An Investigation into Indonesian EFL Learners' First and Second Language Identity Development

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A B S T R A C T

Some researchers have challenged the poststructuralist framework by proposing a poststructuralist model that captured the L2 complication learning and made outcomes of learning difficult to predict. They attempted to maintain that linguistic communities may have diverse and even contradictory opinions. This study investigated the case of two students who joined a student exchange to the UK and the US regarding the impact of learning their L1and L2 experiences and changes in social context on the construction of their L1 and L2 identities. It found that as English learners as a Foreign Language (EFL), the identity advancement of these two students was in line with poststructuralist theory. Their identity considered fluid, dynamic, and contradictory. The two students negotiated and renegotiated their identities in various social contexts in Indonesia-UK and Indonesia-US, and they were finally accepted into the L2 academic community. This study also analyzed two Indonesian students' experiences in language learning and identity. The paper also highlighted that conflict could be an element of students' identity construction and encouraged them to be persistent and self-resilient while being able to navigate through negative encounters that take place amid the process of second language acquisition.

1. Introduction

Much literature investigates the relationships of languages, social contexts, and identities; how this three point affect second language acquisition. Schumann (1986) proposed the acculturation model, asserting that a second language (L2) develops when learners are exposed to various social and psychological factors. While Krashen (1982) proposed an acculturation model that suggested various social and psychological factors cause acculturation in the L2 community. Then, Clément (1986) stated that it is expected that the second language acquisition only occurs to the extent that a learner is acculturated into his/her L2 community. Furthermore, to completely master an L2, an individual must fully adapt to the L2 community. The English learner must fully integrate into the L2 community by frequently communicating with native speakers of the language on a social level. Learners need to be open to a new culture, willing to take on a new lifestyle and follow the values of their L2 community. For example, a theory advances that learners have to decide whether to manage their heritage and culture, reduce, or renounce it to accept the new culture (Brunton & Buckley, 2021). If the students choose the preceding, the students will create social and psychological distance from their community and fail to obtain L2. In other words, the acculturation model argues that for a person to be successful in acquiring a second language, they must give up their first language culture (L1) to achieve social and psychological closeness with his or her L2 community.

Furthermore, poststructuralist perspective offer a critical lens on the traditional views of second language acquisition, challenging the linear and often deterministic nature of models like those proposed by Clément (1986); Krashen (1982); and Schumann (1986). Poststructuralism emphasizes the fluidity and multiplicity of identity, arguing that identities are not fixed but rather than constantly negotiated and redefined through language use and social interactions. This approach suggests that language learning is not merely a process of adopting to a new cultural and linguistic norm but involves complex power dynamics and identity negotiation.

For instance, Norton (2000) argues that language learners are not passive recipients but active agents who navigate various identities depending on their social contexts and interactions. This perspective acknowledges the role of power relations in language learning, where learners may experience varying degree of inclusion or marginalization. Thus, poststructuralist theories highlight the importance of recognizing the diverse and dynamic nature of learners' identities, suggesting that language learning is unpredictable and context-dependent process that cannot be fully understood through traditional acculturation model.

Traditional structures adhere to a monolingual model, ignoring learners' linguistic and cultural heritage. However, in the last two or three decades, there has been exponential growth in globalization. It has resulted in greater diversity in different communities. Besides, Schumann (1986) argues that English as a lingua franca also has a tremendous impact from this globalization. As globalization continues to progress, more people from non-English speaking countries are starting to learn English. The monolingual model that focuses only on English as the national language of a specific country is no longer able to reflect the realities of today's globalized world. Recently, researchers have challenged the learning outcomes of a poststructuralist model because it captures complexity of L2 learning and makes it unpredictable. One of them was Norton (2000). He claimed that although each language community may have a distinct identity, it does not stop speakers to negotiate and renegotiate their identities using language in various contexts. This is due to the fact that there are power inequalities between speakers. The objective of this study is to explore the intricacies of second language learning among advanced adult learners, focusing on their experiences. By analyzing various case studies, the research seeks to identity the specific challenges faced by these learners and how these challenges are influenced by their interactions within diverse cultural and social settings. The stud aims to contribute to a deeper understanding of the dynamic and context-depending nature of second language acquisition. The research problem centers on understanding how changing social environments and the learners' negotiation of cultural identities affect their language learning process. By investigating these aspects, the study intends to advocate for greater intercultural sensitivity in educational approaches and support system, thereby fostering a more inclusive and effective language learning environment for adult learners.

The previous literature indicates the need for further research on how the complexity of L1 and L2 learning affects the learner's identity construction. For example, a longitudinal study conducted by Pierce (1995) of the identity construction of immigrant women in Canada proposes a concept called investment to capture the complexities of power relations, identity, and language learning. Moreover, Norton (2000) examined Pakistani students to illustrate that identity is a sociocultural construct. It was found that learning English did not threaten their investment in their official language, Urdu. In addition, there was a paucity of studies on the development of learner identity related to changing social contexts, which could be operationally defined in this study as different countries of residence, circle of friends, school settings, family, and community from English as a Foreign Language learner (EFL).

Previous studies have investigated the negotiation of learner identities, L2 competencies, and power positions in the diverse contexts of gaining legitimate membership in L2 and international communities. However, the complexity of how L1-L2 learning experiences impact L1 and L2 identity construction and how these two identities are influenced by social context has yet to be fully explored. This study purposes to explain this problem by conducting a case study on two students who joined the UK and US exchange students. The case study was conducted to the following research questions:

1) to what extent did the L1 and L2 learning experiences of the two students influence the construction of L1 and L2 identities in different social contexts in Indonesia, the UK, and the United States; the theory of identity used in this study is Norton's poststructuralist perspective, which posits that identity is fluid, dynamic, and context-dependent

how the two students' different social contexts in Indonesia, UK, and the United States influenced the development of their L1 and L2 identities.

2. Methods

2.1 Research Design

This study was implemented a qualitative case study approach. The participation was two Indonesian students who have joined the student exchange to universities in the UK and the US. This study used a case study to gain more information understanding of the situation and its impact on those involved. The important part is the process, not the outcome. Also, in the context rather than a specific variable, and discovery rather than

confirming. Creswell (2012) described qualitative case studies as an "in-depth exploration of a system based on extensive data collection". A qualitative case data collection can be taken from an activity, process, event, and individual). In the context of this qualitative case study design, several key elements can be explored to understand the experience of the two Indonesian students, Caca and Nana, during their student exchange in the UK and the US. One example of an activity is interviewing their participation in classroom discussion, where the students engage with peers and professors, use English in academic discourse, and navigate the complexities of expressing ideas in a second language. An example of a process is the ongoing negotiation of their identities, as they continually adjust and reconcile their L1 (Indonesia) and L2 (English) identities in different context, such as in academic settings versus social interactions with other international students. A specific event that could be examined is their involvement in cultural exchange activities, such as international student orientations or social events organized by the university, which provide a platform for intercultural communication and highlight the challenges and opportunities of integrating into a new cultural environment. Finally, focusing on the individual level, the study delves into the personal journeys of Caca and Nana, exploring their background, motivations for studying abroad, and reflections on how these experiences influence their sense of self and linguistic development. Through these examples, the research aims to provide a nuanced understanding of the dynamic and the context-dependent nature of identity construction in the context of second language learning.

2.2 Participant Background
The participants were born and raised in the Indonesian province of East Java. In addition, they are students at a university in Indonesia. Then, they joined student exchanges in the UK and the US. Caca (pseudonym), daily, most of the time, speaks Indonesian and sometimes will shift to English if needed (e.g., for academic or entertainment purposes). Meanwhile, Nana (pseudonym) speaks Indonesian mixed with the local language (Javanese). She learned English from elementary school until college. Caca and Nana started to join an intensive preparation class for their English proficiency test, and they got an IELTS score of 7. Then Caca took part in a student exchange to the UK for three months (from September to December 2021).

Meanwhile, Nana joined the student exchange to Canada for four months (starting September to December 2021). The L2 learning experience and L1-L2 identities affected changes in the social context from Indonesia to the UK or Canada, within time in less than a year. Moreover, in this study, the social context includes different school environments, communities, countries, circles of family, and friends.

The two respondents, Caca and Nana, experienced different social contexts based on several factors, despite both being born and raised in East Java, Indonesia, and studying at a university in Indonesia. Caca's daily language use primarily involved Indonesian, occasionally shifting to English for academic or entertainment purposes. Her background involved a relatively standard use of national language without much mixing with local dialects. In contrast, Nana regularly spoke a mix of Indonesian and Javanese, indicating a bilingual experience with local language in addition to national language. This linguistic difference reflects distinct cultural influences and potentially different social network within their home region.

Furthermore, their international experiences differed significantly in terms of location and duration. Caca participated in a three-month student exchange program in the UK, while Nana spent four months in Canada. These locations represent distinct cultural norms, and Canada, particularly if Nana was in an English-speaking region, presenting a blend of North American English and multicultural influences. The variations in these settings likely influenced how each respondent interacted with their L2 (English) community and how they navigated their identities.

The differences in their social context also include variations in school environments, communities, and social circles. Caca's experience in the UK would have been shaped by British academic cultural,
 social norms, and the specific communities she engaged with, including potential interactions with both local and international students. On the other hand, Nana's time in Canada would have exposed her a different set academic expectation, social behaviors, and possibly a more diverse multicultural community, given Canada's reputation for multiculturalism. These differences would influence how each participant perceived and adapted to their new environments, impacting their L1 and L2 identities.

2.3 Data Collection and Classification
Semi-structured interviews via zoom meetings were used in this study. Eleven interview questions were developed to investigate learning experiences of the L1 and L2 that influence identity construction in different contexts in Indonesia-UK and Indonesia-US The interview questions are based on a poststructuralist theorical

framework, which views identity as fluid, dynamic, and constructed through discourse and social interactions. For example,

1. Language environment and learning experience (question 1, 2, 3). These questions aim to uncover the participants' early language socialization and the changes they experienced in different cultural settings. This aligns with the poststructuralist view that identity is shape by linguistic environments and the discourses prevalent in those contexts.
2. Impact on self-perception (question 4, 5, 6, 9, 10). These questions delve into how shifts in language environment influence participants perceptions of their L1 and L2 selves. This reflects the poststructuralist focus on the intersection of language, identity, and power, as well as the negotiation of multiple identities.
3. Language use and identity negotiation (question 7, 8, 11). These questions explore how participants navigate the use of L1 and L2, including any challenges or change in their language use. This relates to the poststructuralist notion of identity as a site of struggle and negotiation, influenced by societal norms and individual agency.

Moreover, the collected data were classified into three critical periods. The 1st period occurs in the high schools and universities in Indonesia context. It indicated the L1 and L2 learning experiences and constructing their identities begin. The 2nd period impacted the development of her L1 and L2 identities as the social context changed. It referred to the participants' arriving in a midwestern city in Glasgow, UK (for Caca) or Canada, US (for Nana) for the first time. While the 3rd period regarded to how the two participants reduced the conflicts and developed their identities as long as they joined student exchanges in Glasgow (UK) or Canada (US). Following step, the theorical framework grounded in poststructuralist perspective was utilized to analyze these periods.

2.4 Data Analysis

Follow-up the interview data were analyzed using coding and thematic analysis based on three critical periods. This method involved several key steps:

1. Transcription: the interviews were transcribed verbatim to ensure accuracy in capturing participants' narratives.
2. Coding: the transcripts were code to identify significant themes and patterns related to language learning experiences and identity construction. The coding process was iterative, allowing for the refinement of categories as new insights emerged.
3. Thematic development: themes were developed and organized based on the critical periods identified earlier. This helped in understanding the evolution of participants' identities and the impact of different sociocultural contexts.
4. Interpretation: A poststructuralist lens was applied to interpret the data, focusing on how language and power relation influenced the participants' identity constructions. This included examining how participants negotiated their identities in responses to societal expectations, language ideologies, and personal experiences.

This methodological approach provided a comprehensive understanding of the participants' experiences, highlighting the complex interplay between language, identity, and cultural context.

3. Results and Discussion

3.1 The First Period

It is essential to analyze Caca and Nana's English learning experiences from two periods chronologically to capture the changing identities of L1 and L2. Period one related to L1 and L2 learning experiences and language identity-related constructions in Indonesia. When Nana grew up in a multilingual environment (between Indonesian, Javanese, and English) with different dialect exposures, she considered herself to be a multilingual Indonesian. At that time, her L2 identity was much weaker than her L1 identity. Therefore, English was just a "foreign language" to her. However, her L2 identity evolved from beginner English in elementary school and advanced learning at university. It can be seen from both the participants' interview statement.

I learned the proper way of using Indonesian in formal education. But mostly the way I speak Indonesian is based on my environment with family and friends. Sometimes I speak Indonesian mixed with local language (Javanese). I learned English from elementary school until college. There are lots

of language schools in Indonesia and parents usually send their children to learn English there (including me). (Nana)

Meanwhile, Caca grew and developed in a bilingual environment between Indonesian and English. In the context of using English, Caca was greater than Nana. However, at that time, her L2 identity was much weaker than her L1 identity because she only used English when needed.

On daily basis, most of the time, I speak Bahasa Indonesia and sometimes will shift into English if needed (e.g., for academic or entertainment purposes). As many of the formal school's students did, I also started to learn English during my early period of primary school until I was reaching high school where I became confident enough with my English skill and started to join an intensive preparation class for English proficiency tests. (Caca)

Another finding, Caca, a diligent reader, who has a solid writing skill in L1, believes that some of her reading and writing skills were transferred to her second language, English. With that transfer, Caca's confidence towards reading and writing in English were increased. The increase of her confidence towards reading and writing made her English became part of her identity. It showed from her clarification below:

I am competent in Bahasa Indonesia which helped me to become literate in English later on. Having a solid foundation on Bahasa Indonesia made me more confident when using the English language. (Caca)

This finding in line with Darvin & Norton (2016) reporting that there is a linear relationship between language education, investment, ideology, and capital. This model provides a new viewpoint on modern trends that emphasize ideology, capital, and identity. According to their model, language learning is not just matter of acquiring linguistic skills but is deeply embedded in the broader context of ideological belief, social capital, and identity formation. Ideology refers to the underlying beliefs and values shape how language is perceived and valued within different contexts. Capital encompasses the resources, including linguistic and cultural knowledge, that learners bring to their language learning experiences. Identity, in this framework, is a dynamic construct that evolves as learners navigate their educational journeys and interact with different social and cultural environments. For example, it was happening to Caca. Caca's experience underscores how the transfer of skills from L1 to L2 can be influenced by personal and ideological beliefs about language proficiency and identity. Her increased confidence in English, driven by her strong foundation in Bahasa Indonesia, illustrates how capital (in the form of linguistic competence) and ideology (in terms of the value placed on bilingualism) intersect to shape her L2 identity. This perspective reflects modern trends in applied linguistics that emphasize the complex interplay between ideology, capital, and identity in second language acquisition, providing a more nuanced understanding of how learners' background and belief impact their language learning experiences and outcomes.

In conclusion, in this period, Caca and Nana's experiences in Indonesia illustrate how identity constructions were influenced by their language environment. Nana's multilingual upbringing led her to view English as a foreign language, while Caca, though bilingual, also prioritized linguistic contexts lays the groundwork for identity formation, in line with poststructuralist thought.

3.2 The Second Period

The next finding was regarding the second period. The second period related to language identity within time student exchange programs in the UK or US dealt with construction, detention, and conflict when Caca arrived in Glasgow, UK, and Nana arrived in Canada, US. They consider themselves English learners. It can be clarified from Caca' and Nana' statement:

Needless to say, I acquired better English-speaking skills by joining group and class discussions at University of Glasgow. Yet my writing skills rapidly improved through a series of course works that require me to have a better understanding of academic writing to deliver the best result. (Caca)

I learned English by trying to engage with the people and have more conversations with them. I used English as daily language to communicate in society. They also won't judge you if you make some mistakes, they understand that my mother language is not English and encourage me to be more confident. (Nana)

From those statement, it can be inferred that Caca developed her L2 identity at the University of Glasgow, UK. Likewise, Nana increased her L-2 identity and confidence in using her L2 by engaging with many people in conversation, even though sometimes she felt there were errors in pronunciation or grammar. Meanwhile,

Caca and Nana could still reach various Indonesian and American discourse communities and maintain their L1 identity. It can be seen from their statements:

I had to switch my daily conversation to become fully conducted in English whenever I was on campus, and sometimes still be using Indonesian to communicate with my flatmates. (Caca)

I still use Indonesian language with my family and friends regularly through video calls. (Nana)

These findings proved Fisher et al. (2020) framework regarding multidisciplinary approach to the study of multilingualism. This study finding proved that there is linked the development of individual learners (identity) with the environment in which they learn and live, as well as their own history.

Moreover findings, however, for Caca and Nana, the development of such identities has challenges and conflicts. While Caca was well received by both the Indonesian and UK communities, Nana was well received by the American community. The communities themselves were separated from one another. Caca and Nana felt that two people, namely their L1 self and L2 self, were trapped living in one body. In addition, Nana also felt that her L1 identity sometimes threatened her L2 identity. It could be seen from the previous statement that sometimes she made mistakes in communicating with the American community because her mother language had affected some of her wording and pronunciation.

Another obstacle that Caca needed to overcome was adjusting the accent difference and some slang words often used by students at the University of Glasgow. It can be check from her statement below.

I was very nervous to actively talk to people. Moreover, Scotland is having a slightly different accent than the British which was quite hard to hear and understand. I need some time to be able to familiarize myself with the accent as well as the slang that the local students usually use to become actively engaged in their conversation. (Caca)

Meanwhile, Nana has an L-2 obstacle; her L-1 is still embedded in the conversation with her society, as her clarification below:

Sometimes there is some vocabulary in Bahasa that I forget the English terms. It makes me freeze during conversations. If I face that problem, I usually use the English definition of the word I mean when I explain it in conversation. (Nana)

In addition, Nana also needs help adjusting to Canadian speed speak, which is too fast for her. It made her not confident when communicating. However, her society motivated her to increase her English skills. It can be seen from this statement.

The first time I feel okay, but I am surprised about the way Canadians speak is quite fast. Sometimes I got lost in conversation and feel insecure about my English skills. But people there encourage and cheer me up and said that it was understandable since my mother tongue is not English and it was time for me to practice my English. (Nana)

Moreover findings, after living in Glasgow, UK, for about three months, Caca started having a small quantity of trouble with some friends in Indonesia. After she went to Glasgow, UK, for student exchange, she often used English to express her feelings and communicate with some people she thought preferred to use English. It can be clarified from this statement.

My English is pretty effective in my Indonesian language. I often find it easier to express feelings in English, the choice of words is broad and deliver a deeper meaning. As for the daily conversation, I think it depends on whom I am talking to. (Caca)

Although it was not her intention to speak English words to her Indonesian friends, her L2 identity still threatened her L1. It made her comfortable using English instead of Indonesian to express her feelings. However, it differed from Nana's statement that she was unsure that her use of English affects her use of L1.

I don't think it is affecting me that much. (Nana)

It means that her L2 identity has not threatened her L1. It was because the environment of her family or friends did not allow her to speak English, or she may feel awkward if she used English when communicating.

In conclusion, during their exchange program, both participants experienced a shift in their linguistic environment, which affected their self-perception and identity. Caca's development of academic English skills and Nana's growing confidence in using English demonstrate how identity is influenced by changing context and interactions. The challenges they faced, such as navigating accent and slang, highlight the poststructuralist nation of identity as fluid and continuously shape by discourse and social interaction.

3.3 The Three Periods

Next findings were regarding the three periods. Three periods were relevant to reconciling L1 and L2 identities while participating in the exchange program to the UK (for Caca) and the US (for Nana). In Glasgow, UK,

Caca's academic English is improving. She joined one of the courses that invited her to discuss with native English students and teach her how to write essays. It showed why her writing improved. It can be seen from this statement:

> *I think I did pretty well as an English learner in the UK, but not yet unlocking the advanced level, because there's always room for improvement, including writing an essay and speaking fluently in several discussions during my courses. (Caca)*

The improvement in Caca's writing skills can be attributed to several factors. First, the exposure to native English speakers though discussion provided her with authentic language use and varied writing styles, contributing to her ability to write more effectively in English. Second, the feedback and instruction she received on essay writing in the course helped refine her writing techniques and address specific areas of difficult. This practical experience, combined with her previous linguistic capital from her strong foundation in Bahasa Indonesia, facilitated the transfer of her writing skills to English.

Meanwhile, Nana felt more confident before going to Canada and the US to speak English to communicate with society. By blending in with world Englishers, Nana was forced to use English with several students and people around her other than from Indonesia, as statement below:

> *I am quite confident with my English skills, and I have to be passionate about speaking English to communicate with the people there. But I also know that there are some aspects that I need to improve regarding my English skills especially after coming back from Canada. (Nana)*

Another finding, both Caca and Nana were also able to maintain their L1 identity. Primarily Caca still used Indonesian when communicating with her Indonesian classmate di in class. Her native English speakers were respected for the language they used. In contrast, regarding Nana's identity maintaining. The American undergraduate students and her American colleagues highly respected her and her L1 identity and welcomed her into the community. It was because the university is in a metropolitan city with a fairly diverse population, which tends to embrace diversity more. It can be clarified from these statements:

> *Depends on the occasion. It felt so strange whenever I and my Indonesian classmate spoke in Indonesian among the other students speaking English, but it made me one step closer to home whenever I had a chance to unite with the flatmates or the bigger, Indonesian community there. Actually, the students who speak English also don't have a problem with this strange. (Caca)*

> *When I am joining conversations with others who are English native speakers. They also won't judge me if I make some mistakes, they understand that my mother language is not English and encourage me to be more confident. (Nana)*

In conclusion of this period regarding in reconciling their L1 and L2 identities, Caca and Nana experienced a more nuanced negotiation of their identities. Caca's improved academic English and Nana's increased confidence in using English reflect a deeper engagement with their L2 identities. However, they also maintained strong connections to their L1, indicating the complex interplay of multiple identities. This period illustrates the poststructuralist view of identity as a dynamic process, influenced by both internal and external factors, and the ability to navigate and negotiate these identities in various social and cultural context.

Overall, Caca and Nana think that their L1 and L2 identities are valuable assets, and they can use the two languages in an opportunity with different societies and communities. Whatever the shortcomings in her L2, experience in the UK or US makes them enthusiastic about developing their English skills.

Caca and Nana consider themselves lifelong English learners and continue developing their L2 identity in these three critical periods of L1 and L2 learning. At first, the identities of Caca and Nana L1 and L2 developed separately in Indonesia. Although Caca's identity was a struggle when she first arrived in the UK for exchange studies, over time there, Caca's L1 and L2 identities met. She finally felt comfortable with her multilingual identity. Nana also experienced struggles over her identity when she first arrived in the US, but she realized that society made her continue to learn and improve her English skills. Both Caca and Nana are extra bilinguals. They joined the student exchange program just several months, 3 months for Caca and 4 months for Nana. By then, their L1 identity had already fully developed. They managed to maintain their L1 identity while staying in the UK or US. Consequently, their L2 identity was in addition to their L1 self.

Norton's poststructuralist theory provides a framework for understanding the fluid and dynamic nature of Caca and Nana's L1 and L2 identity construction. The identity is fluid and dynamic and changes depending on the context (Norton, 2000; Norton, 2006). For example, during a joint study exchange, the identities of L1 and L2 were dynamic and fluid. The parameter for understanding how L1 and L2 identities are dynamic and fluid

during a joint study exchange involve several key aspects, including contextual shift, role adaption, social interaction, cultural adaption, and identity negotiation. Regarding the contextual shift, the identity of a language learner can sift depending on the context in which they find themselves. During a study exchange, learners navigate multiple environments-academic, social, and familial that each demand different linguistic and cultural adaption. For example, the way Caca and Nana interacted with their lecturer and peers in the UK, or the US differed from how they interacted with Indonesian friend and family. While regarding role adaption, the learners may present different aspect of their linguistic selves depending on their role in various situations. In academic or professional settings, Caca and Nana may emphasize their L2 identity to align with the expectations and norms of the host country, while in familiar settings, they might revert to their L1 identity, which reflects their personal and cultural background. Next, focusing on the social interaction, the social interaction and relationship significantly influence how identities are expressed and experienced. For instance, Caca and Nana's interactions with their peers, lectures, and family members shape how they navigated and negotiated their L1 and L2 identities. These interactions often involve a process of adaption and negotiation to fit into different social groups. Following, in cultural adaption, the learners face challenges in adapting to new cultural norm and communication styles. For example, Nana's struggle with the fast pace of Canadian English represents a moment when her L2 identity was challenged, prompting her to adjust adapt her language use. The last, regarding identity negotiation, the process of negotiating one's identity involves balancing and integrating aspects of both L1 and L2 selves. The fluidity of identity is reflected in how learners continuously negotiate their multiple selves in response to their evolving linguistic and social environments. This dynamic nature of identity aligns with poststructuralist views, where identity is seen as a constantly shifting construct influenced by interaction and context. These parameters highlight how L1 and L2 identities are not fixed but are continuously reshape through contextual influences, role expectations, social interactions, cultural adaption, and ongoing identity negotiation.

Another finding showed that Caca has a lot of positive L1 transfer to her L2 literacy. Therefore, she saw her L1 identity positively. The social context in Indonesia allowed her to build her L1 identity quickly, providing her with strong foundation in her first language. This solid L1 base facilitated her L2 learning by providing linguistic structure, vocabulary, cultural knowledge that supported her L2 acquisition. For example, the grammatical rules and cognitive strategies she developed in Indonesia contributed positively to her understanding and use of English. Furthermore, L1's identity conflicted with her L2 self after she went to the UK to join the student exchange. The differences in British slang and accents, which were faster and distinct from Indonesian English accents, created a challenge. Despite this, Caca's well-established L1 identity enabled her to approach these challenges with sense of resilience and adaptability. Her strong L1 background gave confidence and a strategic advance in navigating the complexities of L2 communication Moreover, although Caca experienced some separation between the Indonesian and British communities at University of Glasgow, this situation allowed her to leverage her L1 skills while gradually incorporating L2 nuances. The ability to maintain her L1 identity, while adapting to L2 demands, illustrates how a positive L1 identity can support and enrich L2 learning. It is consistent with Blackledge & Pavlenko (2001), who stated that people might benefit from more than one linguistic identity and gain access to more than one linguistic identity from one community.

In contrast, both communities only partially accepted Nana because only one identity was recognized at a time. For instance, in the during academic interaction in the US, Nana often faced challenges where her L1 identity was not fully acknowledged. Teachers and peers sometimes commented on her use of Indonesian grammatical structures or her accent, indicating that her L1-influenced English did not meet their expectations of 'standard' English. This feedback often came in the form of corrections or suggestions that implied her L1 background was a hindrance rather than an asset. Moreover, in social settings, Nana experienced similar difficulties. For example, when she attended social gathering or engaged in informal conversation, her L1-influenced English was sometimes met with impatience or confusing. Native speakers would occasionally ask her to repeat or rephrase sentences. It is reflecting a lack of understanding or acceptance of her L1 features. This was particularly evidence when Nana used expressions or idioms that were shape by her L1 experience but were unfamiliar to her interlocutor. These experiences illustrate how English-speaking community's partial acceptance of Nana's L1 identity led her to adapt her speech patterns in order to fit it. This adaption often involved suppressing or altering features of her L1 to align more closely with L2 norms, which, over time, contributed to a weakened sense of her L1 identity. This struggle to reconcile her L1 and L2 selves not only affected her self-perception but also hindered her development within the L2 community, as she navigated the challenge of balancing acceptance with maintaining her linguistic heritage.

Caca and Nana's struggle with their L2 identity is consistent with research by Mckay & Wong (1996) and Ortaçtepe (2013). Socially constructed through the relationships and interactions between individual(s) and the people around them, identity can be negotiated and renegotiated. This is often challenging for English learners. On the side, this struggle can be mediated through achievements in their L2 learning. For example, regarding Caca's case, she regained her confidence in learning English through actively writing essays, while Nana gained confidence and willingness to communicate with native English speakers.

It is also in line with the observation made by the researchers, Alali et al. (2020) that English language learners may use linguistic techniques or rely on their L1 attainment to construct their L2 identity and avoid acknowledging a pre-assigned L2 identity. A more stable L2 identity can be achieved if learners can establish a unified L1 and L2 self, which depends on their being satisfied with their competence of their L1.

Furthermore, by joining several courses that prefer discussion and academic writing courses, Caca can broaden her L2 identity and help her gain confidence in her English and L2 identity. Meanwhile, Nana was actively engaged in several conversations with native English speakers. In addition, Caca and Nana's lecturer and colleagues value diverse backgrounds and help to maintain their identity as multiple and dynamic social constructs. It had a significant impact on their L1 and L2 identities. In particular, the two identities coexist without contradicting each other.

Moreover, they recognize the benefits of being multilingual and multicultural people, where intercultural sensitivity can be enhanced because of the respect of others for their identity. It follows Lamb & Murray's (2018) narrative of a multilingual Japanese Naoko. It meant Naoko, Caca, and Nana had positive experiences due to the supportive environment, which helped them with their English learning and learner identity. In addition, because of their favourable experiences, they may become
more open to new ideas, more tolerant and embracing of people from different cultures or other backgrounds, and greatly appreciate the unique perspectives they bring to the academic community.

Caca and Nana grew up in a multilingual environment with exposure to different dialects. As a result, they perceive themselves as multilingual, allowing them to maintain such an identity in the UK or the US. Even though their L1 and L2 identities conflict. It may be a short time to join the student exchange. Besides, it is because they often interact with Indonesian students. They regularly communicate with their families in Indonesia by telephone. Meanwhile, a short study exchange period is needed to allow complete acculturation. However, at least it influenced their L-1 and L-2 and opened their minds to be sensitive to culture and diversity, including accents and speaking speed so that they could interact with the L2 community easily.

4. Conclusion

Developing a multilingual/bilingual identity is complex. This success in developing identity may depend on the individual's social context. It also depends on how the individual struggle to develop their identity to survive. This research presents Caca and Nana's L1 and L2 learning experiences in the three critical periods, shedding light on the nuanced ways in which their identities have been shape. It may influence the L1 and L2 identities development. It is found that Caca and Nana's identity development is mainly consistent with the poststructuralist framework. It means both Caca and Nana negotiated and renegotiated their identities in various social contexts to win their society's respect.

Caca and Nana's experiences reveal important implications for constructing English learners' identities and development that can be sustained. A relationship may exist between the students' L1 identities and their L2 learning. Therefore, to facilitate the development of their L1 and L2 identities and enable them to engage in an L2 community actively, teachers should create a non-threatening and sensitive environment by respecting students' diverse backgrounds. Because their L2 identity may be more fragile than other learners', some learners may try to take refuge in their L1 when facing complex issues. Second, a discourse community is used to build second-language identities for English learners. It is also used to encourage the sustainable development of multilingualism and multiculturalism. Individuals within this community will feel welcomed and accepted and can build their identity without overcoming many challenges and struggles.

In summary, the journey of Caca and Nana underscores the importance of emotional strength and supportive environment in negotiating bilingual identities. Their experiences highlight the need for educational practices that embrace linguistic diversity and provide a framework for learners to thrive both their L1 and L2 communities. By addressing these needs, educators can contribute to the successful development of multilingual identities and enhance learners' overall educational experiences.

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