

Translanguaging in Indonesian Corporate Setting: Sociolinguistic Phenomenon, Affordances, and Constraints

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ARTICLE INFO

Keywords:

Translanguaging;
Sociolinguistic Phenomenon;
Affordances;
Constraints

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ABSTRACT

In Indonesia's increasingly globalized and multilingual corporate landscape, translanguaging—the fluid use of multiple languages in communication—has emerged as a prevalent and strategic practice. This paper explores Indonesian-English translanguaging in corporate settings as a sociolinguistic phenomenon, as it socially situated, interaction-based, identity-linked, power-sensitive, context-dependent, and meaning-oriented. Using a library-based interpretivist approach, the research illustrates how employees employ translanguaging to clarify complex ideas, embed cultural relevance, and facilitate real-time collaboration. However, persistent constraints remain, such as language hierarchies, unequal English proficiency, and institutional resistance. The findings advocate for a reframing of translanguaging—not as linguistic deviation, but as a valuable communicative resource that bridges cultural divides, boosts workplace productivity, and supports professional advancement.

INTRODUCTION

The introduction Indonesia is globally acknowledged for its immense linguistic diversity, with over 700 languages across the archipelago. In this multilingual context, Bahasa Indonesia serves as the national language, unifying medium of communication. However, English has been positioned as an essential tool in professional settings due to the rapid pace of globalization, digitalization, and international business engagement. The globalization of the workforce and job market has further aligned with the growth of multilingual, globally cooperative companies in Indonesia. There were 941 companies listed on the Indonesia Stock Exchange (IDX), marking a 0.43% incline by November 2024. This trend inevitably encourages the adoption of multilingual practices in corporate settings, where employees draw on their full linguistic repertoire to navigate their work environments, express professional identities, and facilitate communication. Furthermore, Wati (2020) notes that as English positively contributed to employee's job performance, communication, and productivity, bilingual competence is underscored as a valuable asset in the professional setting. As a result, many Indonesian employees have promoted translanguaging—a dynamic, purposeful use of multiple languages in communication—as a practical response to workplace demands. When used effectively, translanguaging creates a collaborative and adaptive learning environment, which can inform workplace learning and professional development strategies (Yulianti & Widhiatama, 2024).

In the context of the workplace, Simatupang and Zuraida (2023) highlight translanguaging as a valuable approach in multilingual settings, particularly in hospitality industry, where clear communication across diverse linguistic groups is essential. Furthermore, Weinzierl (2024) believe that the diversity of language does not only refer to the varied languages used but also to the different methods of interpreting the information acquired. It further corresponds to the notion that translanguaging facilitates communication by enabling employees to effortlessly utilize their full linguistic repertoire to interact with both local and international clients, ensuring that they understand and respond appropriately to a range of communication styles. Moreover, Gunawan and Tan (2022) note that translanguaging aids workers in Indonesia's multilingual workplaces overcome communication barriers, improving interpersonal understanding and job productivity. This is especially important in a globalized context as effective communication goes beyond mere language proficiency. Also, it encompasses cultural understanding, where stronger working relationships and smoother collaboration are promoted through translanguaging.

Not confined solely to customer-facing roles, translanguaging also accommodates internal corporate communication, where it plays a pivotal role in fostering collaboration and responsiveness among teams. How the language is used within an organization is a crucial factor as it is fundamental element to communicate, share knowledge and build relationship (Holden, 2002, cited in Welch & Welch, 2020). In today's society, organizations and companies have grown to be increasingly diverse. Consequently, internal communication must also revolve to fit in this diversity. Whilst culture does play a role in relation to language, the specific language elements and their impact on emotions within the team have been omitted (Welch & Piekkari, 2005; Harzing & Feely, 2008; Wang, 2020). Translanguaging improves teamwork by allowing employees to draw from different languages as needed, thereby increasing their ability to engage with colleagues from various linguistic backgrounds, contributing to a more inclusive and responsive work environment.

Translanguaging is frequently viewed as a casual and trendy communication style that has become intertwined with the workers' daily routines. The simple mixing of Indonesian and English, whether in phrases, expressions, or sentences, has become a common practice in both written and spoken communication. In the digital age, for example, English combined with local slang is frequently used in online spaces such as messaging apps and virtual meetings, creating an informal yet effective communication channel. In multinational companies, this hybrid language style has also found its way into the corporate environment. English words such as "deadline," "timeline," "meeting," "kick off" or "project" are frequently used, often followed by Indonesian phrases or slangs. This blending is found useful to convey professionalism while keeping the conversation casually effective. To some extent, this trend has been seen positive as it showcases how multilingual individuals leverage their linguistics potential not only for communication but also identity expression. Nonetheless, the limitation of this phenomenon comes along during the implementation.

Functioned as a main tool for information, language provides resource for negotiating meaning, identity and relationships. In multilingual corporate settings, the use of language is inseparably tied to the cultural identity expression, the building of interpersonal rapport and the negotiation of professional roles. Furthermore, the translanguaging practices allows the speakers to fluidly move across the linguistics repertoires, both to strengthen the understanding and to position themselves in a diverse workplace. The individuals navigate power dynamics, associate themselves with cultural norms and allege the professional identities. This study explores

translanguaging practice as a linguistic phenomenon, also as a sociolinguistic method for effective communication and cultural negotiation in Indonesian corporate landscape.

This study will focus on three points from the aforementioned arguments: (1) The sociolinguistic phenomenon of Indonesian-English translanguaging in a corporate context, (2) The affordances of translanguaging practice in Indonesian corporate setting, and (3) The constraints of translanguaging practice in Indonesian corporate setting.

METHODS

A library-based situated within an interpretive paradigm is employed in this study which is a well suited for investigating sociolinguistic phenomena. It enables the synthesis of findings from varied sources to build a comprehensive understanding and a solid theoretical foundation (Machi & McEvoy, 2016). Drawing on Litosseliti's *Research Methods in Linguistics* (2010), this study approached translanguaging as a socially situated practice, embedded with cultural, institutional, and ideological contexts. Litosseliti emphasizes that linguistic research should go beyond mere description to examine how language use both reflects and constructs social realities, including identity, participation, and power relations.

Interpretivism maintains that "meaning is constructed through social interaction and interpretation," according to Schwandt (1994) (p. 118). Researchers, therefore, engage with literature not just to retrieve facts, but to interpret and understand the context, ideas, and frameworks that shape the research area. It draws on studies of translanguaging, bilingualism, and multilingual communication, along with corporate reports and social commentaries documenting workplace language practices.

The analysis mainly focuses on translanguaging's affordances, promoting inclusion, collaboration, and identity expression, and its constraints, such as miscommunication and English-dominant hierarchies. This interpretive synthesis frames translanguaging as a sociolinguistic phenomenon that shows how Indonesian professionals negotiate linguistic resources and co-construct workplace cohesion.

FINDINGS AND DISCUSSION

This section presents and interprets the study's findings, aligning them with its purpose of exploring translanguaging as a sociolinguistic practice within Indonesian corporate contexts. Drawing on Litosseliti's framework, the discussion views language as both reflecting and shaping social realities, including identity, participation, and power relations. The findings are organized thematically, focusing on the affordances and constraints of translanguaging practices as observed in corporate communication, organizational culture, and professional identity construction.

Translanguaging in Indonesian Corporate Settings as a Sociolinguistic Phenomenon

In recent years, translanguaging has increasingly emerged as a strategic communicative practice within Indonesian corporate environments. With a linguistically diverse workforce that often speaks Bahasa Indonesia, English, and local or ethnic languages, professionals in urban business settings fluidly deploy multiple linguistic repertoires to enhance collaboration, express identity, and perform professional tasks (Haryanto & Wijaya, 2021). Translanguaging is not just an incidental mix of languages yet a deliberate act of meaning-making that supports both interpersonal relationships and organizational goals (Setiawan, 2022). This phenomenon is a reflection of a need to adjust to everchanging sociolinguistic realities at workforces.

Drawing on sociolinguistic theory, translanguaging meets the established criteria of a sociolinguistic phenomenon as it is socially situated, interaction-based, identity-linked, power-sensitive, context-dependent, and meaning-oriented (Holmes & Wilson, 2017; Wardhaugh & Fuller, 2021; Litosseliti, 2010).

Table 1. below summarizes these criteria and illustrates how translanguaging aligns with each dimension in the Indonesian corporate setting.

Criterion	Explanation	How Translanguaging Fits
Socially Situated	It occurs within a specific social, cultural, and institutional context — not in isolation.	Translanguaging reflects Indonesia's multilingual workforce and informal communication culture, where employees navigate Bahasa Indonesia, English, and local languages to meet workplace needs.
Interaction-Based	It emerges in real-life communication and is shaped by speaker interaction.	Employees switch languages during meetings, chats, and negotiations to make meaning collaboratively and manage participation.
Identity-Linked	It reflects and constructs social identities (e.g., professional, cultural, generational).	Employees use translanguaging to project professionalism (English) and solidarity (Bahasa Indonesia), building a shared corporate identity.
Power-Sensitive	It is influenced by, and can reinforce or resist, power relations or language hierarchies.	Using English may signal prestige and align with global standards, but local language use resists institutional monolingualism and empowers all participants.
Dynamic & Context-Dependent	It is not fixed; it adapts to context, participants, and purpose.	Language choice changes depending on audience (colleagues vs. clients), topic (technical vs. relational), and setting (formal vs. informal).
Meaning-Making Function	It is purposeful, enabling speakers to express ideas, negotiate meaning, and achieve goals.	Translanguaging helps clarify complex information, maintain harmony, and coordinate tasks efficiently.

To provide a clearer picture of why translanguaging constitutes a sociolinguistic phenomenon, the following illustrative examples demonstrate that employees use translanguaging purposefully, not randomly, to construct professional identities, navigate hierarchies, and foster inclusion

Illustrative example 1:

During a morning briefing, a team leader starts in Bahasa Indonesia: “*Oke teman-teman, target bulan ini agak challenging.*” The speaker then changes to English for precision: “We need to make sure the client deliverables are aligned with the global standard.” This switch ensures everyone understands both the local expectations and the international terminology. This illustrative example shows how translanguaging holds a function to assist the meaning making process, and eventually share equal understanding between speakers and listeners.

Another illustrative example is when a manager switches to Indonesian slang at the end of an English-heavy presentation: “Good job, guys! *Mantap kerja kalian minggu ini.*” This creates a sense of solidarity and cultural connection despite the formal context.

These examples illustrate that translanguaging is a purposeful, socially grounded strategy that helps professionals balance clear communication with relationship-building in corporate contexts.

The Affordances of Indonesian and English Translanguaging in Indonesian Corporate Setting.

1. *Facilitating Comprehension, Enriching Lexical Range, and Promoting Critical Thinking*

Translanguaging allows the learners or the speakers to utilize both their native language and English effectively as it boosts their understanding particularly when facing challenging vocabulary. This practice aids the speakers discern the context by associating it to their prior knowledge about some particular terms or vocabulary in their first language. To illustrate, the employees often integrate Indonesian language with English to clarify some industry or business specific terms in the workplace, like “innovation” or “strategic planning” by translating them into more familiar words or phrases. Furthermore, Garcia and Wei (2014) note that translanguaging practice helps the learners cohere the information and retain knowledge with their optimal linguistic potential. In addition, translanguaging facilitates smoother and more inclusive idea exchanges in intercultural communication in professional settings (Orellana & García 2020).

Translanguaging reinforces vocabulary acquisition as it utilizes the speakers understanding in their native language to comprehend a new English vocabulary and make it contextually relevant. To exemplify, the workers initially use the term “scale up” and explain it in English, yet to ensure the other speakers possess same level of understanding, the switch to Indonesian is somehow necessary. This approach also provides a meaningful learning process where the newly acquired vocabulary is fostered in both languages, making it easy to recall and to apply it in professional settings. The other illustrations shown as follows.

"So, the term *conversion rate* itu maksudnya adalah persentase dari pengunjung yang akhirnya melakukan aksi, seperti pembelian atau pendaftaran. Misalnya, dari 100 orang yang klik iklan, kalau 5 orang beli, berarti *conversion rate*-nya 5%."

The speaker introduces a technical term in English (*conversion rate*) but switches to Indonesian to explain it in context. This helps all participants, especially those unfamiliar with the English term, to fully grasp the concept while still being exposed to the English vocabulary. Another example from Team brainstorming session for client acquisition strategy in which an employee explains a concept to a new intern:

"Kamu tahu kan *funnel* itu kayak corong. Nah, dalam *marketing funnel*, orang-orang mulai dari *awareness*, *interest*, terus *consideration* sampai *decision*. Di tahap *interest*, kita harus *nurture* mereka — mungkin lewat *email marketing*. Kalau di-translate, *nurture* itu bukan cuma 'merawat', tapi lebih ke menjaga hubungan sampai mereka siap beli."

The speaker blends both languages not just to translate, but to negotiate meaning, reframe concepts, and relate English terminology (*nurture*, *funnel*) to Indonesian cognitive and cultural frameworks (*corong*, *merawat*). This is an act of knowledge construction, not just translation.

Both of the abovementioned illustrations focus on how the speaker gave further explanation to keep the meaning clear, to introduce some English term to the audiences, to keep the discussion functioning as its' prior purpose. However, there are some occasions providing intense frequently-repeated words and terms assisting the listeners to acquire the

lexical words without even realizing. It is related to set exposure. The case is elaborated as follow: *“kita harus kejer project ini supaya selesai sebelum deadline dan match sama timeline perusahaan kita, karena kita mau kejer kick-off meeting by the end of this month ya.”* The other speakers gain the understanding of these frequently used terms in English such as project, deadline, timeline, kick-off meeting, as they are exposed to those term intensely. Therefore, translanguaging facilitates meaning-making process now that people can discern the words used through their own interpreting mechanism.

Translanguaging improves critical thinking and boosts cognitive flexibility by requiring individuals to navigate and manage multiple linguistic systems. This linguistic phenomenon promotes critical thinking, as individuals must assess and choose the appropriate language based on contextual demands. In professional environments, for instance, employees may approach problem-solving by integrating both English and their native language. Wei (2018) encapsulates that workers possessing multilingual capability develop cognitive skills by constant language switching, allowing to think more innovatively while effectively adjusting to various working environments. This adaptive skill has been pivotal in today’s evolving world especially in corporate settings.

2. *Enhancing Communication, Confidence, and Interaction*

The speakers are able to express themselves more confidently through the practice of translanguaging regardless their level of English proficiency. In business settings, the employees may start to include English term to showcase their professionalism. However, they can simply switch to their native language, when it comes to complex ideas or difficult terms, or give additional information to meet the context and to ensure clarity. This pattern of communication could not only enhance the speakers’ confidence but also retain fluent and clear conversation. To illustrate, an Indonesian employee discussing about a business project in English could casually revert to Indonesian language when it talks about a local context to convey nuanced cultural aspects more suitably. This illustration is aligned with Canagarajah (2013) who encapsulates that the learners of a language feel less hesitate and redundant to make contribution in two ways communication as they employ code-switching and translanguaging even their language skill is still developing.

This affordance is also found in multilingual work settings or lingua franca as the translanguaging provide ease for the individuals to engage in a discussion even if they find difficulty to interpret some words or phrases in English. As the languages fluidly switched, listeners starts to build their comprehension independently by grasping the key concepts. Furthermore, multiple layers of understanding are constructed while enhancing the active engagement in language learning through translanguaging process (Jørgensen et al., 2011). It leads to more effective idea exchange and collaborative work among the workers. The illustration of the aforementioned practice in corporate setting is depicted as follows.

“Kita akan pakai 360-degree feedback, jadi semua feedback akan datang dari multiple sources — peers, managers, dan juga self-assessment. Nah, yang penting di sini bukan cuma hasil akhir, tapi growth mindset. Bahasa gampangnya: kita evaluasi bukan buat nyalahin, tapi buat berkembang.”

In presenting a hybrid performance review system, the manager is using both languages simultaneously to frame a concept (*growth mindset, feedback, 360-degree*) in a way that connects with local values (*bukan nyalahin, tapi berkembang*), navigating cultural

attitudes toward evaluation and critique. It elevates the manager confidence by integrating both languages enabling clearer interpretation for the audiences. It also reflects that the simultaneous fluid of changing both languages smoothly and naturally.

3. *Bridging Cultural Contexts and Supporting Real-World Language Use*

Translanguaging encourages learners to integrate English into their real-life experiences, where they naturally switch between languages depending on the situation. In a corporate context, this practice allows employees to convey themselves culturally relevant and contextually accurate ways. For example, an Indonesian worker might need to present marketing strategies using English but may refer to local culture or specific business practices in Indonesian to make their message more relevant. The language learning has become more purposeful as it is mediated by translanguaging. This alternation is closely related to workplace practical needs which allow the employees be more communicative in multilingual settings (García & Wei, 2014; Cenoz & Gorter, 2022). The recent study also note that translanguaging reinforces language practice professionally and foster better intercultural communication it provides meaningful interaction (Hodges & Seawright, 2014; Zhu & Zhang, 2023)

As English is intensely integrated into day to day work tasks, English is expected to be seen as second language that is actively utilized in communication, instead of as a foreign language. In multilingual or multinational companies, English has been inseparably employed for professional and socio-cultural purposes. This trend has enabled workers to use English in real-time events such as in office meeting, product pitching, emails and letters, and discussions. García and Wei (2014) suggest that translanguaging encourages language learning, making English not just a subject to learn in class yet an integral part of an employee's linguistic repertoire. In the corporate world, it provides more inclusive environment where English becomes a tool for collaboration rather than an academic pursuit.

Example: While presenting a campaign plan to an international manager, an Indonesian employee says:

"For our Ramadan campaign, we will emphasize community and giving. Ini penting banget karena selama bulan puasa, banyak brand yang fokus pada nilai kekeluargaan dan kebersamaan. So, the message has to resonate emotionally with that cultural value."

The speaker fluidly switches between English and Indonesian, integrating cultural context (about *bulan puasa*, *kekeluargaan*, etc.) that might not be easy to express fully in English. This demonstrates how translanguaging allows culturally relevant and effective communication, especially when local insight is essential. The translanguaging also portrays the value of the Ramadhan event promoting sharing and giving with others. It implicitly brings sociocultural message through the language used.

Another illustration is when introducing new collection of batik to an international or foreign potential client.

"This batik is originally made in Purworejo, Jawa Tengah. The locals launched this rare pattern resembling the spirit of "gotong royong" which is one of Indonesian mottos. It holds a meaning that mutual assistance and corporative work ease the process of accomplishing a goal together ."

The speaker resists to still have the original words like *Jawa Tengah* instead of Central Java, Batik not Indonesian fabric as it is considerably too general and the motto *gotong royong*.

However, the speaker adds the explanation of the term gotong royong in English hoping that the client understand the real value of the pattern depicted in the batik.

The Constraints of Indonesian and English Translanguaging in Indonesian Corporate Setting.

1. Language Hierarchies and Power Dynamics

A significant limitation in the use of translanguaging in corporate world is the linguistic hierarchy where English is often privileged over Indonesian or other local languages. This often creates a power imbalance where employees feel the pressure to use English in official communication, even if Indonesian might be more effective in ensuring clarity. This imbalance can lead to feelings of linguistic inferiority among employees who are less proficient in English. Recent studies highlight that such hierarchies are pervasive in multinational corporate structures, where the use of English is often tied to professional identity and advancement (Barrett & Kormos, 2022). In Indonesian workplaces, this can undermine the confidence of employees who might otherwise rely on their native language for clearer communication.

Example: An Indonesian manager emails their team, *"Please make sure semua laporan sudah dikumpulkan before lunch karena regional office in Singapore akan review them sore ini."*

Here, the manager uses English terms (*"regional office," "review"*) to signal professionalism, aligning with the corporate norm, even though the message could be more clearly understood fully in Indonesian. This implied message is expected to be fully received by the workers, in hoping to show professionalism through language portrayed in the report. To correspond this statement, Yamao and Sekiguchi (2015) note that language proficiency level eventually reflects to the organizational hierarchy.

In the contrary, there are some scenes in corporate settings in which the Indonesian language or local language holds the top-tier position in work communication. It could have happened as the highest positioned people require their employees to communicate in their local languages instead of English. This phenomenon is brought about by several reasons such as, the Indonesian and Local language hierarchy and the incapability of the companies to support the translanguaging process. One of the studies conducted by Saraswati and Wicaksono (2024) reveal that the mother tongue dominance over the language learned is often considered as hindrance in acquiring the language. It can limit the chance to practice translanguaging as the speakers feel reluctant to switch from their mother tongue languages to English.

2. Language Proficiency and Unequal Participation

When employees possess different levels of language proficiency, it can lead to unequal participation in the workplace. In Indonesia, for instance, some employees may be more comfortable with English while others rely heavily on Indonesian. This discrepancy can result in marginalization and exclusion in professional settings, where those who struggle with English may not fully participate in important discussions or decision-making. As studies by Tran and Hoang (2020) and Orellana & García (2020) encapsulate that language proficiency is the most fundamental factor in mitigating the complexities of translanguaging in the workplace, and unequal proficiency levels can hinder achieving effective collaboration.

Example: During a Zoom meeting, a senior manager says in English, *"We need to rethink our strategic narrative."* A junior employee, unsure of the term *"strategic narrative"*, later

asks a colleague in private: *"Tadi maksudnya apa ya 'strategic narrative'? Itu kayak arah brand kita ya?"*

This illustrates how limited English proficiency prevents full participation in real time. Furthermore, in translanguaging process, the users mostly are not fully concerned on the grammar particularly the part of speech of the words used as they effortlessly blend them in their language. To exemplify, *"Kita akan nge-develop our new marketing strategy to full achieve the highest revenue."* The speaker add prefix *"nge"* in the word develop to emphasize that the word categorized as verb based on Indonesian language which is not necessary, as the word *"develop"* itself is already a verb. Instead of using *"full"* as an adjective, have *"fully"* to fit in the sentence. It is in line with the statement that the grammar error such as over simplified language, misuse of part of speech can be the hindrance for the language to be accurately acquired (Nurmi and Koroma, 2020). Another case is illustrated as follow,

"Menurut kalian, our manager akan lebih prefer kita choose option A or B yah?"

This is a natural blend of language that many Indonesian workers endorse without realizing that the word *"prefer"* has already meant to show preference or tendency over two or more than two choices. The word *"more"* can be omitted as it shows word efficiency. Nevertheless, the grammatically error is still acceptable as it is a part of language acquisition for the speakers, regardless the mistakes, the speakers are still be able to grasp the idea conveyed.

The oversimplified language can be inseparable to misunderstanding, it also be affected by low level of the language proficiency. For instance, once the supervisor reminded all the staffs that *"Kita harus make sure that we will be working on the project at this hour tomorrow, and will have it done by 5.00 pm ya."*

There will be a potential misunderstanding among low-proficiency workers regarding the use of the future progressive tense (*"will be working"*). The issue seems to be that workers may misinterpret the tense and think it refers only to the specific period of time when the work begins, rather than understanding that it refers to an ongoing action in the future, starting before the exact hour mentioned and continuing for a certain period. In the long run, it could affect the work efficiency and productivity.

3. Limited Corporate Resources for Multilingual Communication and Translanguaging practice.

Some companies allocates inadequate resources to support effective translanguaging practice leading to insufficient translation services, few bilingual resources of monolingual supremacy which can be a hindrance to integrate local languages into the corporate settings. Li (2020) and Rampton and O'Rourke (2021) encapsulate that miscommunication between the employees is often brought about by the lack of resources allocated for language diversity in a company. It is also associated with the employee dissatisfaction to feel less valuable as their major language is ignored or restricted in favour of English language.

The illustration is when an employee, categorized good in English, is asked to spontaneously assist and interpret a product pitch for a foreign partners as the company does not have an official translator or interpreter.

"Karena kita ga ada translator, ga sempet juga hire professional interpreter", jadi kamu aja yang bantu untuk assist introducing our new product yah, basically an affordable- money well spent skincare buat Gen Z gitu. English kamu kan udh oke lah ya. Bisa kan?"

This sudden approach and informal request show unprofessional work ethic as it is likely brought about by inadequate investment of multilingual resource in that company. Adequate training and supports are urged for translanguaging to be effectively implemented. Unclear guidelines on when to use or how to switch the languages lead to translanguaging misuse, inconsistent communication that confuses rather than clarifies. It is revealed from previous study that it is profoundly fundamental to provide training programs to develop both languages proficiency and reinforce effective translanguaging practice (Wei., 2018). Without appropriate training, Indonesian employees who work in bilingual or multilingual company will find it demanding to balance the use and switch Indonesian and English.

Another situation is illustrated as an HR announced the performance appraisal would be done based on the indicators referring to KPI guidelines for details. The HR say it in English fluently as the speakers do not notice KPI (key, phi, ai) instead of in Indonesian language pronunciation (Ka, Pe, ii). In this case, the employees are not sure about the balance of Indonesian and English and may interpret the appraisal criteria inconsistently due to the mix without proper training on document literacy or term across languages.

Another inevitable thing to be considered as a constraint is the standardised language. In many corporate cultures, there is a strong preference for standardized language norms, often English, particularly in multinational companies. Employees or managers may resist translanguaging practices, especially if they view it as unprofessional or disruptive to established communication patterns. A recent study by Madsen et al. (2022) reveals how resistance to change in language use can hinder the effective implementation of translanguaging, particularly in more traditional and hierarchical companies. In Indonesian corporate settings, where English-only policies often take place, employees might feel pressured to engage in English-only communication norms, even when Indonesian could provide greater clarity. All in all, unsupported multilingualism practice can lead to critical exchanges and misunderstandings, creating inefficient discussion and negatively impacting the fundamental discussion (Neeley & Kaplan, 2014; Weinzierl, 2024).

Example: An Indonesian employee suggests mixing languages in a team newsletter to make it more inclusive, but the manager replies:

“No, we need to maintain professionalism—English only.”

The example proves the resistance to embrace translanguaging, even when it could enhance speakers' involvement. It can hinder the optimalization of having benefits from the translanguaging fluid in workforce, becoming less efficient and showing inflexibility in the range of language used.

CONCLUSION

This study set out to investigate how translanguaging functions as a sociolinguistic phenomenon in Indonesian corporate settings, specifically examining its affordances and constraints. Using an interpretive, literature-based approach, the analysis revealed that translanguaging is more than incidental code-switching; it is a purposeful strategy that enables employees to negotiate meaning, manage multilingual conversations, and bridge cultural differences in professional contexts. Those factors categorize translanguaging as a sociolinguistic phenomenon. Furthermore, translanguaging brings practical merits, such as improving clarity, fostering relevancy, and enhancing intercultural understanding. Conversely, it also brings to light

underlying challenges. These include the language status or hierarchy issue, professional identity, and institutional biases in favouring English. Such concerns are pointed to the importance of encapsulating strict corporate language policies and adopting more inclusive frameworks to acknowledge translanguaging as a beneficial and legitimate practice in modern workplaces. In due course, promoting translanguaging helps leverage linguistic repertoire as it allows individuals to fully utilize their language abilities in professional setting. It also showcases a shifting effort toward achieving fairer and more effective communication in Indonesia's corporate settings.

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