

CHAPTER 2

LITERATURE REVIEW

2.1 Multilingual Identity Awareness

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).

“The notion of investment... attempts to capture the relationship of the language learner to the changing social world. If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Learners’ investments in the target language are also an investment in their own identities, which are constantly changing across time and space.” (Norton, 1995, p. 17).

The meaning of Norton's investment concept is that language learners and their world are constantly changing, so when they invest in learning a second language, they will gain a wide variety of symbolic and material elements that will in turn increase the value of the cultural capital targeted for them. This can build their identity in relation to the target language they have and change to adapt over time.

2.1.1 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 Emotion

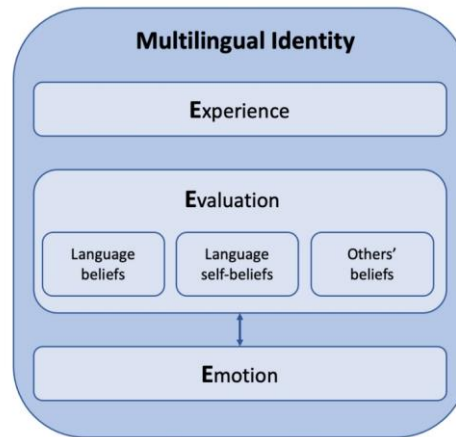


Figure 1

3Es Model of Multilingual Identity

Source: Fisher, L., Evans, M., Forbes, K., Gayton, A., Liu, Y., & Rutgers, D. (2024)

2.1.2 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 be 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.

2.2 Learning English as Foreign Language in Indonesia

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).

2.3 Study of the Relevant Research

There are several research that problematizes the students' multilingual identity in the education context such as the research conducted by S. Ardianta (2019) entitled *Pengaruh Multilingualisme dalam Dunia Pendidikan terhadap nasionalisme peserta didik dan kaidah Bahasa Indonesia* stated that there are

positive and negative effect are generated from multilingualism in the world of education (Ardianta, 2019). In this research, researcher try to explore the positive and negative effect of multilingualism in English Education program due to the differences background of the student.

Other studies relevant to this research are conducted by L. Fisher (2022) entitled *Language Experiences, Evaluations and Emotions (3Es): analysis of Structural Models of Multilingual Identity for Language Learners in Schools in England* stated that multilingual identity is strongly constructed by direct experimental context with language and social interaction than with explicit beliefs, for example, the influence of parental beliefs is greater than those of teacher or friends. (Hedman & Fisher, 2022). This research tries to find how far the interaction and adaptation process in the classroom of English.

Zacharias (2012) also described research entitled “EFL Students’ Understanding of Their Multilingual English Identities”. 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 of the participants appeared to be fully aware that using English in public spaces would project negative identities as Indonesian nationals. (Zacharias, 2012). Researchers try to find the effect of using other languages especially English, and the origin of the languages the participant used to speak and communicate.

The existed study is more focused on the context of multilingual identity as a concept, but did not try to find the perception of the students towards multilingual identity itself. Even though there is a lot of research that discusses multilingual identity, there is very little research that explore the perception of students as multilingual people, especially in Indonesia. Therefore, the researcher conducts this research with the concern of Students’ perception of their multilingual identity awareness in Learning English as Foreign Language especially in English Education department students in one of the universities in Tasikmalaya.