presentasi lisan maupun dalam karya tulis.

How to cite this article:

Fauziyah, N. N., & Andriani, M. (2025). Translanguaging and identities constructions: Investigating multilingual practices among Indonesian English learners in a university. *Premise : Journal of English Education and Applied Linguistics*, 14(2), 502–525. <https://doi.org/10.24127/pj.v14i2.12170>

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Translanguaging memiliki beberapa fungsi pedagogis, antara lain membantu pemahaman materi, memperjelas ide-ide kompleks, memberikan keaslian pada cerita, dan mengurangi kecemasan berbahasa yang dialami pembelajar bahasa Inggris. Peneliti juga menemukan bahwa partisipan penelitian cenderung membentuk identitas yang beragam dan dinamis dalam berbagai konteks, yaitu identitas hibrida, identitas multibahasa, laissez-faire liberalism, colonial celebration, dan imperialisme linguistik. Identitas yang dinamis ini umumnya dipengaruhi oleh dominasi pandangan monolingual dan colonial celebration dalam berbagai konteks, meskipun penggunaan translanguaging semakin meningkat di ruang kelas.

Keywords: *posisi global bahasa Inggris; konstruksi identitas; pembelajar bahasa Inggris Indonesia; praktik berbahasa; translanguaging.*

INTRODUCTION

Translanguaging has gained growing interest in linguistics and language education, as it involves the creative and flexible use of an individual's full linguistic repertoires in meaning-making (García & Wei, 2014; Wei, 2018). This practice has significant impacts for language pedagogy, particularly in its interpretive, managerial, and interactive functions (Emilia & Hamied, 2022). Despite its growing recognition, translanguaging in foreign language classrooms, especially English, is often seen as an indicator of low proficiency. Given the potential dilemmas surrounding translanguaging practices, this study aims to address translanguaging in Indonesian English learner contexts, examining how they practice, perceive, and construct identities in relation to translanguaging.

Several scholars have examined translanguaging from various contexts, including those focusing on the perceptions of English learners and teachers (Agustin & Wahyudi, 2024; Emilia & Hamied, 2022; Kuning & Haq, 2024) and those examining translanguaging role in identity construction (Darvin & Zhang, 2023; Tai & Wong, 2023; Wahyudi, 2023a; Wei & Lee, 2023). These works collectively delivered intriguing findings, as they identified the beneficial impacts of translanguaging in learning process (Agustin & Wahyudi, 2024; Emilia & Hamied, 2022; Kuning & Haq, 2024) and revealed the emergence of diverse identities, including multilingual, hybrid, local, expatriate, and academic identities, in translanguaging practices (Darvin & Zhang, 2023; Tai & Wong, 2023; Wahyudi, 2023a; Wei & Lee, 2023).

While offering valuable insights, the previous translanguaging works still have certain limitations. For example, studies by Agustin and Wahyudi (2024) and Kuning and Haq (2024)

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relied solely on Zoom recordings and video-call interviews, which constrained access to nonverbal cues, such as students' facial expressions and body language. The sociopolitical and cultural influences of translanguaging practices also remain underexplored in the previous works. In this regard, even though these works, to some degree, have examined the relationship between translanguaging and identity construction (Darvin & Zhang, 2023; Tai & Wong, 2023; Wahyudi, 2023a; Wei & Lee, 2023), they have largely overlooked the ideological forces that may shape the negotiation of these identities. These gaps accentuate the need for further research on social and ideological dynamics of translanguaging.

To address these gaps, this study aims to investigate the translanguaging practices of Indonesian English learners in both oral presentations and written works. This study extends previous research by focusing on how Indonesian English learners engage in translanguaging, their particular perceptions of this practice in English classrooms, and how their identities are constructed in relation to this multilingual practice. Unlike the previous works (Agustin & Wahyudi, 2024; Emilia & Hamied, 2022; Kuning & Haq, 2024), this study employs on-site classroom observations, with the first author physically present and interacting with English learners. This approach enables the researchers to capture non-verbal information, including learners' facial expressions and body language, during translanguaging practices in presentations.

This study also offers new insights by exploring the identity construction of Indonesian English learners. This investigation is essential because it focuses on Indonesian university students majoring in English Literature, where English is often regarded as the most important language in academic settings. Our exploration also considers Indonesia's status as a plurilingual society (Zein, 2020), where most individuals can use more than one language to varying degrees in various contexts and for various purposes (Hélot, 2012).

This study seeks to make a significant contribution to the development of translanguaging research. By focusing on Indonesian English learners, this research provides detailed evidence of how translanguaging is employed in students' presentations and essays, where English serves as the primary medium of interaction. The findings of this study can serve as a foundation for policymakers, including teachers and lecturers, to develop language policies that more accurately reflect the multilingual realities of English classrooms.

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Furthermore, the current study presents a significant finding, emphasizing learners' perceptions of translanguaging and its relationship with learners' identity construction. This analysis expands upon earlier research that has so far paid limited attention to the sociocultural and ideological forces in the construction of Indonesian English learners' identities.

Theoretically, this study also extends current discussions on translanguaging by incorporating several conceptual frameworks, such as translanguaging (García & Wei, 2014), moment analysis (Wei, 2011), and English global positionings (Pennycook, 2000). Garcia and Wei (2014) define translanguaging as the dynamic use of multiple linguistic features that were once constrained by distinct historical trajectories but are now dynamically integrated into a unified system within speakers' communicative practices. Translanguaging serves both pedagogical and sociopolitical functions, as it not only enhances students' engagement and identity construction (Creese & Blackledge, 2010) but also decolonializes English hegemony (Wahyudi, 2023b).

Central to this study are two key aspects of translanguaging: creativity and criticality (2011). Creativity refers to an individual's capacity to determine whether to follow or deviate from language norms. Meanwhile, criticality relates to individuals' ability to use or to problematize standard norms in language use (Wei, 2011). These two aspects are central in the moment analysis, which focuses on identifying translanguaging moments and examining how learners demonstrate creativity and criticality through their multilingual practices.

The analysis of this study also adopts Pennycook's (2000) framework to understand how Indonesian English learners position themselves within the global spread of English and translanguaging practices. This framework included: *colonial celebration, laissez-faire liberalism, language ecology, linguistic imperialism, language rights, and postcolonial performativity*. The application of Pennycook's (2000) framework is regarded as relevant as it offers critical lenses to explore the ideological and sociopolitical dimensions embedded in language practices. Through the six categories of Pennycook's (2000) framework, we may delve into critical issues, such as English hegemony, linguistic diversity, and linguistic hybridity. Therefore, building upon the conceptual underpinnings, the questions of this study are: How do Indonesian English learners practice and perceive translanguaging in oral

presentations and written works, and how do they **navigate their multiple identities in relation to these practices?**

METHOD

Design

This study employed a qualitative method to investigate how Indonesian English learners practice and perceive translanguaging, and how this multilingual practice relates to their identity construction. We employed a case study approach (Harrison et al., 2017) to explore this phenomenon within a specific university context, which served as the central focus of the study.

Participant

To better understand the research participants, the following table describes a detailed account of each participant. Table 1 explains details of participant.

Table 1: The description of research participants

<i>Name (pseudonym)</i>	<i>Class</i>	<i>Ethnicity</i>	<i>Languages Spoken</i>	<i>English Spoken Proficiency</i>		
				<i>Speaking for daily conversation</i>	<i>Speaking for academic and professional communication</i>	<i>Public Speaking</i>
<i>Nada</i>	<i>A</i>	<i>Javanese</i>	<i>Indonesian (first language), English, Javanese</i>	<i>A</i>	<i>A</i>	<i>A</i>
<i>Ira</i>	<i>B</i>	<i>Javanese</i>	<i>Javanese (first language), Indonesian, English, Arabic</i>	<i>B</i>	<i>C+</i>	<i>B</i>

This study examined two English Literature students, Nada and Ira (pseudonyms), who were in their fifth semester at a university in Malang, Indonesia. They were enrolled in

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the Interculturality in Language Studies course. They were selected for their presentation performance and use of translanguaging. The participants came from different classes and were taught by different lecturers. Nada was in Class A, where her lecturer was not directly engaged with translanguaging practice. Meanwhile, Ira was in Class B, where her lecturer explicitly supported translanguaging by allowing the use of 70% English and 30% Indonesian in both oral presentations and written works.

Table 1 demonstrates that Nada and Ira share similar backgrounds as Javanese and multilingual speakers. However, their mother tongue differs as Nada's is Indonesian, while Ira's is Javanese. Their English proficiency levels also vary, with Nada achieving a higher average score. It is essential to note that these English proficiency levels were assessed based on participants' performance in three speaking-related university courses, as neither participant had taken an official English proficiency test, such as the TOEFL or IELTS.

Instrument

This research used three primary instruments: classroom observation, semi-structured interview, and document analysis. The classroom observation documented students' translanguaging practices during presentations, focusing on contextual information (e.g., settings, participants), language use, and gestures. Subsequently, the semi-structured interview examined how Indonesian English learners perceived translanguaging and constructed their identities.

This format allowed for follow-up questions during the interview (Heigham & Croker, 2009). We formulated interview questions based on the conceptual frameworks of translanguaging (García & Wei, 2014) and English global positions (Pennycook, 2000). Lastly, document analysis of Indonesian English learners' essays was used to identify translanguaging practices in written form.

These three instruments were designed to provide a comprehensive understanding of the research objectives. To ensure validity, all instruments were also evaluated by the second author, who served as the advisor. It included providing feedback on the observation protocol and interview questions prior to the data collection process. Those evaluations aimed at securing the validity of the instruments.

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Table 2 Research instruments

<i>Instrument</i>	<i>Purpose</i>	<i>Data collection focus</i>
<i>Classroom observation</i>	<i>To document translanguaging practices during students' oral presentations</i>	<i>All linguistic repertoires used by students during presentations, including their languages, registers, or gestures</i>
<i>Semi-structured interview</i>	<i>To explore students' perceptions of translanguaging practice and its relation to identity construction</i>	<i>The participants' answers, including words, phrases, sentences, and gestures, which reflect their perceptions and positions on translanguaging practice and the global spread of English</i>
<i>Document analysis</i>	<i>To document translanguaging practices in students' essay writings</i>	<i>All languages used by students in essays</i>

Data collecting technique

The research data were collected through several stages. First, we conducted classroom observations in five classes of the Interculturality in Language Studies course on November 6th and 7th, 2024. There were a total of 7 to 12 student presenters in each classroom being observed. The researchers took field notes and recorded audio to capture accurate data regarding translanguaging practices. Afterwards, we conducted semi-structured interviews with two selected participants. Each participant was interviewed individually in a one-hour session. To ensure participants felt comfortable in delivering their answers without language constraints, participants were permitted to use Indonesian, English, or local languages during the interviews (Wahyudi & Chusna, 2019). Additionally, students' essays on intercultural experiences were collected to examine translanguaging practices in written form. Taken together, the three data collection stages provided deep and rich insights into translanguaging practices and identity construction among Indonesian English learners.

Data analysis technique

The data of this study were analyzed through several stages. First, classroom observations and semi-structured interviews were transcribed verbatim. We used Jefferson's

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(2004) conversational analysis to transcribe the observational data, particularly. Furthermore, we translated the interview data into English and sent it to participants for validation.

Afterwards, we re-read all the data, including student essays, and took initial notes from that. We coded the data using thematic analysis to identify the emergent themes that appeared, including translanguaging practices in both oral and written forms, perceptions of translanguaging, and constructions of identity. The analysis was guided by three theoretical frameworks: (1) the concept of translanguaging (García & Wei, 2014), (2) moment analysis (Wei, 2011), and (3) English global positions (Pennycook, 2000), which together provided a thorough understanding of translanguaging issues within the contexts of Indonesian English learners.

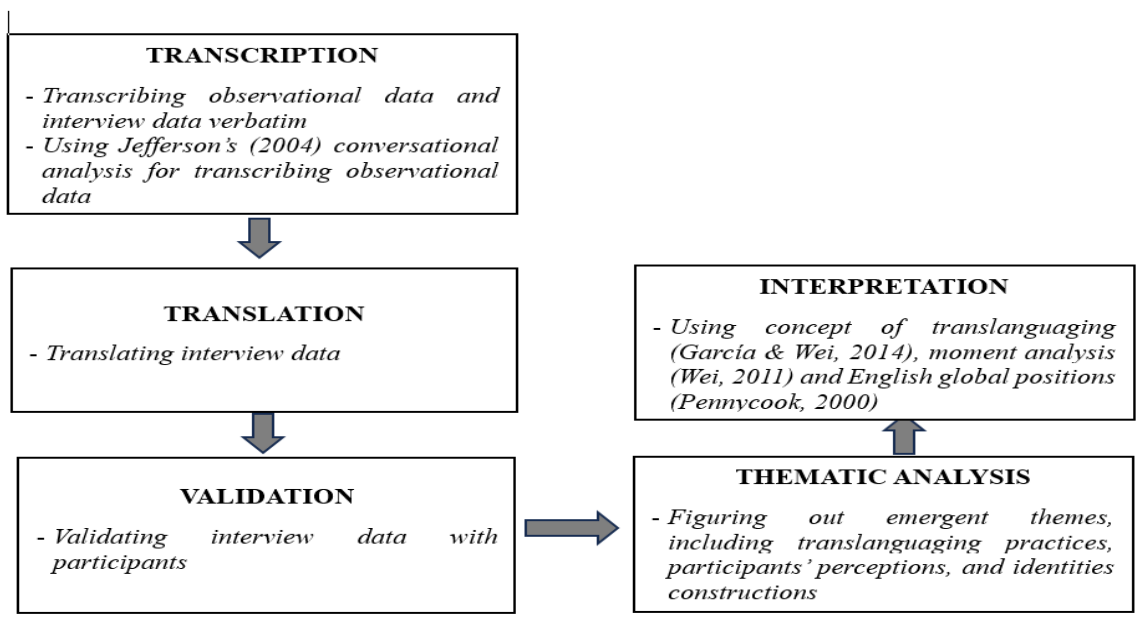


Figure 1: Data analysis process

RESULT AND DISCUSSION

Result

Indonesian English learners' practices on translanguaging

This part aims to answer the question regarding how Indonesian English learners practice translanguaging in oral presentations and written works. Drawing on classroom observations and analysis of students' essays, the researchers apply the frameworks of

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translanguaging (García & Wei, 2014) and moment analysis (Wei, 2011). To illustrate how translanguaging has been practiced, we would like to share case studies of two Indonesian English learners, Nada and Ira. Below are descriptions of translanguaging practices observed in each participant:

1. Translanguaging practices in Nada's oral presentation

Nada is a learner from Class A, where translanguaging is not explicitly encouraged by the lecturer. Despite the absence of a structured translanguaging space, Nada still agentively utilizes her multiple linguistic resources, particularly during presentations. The observations show that Nada often integrates Indonesian and English, even though English is designed as the primary medium of interaction in the classroom. This language mobilization enables Nada to provide a more profound comprehension for the audience, as seen when she addresses an example of racism in Argentina (see Appendix 1 for detailed examples).

Nada's translanguaging practice may be driven by her perception that it is easier to explain a specific issue using Indonesian. This practice serves to provide a more relatable example and to express an emotionally resonant idea during presentations. In Nada's case, it is salient to note that the researchers do not directly interpret her translanguaging practice as an indicator of low English proficiency. Instead, given her strong performance in three English-speaking-related courses (see Table 1) and her confidence during presentations, we consider Nada's translanguaging practice as part of her creativity (Wei, 2011), in which she navigates across languages without being constrained by socially and politically constructed language boundaries (Garcia & Wei, 2014).

2. Translanguaging practices in Ira's oral presentation and written essay

Translanguaging practices are also evident in our second participant, Ira. She is a learner from Class B, where her lecturer permits the use of 70% English and 30% Indonesian in the learning process, both orally and in writing. During her presentation, Ira frequently engages in translanguaging, such as integrating between English and Indonesian when responding to a specific question from the lecturer (see Appendix 1 for detailed examples). Unlike the first participant, Ira shows signs of nervousness during her presentation, such as elongating vowel sounds (e.g., e:::), which indicates her hesitation. It suggests that the

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function of translanguaging is to help learners reduce language anxiety.

Beyond her translanguaging practice in oral presentations, Ira also employs translanguaging in written assignments. In her essay, Ira particularly integrates three linguistic resources (English, Indonesian, and Madurese) to narrate her intercultural experience (see Appendix 1 for detailed examples). This language integration reflects Ira's creativity, which, as noted by Wei (2011), refers to an individual's capacity to determine whether to follow or deviate from language norms. The combination of English, Indonesian, and Madurese in Ira's essay also indicates that translanguaging is being gradually adopted, even in the context of written works by Indonesian English learners. This practice highlights the significance of translanguaging, which enables learners to create authenticity in their narratives.

Indonesian English learners' perceptions of translanguaging

Besides highlighting learners' translanguaging practices, the researchers also conducted interviews with Ira and Nada, who actively use translanguaging during their presentations. The interviews aim to explore their perceptions of translanguaging. The following data present two interesting points regarding the learners' perceptions of translanguaging practice:

1. Translanguaging for providing detailed explanations and improving audience understanding

*It is okay for **learning** (using translanguaging) because sometimes we forget words in English, or **perhaps a detailed explanation is more proper in Indonesian** (Nada, 11/11/2024)*

*Translanguaging is usually used in classrooms and presentations **so that my friends can better understand materials** (Ira, 15/11/2024)*

Based on the interviews, both participants emphasize the value of translanguaging as a practical approach in classroom activities. The two Indonesian English learners highly appreciate translanguaging as this practice can help them to provide detailed explanations and improve audience understanding during presentations. Their views are consistent with their language practice during the presentation, which demonstrates that translanguaging is often employed to convey emotionally resonant ideas, to provide clarity, and to create authenticity in narratives.

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2. Translanguaging for lessening language anxiety

The practice of translanguaging may also be linked to Indonesian English learners' language anxiety. It was noted by a participant, Ira, who explained her reason for frequently using translanguaging in oral presentations:

Maybe because I am hesitant about whether my pronunciation and choice of English words are correct or not (Ira, 15/11/2024)

Ira's statement reflects her feelings of worry and tension during English presentations. As a learner with an intermediate level of English proficiency (with grades of B, B, and C+ in speaking-related courses), Ira appears to use translanguaging as a strategy to mitigate her language anxiety. It highlights another key point of translanguaging, in which an Indonesian English learner, like Ira, perceives translanguaging as a meaningful practice that helps her to manage language anxiety, particularly during oral presentations.

Multiple identities constructions of Indonesian English learners in relation to translanguaging practice

To identify the participants' identity constructions, the researchers concentrated on two themes: the global spread of English and the participants' positions on translanguaging practices. These two themes were explored through the interview questions. They were integrated with the observational data and document analysis from students' essays. The following subsections present the identity construction of Indonesian English learners:

1. Hybrid and multilingual identity

Both participants, Ira and Nada, shape hybrid and multilingual identities as evidenced by their actions that employ and integrate multiple linguistic resources in different contexts. The following statements emphasize that both participants have adopted a hybrid identity by naturally transitioning between languages in classroom activities.

I use translanguaging in learning process since sometimes I forget the meaning of words in English. Translanguaging is also used since sometimes Indonesian words provide a deeper explanation (than English) to audiences (Nada, 11/11/2024)

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In Mrs. M's class, we actually should use English fully in presentations. But if I got confused to deliver my presentation materials, I switched into Indonesian (Ira, 15/11/2024)

Nada's and Ira's statements highlight the extent to which both of them utilize translanguaging in classrooms. These translanguaging practices have enabled them to express themselves in a multifaceted way, transcending the boundaries of a single language. In the cases of Ira and Nada, translanguaging is not only associated with pedagogical functions but also indicates their dynamic and fluid identities in different contexts. It aligns with Garcia and Wei's (2014) explanation about translanguaging use for negotiating identities.

2. Laissez-faire liberalism

The researchers further underline the construction of laissez-faire liberalism in a participant's statement about her feelings of using translanguaging:

I enjoy it because sometimes I cannot describe my feelings in Indonesian. For some moments, it feels exaggerated if I express my feelings in Indonesian. Hence, I use translanguaging. Lately, I also use translanguaging in daily practices. I use more translanguaging now since I started to text and call with foreigners again (Nada, 11/11/2024)

When reflecting on her use of translanguaging, Nada expresses her positive feelings towards having a space to use her multiple linguistic resources. Her answer indicates her position that values translanguaging as a significant practice, allowing her to use multiple linguistic resources in meaning-making. This statement also implies the construction of laissez-faire liberalism as she emphasizes a freedom of choice to use languages (Pennycook, 2000), such as English or Indonesian. It reflects the relationship between translanguaging practices and the construction of laissez-faire liberalism, highlighting the fluidity of language use.

3. Colonial celebration and linguistic imperialism

While exploring the participants' identities and their relation to translanguaging practices, the researchers also highlight the dominance of English in various discourses. This English dominance can be observed in the statements from both participants:

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I guess right now, English has become a basic skill for job vacancies (Ira, 15/11/2024)

Sometimes, using English makes us look smarter or cooler in society (Nada, 11/11/2024).

The statements above highlight how both participants, Nada and Ira, continue to prioritize English over other languages, despite their support for translanguaging. This identity is likely shaped by their colonial celebration view, which favors the English language over others. According to Pennycook (2000), the colonial celebration view can lead individuals to believe that English can provide numerous advantages, including economic, cultural, and personal benefits. It aligns with the participants' statements that emphasize the value of English in the workplace and society.

In addition to the colonial celebration, the interview data also reflect the prevalence of linguistic imperialism and monolingualism discourses among the practices of translanguaging in Indonesian English learner contexts:

Question: Do you think translanguaging practices are legitimate in English classrooms?

Ira: (laughing) It is ideally monolingualism, but due to my anxieties during presentations, I use translanguaging

Question: What languages do you usually use in classrooms?

Ira : (laughing) Indonesian

Question: What about Javanese?

Ira: (laughing) yeah, sometimes

The data presented above indicate that Ira continues to perceive monolingualism as an ideal practice in English classrooms. Ira's laughter in the aforementioned data suggests her slight embracement of using her national and local language in English classrooms. This monolingual view may be associated with linguistic imperialism as both concepts focus on an unequal division of power produced by the continuous promotion of English in institutional structures or ideological positions (Pennycook, 2000). Ira's answers also reflect her contradictory position, on one hand, that views translanguaging as a sign of low English proficiency (Fang & Liu, 2020), yet on the other, she regularly utilizes this practice in learning contexts. Overall, this study demonstrates that the dominance of English in

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Indonesian English learners, to some extent, remains interrupted alongside the practices of translanguaging.

Discussion

The results of this study provide deeper insights into the topic of translanguaging. This study presents three key findings. They include: 1) Indonesian English learners' translanguaging practices in oral presentations and written essays, 2) Indonesian English learners' perceptions of translanguaging, and 3) the identity constructions of Indonesian English learners in relation to translanguaging practices.

In terms of translanguaging practices, we discover several examples where Indonesian English learners integrate Indonesian and local languages (e.g., Madurese) in their English presentations or essay writings. These translanguaging practices not only indicate a switch between codes, but rather emphasize that in everyday life, Indonesian English learners frequently use different elements of languages in their communication. The researchers identify three types of translanguaging practice conducted by the participants, Ira and Nada. These practices include: 1) the use of Indonesian to express an emotionally resonant idea in an English presentation, 2) the use of Indonesian to provide clarity in an English presentation, and 3) the use of Indonesian and a local language (Madurese) to create authenticity in the narrative of an English essay.

Translanguaging is important in enabling learners to express emotionally resonant ideas that may not be fully delivered in English alone. For instance, our participant, Nada, not only delivers her presentation in English but also strategically uses Indonesian when showing an example of racism in Argentina. Her translanguaging practice can be seen in the utterance "*and:: ya karena mereka miskin akhirnya > ejek-ejekan itu < merujuk dan mengarah ke hal-hal yang itu "Alah ↑ kalian menyusahkan datang ke sini"* ((imitating the mocking tone)) *gitu loh*" (and:: yeah, because they're poor, eventually those mocking point toward things like "Oh ↑ you're such a burden coming here," ((imitating the mocking tone)) like that), that integrates a prior English explanation with a specific example delivered in Indonesian.

In addition to its use for expressing emotionally resonant ideas, this study highlights how learners employ translanguaging in their written works to provide clarity and authenticity

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in narratives. This research finding thus complements the previous work by Agustin and Wahyudi (2024), who also examined the translanguaging practices of Indonesian English learners. Nonetheless, this study offers deeper insights by highlighting translanguaging practices in writing that were previously unaddressed.

In the context of Indonesian English learners' perceptions of translanguaging, the findings of this study suggest that Indonesian English learners highly appreciate translanguaging, as this practice can support them in classroom activities. Specifically, translanguaging facilitates learners in 1) providing detailed explanations, 2) improving audience understanding, and 3) lessening language anxiety during presentations. Our findings generally resonate with previous works that have examined English students' and teachers' perceptions of translanguaging (Agustin & Wahyudi, 2024; Emilia & Hamied, 2022; Kuning & Haq, 2024).

In Agustin and Wahyudi's (2024) work, they found that most Indonesian English students view translanguaging positively, as it helps them to reduce anxiety, build confidence, and improve equity. Similarly, Emilia and Hamied (2022) reported that students hold positive views towards translanguaging, particularly in its interpretive, managerial, and interactive functions. From the teachers' perspective, Kuning and Haq (2024) highlighted how English teachers acknowledge translanguaging for its beneficial effects on cognitive development, inclusive education, and literacy development. Taken together, these findings align with our current study, which also suggests that learners have positive attitudes towards translanguaging practices in English classroom contexts.

In terms of learners' identity construction, this research points out several key findings. Most notably, this study reveals the emergence of hybrid and multilingual identities among Indonesian English learners, as demonstrated by participants' translanguaging practices in oral presentations and essay writing. Translanguaging practices have encouraged learners to shape a fluid sense of self across different cultures and linguistic resources. These results align with previous works on the relationship between translanguaging practices and the construction of hybrid identities (Wahyudi, 2023a) and multilingual identities (Darvin & Zhang, 2023; Tai & Wong, 2023).

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This study extends beyond the previous works by exploring the relationship between students' identity construction and the global spread of English. Using the framework of English global positions (Pennycook, 2000), this study concludes that Indonesian English learners have developed multiple and contradictory identities, including: 1) laissez-faire liberalism, 2) colonial celebration, and 3) linguistic imperialism. Findings related to laissez-faire liberalism indicate that learners prioritize freedom of choice as a core principle in language use. In this regard, learners do not consider the ideological implications of the global spread of English as a key factor influencing their language practice (Pennycook, 2000). Meanwhile, colonial celebration and linguistic imperialism are also evident among Indonesian English learners, as reflected in their interview answers, such as "ideally monolingualism," "English becomes a basic skill for job vacancies," and "English makes us look smarter or cooler in society."

The nuanced findings on learners' identity construction in this study align with those of Gu (2010) and Anjanillah and Wahyudi (2021), highlighting the complex identities of English learners due to their perceived need to learn the English language. Our results also support previous works emphasizing the role of translanguaging in expressing and negotiating identities in classrooms (García & Wei, 2014; Jørgensen et al., 2011). Regarding participants' identity constructions, the findings of colonial celebration and linguistic imperialism reflect the dominance of monolingual discourses in the context of Indonesian English learners. This result aligns with Agustin and Wahyudi's (2024) finding on the impact of monolingual norms in many EFL classrooms in Indonesia. It also corresponds with Rasman and Margana's (2022) finding on the presence of less favored languages in translanguaging practices. Finally, this finding affirms Rasman's (2018) argument regarding the transformative limits of translanguaging, as learners struggle to reorient themselves within multilingual norms.

Overall, this study suggests the complex findings concerning translanguaging issues in Indonesian English learner contexts. This study reveals that translanguaging practice is generally well-received and perceived as an important practice, as evidenced by the translanguaging practices of Indonesian English learners in presentations and essay writing. Although translanguaging is well-received and contributes to the development of hybrid and multilingual identities, many Indonesian English learners still lack awareness of using

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translanguaging to address language inequality. This results in the persistence of linguistic imperialism, colonial celebration, and monolingual discourses among Indonesian English learners in this study.

CONCLUSION AND IMPLICATION

Conclusion

This research has addressed the questions regarding how Indonesian English learners practice and perceive translanguaging, as well as how they shape their identities in relation to these practices. Based on observational data from Indonesian English learners' presentations and an analysis of learners' essay writings, this study suggests that translanguaging is a natural practice that facilitates Indonesian English learners in the meaning-making process. The translanguaging practices are evident in several key moments, including: 1) the use of Indonesian to express an emotionally resonant idea in an English presentation, 2) the use of Indonesian to provide clarity in an English presentation, and 3) the use of Indonesian and a local language (Madurese) to create authenticity in the narrative of an English essay. Based on the interviews, the researchers further conclude that Indonesian English learners highly value translanguaging as a strategic practice during the learning process. They appreciate translanguaging as this practice can help them reduce language anxiety, enhance audience understanding, and provide detailed explanations during presentations or essay writing.

In terms of identity construction, this study finds that the Indonesian English learners tend to construct multiple and dynamic identities in different contexts. By exploring translanguaging in relation to the global spread of English, this study concludes that research participants can shape diverse identities, including hybrid identities, laissez-faire liberalism, colonial celebration, and linguistic imperialism. These dynamic and contradictory identities are primarily shaped by the persistent influence of monolingual and colonial celebration views in various settings, in conjunction with the increasing acceptance of translanguaging in educational settings.

Limitation

Moreover, this finding also revealed a lack of consideration for language ecology and language rights among the participants, despite their use of translanguaging in classrooms.

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This point is regarded as a limitation of the study because the researchers did not explore further why the participants did not perform these identities. Thus, further research can explore this limitation to gain a deeper understanding of the relationship between students' identity constructions and the continued hegemony of monolingual and colonial celebration views in educational contexts.

Implication

Several critical findings related to translanguaging have been presented in this article. The findings of this study have significant implications, including for sociolinguistics, English language teaching, and classroom language policies. In the context of English language teaching and language policies, this study provides in-depth insights into how Indonesian English learners utilize and perceive translanguaging in their learning process. These insights can serve as a foundation for language policymakers, including teachers and lecturers, to design language policies that more accurately reflect the multilingual realities of English classrooms in Indonesia.

Moreover, the findings of this study provide valuable insights into the sociocultural and ideological factors that influence the identity construction of Indonesian English learners. These results extend previous sociolinguistic works by highlighting the dynamic interplay between multilingual practices and the construction of identity. Future studies in sociolinguistics and applied linguistics can thus build on this work by investigating how translanguaging practices and identity construction relate to other social factors, such as social class and gender.

ACKNOWLEDGMENT

The researchers would like to express their gratitude to the students who participated in this research and to the lecturers for their support in facilitating this research. Their contributions are significant to the overall success of the research.

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APPENDICES

*Appendix 1. Data on translanguaging practices***Excerpt 1**

01 S: *We talk about racism, so:: let's just talk about the examples ↑ about how these people get this racism thing okay ↑*
 02 S: *Let's start from Argentina (0.2) most of migrants:: coming to Argentina, they come from:: most of them come from developing countries ↑ such as Bolivia and Paraguay ↓*
 03 S: *and if you know ↓ (0.2) both of Paraguay and Bolivia are developing country::: who::: which is lack in > economical thing <*
 04 S: *They're poor, they're bad in::: what is it (0.2) yeah ↑ economical things specifically*
 05 (0.2)
 06 S: *and:: ya karena mereka miskin akhirnya > ejek-ejekan itu < merujuk dan mengarah ke hal-hal yang itu “Alah ↑ kalian menyusahkan datang ke sini” ((imitating the mocking tone)) gitu loh*
 07 S: *Mereka mendapatkan rasisme dalam bentuk seperti itu di Argentina*

01 S: *We talk about racism, so:: let's just talk about the examples ↑ about how these people get this racism thing, okay ↑*
 02 S: *Let's start from Argentina (0.2) most of the migrants:: coming to Argentina, they come from:: most of them come from developing countries ↑ such as Bolivia and Paraguay ↓*
 03 S: *and if you know ↓ (0.2) both Paraguay and Bolivia are developing countries::: who::: which is lack in > economical things <*
 04 S: *They're poor, they're bad in::: what is it (0.2) yeah ↑ economic things specifically*
 05 (0.2)
 06 S: *and::: yeah, because they're poor, eventually those mocking point toward things like "Oh ↑ you're such a burden coming here," ((imitating the mocking tone)) like that*
 07 S: *They get that kind of racism in Argentina*

Excerpt 2

01 L: *((called one of the presenters)) can you tell me about cluster analysis ↑*
 02 (0.1)
 03 L: *the thing that you have stated here in your presentation*
 04 L: *What does that mean and how that applies in your research?*

01 L: *((called one of the presenters)) can you tell me about cluster analysis?*
 02 (0.1)
 03 L: *The thing that you have stated here in your presentation.*
 04 L: *What does that mean and how does that apply in your research?*
 05 (0.6)

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05 (0.6)

06 S1: *E::: jadi mereka itu dibagi:: dibagi per kelompok (.) cluster itu (.) makanya yang paling cocok dari:: dari 10 anak dibagi 3-3-3, ada yang 4 terus dilihat dari mana yang paling cocok:: dari segi secondary school*

06 S1: *E::: so they were divided:: divided into groups (.) the cluster (.) and the most suitable from:: from 10 students are divided into 3-3-3, there is 4, then it's analyzed to see which are the most suitable:: in terms of secondary school.*

Excerpt 3 (a student's writing):

The ability to understand and appreciate other cultures, and behave in a culturally appropriate manner in different social environments is commonly referred to as cultural competence. This suggests that a person can understand the perspective of others, not only from their own culture but also be able to adapt and interact effectively in situations involving different cultures. For example, when we want to learn a new language to communicate with friends from a different cultural background. Then we use their language, even if it's just a few words. This shows respect for the person's culture and can make them feel comfortable talking to us without any hesitation. Based on my experience when my friend (a Madurese) gave me a birthday present.

Me: *wah putri makasi banyak yaa..*

Putri: *iya sama-sama ir*

Me: *by the way bahasa madura-nya terima kasih apa put?*

Putri: *terima kasih dalam bahasa madura itu "matur sukma" gitu*

Me: *ooo I see, matur sukma banyak banyak yaa hehe...*

The ability to understand and appreciate other cultures, and behave in a culturally appropriate manner in different social environments is commonly referred to as cultural competence. This explains that a person can see the point of view of others, not only from their own culture but also be able to adapt and interact well in situations with different cultures. For example, when we want to learn a new language to communicate with friends from a different cultural background. Then we use their language, even if it's just a few words. This shows respect for the person's culture and can make them feel comfortable talking to us without any hesitation. Based on my experience when my friend (a Madurese) gave me a birthday present.

Me: *Wah Putri, thank you so much!*

Putri: *You're welcome, Ir.*

Me: *By the way, how do you say "thank you" in Madurese, put?*

Putri: *"Thank you" in Madurese is "matur sukma."*

Me: *Oh, I see. Matur sukma, very much! Hehe...*

*Fauziyah and Andriani (2025)***Appendix 2. Transcript symbols of conversation analysis (CA)**

[the point of overlap onset in a conversation
=	no break or gap between two lines
(0.0)	elapsed time by tenths of seconds within or between utterances
(.)	a short interval (a tenth of a second) within or between utterances
(())	a description from a transcriber
wo::rd	prolongation of the sound (the longer the colon, the longer the stretches)
word <u> </u>	a form of stress
word↑	high pitch
word↓	low pitch
>word<	the bracketed material is delivered at a faster pace than the surrounding talk
<word>	the bracketed material is delivered at a slower pace than the surrounding talk