

COMPETING A FAMILY LANGUAGE POLICY IN TWO GENERATIONS OF TRANSNATIONAL FAMILIES IN INDONESIA: A CASE STUDY

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Article Info	Abstract
Article History Received: June 2024 Revised: August 2024 Published: October 2024	<i>Transnational families in Indonesia currently still have many difficulties in developing and creating an ideology of language use that they implement in their families, with a variety of languages to maintain their family's ethnic identity. This research explores three research questions, as follows. (1) How did parents perceive the roles of various languages in shaping their children's future? (2) What languages were used in the family? This research finds the choice of language use within the context of Indonesian transnational families with different ethnic backgrounds. Employing a qualitative approach with a case study design (Yin, 2014), this study employs 2 participants, a woman, and her mother, both of them are scholarship awardees, who negotiate language ideologies, practices, and policies within their families among linguistic diversity and transnational mobility. Through thematic analysis (Saldana, 2012) of data collection from semi-structured interviews and observation, revealed several initial, open, and axial codes. This finding of this research reveals 1). The differences ideology between two generation. 2). The family's efforts to balance maintaining English and Bahasa Indonesia language. The implication of this study is made for the language policy maker and other transnational parent. In conclusion, this study highlights the complexities of language use in transnational families and demonstrates that these families face challenges and opportunities in creating an environment that supports language learning.</i>
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INTRODUCTION

The phenomenon of transnational mobility refers to the increasing movement of people across national borders, driven by factors such as globalization, economic opportunity, and political instability (Zuhdi et al., 2020). This mobility has significant consequences for individuals and families, particularly in terms of exposure to new languages and cultures. While this experience can be challenging, it also presents opportunities for learning, growth, and adaptation. When people encounter others with different linguistic and cultural backgrounds, they are compelled to confront their own assumptions and biases, learn new communication methods, and adapt to new ways of life. Although this process can be uncomfortable, it often leads to greater understanding and tolerance between cultures, ultimately helping to build bridges between communities and nations. Additionally, learning a new language and adapting to a new culture can open up new opportunities for employment, education, and social interaction, making the experience of transnational mobility both enriching and rewarding.

Several studies have investigated various aspects of transnational mobility and its impact on families. Baldassar and Merla (2014) explored the experiences and challenges faced by transnational families navigating multiple countries and cultures. Carling and Schewel (2018) examined the influence of aspiration and ability on migrants' decisions and experiences in

international migration. Dreby (2010) focused on the complexities of family dynamics and relationships across borders, particularly among Mexican migrants and their children. Parreñas (2005) highlighted the gendered challenges experienced by children of global migration, emphasizing the impact of transnationalism on family structures and gender roles. These studies collectively provide a rich understanding of the dynamics of family migration and transnationalism, offering valuable insights into the challenges and opportunities faced by migrants and their families.

Other research has focused on the broader dimensions of transnational mobility. Faist (2000) examined the volume and dynamics of international migration, emphasizing the emergence of transnational social spaces. Levitt and Glick Schiller (2004) introduced the concept of simultaneity, proposing a transnational social field perspective to understand society's complexities. Vertovec (1999) discussed the conceptualization and research methodologies related to transnationalism, offering insights into its theoretical foundations. Waldinger (2008) explored the nuances of immigrants' attachment to their home countries and their transnational identities. Pries (2008) discussed transnationalism and diasporas within the context of a new global order characterized by interconnectedness. Sklair (2001) examined the impact of the transnational capitalist class on contemporary architecture in globalizing cities, while Portes and Fernández-Kelly (2008) focused on the educational and occupational achievements of disadvantaged children of immigrants, highlighting the importance of addressing their unique challenges within transnational contexts.

The research from (Morgan; Rafi, 2023) explains that they have the potential to enhance our understanding of sociolinguistics, anthropology, and related disciplines, enriching existing knowledge and benefiting researchers, educators, and policymakers. Indonesia's rich cultural diversity, with its many languages and dialects, is a perfect place to study how families use different languages. This research can help us understand how cultures interact and how languages change in transnational families. It can also guide decisions about language policies, education, and cultural integration. By exploring the links between language, beliefs, and identity, we can better understand social dynamics. This research also contributes to the global discussion on how language is affected by globalization and migration.

This study builds on previous research to explore how a multilingual family's daily conversations affect their religious identity. We focus on the different languages the family uses, which help them stay connected and maintain a sense of family unity. Instead of focusing on specific language policies or heritage preservation, we argue that multilingual families mainly aim to communicate effectively by mixing languages. This approach offers a new way to understand multilingual families in society. This study also examines the relationship between language beliefs, parents' language identities, and how these are expressed in conversations.

This gap could include examining the psychological effects of migration, such as stress, identity formation, and sense of belonging, as well as the emotional challenges faced by migrants and their families as they navigate transnational spaces. Addressing this gap could provide valuable insights into the holistic understanding of transnational mobility and contribute to the development of more comprehensive policies and support systems for migrants and their families.

The Theory of Family Language Policy

Family Language Policy (FLP) is essential as it helps us understand how families handle multiple languages at home. It also considers how FLP changes over time and reviews different research methods used in this area (King, 2013). Additionally, it suggests studying how FLP choices affect children's language skills in the long run to guide future research in this important field (Smith, 2016). FLP encompasses a range of crucial dimensions that shape language

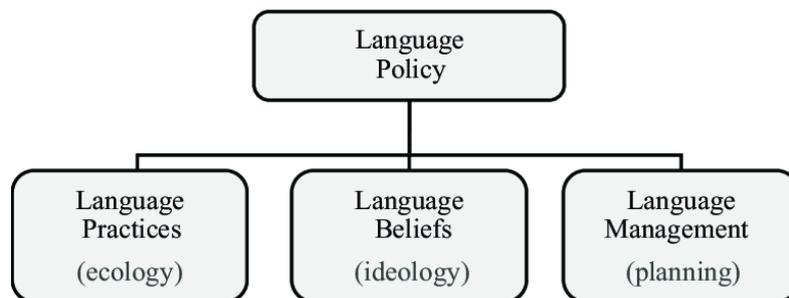
dynamics within households (Fogle, 2013). Firstly, the distinction between explicit, this detailed review looks closely at FLP, examining its key parts. It explores different aspects, like how families use languages with their children and in various situations, and the methods they use to support languages, like mixing languages or using media (Lanza, 2020). Implicit Policy delineates how some families adopt intentional language guidelines, like the "one-parent-one-language" method, while others embrace more organic, implicit language preferences that evolve naturally.

Additionally, the selection of target languages for children's acquisition is influenced by variables such as family heritage, social context, and available educational opportunities (Bialystok, 2007; Suter, 2005). Moreover, examining the domains of language use reveals that families may employ different languages across various contexts, including informal family conversations, interactions within extended family circles, and educational environments. Furthermore, parental strategies play a pivotal role in language promotion, encompassing methods like language blending, purposeful exposure, and leveraging media and resources (Garau & Vidal, 2001). Notably, FLP is dynamic, and capable of adapting over time in response to individual, familial, and societal changes, showcasing its fluidity and responsiveness within diverse contexts.

While FLP offers a valuable framework for comprehending the intricate dynamics of family language use at individual and societal levels, it faces limitations due to diverse family contexts and insufficient research on marginalized communities by Liu (2020). Future directions in FLP research call for longitudinal studies exploring the lasting effects of FLP choices on children's language development and identity formation (Schwartz, 2019). Engaging with diverse families' voices and experiences could broaden the theoretical framework and address current limitations. Integrating critical perspectives can unveil inequalities within FLP, promoting a more equitable research agenda. Moreover, further research on the influence of digital technologies and globalization on FLP is imperative. In conclusion, FLP research possesses significant potential in supporting and understanding multilingual families. To realize this potential, it is crucial to address limitations, embrace new theoretical perspectives, and focus on future directions. This approach can greatly contribute to fostering inclusive and sustainable language education and multilingual development.

The Theoretical Framework of Language Policy

Language is a multifaceted and dynamic system deeply intertwined with society and culture. At its core, language carries with it a web of beliefs, attitudes, and values that influence not only how we communicate but also how we perceive the world (Vysotki, 2021). Family language policy and management play a crucial role in determining the intergenerational transmission of languages, and studies of internal and external pressures, including the family, are needed for a clear understanding of language policy (Spolsky, 2012). These underlying constructs are known as language ideologies, language practices, and language management.



1.1.1 Figure Language Policy

Language ideologies refer to the beliefs, attitudes, and values associated with language (Preston, 2011). These encompass the societal and individual perceptions of languages, including which languages are considered prestigious, proper, or appropriate, and how these beliefs impact language use and policies. Language ideologies can shape language practices and policies, often reflecting and reinforcing social hierarchies and power dynamics.

Language practices refer to the actual use of language in everyday life. They encompass the choices individuals or communities make about which languages or dialects to use in various contexts (Ferrara, 2018). These practices can include code-switching, language maintenance, language shift, and multilingualism. Language practices are influenced by social, cultural, and economic factors, and they are not solely the result of individual choices (Wei, 2014). The study of language practices involves understanding how language is used and how it evolves in diverse social settings. Language management are decisions and regulations made by governments, institutions, or communities regarding language use. These policies can encompass various aspects of language, including education, media, and public life. Language policies can either be inclusive, promoting linguistic diversity and the rights of language minorities, or exclusive, favoring one language or dialect over others. These policies have significant consequences for social cohesion and the distribution of resources. Research in this field explores how language policies impact identity, power dynamics, and access to resources within a given society or community.

In conclusion, The exploration of language transcends its conventional role as a tool for communication, reaching into the intricate domains of societal frameworks, the construction of identities, and the equitable distribution of resources (Nielsen, Sporton, Valentine ;2008). (Fuller, 2007). When we uncover the intricate interconnections among language ideologies, everyday language practices, and established policies, a wealth of profound insights into the intricate workings of societies emerges (Garret, 2010). This underscores the urgent necessity to fully hold the multifaceted role that language plays in molding and influencing our world in diverse and profound ways. Understanding these complexities becomes crucial in comprehending how language significantly shapes our societal structures, influences personal identities, and determines fair access to resources within our global community.

Transnational Family in Indonesia

Transnational families, dispersed across different countries or regions for extended periods, emerge from various circumstances such as migration for work, education, or opportunities, partnerships formed across borders, seeking refuge due to conflict or natural disasters, or military deployment (Winanirta, 2008; Utomo, 2014). This lifestyle presents distinctive challenges and prospects. Challenges encompass physical separation leading to limited interactions, navigating diverse cultural norms causing tension, language barriers hindering communication, legal hurdles complicating reunification, and emotional strain from adaptation and uncertainty (Dolores et al, 2016). Conversely, transnational living offers advantages like fostering bilingualism, multiculturalism, resilience, and stronger familial bonds while leveraging technology for communication and finding support in transnational communities. Understanding these complexities is crucial; it involves policy facilitation for family reunification, culturally sensitive services, tailored resources for children in such families, and raising awareness about their experiences within society. Empowering transnational families with support ensures their resilience, connectivity, and contribution to global understanding and enrichment of our diverse communities.

The concept of "transnational family" pertains to families with members residing in different countries, driven by factors like work, education, or migration, and has evolved, closely tied to globalized international mobility (Gonzalez, 2018). In Indonesia, this phenomenon has historical roots in inter-island migration, but its contemporary understanding is rooted in the late 20th and early 21st centuries, characterized by the movement of people for

economic and educational opportunities (Achmad et al, 2022). A transnational family in Indonesia consists of family members living both within the country and abroad, often due to overseas work, education, or mixed-nationality marriages, and they navigate the complexities of maintaining family bonds across borders (Chen & Mustafa, 2010). This development is closely related to the quest for economic opportunities and education abroad, especially in countries like Europe, America, England, and Australia, contributing to the growth of transnational families. The concept continually evolves as Indonesia's citizens engage with global opportunities, impacting family dynamics, cultural identity, migration, and family reunification policies.

Review of Previous Studies

This issue has been written about in several studies. The first study (Nursidi, 2019) reveals a predominant use of Indonesian. It explores three aspects of family language policy: language ideology, management, and practice. The research seeks to understand why intermarriage family parents favor one language within the family setting. Followed by (Hirsch, et al, 2018) Traditional family structures and settlements no longer capture the experiences of families pursuing global opportunities, particularly transnational families facing unique challenges, such as language choices (Dunning, 2011; Skrbiš, 2008). Another study (O'Grady, 2012) focuses on how adoptive parents of older children from Russia conceptualized language and education choices. (Garfaranga, 2013) also explored how children actively influence family language practices in French-Rwandan Kinyarwanda families living in Belgium. There is also a related study that examined collaborative autoethnography to investigate the long-term impact of family language choices on children's linguistic development (Shah & Sharma, 2023). And followed by (Yazan, 2023) who investigated the link between family language planning and religious identity construction in a Muslim family living in the US. This paper conducts a systematic literature review of academic articles focused on geographic mobility, families, and family language policy (FLP) components: ideologies, management, and practices. This review suggests (a) expanding the terminology used for transnational families to be more inclusive and (b) refining the FLP framework to accommodate the diversity within this group. The paper discusses the implications of these expansions on language ideologies, management, and practices, and offers practical insights.

This study explores the development of family language policies in two Indonesian scholars' families residing in England. It focuses on parents' attitudes towards children's bilingualism and second language development, analyzing factors influencing parental language ideologies and language practices. Data were gathered through participant observations, field notes, and semi-structured interviews, and analyzed using inductive analysis methods. The findings emphasize that children's ability to acquire a new language strongly influences parental language ideologies, alongside parental experience, children's education, and language choices. Regarding family language practices, as families spend more time in England, they use less Indonesian in interactions as children develop proficiency. However, this research will explore how factors such as geographic mobility, diverse linguistic environments, and the pursuit of global opportunities impact the language policies adopted by transnational families, thus contributing to a more comprehensive understanding of FLP in these specific settings. The research aims to provide a more comprehensive understanding of how these specific elements shape family language policies within the context of transnational families. Essentially to fill the gap, it highlights the need to examine how the unique experiences and challenges faced by transnational families play a crucial role in determining the language choices and practices within such family units. This research and issue will be addressed by elaborating on and seeking findings from the following research questions: (1) How did parents perceive the roles of various languages in shaping their children's future? (2) What languages were used in the family?

RESEARCH METHOD

Research Design

This study follows Cresswell's (2018) recommendations for qualitative methodologies. This approach is quite beneficial for researching and comprehending how people interact with their surroundings. Through in-depth interviews and observations, this research aims to capture a rich and deep understanding of language use and its impact on people's daily lives, identity development, and family situations. This study employs a qualitative case study design, following Yin's (2014) framework, to investigate *Competing A Family Language Policy In Two Generations Of Transnational Families In Indonesia: A Case Study*. This approach prioritizes exploring real-life experiences of individuals within their natural context, acknowledging the limited control researchers have over these environments. By focusing on two specific transnational families through in-depth interviews and observations, the study aims to capture the complexities of language use and its impact on family dynamics and identity formation within these unique living situations.

Research Participants

In total, there were two participants in this study. The first participant was visited, observed, and interviewed in person. The second participant, on the other hand, was interviewed virtually, as she lived in another city in Indonesia. The first participant is a woman, who is 30 years old, she got a scholarship in Maryland, America, and was born in Melbourne, Australia, and comes from a multinational background. Her parents, who are the second participants, and the whole family have lived in Melbourne for over 14 years. Upon her return to Indonesia, she lived in Yogyakarta, Indonesia.

The second participant is a lecturer at one of the universities in Java, Indonesia, who completed her academic studies in Australia. During her time as a student in Melbourne, she gave birth to her children. This unique experience of studying abroad while becoming a parent adds a distinctive dimension to her background and perspective, as she likely encountered the challenges and opportunities of balancing academic pursuits with motherhood in an international context. Her insights and experiences as both a lecturer and a mother who studied in Melbourne make her an interesting and valuable research participant. As their experiences and perspectives may be influenced by both their Australian upbringing and their multicultural roots, the researcher believe that their experience can answer the research questions due to family language policy that have applied along their life.

Instruments

The research employed a mixed-methods approach, combining quantitative and qualitative data collection. A questionnaire, informed by Spolsky and Curth-Cristianten's theory, was used to gather specific information from families according to the parental background (micro and macro factors that influence the parent's ideology towards language policy at home).

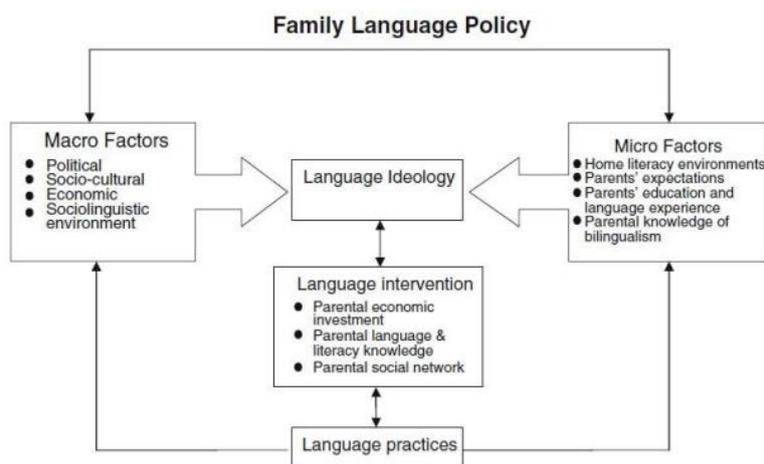


Figure 2. Interdisciplinary of FLP Curdt-Christiansen

Additionally, researchers conducted observations of the home environment to gain insights into language practices in context. The collected data was analyzed using thematic analysis, a qualitative method that involved identifying and interpreting patterns within the data. This approach allowed for a comprehensive understanding of language choices and practices within the families studied, drawing on both structured questionnaire responses and observational insights.

Data Analysis

As outlined in the instruments section, this study employs Saldana's framework for data analysis. The process involves establishing connections between identified themes and patterns, considering the broader theoretical context to build a comprehensive understanding of language patterns within families. The analysis was designed to ensure both rigor and depth, involving multiple phases that contribute to the reliability of the findings. Each phase of analysis plays a critical role in refining the understanding of the data and ensuring the accuracy of the final results. The first phase, initial coding, involves a thorough review of all observation data and interview transcripts. During this stage, the researcher assigns preliminary codes to data segments that capture language-related concepts, experiences, and themes. The open-ended nature of this coding process allows for flexibility, often revealing unexpected themes that may not have been initially anticipated. This step lays the groundwork for subsequent analysis by identifying broad patterns within the data.

The next phase, open coding, focuses on ensuring consistency and reliability in the assigned codes. This involves revisiting the data to refine and check the preliminary codes for accuracy. In some cases, a second, independent reviewer may be involved to provide an objective assessment, helping to identify any inconsistencies or misinterpretations in the coding. This collaborative review process strengthens the reliability of the coding system, ensuring that the data analysis remains systematic and well-founded. The final phase, axial coding, is crucial for drawing deeper insights from the data. Axial coding goes beyond the initial identification of codes by examining relationships between them to create more complex categories and connections. This phase involves identifying key categories, linking codes to these categories, and exploring causal relationships and connections between various themes. By organizing the codes into a coherent structure, researchers can develop a richer, more comprehensive understanding of the data. The insights gained through axial coding allow the researcher to interpret the data on a deeper level, providing a well-rounded analysis of the language patterns present in the study. Together, these phases of coding create a detailed and structured approach to analyzing the data, ensuring that the findings are both meaningful and

robust. The iterative nature of this process allows for refinement at each stage, enhancing the depth of the analysis and contributing to a nuanced understanding of the linguistic patterns observed.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

To clarify and analyze the findings from interview, this narrative will be organized into approximately several paragraphs. This structure allows for a thorough examination, revealing the different elements that contribute to the language ideology present in the initial family context. These elements, previously identified in the participant's background information encompassing education, political, financial status, and religious ties factors, will be carefully examined, constituting the central focus of the detailed discussion. It found a three aspects, 1). Parent's Ideology, 2). Language Ecology and 3). Language Management in Two Families. The explanation was divided in each sub-titles, and show the quotation of interview transcript followed by the interpretation and the elaboration.

Parents' Ideology

In the early 1990s, the second participant had the opportunity to continue their studies in Australia. They gave birth to their two children while studying there. The necessity to adapt and integrate into a vastly different Western culture from their Eastern roots, especially Indonesia, demanded a considerable shift in mindset to fit into the new environment or the land they were currently residing in. One of these adaptations was altering their language ideology, ensuring that their children would be able to thrive, communicate effectively, and be accepted by the local community in that area in the future. During the initial years, both the husband and wife refrained from using the Indonesian language in the presence of their children, aiming to expedite and enhance their proficiency in English. The parent's decision to teach English to their children while in Australia matches.

The other family states that they as parents hold a strong ideology regarding the importance of the English language in modern life. **They believe that mastering this international language opens wide opportunities for their children in the future.** For them, the ability to communicate in English not only facilitates access to global information but also opens up educational, employment, and cross-cultural connectivity prospects. However, while they value the importance of English, these parents are also firm in their belief that the introduction and mastery of the Indonesian language or mother tongue from an early age are crucial. They believe that the mother tongue shapes the cultural identity of children, strengthens emotional bonds with family and society, and forms a strong foundation for their language and cognitive development. The study on adoptive parents' language deliberations aligns with the complexities of language adaptation and preserving cultural heritage in transnational families. Differing language preferences between families. focus on how evolving family structures influence language choices amidst global experiences. For parents with this ideology, teaching Indonesian to their children from the outset is an investment in preserving cultural heritage and national identity. They are aware that the mother tongue is not just a means of communication but also a window into rich values, traditions, and culture. By introducing and supporting the mastery of the Indonesian language from an early age, these parents aim to provide their children with a profound connection to their cultural roots, enabling them to lead a balanced life between the modern global future and the rich local heritage. For them, combining these two languages is not only practically beneficial but also essential in building a solid foundation for their children's identity and connection to the world around them.

With fundamental ideological differences between the two families, the languages used in communication between parents and children also differ. The first family has a Javanese

ethnic background, where the husband and wife were born and raised in a Javanese cultural environment. As a result, both parents have a foundation in the Javanese language, but they do not teach it to their children. They communicate with the entire family using the Indonesian language, including their grandparents. Meanwhile, the second family has a different background as the husband comes from a region outside Java, specifically from the Batak ethnic group. This second family does not have a basis in their local language because the couple was not taught their local language by their parents. Therefore, Indonesian has become their everyday language of communication. The exploration of children's influence on family language practices relates to how both families navigate the intricate relationship between language, culture, and family dynamics.

“In my opinion, yes, English language proficiency is very important for quickly adapting to new environments. It helps facilitate smoother communication, build relationships, and enables my children to better understand their surroundings”. [Participant 1]

In conclusion, these findings answer the link between family language planning and language identity construction aligns with the broader discourse on familial language choices, illustrating the multifaceted connections between language, cultural identity, and familial beliefs, similar to the families' commitment to maintaining language diversity amidst cultural transitions. These distinct approaches underscore the complexity of language ideologies and their intersection with cultural identity. While one family emphasizes assimilation into the new cultural landscape through English dominance, the other prioritizes the preservation of cultural roots and heritage by nurturing proficiency in both Indonesian and English. Both families aim to provide their children with a balanced identity, combining global prospects with a strong connection to their cultural origins.

Language Ecology in the Two Families

The observations on unique challenges faced by transnational families, including language choices, resonate with the participants' deliberate choice of English as a primary communication tool in the workplace to navigate potential communication barriers, underscoring adaptability and proficiency in diverse contexts. Moreover the finding of this research, the preference for using Bahasa Indonesia as the primary language among the first participants within this family, extended family, neighborhood, and school area underscores the significance of a common tongue in fostering unity and effective communication. Within the family unit, the participants find that Bahasa Indonesia offers a sense of inclusivity, allowing all members, regardless of diverse backgrounds, to engage in discussions, share experiences, and express emotions comfortably. Within the neighborhood, she recognizes the practicality and convenience of using Bahasa Indonesia as it facilitates interactions and connections among neighbors from different backgrounds, contributing to a sense of community and belonging. Moreover, in the school environment, she understands the importance of Bahasa Indonesia as the national language. The significance attributed to Bahasa Indonesia as a unifying language in family, neighborhood, and school contexts, aligns with (King, 2008) exploration of family language policy, emphasizing the preference for a common tongue within intermarriage family settings, fostering inclusivity and effective communication. They appreciate its role in promoting unity among students, fostering a shared educational experience, and allowing for effective communication in the learning process. Overall, the participants value Bahasa Indonesia as a unifying tool, bridging cultural gaps, and fostering a sense of togetherness across various social spheres.

This case study explores the impact of language ideologies, practices, and policies within two Indonesian transnational families. It examines how these families navigate their linguistic landscape in a linguistically diverse nation, revealing insights into cultural dynamics,

multilingualism, and language maintenance. The study contributes to understanding the connections between language, ideology, and identity, offering valuable perspectives on societal dynamics in a globalized world. The contrasting language ideologies observed in the families are shaped by age and generational perspectives. The first family prioritized English for global opportunities, while the second emphasized Indonesian for cultural preservation. These choices were influenced by historical contexts, life circumstances, and the accessibility of English resources in the digital age. The study has implications for sociolinguistics, anthropology, and pedagogy. It provides insights into language dynamics, cultural diversity, multilingualism, and the relationship between language, ideology, and identity. These findings can inform language policies, education strategies, and cultural integration efforts. Understanding these influences is crucial for educators, policymakers, and linguists in designing effective language education programs and supporting transnational families.

"Personally, I choose to use English in my workplace, especially since I'm a lecturer at my university. I hope that this habit can influence my students to follow my example in the future. And this is also part of my professionalism." (1st participant)

In the workplace environment, she consciously fosters an English language ecology as a means to express my fluency and assert my identity. The exploration of language planning and identity by (Bergman, Chalkley, Rodriguez ;2008) correlates with the multifaceted role of languages depicted in the text, illustrating the participants' conscious use of English in the workplace to assert identity and navigate professional scenarios effectively. This deliberate use of English as a primary communication tool not only showcases my proficiency in the language but also signifies a professional ethos. Through this linguistic choice, she aims to navigate diverse professional scenarios, contribute effectively to team collaborations, and bridge potential communication gaps that might arise due to language differences. By employing English as my language of interaction within the workplace, she also affirmed my capability to engage seamlessly in discussions, comprehend intricate concepts, and articulate ideas with precision, thus underscoring my adeptness and confidence in utilizing English as a valuable asset within the organizational context.

The participants highly value Bahasa Indonesia for its unifying role across different social spheres, promoting inclusivity and communication. In contrast, in the workplace, one participant consciously opts for English to assert their identity, showcase proficiency, and navigate professional scenarios effectively. Both languages, Bahasa Indonesia and English are seen as valuable tools for communication and identity expression, albeit in different contexts – social and professional. Overall, the text underscores the multifaceted roles of languages - Bahasa Indonesia and English - in different environments. While Bahasa Indonesia fosters unity and inclusivity in social spheres, English serves as a tool for professional expression and effective communication, highlighting the adaptability and proficiency of individuals in leveraging languages to navigate diverse contexts.

Language Management in the Two Families

Language management within the context of family language policy involves intentional methods, decisions, and behaviors implemented by families to shape the usage, learning, and safeguarding of languages within their homes . It constitutes a detailed framework through which families maneuver and prioritize the languages utilized, acquired, and nurtured among their members. Family language policy is intricately linked with language management, showcasing the deliberate decisions taken by parents or caregivers concerning language nurturing, proficiency, and passing on linguistic skills to their offspring. It entails a dynamic interplay of cultural, societal, educational, and identity-driven elements that significantly impact the linguistic atmosphere and development of children within the familial environment

The first family mainly speaks English at home to give their children an advantage in today's interconnected world. They see English proficiency as crucial for various opportunities, not only in education and careers but also in global communication (Grosjean, 2013; May, 2020). They believe that consistent practice in an English-speaking environment will help their children become skilled in the language, allowing them to navigate different settings, both locally and internationally. In contrast, the second family primarily uses Bahasa Indonesia at home to preserve their cultural heritage. They view language as more than just a way of communicating; it's a means to pass down traditional values, customs, and family history (Cassin, 2014). By embracing Bahasa Indonesia, they aim to foster a strong connection to their ethnic roots in their children, emphasizing the importance of cultural continuity and a sense of belonging to their rich heritage.

“In our perspective, Bahasa Indonesia is more than just a language. It is the key to preserving our cultural heritage. At home, we use Bahasa Indonesia to uphold our cherished traditions, values, and family history. The choice of this language is crucial for maintaining cultural continuity and instilling a sense of ownership of our ethnic roots in our children” (2nd participant)

Discussion

In this study, family language planning serves as a key framework for understanding how language choices within households are shaped by cultural, ideological, and social factors. By focusing on two Indonesian transnational families, the research uncovers valuable insights into how English and Indonesian are negotiated to balance the demands of global opportunities and the preservation of cultural heritage. The differing language ideologies and practices in each family reflect a nuanced approach to language management, deeply rooted in their respective life experiences and aspirations for their children.

The first family places a strong emphasis on English as a critical tool for future success in a globalized world. For them, fluency in English not only enhances their children's educational and career prospects but also facilitates smoother integration into diverse cultural settings. The parents' decision to prioritize English is influenced by their personal experiences of living and studying abroad in Australia. English is seen as more than a convenient language; it is a strategic choice aimed at equipping their children with the necessary skills to thrive in an interconnected global society. From a young age, the children were encouraged to communicate in English, with the parents consciously refraining from using Indonesian in their early development years. This deliberate choice reflects a broader approach to language management that aligns with Grosjean's (2013) and May's (2020) observations that multilingualism, particularly English fluency, opens up numerous opportunities in education, career, and global interactions.

In contrast, the second family emphasizes the importance of preserving cultural heritage through the use of Bahasa Indonesia. For them, language is not simply a medium of communication but a fundamental part of their cultural identity. They believe that teaching their children the Indonesian language from an early age ensures that they remain connected to their roots, fostering a sense of belonging and continuity with their ethnic and national heritage. This approach is in line with Cassin's (2014) argument that language serves as a vital conduit for passing down traditional values, customs, and family history. By prioritizing Bahasa Indonesia, this family underscores the importance of balancing global engagement with cultural preservation, a challenge often faced by transnational families. The family's language management highlights the tension between the need to remain globally relevant while maintaining a strong connection to cultural traditions.

The study further explores how the broader linguistic environment influences family language practices. For the first family, the dominance of English in both home and workplace settings reinforces its importance for professional success. One of the parents, a university

lecturer, consciously uses English in her professional life to assert her fluency and expertise. This deliberate choice mirrors Bergman, Chalkley, and Rodriguez's (2008) findings that individuals often use language strategically to navigate professional environments and assert their personal and professional identities. English, in this context, transcends its role as a language of communication, becoming a marker of professionalism and competence. The lecturer's intentional use of English in the workplace reflects her desire to influence her students and colleagues, creating an English-speaking environment that promotes global engagement and academic growth.

On the other hand, the second family's language choices are deeply embedded in their social and cultural environments. Bahasa Indonesia is the primary language of communication not only within the family but also in extended family interactions, the neighborhood, and the children's school. The parents recognize the unifying role of Bahasa Indonesia, which fosters inclusivity and effective communication in these diverse social spheres. King's (2008) exploration of family language policy supports this observation, noting that the use of a common language within intermarriage families promotes unity and bridges cultural divides. The second family's commitment to using Bahasa Indonesia reflects their belief in the language's role in maintaining social cohesion and fostering a sense of community. In this context, Bahasa Indonesia is not just a language of heritage but also a tool for facilitating meaningful connections and educational experiences for their children.

The contrasting language ideologies between the two families are also reflected in their material environments. The first family's home is filled with English-language books, encyclopedias, and storybooks, signaling their emphasis on English as the primary language of learning and communication. In contrast, the second family's home presents a more balanced collection of Indonesian and English materials, demonstrating their commitment to both cultural preservation and global communication. This difference in linguistic environments highlights the families' distinct approaches to language management, further illustrating their respective ideologies on the role of language in shaping their children's future identities.

These findings offer broader insights into the complexities of language management within transnational families. They highlight how families navigate the balance between fostering global language skills and preserving cultural identity. The first family's emphasis on English reflects a desire to integrate into the global community, while the second family's focus on Bahasa Indonesia underscores the importance of cultural continuity. Both families' language management strategies are shaped by their unique experiences, aspirations for their children, and the resources available to them. This study contributes to the growing body of research on family language policy, showing how language ideologies are influenced by factors such as migration, cultural heritage, and access to language learning materials.

Moreover, the study underscores the importance of language ecology within families, particularly in multilingual societies like Indonesia. Language ecology refers to the dynamic interactions between languages within a specific social context, illustrating how languages coexist and influence one another (King, 2008). In both families, the linguistic landscape is shaped by the interplay between English and Bahasa Indonesia, with each language serving different functions depending on the context. For the first family, English dominates as the language of education, communication, and professional interaction, whereas Bahasa Indonesia plays a more limited role. In contrast, the second family prioritizes Bahasa Indonesia for cultural expression, with English valued for its practical advantages in education and future opportunities. This dynamic reflects the broader linguistic ecology in which these families operate, where multiple languages coexist and are used strategically to navigate various social and cultural settings.

The study highlights the complex relationship between language ideologies, cultural identity, and family language policy in transnational families. The contrasting approaches of

the two families reveal the diversity of language management strategies employed to navigate the challenges of globalization while maintaining cultural heritage. These findings underscore the importance of understanding the role of language in shaping identity and social interactions, particularly in multilingual and multicultural societies. The insights gained from this study have significant implications for educators, policymakers, and linguists, providing valuable perspectives on how language education programs can better support transnational families in balancing global opportunities with the preservation of cultural heritage.

In conclusion, the two families in this study demonstrate contrasting yet equally intentional strategies in managing their language policies. The first family prioritizes English for its global advantages, seeing it as essential for accessing international opportunities and ensuring future success. This perspective aligns with contemporary views on language proficiency as a valuable asset in various domains (Adsera, 2018). On the other hand, the second family places a profound emphasis on Bahasa Indonesia, viewing it as a cultural cornerstone that safeguards heritage and fosters a strong sense of belonging among future generations (Moskal & Sime, 2015). These contrasting approaches highlight how language choices are deeply intertwined with family values, cultural ties, and aspirations for the future. Both families are actively shaping their children's linguistic identities, striving to balance the demands of globalization with the need to preserve their cultural roots.

This study offers valuable insights for policymakers, educators, and communities aiming to support transnational families. Understanding the diverse approaches that families take in managing language within their households can lead to the development of more inclusive language policies, educational strategies, and intercultural exchange programs. Through these efforts, societies can better accommodate the linguistic and cultural needs of transnational families, helping them navigate the complexities of globalization while maintaining their cultural identity.

CONCLUSION

In conclusion, this case study explores the impact of language ideologies, practices, and policies within two Indonesian transnational families. It examines how these families navigate their linguistic landscape in a linguistically diverse nation, revealing insights into cultural dynamics, multilingualism, and language maintenance. The study contributes to understanding the connections between language, ideology, and identity, offering valuable perspectives on societal dynamics in a globalized world. The contrasting language ideologies observed in the families are shaped by age and generational perspectives. The first family prioritized English for global opportunities, while the second emphasized Indonesian for cultural preservation. These choices were influenced by historical contexts, life circumstances, and the accessibility of English resources in the digital age.

The study has implications for sociolinguistics, anthropology, and pedagogy. It provides insights into language dynamics, cultural diversity, multilingualism, and the relationship between language, ideology, and identity. These findings can inform language policies, education strategies, and cultural integration efforts. Understanding these influences is crucial for educators, policymakers, and linguists in designing effective language education programs and supporting transnational families.

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The researcher has suggested to the future researchers that further studies would be more about studying a wider range of families to include diverse backgrounds and experiences, aiming for a better understanding of language beliefs and practices. This suggestion for encourages parents to engage in collaborative language planning, where both parents and agree on language use strategies. This should include clear goals for maintaining proficiency in both languages and incorporating cultural elements into daily interactions. It also recommends

comparing these findings with similar countries to identify commonalities and differences. Additionally, it highlights the importance of considering children's perspectives on language use and its impact on cultural identity. Furthermore, it suggests reviewing educational policies and community programs to support transnational families' language needs and integration. Finally, it proposes long-term studies to track how language beliefs change over time for children in these families.

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