

Language Use And Cultural Identity Negotiation In South Sulawesi EFL Learners

Sri Hariati Mustari¹, Andi Haerati Alimuddin², Fitriani³

¹Universitas Negeri Makassar, Indonesia, email: srimumstari@gmail.com

²Universitas Negeri Makassar, Indonesia, email:

andihaeriatialimuddin@stkip.ypup.ac.id

³Universitas Negeri Makassar, Indonesia, email: fitri.marsude@ypup.ac.id

ABSTRACT

This study investigates the intricate relationship between language utilization and the process of negotiating cultural identity among individuals who are learning English as a Foreign Language (EFL) in the region of South Sulawesi, Indonesia. This study examines the various factors that influence the language choices made by learners, as well as the strategies they employ, within their specific sociocultural environment. The research findings demonstrate the crucial significance of the educational setting, the transformative effect of English-language media and global popular culture, and the noteworthy influence of peer groups. The family and home environment play a significant role as cultural foundations, while socioeconomic factors, emotional ties to culture, and regional variations add complexity to the intricate process of negotiating one's identity. These observations provide a sophisticated comprehension of how English as a Foreign Language (EFL) learners manage their cultural identities via language utilization, underscoring the significance of contextually appropriate and all-encompassing language education methodologies. The research makes a valuable contribution to the wider field of language education and cultural studies by shedding light on the specific dynamics observed in South Sulawesi. It also promotes a more comprehensive viewpoint on the interconnections between language, culture, and identity in English as a Foreign Language (EFL) settings.

Keywords: Negotiation , Cultural Identity, Language

INTRODUCTION

The province of South Sulawesi, located on the eastern side of the Indonesian archipelago, is renowned for its notable linguistic variety, cultural abundance, and distinctive geographical characteristics. Encompassing a wide array of geographical features, spanning from coastal regions to arable plains and elevated terrains, South Sulawesi exhibits a populace comprising numerous ethnic communities, such as the Bugis, Makassarese, Toraja, Mandar, and various others. Nevertheless, a notable characteristic that sets South Sulawesi apart is its remarkable linguistic diversity, encompassing a vast array of more than 70 distinct languages and dialects that are spoken within its territorial boundaries. The Bugis people, who primarily communicate in the Bugis language, are recognized as one of the most prominent linguistic groups in South Sulawesi (Grimes, & Grimes, 1987). The Bugis language, alternatively referred to as Basa Ugi or Bahasa Bugis, is a prominent regional language that carries significant cultural importance within the Bugis community. Similarly, the Makassarese language, predominantly spoken in the urban center of Makassar, holds significant influence as a regional linguistic variant. These languages serve as more than mere means of communication; they also serve as carriers of culture, encapsulating the customs, beliefs, and historical narratives of the individuals who utilize them.

The Toraja people inhabit the elevated regions of South Sulawesi, where they communicate using their distinct linguistic system known as Toraja Sa'dan. In contrast to the coastal languages, Toraja Sa'dan serves as a reflection of the unique cultural and societal characteristics of the Toraja community, renowned for their intricate funeral rituals and distinctive architectural styles. The linguistic divergence observed in South Sulawesi serves as evidence of the remarkable diversity present not only in languages but also in cultures within the region (Mace et al., 2005). West Sulawesi, formerly a constituent region of South Sulawesi, is inhabited by the Mandar ethnic group, who are recognized for their utilization of the Mandar language. Despite the current status of West Sulawesi as an independent province, its linguistic legacy remains intricately linked to that of South Sulawesi, thereby exemplifying the historical interdependencies and cultural interactions that have transpired within this geographical area.

The linguistic diversity of South Sulawesi is intricately connected to its cultural fabric. Regional languages and dialects play a crucial role in

conveying cultural significances and identities, especially in the context of cultural events, festivals, and rituals. These events frequently function as a forum for the safeguarding and commemoration of linguistic and cultural heritage. Considerable efforts have been undertaken to safeguard and rejuvenate a multitude of indigenous languages that are spoken within the region of South Sulawesi. Various local governments, non-governmental organizations, and cultural institutions have undertaken language preservation programs and activities (Duffy, 2006). These initiatives have the objective of documenting languages that are at risk of extinction, developing educational resources for language instruction, and fostering language usage within various communities.

In spite of the praiseworthy endeavors, a significant number of languages spoken in South Sulawesi are confronted with the peril of becoming endangered. Various factors, including urbanization, globalization, and the prevalence of Bahasa Indonesia, the national language of Indonesia, have played a significant role in the diminishing presence of indigenous languages (Osoba & Alebiosu, 2016). The younger cohorts frequently exhibit a tendency to accord higher importance to Indonesian as the medium of instruction and means of upward social mobility. This inclination may potentially lead to a diminishment in the richness and variety of languages.

The province of South Sulawesi in Indonesia is widely recognized for its linguistic diversity, cultural abundance, and scenic splendor. The linguistic diversity of the region, comprising more than 70 languages and dialects, serves as evidence of its complex and diverse nature (Bernstein et al., 2014). These languages serve not only as means of communication, but also as carriers of distinct cultural identities and traditions. Despite ongoing efforts to safeguard these linguistic treasures, there are persistent challenges arising from the processes of modernization and the widespread adoption of the Indonesian language. The linguistic diversity of South Sulawesi continues to be a significant and essential component of the cultural heritage of the province, deserving of ongoing examination and admiration (Waterson, 2001).

Within the multifaceted linguistic and cultural milieu of South Sulawesi, the English language has emerged as an indispensable instrument for the purposes of effective communication, education, and socioeconomic progress. The importance of English as a Foreign Language (EFL) in South

Sulawesi is manifold, exerting influence on diverse facets of the province's society, economy, and education system. This article examines the significant factors contributing to the prevalence of the English language in South Sulawesi, elucidating its pivotal role in shaping the region's trajectory.

The English language, serving as a prominent global lingua franca, assumes a pivotal role in facilitating cross-cultural communication and fostering global interconnectedness (Baskara, 2023). The province of South Sulawesi, akin to numerous regions across the globe, has encountered the ramifications of globalization, resulting in heightened engagements with individuals and entities hailing from diverse linguistic origins. English functions as a linguistic intermediary that facilitates effective communication between the inhabitants of South Sulawesi and individuals as well as institutions beyond their respective linguistic and cultural domains. English proficiency is a valuable attribute that enhances the involvement of South Sulawesi in the global arena, regardless of the field, be it business, academia, or diplomacy.

The significance of English in the realm of education is of utmost importance. The educational institutions in South Sulawesi acknowledge the global significance of the English language and have integrated it into their curricula. The English language is commonly included as a fundamental discipline in educational institutions, with a strong emphasis on achieving fluency (Murray, 2010). Moreover, a prerequisite for enrollment in universities and other tertiary education establishments is often the attainment of a certain level of English proficiency. Students from South Sulawesi who demonstrate exceptional proficiency in the English language are afforded increased opportunities to pursue international scholarships and engage in academic exchanges. These opportunities serve to expand their perspectives and enable them to acquire valuable knowledge and skills, which they can subsequently contribute to their respective communities.

The importance of English as a Foreign Language (EFL) in South Sulawesi is unquestionable and encompasses various dimensions. The infrastructure in question assumes a crucial function in establishing a connection between South Sulawesi and the global community. This connection serves to promote economic development, expand educational prospects, facilitate cultural interchange, and enable engagement in international

matters. Acknowledging the significance of the English language, the region of South Sulawesi persists in allocating resources towards the enhancement of English language education and the cultivation of related proficiencies. This commitment aims to equip its inhabitants with the necessary competencies to effectively navigate the complexities and possibilities presented by an ever more interconnected global landscape.

The complex and dynamic relationship between language use and cultural identity in English as a Foreign Language (EFL) contexts has a profound impact on the experiences of learners. In these particular contexts, language serves a purpose beyond mere communication; it functions as a medium through which individuals engage in the negotiation and expression of their cultural identities. The interaction between cultural backgrounds and the acquisition of a foreign language is especially evident in regions with diverse cultures, such as South Sulawesi. In this context, English as a Foreign Language (EFL) learners face the challenge of effectively managing their cultural heritage while also acquiring proficiency in a non-native language.

The utilization of language in English as a Foreign Language (EFL) settings serves as a mechanism for cultural negotiation and adaptation. The region being referred to is South Sulawesi. English as a Foreign Language (EFL) learners, similar to their counterparts globally, often come across cultural aspects that are ingrained in the English language. These cultural elements encompass a range of linguistic features, including idioms, expressions, and subtle nuances of communication. While traversing the complexities of language and culture, individuals engaged in the process of learning may encounter situations where they feel compelled to redefine certain elements of their cultural identity in order to conform to the standards and conventions prevalent within English-speaking societies. The process of adaptation and negotiation is not a unidirectional transformation, but rather a reciprocal exchange, in which learners assimilate aspects of English-speaking cultures while simultaneously offering their distinct cultural perspectives.

EFL learners from South Sulawesi, similar to EFL learners globally, encounter the intricate task of preserving and modifying their cultural identities while interacting with the English language. The aforementioned dynamic is shaped by linguistic selections, cultural mediation, scholastic contexts, media exposure, and interactions among peers. This statement

emphasizes the complex correlation between language and culture, emphasizing the necessity for a sophisticated comprehension of how language learners navigate the intricacies of identity within the context of globalization.

METHODOLOGY

In the study examining the relationship between language usage and cultural identity in English as a Foreign Language (EFL) settings in South Sulawesi, qualitative methodologies were instrumental in acquiring a more profound comprehension of participants' encounters, perspectives, and approaches concerning language usage and the negotiation of cultural identity. The utilization of qualitative methods played a crucial role in capturing the intricate qualitative aspects of cultural identity negotiation among English as a Foreign Language (EFL) learners in the region of South Sulawesi. The utilization of semi-structured interviews and focus group discussions afforded participants with a valuable opportunity to articulate their personal experiences. Through the application of qualitative analysis, a deeper understanding of the complex nuances of language utilization and cultural identity was revealed. The aforementioned approach was utilized to analyze the transcripts of semi-structured interviews and focus group discussions, enabling a comprehensive and intricate examination of the participants' encounters and perspectives concerning language utilization and cultural identity. Thematic analysis is employed for the purpose of data analysis. The process of conducting thematic analysis commenced with a meticulous process of becoming well-acquainted with the data. This involved engaging in multiple readings of the transcripts in order to acquire a comprehensive understanding of the content. Subsequently, a systematic application of codes was employed to segments of text that conveyed pivotal ideas or concepts. The initial codes were subsequently categorized into overarching themes and subthemes, which effectively captured the repetitive patterns and narratives present in the data.

RESULTS AND DISCUSSION

Several key insights were obtained from the qualitative analysis of strategies utilized by English as a Foreign Language (EFL) learners in the context of language use and negotiation of cultural identity in South Sulawesi. The aforementioned findings contribute to a more profound comprehension of how English as a Foreign Language (EFL) learners negotiate their cultural identities by means of language utilization:

Code-Switching as a Strategy

"In class, I speak English with my teachers and friends. But when I go home, it's a different world. I switch back to our language, Buginese. It's not just a matter of convenience; it's about staying connected to our culture" (Students A)

"English helps me connect with people from all over the world. But I also want my identity as a Torajan to shine through. So, I code-switch when I'm with foreigners. It's like I have two linguistic hats. " (Students B)

English as a Foreign Language (EFL) learners residing in South Sulawesi region commonly utilize code-switching as a prominent tactic to navigate and negotiate their cultural identity. The participants frequently articulated their ability to effortlessly incorporate English and their respective native languages into their conversations, adapting their linguistic selections in accordance with the cultural milieu and the individuals they were conversing with. This approach enabled them to maintain their cultural identity while actively participating in English discourse.

Pragmatic Adaptation

"When I talk to my American colleagues at work, I try to sound more like them. It's not just about the words; it's about how they express themselves. I want them to feel comfortable around me." (Students C)

"Politeness norms are different in English. I've learned to be more direct in English to avoid misunderstanding. It's a fine line to walk; you want to be yourself but also respect cultural differences." (Students B)

The significance of pragmatic adaptation in the utilization of the English language was emphasized by the participants. The individuals elucidated their process of modifying their speech patterns, levels of politeness, and non-verbal communication in order to conform to the cultural norms prevalent in English-speaking societies. The pragmatic adaptation observed in this context was perceived as a means to mitigate cultural differences and foster harmonious relationships in intercultural exchanges.

Language Use in Context

"English is like my academic armor. When I'm in the university, I use it to excel in my studies. But when I'm with my family during traditional ceremonies, I switch to our native language to show respect." (Students D)

The results highlighted the importance of the context in influencing the utilization of language and the process of negotiating cultural identity. The participants expressed that their selection of language was greatly influenced by the specific context in which they found themselves. For example, individuals may demonstrate a high level of proficiency in the English language within educational environments, enabling them to achieve academic success. Simultaneously, they may place greater emphasis on their native language in familial or traditional cultural settings.

Influence of Media and Pop Culture

"I started using American slang and phrases after watching so many Hollywood movies. It's not something we use in our daily lives, but it's fun to sprinkle some American English into conversations." (Students F)

The influence of media exposure has been significant in shaping the strategies utilized by learners of English as a foreign language (EFL). The participants frequently discussed the impact of English-language media, such as films, television programs, and music, on their language usage and cultural identity. This influence frequently resulted in the assimilation of specific linguistic and cultural components from English-speaking societies.

Group Dynamics

"My friends and I, we're like a mini United Nations. We all speak English, but we also share bits of our own cultures. It's a beautiful mix, and it's changed the way we see the world." (Students E)

"My American friends taught me about Thanksgiving, and now we celebrate it here too. It's become a part of our culture, blending our traditions with theirs." (Students G)

The findings from focus group discussions have unveiled the significant impact of peer groups on the utilization of language and the process of negotiating cultural identity. The participants provided accounts of how their peer groups, which comprised individuals who were learning English as a foreign language as well as native English speakers, exerted an influence on their selection of language and strategies for adapting to the culture. The phenomenon of group dynamics frequently promotes cultural exchange and facilitates the assimilation of cultural elements associated with the English-speaking community.

Emotional Aspects

"Speaking English fluently is something I'm proud of. But sometimes, I feel like I'm drifting away from our traditions. It's a constant balancing act." (Students H)

"There are moments when I feel torn. Like when we have to choose between English and our language during an important event. It's a reminder of the complexity of our identity." (Students E)

The emotional aspect of negotiating cultural identity. The participants in the study conveyed emotions of pride, the preservation of their identity, and occasional instances of cultural conflict when dealing with language usage in English as a Foreign Language (EFL) contexts. The influence of emotions was substantial in shaping the strategies employed by individuals to uphold their cultural identity.

The study investigated the strategies utilized by English as a Foreign Language (EFL) learners in South Sulawesi to navigate their cultural identity through language usage. Several significant factors were identified as crucial determinants of their language preferences and strategies for negotiating their identity. The language use was significantly influenced by the educational setting, which was defined by the medium of instruction and the presence of peers and educators who spoke English. The influence of English-language media, such as films and social media, has had a significant impact on the introduction of linguistic and cultural aspects from English-speaking regions. Peer groups, comprising individuals who are learning English as a foreign language (EFL) and those who are native English speakers, have a significant impact on the selection of language, facilitating reciprocal interaction and adjustment. The preservation of cultural identity was significantly influenced by family and home environments, as individuals frequently utilized their native language within the familial domain. The dynamics of cultural identity negotiation are further complicated by socioeconomic factors, emotional connections to culture, globalization, and perceptions of identity. The intricate interplay between language use and cultural identity in this context was influenced by factors such as English proficiency, regional and ethnic diversity, and the impact of modernization.

The study conducted on the factors that impact language selection and the negotiation of cultural identity among English as a Foreign Language (EFL)

learners in South Sulawesi provided a comprehensive comprehension of the intricate relationship between language utilization and cultural identity within this distinctive setting. The study discovered that the educational setting exerts a substantial impact, as evidenced by the language of instruction and the presence of educators and peers who speak English, which in turn influences language preferences. The participants experienced language adaptation as a result of their exposure to English-language media, specifically through global popular culture. This exposure served as a catalyst, prompting them to incorporate linguistic and cultural elements from English-speaking regions. Peer groups have played a significant role in facilitating language change, as the interactions occurring within these groups have led to the assimilation of new expressions and cultural subtleties. The family and home environment have been identified as a sanctuary for the preservation of culture, enabling individuals to uphold traditional customs and dialects. Various socioeconomic factors, emotional attachments to culture, the phenomenon of globalization, and the perceptions of identity all played significant roles in the complex process of negotiating one's sense of self. The ability to effectively communicate in English facilitated seamless linguistic adjustment, while the presence of diverse regional and ethnic backgrounds in South Sulawesi resulted in variations in cultural customs and linguistic patterns. In conclusion, these findings offer a comprehensive comprehension of the various factors that impact language preferences and cultural identity among English as a Foreign Language (EFL) learners in South Sulawesi, within the context of an increasingly interconnected global society.

The factors influencing language choice and cultural identity negotiation among EFL learners in South Sulawesi

Educational Environment and Language Choice

The educational environment in South Sulawesi has emerged as a prominent factor in shaping language preferences. The participants frequently adapted their linguistic usage in order to conform to the language employed for instructional purposes. During the period when English was employed as the primary language for educational instruction, individuals naturally exhibited a tendency to conform and adjust to this linguistic setting. This observation indicates that the influence of formal education is significant in shaping language preferences and the process of negotiating identity, especially in situations where learners are fully

immersed in English-speaking academic environments. Furthermore, it demonstrated the capacity of individuals to adjust and thrive in accordance with their educational environment.

Media and Pop Culture as Cultural Shapers

The participants' language use and cultural preferences were significantly impacted by their exposure to English-language media, such as Hollywood movies, TV shows, and the internet. The study uncovered that individuals frequently assimilated linguistic and cultural components from these media outlets. For example, the participants assimilated American slang into their everyday discourse subsequent to their exposure to American popular culture. This highlights the influence of media in shaping linguistic and cultural standards, as individuals actively engage in global cultural interchange through their consumption of media.

Peer Groups and Social Dynamics

The interaction within peer groups, consisting of both English as a Foreign Language (EFL) learners and native English speakers, significantly influenced the process of language evolution. The interactions occurring within these groups frequently resulted in the assimilation of linguistic expressions, colloquialisms, and cultural subtleties. This finding exemplifies the impact of social dynamics on the process of language adaptation and the negotiation of identity. Individuals endeavored to become members of these groups and, in the process, actively adopted aspects of the culture linked to their fellow members. The aforementioned phenomenon underscored the intricate dynamic between the aspiration for assimilation and the safeguarding of an individual's cultural heritage.

Family and Cultural Preservation

The family and home environment have been recognized as a sanctuary for the preservation of cultural heritage. The participants consistently conveyed their strong emotional connection to their native language and cultural customs during their interactions with family members. These settings have played a crucial role in the preservation of traditional customs, values, and dialects. The concept of family connections was regarded as a significant factor in maintaining cultural coherence, acting as a means of reinforcing the significance of ancestral heritage in the formation of personal identities.

Emotional Connection and Cultural Pride

The participants' emotional attachment to their cultural heritage was identified as a significant factor influencing their language preferences. Numerous participants expressed a profound sense of pride and a strong inclination to preserve their cultural heritage. Language served as more than a mere tool for communication; rather, it functioned as a medium through which individuals could articulate their profound connection to their cultural legacy. The significance of personal values and identity in influencing language choices is emphasized by the emotional dimension present in this context.

Globalization and Changing Cultural Norms

The forces of globalization and modernization were found to bring about shifts in cultural practices and identity negotiation. Economic development and urbanization prompted a reevaluation of traditional customs, leading individuals to adapt to contemporary demands. This demonstrated the dynamic nature of culture and how individuals adapt to the changing global landscape.

Regional and Ethnic Diversity

The regional and ethnic diversity of South Sulawesi has played a significant role in shaping the variations observed in cultural practices and language utilization within the region. The participants exhibited distinct experiences and employed identity negotiation strategies that were influenced by their diverse regional and ethnic affiliations. This phenomenon underscored the intricate and diverse cultural fabric present in South Sulawesi, and its profound impact on the process of negotiating identity. The choice of language used for teaching and the availability of English-speaking educators and classmates within educational establishments exert a significant influence on language preferences. When English is utilized as the primary language of instruction, learners tend to naturally adjust and acclimate to this linguistic setting. This phenomenon underscores the versatility of individuals and their ability to conform their linguistic preferences to the formal educational environment.

The influence of English-language media and global pop culture has emerged as significant catalysts for language adaptation. The participants frequently made reference to the incorporation of linguistic and cultural

aspects derived from these media sources. For example, the assimilation of American colloquial language into everyday discourse subsequent to exposure to American popular culture exemplifies the magnitude of this influence. This highlights the significant influence of media in not only shaping linguistic standards but also cultural inclinations, as individuals actively participate in worldwide cultural interchange through media consumption. The study discovered that the interactions within peer groups, consisting of both English as a Foreign Language (EFL) learners and native English speakers, play a crucial role in facilitating language evolution and promoting cultural interchange. The interactions occurring within these groups resulted in the assimilation of expressions, slang, and cultural subtleties, thereby demonstrating the significant impact of social dynamics on the adaptation of language. The inclination to associate with these collectives and the safeguarding of cultural identity within them highlight the intricate interaction between the necessity for integration and the aspiration to uphold one's cultural heritage.

The family and home environment have been identified as crucial sanctuaries for the preservation of cultural identity. The participants consistently conveyed their strong emotional connection to their native language and cultural customs during their interactions with family members. In these environments, traditional customs, values, and dialects flourished, underscoring the importance of cultural heritage within the realm of the household. The family unit functions as a significant source of cultural continuity, serving as a nurturing and preserving environment for cultural identity. Socioeconomic factors, such as the availability of English language courses, opportunities for international travel, and English-speaking work environments, have been recognized as significant determinants of language proficiency and exposure. Individuals who possessed greater access to these aforementioned opportunities exhibited a positive correlation with higher levels of language proficiency and a more extensive range of cultural experiences. This underscores the significance of socioeconomic factors in influencing language proficiency and cultural assimilation, wherein the availability of resources assumes a crucial role in an individual's linguistic and cultural development.

The participants' emotional attachment to their cultural heritage was identified as a significant factor influencing their language preferences. Numerous individuals expressed a profound sense of pride and a strong inclination to preserve their cultural heritage. Language, for the individuals

in question, was not simply a tool for conveying messages; rather, it functioned as a medium through which they could articulate their profound emotional attachment to their cultural legacy. The significance of personal values and identity in influencing language choices and cultural preservation is emphasized by the emotional dimension present in this context. The phenomena of globalization and modernization have been observed to result in changes in cultural practices and the process of negotiating identity. The reevaluation of traditional customs was prompted by economic development, urbanization, and exposure to modern lifestyles. Individuals have demonstrated their ability to adapt to the evolving global landscape, thereby exemplifying the dynamic nature of culture and the capacity of individuals to meet contemporary demands. This statement exemplifies the continuous process of negotiating one's identity in response to the ever-changing cultural norms.

The role of external expectations in shaping language choices was found to have a significant impact on individuals' perception of their own identity. Certain individuals modified their linguistic and behavioral patterns in order to conform to external perceptions or expectations, thereby emphasizing the intricate nature of identity negotiation. The delicate equilibrium between an individual's internal self-perception and the way they are perceived by others highlights the complex process of identity development and the utilization of language. The identification of language proficiency in English has been recognized as a crucial factor in facilitating language adaptation (Hambleton et al., 2004). Increased levels of proficiency enabled individuals to navigate their cultural identity with enhanced adaptability and self-assurance across diverse linguistic environments. Proficiency enables the seamless transition between different linguistic codes and the ability to adapt pragmatically, thereby equipping individuals with the necessary linguistic skills to effectively articulate their identity.

The presence of regional and ethnic diversity within South Sulawesi has resulted in a multitude of cultural practices and variations in language usage. The individuals who took part in the study exhibited distinct experiences and employed specific strategies for negotiating their identities, which were influenced by their diverse regional and ethnic affiliations (Riordan & Shore, 1997). This phenomenon underscored the extensive range of cultural diversity present in South Sulawesi and the varied approaches through which individuals navigate their identities. The

congruence with prior research resides in the pivotal significance of the educational milieu. This discovery aligns with a substantial body of existing scholarly literature that emphasizes the significant influence of the language used for instruction and the presence of educators and peers who speak English on language preferences and the process of negotiating cultural identity. This alignment implies that the impact of the educational environment on language usage is a persistent occurrence in various English as a Foreign Language (EFL) settings.

The impact of English-language media and global popular culture is consistent with prior research that has underscored the significant role of media in shaping linguistic and cultural standards (Ohiagu & Okorie, 2014). The recurring theme of media's influence on language adaptation and cultural identity underscores its universal significance in the era of globalization. The aforementioned alignment highlights the persistent influence of media on language preferences and cultural manifestations.

Nevertheless, the distinguishing characteristic of the South Sulawesi context lies in its exceptional regional and ethnic diversity. While previous research frequently concentrates on more extensive English as a Foreign Language (EFL) settings, the outcomes derived from South Sulawesi underscore the significance of acknowledging and commemorating this particular regional heterogeneity. The diverse regional and ethnic backgrounds present in South Sulawesi give rise to differences in cultural practices and language usage, highlighting the unique nature of this particular context. The deviation from the wider body of literature emphasizes that the interaction between language, culture, and identity is significantly shaped by local dynamics and regional subtleties. As a result, it is necessary to adopt customized approaches in order to comprehend and assist English as a Foreign Language (EFL) learners' experiences within this particular context.

This research is distinguished by the significance attributed to the family and home environment as a cultural anchor in South Sulawesi. The centrality of family in preserving cultural identity is not exclusive to South Sulawesi. However, within this particular context, the significance of familial dynamics and values highlights the necessity of taking them into account when examining how learners navigate their identities through language usage. The inclusion of a local focus introduces an additional level of intricacy to the current body of literature, underscoring the importance

of adopting a contextually-oriented perspective when analyzing the complexities surrounding language and identity.

The examination of prior research reveals both shared characteristics and unique aspects within the experiences of English as a Foreign Language (EFL) learners in South Sulawesi. In accordance with existing research on the educational landscape and the influence of media and globalization, this study also provides insights into the distinctive regional variations and the crucial significance of the family and home setting within this particular framework. The aforementioned distinctions underscore the significance of employing context-sensitive methodologies when examining language usage and the negotiation of cultural identity in the domain of English as a Foreign Language (EFL) contexts.

CONCLUSION

This study illuminates the complex correlation between language utilization and the process of negotiating cultural identity among English as a Foreign Language (EFL) learners in the region of South Sulawesi. This study highlights the impact of the educational setting, the influence of English-language media, and the importance of peer groups. This study places significant emphasis on the pivotal role that the family unit plays in the preservation of cultural identity. Furthermore, it sheds light on the profound influence exerted by socioeconomic factors, emotional attachments to culture, and regional variations. The aforementioned findings provide valuable insights into the development of inclusive and contextually appropriate approaches to language education. These approaches aim to acknowledge the diverse backgrounds of learners and foster intercultural understanding.

ACKNOWLEDGEMENT

The publication of this review is funded by the Pusat Layanan Pembiayaan Pendidikan (PUSLAPDIK), Lembaga Pengelola Dana Pendidikan (LPDP) and Beasiswa Pendidikan Indonesia (BPI) for doctoral students with scholarship programs.

REFERENCES:

1. Baskara, F. R. (2023, August). Chatgpt-Assisted English Language Learning: Theoretical Implications For Global Mobility And Cross-Cultural

- Communication. In International Conference on Language and Language Teaching (pp. 105-120).
2. Bernstein, C., Nunnally, T. E., & Sabino, R. (Eds.). (2014). *Language variety in the South revisited*. University of Alabama Press.
 3. Duffy, R. (2006). Non-governmental organisations and governance states: The impact of transnational environmental management networks in Madagascar. *Environmental Politics*, 15(5), 731-749.
 4. Grimes, C. E., & Grimes, B. D. (1987). *Languages of south Sulawesi*. Dept. of Linguistics, Research School of Pacific Studies, The Australian National University.
 5. Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2004). Issues, designs, and technical guidelines for adapting tests into multiple languages and cultures. In *Adapting educational and psychological tests for cross-cultural assessment* (pp. 15-50). Psychology Press.
 6. Mace, R., Holden, C. J., & Shennan, S. (Eds.). (2005). *The evolution of cultural diversity: a phylogenetic approach*. Psychology Press.
 7. Murray, N. (2010). Considerations in the post-enrolment assessment of English language proficiency: Reflections from the Australian context. *Language Assessment Quarterly*, 7(4), 343-358.
 8. Ohiagu, O. P., & Okorie, V. O. (2014). Social media: Shaping and transmitting popular culture. *Covenant Journal of Communication*.
 9. Osoba, J. B., & Alebiosu, T. A. (2016). Language preference as a precursor to displacement and extinction in Nigeria: The roles of English language and Nigerian Pidgin. *Journal of Universal Language*, 17(2), 111-143.
 10. Riordan, C. M., & Shore, L. M. (1997). Demographic diversity and employee attitudes: An empirical examination of relational demography within work units. *Journal of applied psychology*, 82(3), 342.
 11. Waterson, R. (2001). *Indonesia. Living Through Histories: Culture, History and Social Life in South Sulawesi*. Edited by KATHRYN ROBINSON and MUKHLIS PAENI. Canberra: Australian National University, Department of Anthropology, Research School of Pacific and Asian Studies. Published in Association with the National Archives of Indonesia (Arsip Nasional Republik Indonesia), 1998. Pp. vi, 296. Index. *Journal of Southeast Asian Studies*, 32(3), 451-493.