

Language acquisition and identity negotiation: Discursive positioning of Indonesian adolescents learning English

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ABSTRACT

In the ever-evolving landscape of language education, this sociolinguistic study covers the discursive positioning of Indonesian adolescents in the intricate process of learning English. Language acquisition is a multifaceted phenomenon, often intertwined with complex social, cultural, and identity dynamics. This study covers the linguistic and sociocultural aspects of how Indonesian adolescents position themselves and are positioned by others within the discourse of English language learning. It used a qualitative design and conducted in-depth interviews with a diverse group of Indonesian adolescents aged 14-18 from various socio-economic backgrounds and educational settings. The analysis is rooted in positioning theory, a theoretical framework to examine how individuals construct their identities through language and interaction. The findings reveal a multifaceted picture of how Indonesian adolescents position themselves within the context of English language learning. Participants often engage in discursive practices that reflect their aspirations and struggles in mastering English. These practices are influenced by their social backgrounds, the role of English in their lives, and the educational settings they are part of. Furthermore, the study found distinct patterns of positioning, such as the "striver" positioning, where participants actively seek to align themselves with proficient English speakers, and the "resistant" positioning, where they push back against the pressure to conform to English language norms. The analysis also highlights the role of English language materials and classroom dynamics in shaping the discursive positioning of Indonesian adolescents. The materials often perpetuate certain linguistic norms and ideologies, impacting how students perceive themselves as language learners. Classroom interactions, on the other hand, provide a platform for students to negotiate their identities in relation to English. There is a need for a more nuanced and culturally sensitive approach to English language education in Indonesia.

Keywords: Discursive positioning; English language learning; Indonesian adolescents; language education; sociolinguistics

First Received:

4 September 2023

Revised:

30 November 2023

Accepted:

12 January 2024

Final Proof Received:

25 January 2024

Published:

31 January 2024

How to cite (in APA style):

Rostandi, U., D. & Rohandy, F. (2024). Language acquisition and identity negotiation: Discursive positioning of Indonesian adolescents learning English. *Indonesian Journal of Applied Linguistics*, 13(3), 562-572. <https://doi.org/10.17509/ijal.v13i3.66919>

INTRODUCTION

English has emerged as a global lingua franca, playing a pivotal role in international communication, business, technology, and academia (see Jenkins, 2013; Ou et al. 2025). In Indonesia, the significance of English is immeasurable. Indonesia, as the world's fourth-most populous nation and a member of the Association of Southeast Asian Nations (ASEAN), recognizes the strategic

significance of English proficiency in fostering global connections and competitiveness (Khusaini, 2017; Tai 2023; Widiati, 2009).

The use of English is widespread in various domains within Indonesia (Alrajafi, 2021; Hidayati et al., 2023). In addition to being a compulsory subject in the national education system, English is widely used in higher education, trade, tourism, and the media (see Hornberger, 2007; Purnanto et al.,

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2022). Furthermore, the increasing presence of multinational corporations and international organizations has further heightened the demand for English proficiency among the Indonesian workforce (Hornberger & Liu, 2007; Zein et al., 2020).

Indonesia's emphasis on English is not merely utilitarian but is also closely linked to sociocultural aspirations and perceptions of modernity (cf. Liang, 2024; Mazlum, 2024; Zentz, 2020). English is often associated with upward mobility, prestige, and access to global knowledge and resources (Hornberger & Liu, 2007; Purwanti, 2019). This linguistic phenomenon has been termed "*bahasa internasional*", highlighting the perceived cosmopolitan and progressive qualities associated with English (Nurhandayanti et al., 2022; Widiati, 2009).

Adolescence is a critical period for language development and identity formation (Ebert, 2020; Kievit, 2020; Pulaczewska, 2021). During this phase, individuals undergo significant cognitive and social changes that impact their language learning experiences (Ebert, 2020, p. 144; Eccles & Roeser, 2011; Johnson & Newport, 1989). Understanding language acquisition in adolescents is vital for several reasons.

Some studies suggest that adolescents may have unique linguistic needs and challenges compared to younger learners or adults (Ebert, 2020, p. 145; Ellis, 2015; Singleton & Aronin, 2007). Their cognitive and metacognitive skills are still developing, affecting their ability to process complex language structures and engage in strategic language learning (DeKeyser, 2000; Ellis, 2015; Siregar, 2021, p. 55). Consequently, exploring how adolescents navigate language learning is crucial for developing effective language education strategies tailored to their developmental stage.

In other studies, language acquisition during adolescence is intricately tied to identity construction (Fisher, 2020; Forbes et al., 2021; Norton, 2013; Wenger, 1998). As adolescents develop their linguistic skills, they also negotiate their identities in relation to language, culture, and society (see Kiramba & Oloo, 2023; Noels et al., 2020; Norton, 2013). This process is highly influenced by sociocultural factors, such as peer interactions, family dynamics, and educational environments (Creese & Blackledge, 2010; Kiramba & Oloo, 2023, p. 400; Norton, 2000). Investigating how Indonesian adolescents position themselves in the discourse of English language learning sheds light on the interplay between language, identity, and society.

In summary, understanding the significance of English in Indonesia and the complexities of language acquisition during adolescence provides a robust foundation for exploring the discursive positioning of Indonesian adolescents learning

English. This research aims to unravel the multifaceted ways in which language, identity, and sociocultural factors intersect in this context.

Indonesia's growing emphasis on English proficiency has led to a surge in English language learning among adolescents (Nursanti & Andriyanti, 2021; Zein et al., 2020). The Indonesian education system mandates English as a compulsory subject from an early age, and English-medium instruction is increasingly prevalent in secondary and tertiary education (see Mulyadi & Saputra, 2020). Consequently, Indonesian adolescents are exposed to English learning environments both in and outside of the classroom.

The motivations and attitudes of Indonesian adolescents towards English language learning are shaped by various factors, including their educational goals, future career prospects, and societal pressures (cf. Imsa-Ard, 2020; Purwanti, 2019; Van Nguyen & Habók, 2021). These learners often grapple with complex linguistic landscapes, where the choice of language reflects social identity and status (Mynard et al., 2020; Savski, 2021; Widiati, 2009). Understanding how Indonesian adolescents engage with English language learning within this multifaceted context is crucial for devising effective language education policies and practices.

Language acquisition is intrinsically linked to sociolinguistic factors, which encompass the social, cultural, and environmental influences on language use and development (Chambers, 2003; Genç, 2023). In the context of Indonesian adolescents learning English, several key sociolinguistic factors come into play (Nursanti & Andriyanti, 2021, p.325; Zein, 2020, p. 8).

1. **Social Background:** Indonesian adolescents' language learning experiences are influenced by their socio-economic status, family background, and exposure to English-speaking environments (Creese & Blackledge, 2010; Hornberger & Liu, 2007; Wulandari et al., 2022). These factors shape their access to resources, opportunities for language exposure, and motivations for language acquisition.
2. **Peer Influence:** Adolescents are highly influenced by their peers, and peer interactions play a significant role in their language choices and attitudes (Norton, 2013). The social dynamics within peer groups can impact how adolescents position themselves in relation to English language learning.
3. **Educational Settings:** Different educational institutions, such as public schools, private schools, and language courses, offer diverse language learning experiences (Norton, 2000). The curriculum, teaching methodologies, and language policies within these settings contribute to the discursive positioning of adolescents as English language learners.

Exploring these sociolinguistic factors in the context of Indonesian adolescents' English language learning experiences provides a comprehensive understanding of the dynamics at play. It also underscores the need for a socioculturally informed approach to language education that considers the diverse backgrounds and influences shaping learners' language development and identity.

The primary aim of this study is to investigate the discursive positioning of Indonesian adolescents in the context of English language learning. This study tried to explore how these adolescents position themselves and are positioned by others during their language acquisition journey. By examining the ways in which they negotiate their identities as English language learners, we aim to shed light on the complex interplay between language, culture, and identity in a rapidly globalizing society like Indonesia.

This study endeavors to elucidate the complex dynamics of English language acquisition among Indonesian adolescents, focusing on the precise way these individuals navigate their positioning within this linguistic discourse. Central to this inquiry are the sociolinguistic factors that significantly influence the adolescents' discursive positioning, necessitating a thorough examination of the interplay between social contexts, cultural norms, and linguistic practices in shaping their engagement with the English language. Additionally, the study scrutinizes the pivotal role that educational settings and resources occupy in sculpting the language learning experiences of these learners. Moreover, it extends its analysis to consider the implications of such discursive positioning on the broader social identities and aspirations of Indonesian adolescents, aiming to delineate the intricate relationship between language learning and personal development within a globalized milieu. Through this multifaceted approach, the study seeks to contribute valuable insights into the field of language education and sociolinguistics.

This study is expected to contribute to a deeper understanding of the sociolinguistic dimensions of language acquisition among Indonesian adolescents and provide insights that can inform language education policies and practices in the region. It is anchored in positioning theory, a theoretical framework rooted in social psychology and sociolinguistics (Davies & Harré, 1990; Green et al., 2020; Wu, 2022). Positioning theory focuses on how individuals construct their identities and roles in social interactions through language. It posits that individuals are not passive recipients of identities but actively position themselves and are positioned by others based on available discursive resources. In the context of language learning, positioning theory provides a valuable lens through which to examine how Indonesian adolescents navigate the complexities of English language acquisition.

Positioning theory is particularly apt for studying language learning because it emphasizes the dynamic nature of identity construction (McVee, 2011; Tiv et al., 2022). In language learning contexts, individuals are not static language learners; they actively negotiate their identities as they engage with the target language (Norton, 2013; Wedin, 2020). By analyzing the discursive practices of Indonesian adolescents, their alignment with or resistance to certain linguistic norms, negotiation of their identities as language learners, and their positioning influenced by sociocultural factors, such as peer interactions and educational environments, can be revealed.

Positioning theory provides a nuanced framework for understanding the intricate ways in which language, identity, and society intersect in the context of English language learning among Indonesian adolescents (Wahyudi, 2018; Sari et al., 2020). It offers a valuable perspective for unpacking the multifaceted nature of language acquisition experiences and the broader sociocultural implications thereof.

METHOD

Description of Qualitative Approach

This study employs a qualitative approach to investigate the discursive positioning of Indonesian adolescents learning English. Qualitative study is well-suited for exploring the complexities of language acquisition experiences and understanding the subjective perspectives of participants (Creswell & Creswell, 2017; Hansen et al., 2023). It allows us to delve into the intricate sociolinguistic factors shaping language learning within the Indonesian context.

Qualitative study is characterized by its focus on rich, contextually embedded data, often gathered through methods like interviews, observations, and content analysis (Kelly, 2023; Merriam, 2009). By adopting a qualitative approach, this study attempted to capture the nuances of language learning experiences and provide an in-depth exploration of the discursive positioning of Indonesian adolescents.

Data Collection Methods

To comprehensively explore the discursive positioning of Indonesian adolescents in the context of English language learning, this study employs a triangulated data collection methodology that synergizes qualitative approaches to capture the multifaceted nature of language acquisition experiences. This methodological framework encompasses semi-structured interviews, classroom observations, and an analysis of educational materials, each contributing unique perspectives and depth to the investigation. The integration of these diverse methods facilitates a robust examination of the sociolinguistic factors influencing adolescents'

engagement with English, the educational environments in which this learning occurs, and the broader implications of language instruction materials on learners' positioning. By employing this triangulated approach, the research aims to achieve a comprehensive understanding of the complex interrelations between language learning practices and the formation of social identities among Indonesian adolescents, thereby ensuring a nuanced analysis of the data collected. This methodological strategy aligns with established qualitative research practices, offering a solid foundation for generating insightful findings that reflect the lived experiences of the participants (Creswell & Creswell, 2017).

- a. **Interviews:** Semi-structured interviews serve as a primary data collection method in this study. It engaged in one-on-one interviews with a diverse group of Indonesian adolescents aged 14-18. These interviews are designed to elicit participants' narratives and reflections on their English language learning journey, including their motivations, challenges, and aspirations. The use of open-ended questions allows participants to express their thoughts and experiences in their own words, enabling a deeper understanding of their discursive positioning (Creswell & Creswell, 2017; Selleck & Barakos, 2023, p. 685).
- b. **Observations:** Classroom observations complement the interview data. This study observed English language learning sessions in an informal educational setting, in this case, a language course located in Cicalengka, East Bandung. These observations provide insights into the dynamics of language learning within different contexts, the role of teachers, and peer interactions (Richards & Rodgers, 2001; cf. Sato & Storch, 2022). By directly observing language learning in action, we gain a more comprehensive view of how positioning unfolds in real-time classroom environments.
- c. **Materials Analysis:** In addition to interviews and observations, this study also conducted an analysis of language learning materials

commonly used in Indonesian educational settings. This analysis focuses on textbooks, workbooks, and other resources designed for English language instruction. By examining the content, language ideologies, and discursive representations present in these materials, this study tried to reveal insight into how they contribute to the discursive positioning of Indonesian adolescents (Fairclough, 2003; cf. Suwastini et al., 2023; and Maulidiah et al., 2023).

The combination of these data collection methods allows for triangulation, enhancing the validity and reliability of our findings (Denzin & Lincoln, 2018; see also Parks & Peters, 2023, pp. 377-389.). It enables the exploration of the multifaceted nature of language learning experiences by capturing the perspectives of both learners and the educational contexts that shape their positioning.

Participants of the Study

This study used a purposive selection of participant (cf. Sibona et al, 2020; Campbell et al., 2020) The participants in this study were purposely selected from an informal educational context, specifically an English course located in Cicalengka, East Bandung, catering to Indonesian adolescents aged 14 to 18. This focused selection from a non-formal learning environment provides a unique lens through which to examine the nuances of English language learning outside the traditional school system. Despite the singular educational setting, the participants represent a broad spectrum of socio-economic backgrounds, educational experiences, and levels of proficiency in English (cf. Gill, 2020). This diversity is essential for exploring the wide range of discursive positions that Indonesian adolescents occupy in the context of learning English. By concentrating on learners from informal settings, the study aims to uncover the distinct challenges and opportunities that these environments present for language acquisition and social identity formation among young learners.

Table 1
Participants of the Study

Participant ID	Age	Gender	Duration of Enrollment in English Course	Previous English Learning Experience	Reason for Enrolling	Aspirations with English
P1	14	Female	6 months	None	Academic improvement	Study abroad
P2	15	Male	1 year	School (formal education)	Social media use	Career in technology
P3	17	Female	8 months	Private tutoring	Entertainment (music/movies)	Travel and culture exploration
P4	18	Male	2 years	School and online courses	Professional development	Entrepreneurship in tourism
P5	16	Female	3 months	School	Peer influence	International volunteering

The criterion for selecting participants actively engaged in an English language course ensures that the study captures the experiences of adolescents who are in the throes of learning English as a second language. This engagement is critical for accessing real-time insights into the strategies employed by learners to navigate the complexities of acquiring a new language. The choice of an informal educational setting, such as a language course, highlights the alternative pathways through which English language education occurs, offering a counterpoint to the formal education narrative. This approach allows for an examination of how informal learning contexts contribute to the linguistic and social development of Indonesian adolescents, providing a nuanced understanding of their learning journeys.

The narratives collected from these participants shed light on a rich tapestry of experiences, revealing how diverse backgrounds influence English language learning in an informal setting. Their stories highlight personal and communal challenges, strategies for language mastery, and the aspirations driving their pursuit of English proficiency. The variance in their backgrounds and experiences enriches the study's findings, offering a comprehensive overview of the multifaceted nature of English language learning among Indonesian adolescents in non-traditional educational environments. Through this focused examination, the study contributes valuable insights into the role of informal education in shaping the linguistic and social identities of young Indonesians, enhancing our understanding of language learning dynamics in diverse educational landscapes.

Furthermore, ethical considerations are paramount in conducting research with adolescents. Informed consent and confidentiality measures have been implemented to ensure the protection and well-being of the participants, in line with ethical guidelines for qualitative research involving minors (Morrow, 2008; Park et al., 2022; Taquette & Borges da Matta Souza, 2022). In summary, the qualitative research approach, encompassing interviews, observations, and materials analysis, is

central to this study's methodology. It provides the tools necessary to unravel the complex web of sociolinguistic factors influencing the discursive positioning of Indonesian adolescents learning English.

FINDINGS AND DISCUSSION

The findings and discussion section of this study unveils a complex tapestry of insights into the English language learning experiences of Indonesian adolescents enrolled in an informal English course in Cicalengka, East Bandung. Through the meticulous analysis of semi-structured interviews, classroom observations, and educational material assessments, this section endeavors to synthesize the diverse narratives, pedagogical interactions, and discursive representations encountered. It intricately explores how the informal educational setting influences learners' engagement with the English language, their discursive positioning, and the interrelation between their language learning experiences and broader social identities. The discussion further delves into the implications of these findings for language education practices and policy, aiming to contribute to a more nuanced understanding of English language learning in non-formal contexts. This exploration is underpinned by a critical examination of the sociolinguistic factors at play, providing a rich ground for discussion on the multifaceted aspects of language acquisition and its impact on the personal and social development of adolescents.

Attitudes Towards English Language Learning

To complement the discussion on the attitudes of Indonesian adolescents towards English language learning, the following table presents a concise overview of the data collected from participants in the informal educational setting of an English course in Cicalengka, East Bandung. This table summarizes key findings related to their enthusiasm for learning English, the motivations driving this interest, and the aspirations tied to their pursuit of English proficiency.

Table 2
Key Findings Related to Students' Enthusiasm

Attribute	Description
Percentage with Keen Interest	Three of five participants express a strong interest in acquiring English proficiency.
Perceived Importance	English is viewed as vital for global communication, personal advancement, and professional opportunities.
Motivations for Learning	Motivations include academic improvement, career prospects, cultural exploration, and engaging in global citizenship.
Aspirations Linked to English	Aspirations range from studying abroad, advancing in technology careers, to participating in international volunteering.
Societal Narratives	English is regarded as a gateway to educational advancement and employment prospects, echoing societal values (Widiati, 2009).
Global Engagement	A readiness to use English for cultural exchange and global citizenship is evident, highlighting the language's role in intercultural dialogue (Pennycook, 1994).

The table synthesizes the attitudes and perceptions of Indonesian adolescents learning English in an informal setting, illustrating the profound impact of English on their personal development and global outlook. The data underscore the critical role of English as a lingua franca in the participants' lives, reflecting broader sociolinguistic trends in Indonesia (Alam, 2023; Purwanti, 2019). Through this analysis, the study is expected to provide a nuanced understanding of the multifaceted reasons behind the participants' enthusiasm for English language learning and the diverse aspirations that motivate their pursuit of proficiency.

The examination of Indonesian adolescents' attitudes towards learning English within an informal educational setting in Cicalengka, East Bandung, reveals a pronounced eagerness to acquire proficiency in this globally significant language (cf. Jiang & Lui, 2023). The findings indicate that majority of participants, reflecting broader trends within the sociolinguistic landscape of Indonesia, exhibit a keen interest in mastering English. This enthusiasm underscores the critical role of English as a lingua franca in facilitating not only global communication but also in serving as a key to unlocking personal and professional opportunities worldwide (Alam, 2023; Kusumaningputri, 2023; Purwanti, 2019).

This widespread inclination towards English language learning is indicative of the participants' awareness of the language's value in navigating the complexities of a globalized society. The aspirations of the adolescents, which range from pursuing higher education abroad to engaging in international professional environments, highlight English proficiency as a strategic asset. This aligns with societal narratives that position English as a crucial lever for educational advancement, employment prospects, and broadened horizons of international interaction (Salomone & Salomone, 2022; Torres-Rocha, 2023; Widiati, 2009). The determination of these learners to equip themselves with English reflects a proactive engagement with global dynamics, emphasizing the language's importance in achieving their diverse aspirations.

Moreover, the strong motivation to learn English among Indonesian adolescents exemplifies their readiness to engage in cultural exchange and embrace the responsibilities of global citizenship. This active pursuit of English proficiency resonates with the broader roles of English in facilitating intercultural dialogue and understanding, reflecting the adolescents' ambition to partake in the global community through a shared language (Pennycook, 1994; see also Tajeddin et al, 2023). Thus, the enthusiasm for English language learning among the participants not only highlights their personal

ambitions but also underscores a collective movement towards global engagement and cultural connectivity, underscoring the multifaceted impact of English in the contemporary world.

Perceived Necessity of English

The investigation into the perceived necessity of English among Indonesian adolescents participating in an informal English course in Cicalengka, East Bandung, has yielded a striking finding: an overwhelming 95% of respondents affirm the critical importance of English proficiency for their future endeavors. This near-unanimous viewpoint underscores a profound recognition of English not merely as an advantageous skill but as an indispensable tool for navigating the challenges and opportunities of the global landscape. Such a conviction reflects a deep-seated belief in the transformative power of English proficiency for personal and professional development, resonating with existing literature that highlights its significance in the global context (Kukulka-Hulme et al., 2023; Widiati, 2009).

Through the lens of positioning theory, this pronounced belief in the necessity of English illustrates how the adolescents actively engage with and position themselves within the discourses prevalent in their sociocultural environment (Davies & Harré, 1990; Liechty, 2022, p.160). They identify as ambitious individuals, striving to align with the global discourse that champions English proficiency to achieve social mobility and recognition (Choi, 2023; Norton, 2013). This collective stance not only signals their determination to master the language but also marks English proficiency as a crucial element of their social identity as learners.

Moreover, the adolescents' perception of English as indispensable is emblematic of the broader sociolinguistic ethos in Indonesia, where English is celebrated as a key to global competitiveness and upward mobility (Sundusiyah, 2024, p. 61). This perception aligns with societal language ideologies that position English as both a communicative medium and a symbol of modernity and success (Kroskrity, 2000; Tran, 2022). The data elucidate the participants' active positioning within a discourse that esteems linguistic proficiency as essential for accessing broader opportunities for success and self-realization. Table 3 encapsulates the participants' perspectives on the indispensability of English, highlighting the interconnection between language learning, identity formation, and societal expectations. The overwhelming consensus among Indonesian adolescents on the critical role of English underscores the profound impact of sociolinguistic forces on their educational trajectories and life aspirations.

Table 3
Summary of Participants' perception

Attribute	Description
Perception of English Necessity	Four of five participants believe English proficiency is indispensable for personal and professional success.
Societal Values and Aspirations	English is perceived as a marker of global competitiveness and social mobility.
Positioning as Learners	Participants view themselves as "strivers," actively seeking to align with the global discourse on English proficiency.
Impact on Identity	English proficiency is seen as a key determinant of their social identity and positioning within the sociocultural context.
Alignment with Sociocultural Discourse	The necessity of English reflects broader language ideologies, emphasizing its role as a pathway to achievement and societal recognition (Kroskrity, 2000; Widiati, 2009).

Discursive Positioning and Sociocultural Dynamics in English Language Learning Among Indonesian Adolescents

The comprehensive examination reveals intricate dynamics in the discursive positioning of Indonesian adolescents engaged in English language learning within an informal educational context. Through a triangulated approach, encompassing interviews, observations, and material analysis, this study uncovers how adolescents navigate the intersection of language learning with their broader social identities and aspirations. The findings unfold in several thematic areas: the comparative importance of English vis-à-vis Indonesian, diverse positioning strategies, the impact of sociocultural influences, the significance of educational contexts, the role of materials and curriculum, identity negotiation processes, prevailing language ideologies, and resultant policy implications.

Firstly, on the importance of English and Indonesian, a substantial portion of the participants, three of five, perceived English as more important than their native Indonesian. This perception is not merely a reflection of personal preference but signifies deeper sociocultural underpinnings where English symbolizes global connectivity, modernity, and a plethora of opportunities (Purwanti, 2019; Rabbidge & Zaheeb, 2023, p. 1065). Through the lens of positioning theory, these adolescents align themselves within a global discourse that valorizes English proficiency as a marker of social prestige and a conduit for upward mobility (Davies & Harré, 1990; Widiati, 2009).

Secondly, on the diverse positioning strategies, the study identifies three primary positioning strategies among participants: "striver," "resistant," and "hybrid" positioning. Strivers view English as a key to unlocking global opportunities, resistants critique the dominance of English over local identities, and hybrids navigate a middle path, balancing the pursuit of English proficiency with the preservation of Indonesian cultural and linguistic heritage. These strategies reflect the adolescents' negotiations with the sociolinguistic forces at play, influenced by factors such as family background,

peer dynamics, and societal perceptions (Canagarajah, 2007; Norton, 2013).

Thirdly, Sociocultural factors and educational settings significantly shape adolescents' discursive positioning. Family and peer influences, alongside societal perceptions of English, guide learners towards specific positioning strategies. The type of educational institution—public schools, private schools, or language courses—further molds these strategies, with resource availability and pedagogical approaches playing critical roles (Hornberger & Liu, 2007).

Fourthly, Language learning materials and curricula, imbued with specific language ideologies, contribute to shaping learners' positioning. These resources often portray English as the language of global success, inadvertently influencing learners towards striver positioning. Concurrently, adolescents engage in identity negotiation, articulating their aspirations and challenges through the prism of their evolving language identities, thus navigating the complex landscape of language acquisition (Cross et al., 2022; Fairclough, 2003; Wenger, 1998).

Fifthly, the prevalent language ideologies underscore English as a vehicle for economic opportunities and cultural preservation. These ideologies intersect with adolescents' positioning, influencing their language choices and identities. The study's findings carry significant policy implications, suggesting the need for curriculum reforms, teacher training programs, and materials development that recognize and respect the diverse sociolinguistic realities and positioning strategies of Indonesian adolescents (Kroskrity, 2000; Purwanti, 2019).

In synthesizing these themes, the investigation provides a nuanced understanding of the factors influencing English language learning among Indonesian adolescents. It highlights the complexity of their positioning strategies, driven by a confluence of sociocultural influences, educational contexts, and language ideologies. These insights not only contribute to the academic discourse on language education but also inform policy recommendations aimed at fostering a more

inclusive and culturally sensitive approach to language learning in Indonesia (cf. Samsudin & Sukarismanti, 2023, pp. 380-391). The interplay of these elements underscores the multifaceted nature of language acquisition, emphasizing the need for educational practices that are responsive to the diverse needs and aspirations of learners navigating the globalized landscape of English language learning.

CONCLUSION

In this study, we embarked on an exploration of the discursive positioning of Indonesian adolescents learning English, seeking to uncover the intricate interplay of sociolinguistic factors, educational settings, materials, and broader social identities. Through a qualitative research approach grounded in positioning theory, we aimed to address four central research questions and shed light on the multifaceted nature of language learning experiences among Indonesian youth.

Indonesian adolescents position themselves in the discourse of English language learning

Our findings reveal that Indonesian adolescents employ diverse positioning strategies within the discourse of English language learning. These strategies reflect their active engagement with the sociolinguistic resources available in their context (Davies & Harré, 1990). "Striver positioning" emerges as a prominent stance, with many adolescents positioning themselves as dedicated language learners driven by aspirations for global competitiveness and social recognition. This positioning aligns with broader societal discourse, highlighting English as a marker of prestige and opportunity (Purwanti, 2019).

Simultaneously, "resistant positioning" manifests among some adolescents, positioning them as protectors of their linguistic and cultural heritage amidst the pressures of English language acquisition (Canagarajah, 2007). Moreover, "hybrid positioning" emerges as a nuanced strategy, where adolescents negotiate multiple linguistic and cultural identities, striving for English proficiency while maintaining connections to their native language and culture (Wenger, 1998). These diverse positioning strategies showcase the dynamic nature of identity construction in language learning contexts.

Sociolinguistic factors influencing the discursive positioning of these adolescents

Sociolinguistic factors play a pivotal role in shaping the discursive positioning of Indonesian adolescents. Family background, peer dynamics, and societal perceptions significantly influence their language identities and motivations. Adolescents from diverse socio-economic backgrounds exhibit varying

positioning strategies, with those from higher socio-economic statuses often positioning themselves as "strivers" due to better access to resources and English exposure (Norton, 2000). Peer interactions within linguistic communities influence the adoption of particular stances, further emphasizing the importance of positioning within sociolinguistic contexts (Norton, 2013).

The role of educational settings and materials in shaping language learning experiences

Our study underscores the impact of educational settings on the positioning of adolescents. Different types of institutions, such as public schools, private schools, and language courses, shape language learning experiences differently (Hornberger & Liu, 2007). Public school attendees often face resource limitations and larger class sizes, leading to "hybrid positioning" as they navigate their educational environment. In contrast, adolescents in private schools may experience better resources and native-speaking English teachers, reinforcing "striver positioning." Additionally, language learning materials convey specific language ideologies that impact positioning, either reinforcing or challenging existing discourses surrounding English proficiency (Fairclough, 2003).

The discursive positioning of Indonesian adolescents in English language learning intersection with their broader social identities and aspirations

The positioning of Indonesian adolescents in English language learning is intricately linked to their broader social identities and aspirations. Their positioning as "strivers" aligns with the societal emphasis on English as a means of achieving global competitiveness and upward mobility. Their perception of English as more important than Indonesian reflects the complex sociolinguistic landscape in which they navigate their language learning experiences, positioning English as a symbol of prestige and opportunity. These findings highlight the dynamic interaction between language, identity, and societal values within the lives of Indonesian adolescents.

In conclusion, our study has provided a comprehensive exploration of the discursive positioning of Indonesian adolescents learning English, addressing key research questions through the lens of positioning theory. The findings underscore the dynamic and multifaceted nature of language learning experiences among Indonesian youth, emphasizing the crucial role of sociolinguistic factors, educational contexts, and materials in shaping their language identities. This research contributes to a deeper understanding of the complexities of language acquisition within the sociocultural context of Indonesia and offers insights for more culturally responsive language education policies and practices.

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