

# THE IMPACTS OF STUDY ABROAD EXPERIENCES ON TRANSNATIONAL IDENTITY DEVELOPMENT OF INDONESIAN UNIVERSITY STUDENTS

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**01**

**BACKGROUND  
OF THE STUDY**



- Globalization: Identity construction and negotiation
- The formation of new identity: from one geographical sites to another part of the world such as migration or study abroad experiences (Esteban-Guitart and Vila, 2015; Jin and Wang, 2022).



People who experience cross-cultural life between the host and home countries as well processing the bicultural identity as a result of the interactions between the two cultural paradigms by enhancing multilingualism and multiculturalism.

Transnational: individuals who are significantly influenced by global and transnational interactions (Wei & Hua, 2013)

## **TRANSNATIONAL IDENTITY**

# 4 CHARACTERISTICS OF TRANSNATIONAL IDENTITY

(Wang, 2022)

## 1. Intercultural Competence



Linguistic resources and cultural awareness

## 3. Diaspora Consciousness



Reflective & critical perception: oneself & others

## 2. Reconstruction of locality



Formation of transnational social environments

## 4. Mixed senses of belonging



Emotional connections: past experiences and recollections



- International students: transnational identity as a cultural phenomenon during education abroad=> cognitive and emotional attachment about people and situations in their home and host country (Jin and Wang, 2022).
- The learner identity of international students: active involvement in informal and formal academic activities
- The students formulate the perception of themselves as learners (Esteban-Guitart and Vila, 2015).
- Studies on transnational experiences of international students => the complexity of identity formation and adaptation in study abroad contexts

# L2 MOTIVATION SELF SYSTEM: THE POSSIBLE SELVES - Dörnyei (2005, 2009)

## 1. IDEAL L2 SELF

Future image of self as  
as the strong motivation  
to develop the L2 due to  
the needs to bridge the  
gap of current situation  
and the projected self.



## 2. OUGHT-TO L2 SELF

The characteristics that  
one should have to  
achieve the ideal future  
images

## 3. LEARNING EXPERIENCES

Contextual learning  
environments : relationship  
between students and  
teachers, the supportive  
learning atmosphere, and  
the outcomes of successful  
learning.





- In global contexts, ideal L2 selves => 'international posture': passionate curiosity on international and foreign matters, enthusiastic desire to build intercultural communication, eagerness to live or work in other countries, and welcoming attitude toward foreign culture (Higgins, 2011; Zhao et al, 2022).
- International posture: the tendency to relate to the international community and to communicate in English as the impact of visualizing oneself as English users (Yashima, 2009, 2018).





- L2MSS adopted to study the learners' motivation in L3 learning and L3 selves development among Chinese university students and a Polish student in learning German, Italian, Thai, or Turkish (Wang and Liu, 2017; Rog, 2017; Zhang, 2020).
- The results of findings:
  - a. Successful third language learning is influenced by motivations, study abroad contexts, and personality traits.
  - b. L3 motivation is dynamic and changing during the course of study.
  - c. The ideal L3 self and ought-to L3 self can be shaped by third language learning experiences.

# PREVIOUS STUDIES

- Many studies: international students and transnational experiences with study abroad contexts in English-speaking countries such as USA, Canada, UK, and New Zealand (Jing and Wang, 2022; He, 2021; Gu & Schweisfurth, 2015; Wei & Hua, 2013; Wei, 2010; Dawson, 2020).
- Few studies in non-English speaking countries including Asia: China, Hong Kong, South Korea, Taiwan, Vietnam, and Japan (Phuong, 2023; Panggabean et al., 2023; Sung, 2019; Sung, 2022; Ou & Gu, 2018; Perry, 2020; Kim, 2017; Ahn, 2020).
- Little research on Indonesian students with study abroad experiences in relation to learning motivation and cultural adaptation (Nabilla, 2023; Mulyana & Eko, 2017; Samanhudi & Linse, 2019; Lugman, 2023)



# INDONESIAN STUDENTS

## **Nabilla (2023)**

Individual differences, family background, education system, and language access: the ideal L2 self among Indonesian students with study abroad experiences in the US

## **Mulyana & Eko (2017)**

Indonesian students experienced cultural challenges when adjusting to Korean culture due to language and psychological barriers

## **Samanhudi & Linse (2019)**

Indonesian students studying in the UK experienced academic writing challenges related to critical thinking

## **Lugman (2023)**

Cultural adjustment is significant for Indonesian students studying in the UK to foster positive attitude.

# RESEARCH GAP

- \* The findings of previous research: Indonesian students experienced complexity and diversity of identity negotiation and learning motivation.
- \* The results: not specifically focus on the development of transnational identity and language learning motivation of Indonesian students.
- \* **The notion of transnational identity development and L2 motivational self-system in study abroad context requires further exploration.**



# GAP & OBJECTIVE



- The scarcity of research on the transnational identity development of Indonesian university students as international students with study abroad experience in non-English-speaking countries such as South Korea and Japan
- The study on the transnational identity construction and negotiation of Indonesian university students during student exchange program in South Korea and Japan in relation with ideal L2 self as the evidence of transnational identity negotiation.

# RESEARCH QUESTIONS

## FIRST



How do the Indonesian university students express their transnational identities in terms of the ideal L2-self during study abroad experiences?

## SECOND



How do the Indonesian university students express their transnational identities in terms of L2 learning experiences during study abroad experiences?



# 02

## METHODOLOGY





# METHODOLOGY

01



## DESIGN

Case study research: qualitative method.

02



## DATA COLLECTION

Questionnaire, interviews and photo & narrative journal of the students.

03



## PARTICIPANTS

Four university students: 1 SS exchange program in South Korea & 3 SS in Japan.

04



## DATA ANALYSIS

Thematic analysis.



**03**

**FINDINGS &  
DISCUSSION**



# PARTICIPANTS

| Participant    | Age level | University               | Learning English | Learning Japanese/Korean |
|----------------|-----------|--------------------------|------------------|--------------------------|
| Student 1 (KZ) | 21        | Hokusei,<br>Hokaido      | 16<br>years      | Japanese: 1.5 year       |
| Student 2 (IR) | 21        | Aoyama, Tokyo            |                  | Japanese: 2-3 years      |
| Student 3 (JF) | 21        | Aoyama, Tokyo            |                  | Japanese: 6 months       |
| Student 4 (SN) | 21        | Keimyung, South<br>Korea |                  | Korean: 4 months         |



**RQ1: Transnational  
Identities and the ideal L2-  
self during study abroad  
experiences**

# Narrative Journal – SS 1

This is a photo with two Japanese friends that I first get to know when they had a student exchange to university in Indonesia. At that time, (2019) I always speak English with them because my Japanese is still bad. However, when we meet again in Tokyo, Japan (2023), I was able to speak full Japanese with them. This is one of my foreign language goals, especially in learning Japanese language, to be able to speak naturally with natives. This motivates me to learn Japanese even more.





# Narrative Journal – SS 1

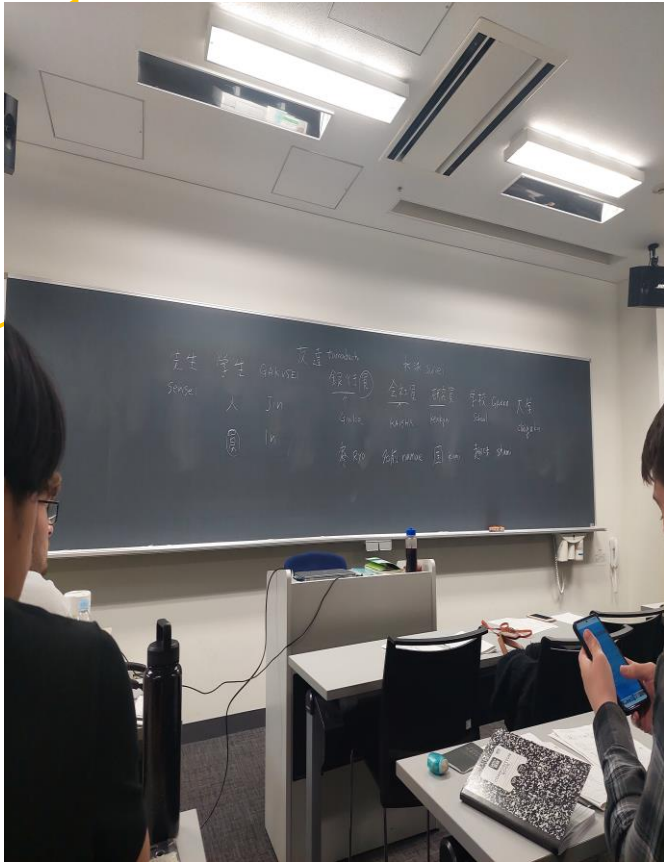
I really enjoyed interacting with the Japanese kids, they were really polite and curious. Even though I don't see myself as a teacher in the future, one of my dreams is to make children picture book (either in English or Japanese). When I was given the opportunity to share about Indonesia to one of the elementary school in Japan, I also read picture book with two of the kids. Doing this motivates me even more to learn English and Japanese so that I can make a good story and turn it into a picture book someday.





## Narrative Journal – SS 2

Sometimes, seeing the tall buildings in Tokyo's elite shops makes me think about living in another country. Often, I imagined myself inside the magnificent building, working in it. To achieve this goal, I need to improve my Japanese and English skills, of course, I also have to seek experience first.



## Narrative Journal – SS 3

I took this picture in my Japanese class. It's from my first week of studies in Japan. I remember feeling very nervous at the time - new environment, new lecturers, new classmates. Of course, it's very different from what it's like back home because I'm already in my 4th year where I already know most of my classmates and lecturers. It feels like I'm starting over. However, during this first week, I already know some of the words that are taught and written in the board, so that motivated me in studying Japanese. I have the option to drop the Japanese classes, but I didn't.





## Narrative Journal – SS 4

In this photo, I was with my international friends attending Chicken and Beer Festival in campus. I'm feeling really happy to finally taste chicken and beer that is quite popular in South Korea. Meeting with these people here makes me eager to be more confident with my English language in order to have a conversation with them.

# FINDINGS (photo journals & interviews)

## STUDENT 1

### **Transnational identity:**

Intercultural competence to communicate with NS

**The ideal Self:** Her ideal L2 future self: strong motivation for her to develop the Japanese and English skills

## STUDENT 2

### **Transnational Identity:**

intercultural competence, reconstruction of locality

**The ideal Self:** She can imagine herself living abroad and using English and Japanese for communication.

## STUDENT 3

### **Transnational Identity:**

the intercultural competence and mixed senses connection

**The ideal Self:** Her future image of continuing her studies in Australia and returning to Japan to teach English

## STUDENT 4

### **Transnational Identity:**

the intercultural competence to explore other cultures and engage with people of different nationalities

**The ideal Self:** Her learning experiences in Korea has made her confident to develop her English skills for her future career



**RQ2: Transnational identities  
in terms of L2 learning  
experiences during study  
abroad experiences**

# Narrative Journal – SS 1

I take 2 class subjects which is Japanese Subculture and Oral Interpretation. So far, the teachers are really supportive and kind. I rarely see them outside of the class but inside the class I can talk freely with them even class unrelated conversations.

I had a kanji (Japanese character) mid-term test from chapter 1 until 30. There are a lot of kanji to be memorized, and it's really hard for me especially in the middle of my busy schedule. However, I really wanted to do good on the test. Then, I received the result and even though it's not a perfect score I'm happy I made a big progress comparing to last semester's test.





## Narrative Journal – SS 2

This is a photo of Chat Room, where I work part-time. Chat Rooms are places where students can communicate in English or other foreign languages. I am very happy to be able to work part-time in Chat Room. Talking to people in English made me realize that language is the link between everyone. By speaking the same language, we can understand what we are thinking or feeling. By working in Chat Room, I realized my weakness in English. This happened because before coming to Japan, there were not many opportunities to have conversations in English for hours. I want to practice spoken English again to be more fluent.

# Narrative Journal – SS 3 & SS 4

**STUDENT 3:** In my Japanese class, the students are very supportive of each other. The teachers would make us take turns to speak, and when one is having trouble, the others would help them out. Sometimes we would have to go to the front of the class and have a conversation with a partner, or we'd have a project to show.

**STUDENT 4:** In my English classes and Korean class, I think there are some lecturers who have a teaching style that suits me and there are some lecturers who I don't feel are suitable because their type of teaching style is very fast. For communication, lecturers communicate with students very well throughout the course. I also really like the interaction that lecturers give to their students because they are very active in interacting so that we can all understand their lessons well.

# FINDINGS (journals & interviews)

## STUDENT 1

### Learning experiences:

Positive class interactions in learning Japanese as her L3, the challenges motivated her to keep learning Japanese language more seriously.

## STUDENT 2

### Learning experiences:

Motivating learning opportunities, making progress in her English competence, and enjoying the interactions in global communication

## STUDENT 3

### Learning experiences:

Encouraging teachers, supportive social interactions with classmates and peers who were learning Japanese in the class.

## STUDENT 4

### Learning experiences:

Enjoying a relaxed atmosphere in class while having group discussion, telling stories related to their culture and sharing traditional snacks with her group members

# DISCUSSION



- The Indonesian university students: meaningful journey of L2 learning experiences in study abroad context shaping their transnational identities as multilingual students and making them become more motivated in learning.
- Wang (2022): transnational identities of international students and the study of Esteban-Guitart and Vila (2015): intercultural learning experiences of international students in study abroad context.





## DISCUSSION

- \* The development of L3 learning experiences especially Japanese language skills: in a non-English-speaking country.
- \* Phuong (2023): the use of English for academic purpose and the local language for social interactions as a part of identity development and negotiation.
- \* Higgins (2011) : the curiosity of international students on building intercultural communication and having positive attitude toward foreign culture.



04

CONCLUSION



# CONCLUSION



- The development of Indonesian university students' transnational identities during their study abroad program: intercultural communication, transnational social situations, reflective perspective towards themselves and others, and their mixed feelings of belongings.
- The intercultural experiences : their language skills and cultural awareness in L2 and L3=> positive influence on transnational identity constructions as international students.

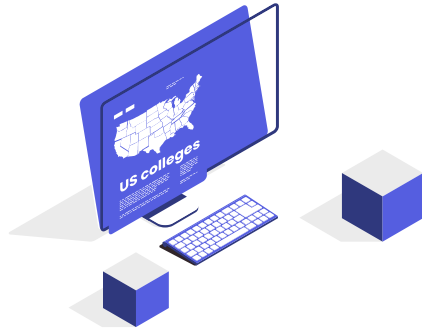
# CONCLUSION



- Transnational identity: shaped the ideal L2 self of Indonesian university students to have a clearer vision of themselves as successful language learners.
- The authentic learning experiences and interactions in L2 and L3 classes with global environment => positive impacts on the construction and negotiation of their transnational identities and learning motivation.

# INSIGHT/CLOSING

Let's support students as global citizens to have new awareness related to dynamic and complex use of English around the world in multilingual and multicultural environment.





# THANKS!

## DO YOU HAVE ANY QUESTIONS?

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