**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:*  *Revised:*  *Published:* | *Transnational families in Indonesia currently still have many difficulties in developing and creating an ideology that they will apply in their families, with the diversity of languages in order to maintain their family identity. This case study explores the impact of language ideologies, practices, and policies within two transnational families in Indonesia, a nation marked by linguistic diversity and increased transnational mobility. While the two families crossed paths with different people from different linguistic and cultural backgrounds, the findings showed that they maintained strong ethnic and national language identity and ideology. Despite encountering diverse cultural and linguistic environments through their interactions, both families held onto their specific ethnic and national identities. This suggests that navigating diverse contexts does not necessarily weaken but rather highlights the importance of holding onto one's cultural and linguistic heritage. This finding has implications for understanding how transnational families negotiate their identities and how policies and community support can foster both intercultural engagement and preservation of individual heritage languages. This study included the discussion about how the parents perceive the roles of various languages in shaping their children's future, which languages ​​are spoken in their families and the impact of language practices in a transnational Indonesian family on the children's language learning.* |
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**INTRODUCTION**

The phenomenon of transnational mobility refers to the increasing movement of people across national borders. This trend is driven by a number of factors, including globalization, economic opportunity, and political instability (Zuhdi et al, 2020). Transnational mobility has a number of consequences for individuals and families. One consequence is that it exposes people to new languages and cultures. This can be a challenging experience, but it can also be an opportunity for learning and growth. When people meet others with different linguistic and cultural backgrounds, they are forced to confront their own assumptions and biases. They may also have to learn new ways of communicating and interacting. This process of learning and adaptation can be uncomfortable, but it can also be very rewarding. In the long run, transnational mobility can help to promote greater understanding and tolerance between different cultures. It can also help to build bridges between communities and nations. How transnational mobility can lead to learning and acculturation, as follows, when people move to a new country, they often have to learn a new language in order to communicate with others. This can be a challenging process, but it can also be a very rewarding one. Learning a new language can open up new opportunities for employment, education, and social interaction. People also have to adapt to a new culture, this can involve learning new customs, traditions, and values. It can also involve adjusting to a new way of life. Adapting to a new culture can be a challenging process, but it can also be a very enriching one. And follow that they have the opportunity to build relationships with people from different cultures. These relationships can help to break down stereotypes and promote greater understanding and tolerance (Recupero et al, 2018)

The majority study which investigated the similar topic highlighted in these references explored various aspects of family migration and transnationalism. Baldassar and Merla (2014) provide an introduction to transnational families across the life course, shedding light on the experiences and challenges faced by families navigating multiple countries and cultures. Carling and Schewel (2018) revisit the concepts of aspiration and ability in international migration, examining how these factors influence migrants' decisions and experiences. Dreby (2010) focuses on Mexican migrants and their children, delving into the complexities of family dynamics and relationships across borders. Parreñas (2005) discusses the gendered challenges experienced by children of global migration, highlighting the impact of transnationalism on family structures and gender roles. Each study contributes valuable insights into the dynamics of family migration and transnationalism, emphasizing the need for variation understandings and policies that address the unique experiences of transnational families.

These previous studies below collectively explore various dimensions of transnational mobility, shedding light on its volume, dynamics, and social implications. Faist (2000) delves into the volume and dynamics of international migration, emphasizing the emergence of transnational social spaces. Levitt and Glick Schiller (2004) introduce the concept of simultaneity, proposing a transnational social field perspective to understand society's complexities. Vertovec (1999) discusses the conceptualization and research methodologies related to transnationalism, offering insights into its theoretical foundations. Waldinger (2008) examines immigrants' attachment to their home countries, exploring the nuances of their transnational identities. Pries (2008) explores transnationalism and diasporas, highlighting the advent of a new global order characterized by interconnectedness. Sklair (2001) discusses the transnational capitalist class and its impact on contemporary architecture in globalizing cities. Lastly, Portes and Fernández-Kelly (2008) focus on the educational and occupational achievements of disadvantaged children of immigrants, emphasizing the importance of addressing their unique challenges within transnational contexts. Collectively, these research findings indicate the necessity for a thorough comprehension of transnational mobility and its societal, economic, and cultural impacts. This highlights the importance for policymakers and academics to recognize the intricacies of transnationalism when tackling current issues. While the mentioned studies investigate the volume, dynamics, and social implications of transnational mobility, there appears to be a gap in understanding the individual experiences and well-being of migrants and their families during the process of migration and adaptation to new environments. 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.

In an era of growing global connections, how language is used, preserved, and evolves has become crucial. It reveals a complex interaction among cultural, social, and political elements. This study explores the complex world of language beliefs, behaviors, and rules within two global families living in Indonesia's diverse and scattered islands. Indonesia's rich variety of languages, and its people moving globally, create an interesting background for our research (Aris, 2015; Arsil, 2018). When it comes to matters concerning ideology, one influential factor stems from families who have spent a considerable time living abroad for educational purposes (Serediak, 2022). Upon their return to Indonesia, their perspectives and attitudes are poised to shape the very fabric of the family's language policies. Our study is motivated by the acknowledgment that language transcends the mere mechanics of communication (Dharmaputra, 2018). It is a mirror reflecting personal identity, cultural heritage, and one's sense of belonging in society. Within the intimate realm of the family, we uncover a microcosmic view into broader sociolinguistic trends, unveiling how the interplay of competing language ideologies, practices, and policies shapes the destinies and self-perceptions of individuals and families navigating the multifaceted terrain of our globalized world.

The research has the potential to enhance our understanding of sociolinguistics, anthropology, and related disciplines, enriching existing knowledge and benefiting researchers, educators, and policymakers (Morgan; Rafi, 2023). The unique multicultural context of Indonesia, with its diverse languages and dialects, offers an ideal setting to investigate how families navigate language use, shedding light on cultural dynamics and linguistic diversity. Furthermore, this research is pivotal for comprehending multilingualism, language contact, and maintenance within transnational families, informing language policies, education, and cultural integration decisions. It also delves into the intricate connections between language, ideology, and identity, offering insights into social dynamics, while contributing to the global discourse on how language is impacted by globalization and migration trends.

This research builds on past studies to explore how a multilingual family's everyday communication shapes their religious identity (Alamasri, 2023). We focus on the *translingual family repertoire*. It is part of what holds the family together, both as an everyday means of communication and as an ideal of family integration, which encompasses all the languages and communication styles family members can use. Instead of viewing language use through specific policies or solely for heritage maintenance, we argue that multilingual families primarily aim to "get by" translingual, meaning they skillfully blend languages for effective communication (Hiratsuka et al, 2020). This approach offers a fresh perspective on multilingual families within society. This study goes further by analyzing the complex interplay between language ideologies, parents' linguistic identities, and how these are performed during conversations (Palviainen, 2018). This highlights the need for future research to explore how children inherit and develop their own linguistic identities within multilingual families throughout their lives.

**The Theory of Family Language Policy**

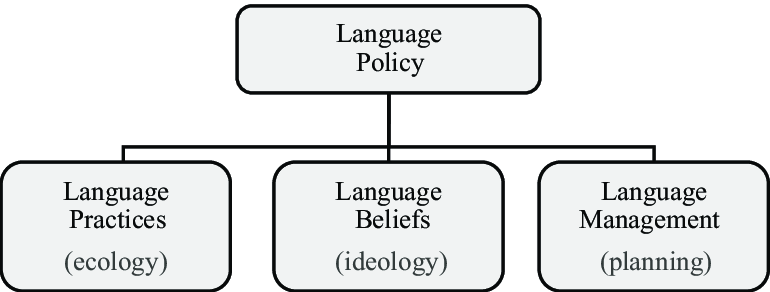
Family Language Policy (FLP) is essential as it helps us understand how families handle multiple languages at home. It also considers how FLP changes over time and reviews different research methods used in this area (King, 2013). Additionally, it suggests studying how FLP choices affect children's language 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. 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**

This section explains the detailed steps taken in this research. The author provides a clear overview of the entire process, including how the research materials were prepared, the chosen design, and the specific procedures followed. You'll also find a breakdown of the research methods used, giving you a better understanding of how data was collected and analyzed

**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. Rather than concentrating on measurable data and quantitative research, this study looks at the participant's experiences, meaning processes, and views of language use in the families throughout their respective countries. 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 technique allows for a thorough grasp of the intricate and immeasurable features of language use in these various family systems.

This study will employ a qualitative case study design, following Yin's (2014) framework, to investigate "Competing Language Ideology and Practice of Transnational Family in Indonesia and Its Impact of Childrens’ Language Learning: 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.

**Subject**

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 scholarship awardee in Maryland, America who was born in Melbourne, Australia, and comes from a multinational background. Their parents were involved in the parent study conducted in Melbourne, which likely influenced the participant's selection for the scholarship. The participant's unique background as a Melbourne-born individual with a multinational heritage adds diversity and potential richness to the research, as their experiences and perspectives may be influenced by both their Australian upbringing and their multicultural roots. Upon her return to Indonesia, she lived in Yogyakarta, Indonesia.

The second participant is a lecturer at one of university 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.

**Instruments**

This approach involves exploring real-world phenomena to understand human behavior and experiences through qualitative research. Data collection methods, such as interviews, observations, and document analysis, prioritize context-specific information. The analysis is interpretive, utilizing coding to identify themes, and is characterized by flexibility, consideration of social and cultural contexts, and capturing participant perspectives. Trustworthiness is maintained through practices like member checking and triangulation, with findings presented narratively, including rich descriptions and participant quotes for a comprehensive understanding. The study used Yin's case study approach (Yin, 2014), emphasizing careful design in real-life contexts where researchers often have limited control. Data collection involves interviews and observations, and data analysis techniques, like pattern matching and explanation building, enhance validity and reliability. Thematic analysis, following Saldana’s framework (Saldana, 2012), is employed for data analysis, prioritizing careful and systematic analysis to identify meaningful and theoretically relevant themes. The process involves data familiarization, initial coding, focused coding, theme development, review, refinement, narrative creation, and the preparation of a detailed research report or paper, ensuring accurate representation of the data and its nuances.

**Data Analysis**

As it has mentioned in the instruments sub-bab, the author used Saldana’s framework in analyzing the data. This process involves creating links between the identified themes and patterns, taking into account the broader and theoretical framework, in order to build a comprehensive description of the language patterns found in these families. . The data analysis process in this study will include a rigorous process and method to ensure the reliability and depth of the results. This iterative process can be broken down into three key steps:

1. **Initial coding**

The first step is going through all of the observation data and interview transcripts very carefully. In the process, data segments that capture language-related ideas, experiences, and themes will be given preliminary codes by the researcher. Because of the open and flexible nature of this initial submission process, unexpected subjects are likely to appear.

1. **Cross-Checking the Codes**

The given codes are checked in the second phase to guarantee uniformity and dependability of the filing system. This can entail going over the information again or getting a second, impartial reviewer. Finding contradictions or misinterpretations in the code through discussion and revision assessment can enhance overall planning and guarantee accuracy of the analysis.

1. **Creating Final Themes**

After entering and analyzing the first code, the researcher will move on to the crucial phase of theme development. More expansive and abstract themes will surface through the analysis and arrangement of a series of data parts according to common traits and linkages. Iterative analysis, code improvement, and integration into cohesive themes that address patterns and themes in the data are all parts of this process. The research findings will ultimately revolve around these final topics, offering a more comprehensive comprehension of the intricate process of language usage in transnational family households.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

To clarify and analyze the interview findings, this narrative will be organized into approximately several paragraphs. This structure will allow 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.

**Parents’ Ideology**

In the early 1990s, this young couple or family 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 (Park, 2016) (Gort, Sambiante, 2015). Consequently, they initiated English instruction for their children at an early stage. 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 Nursidi's (2019) emphasis on parental influence in language learning and community acceptance.

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 supported by (Corretjer, Foxx, Webb; 2019). 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. (O’Grady's, 2012) 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 echo (Hirsch, 2018) 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 (Genesee, 1995).

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 regional language because the couple was not taught their regional language by their parents. Therefore, Indonesian has become their everyday language of communication. (Garfaranga, 2013) exploration of children's influence on family language practices relates to how both families navigate the intricate relationship between language, culture, and family dynamics. Shah & Sharma's (2023) collaborative study mirrors the families' endeavor to create a bilingual environment, emphasizing the significant role of language choices in children's linguistic development and cultural ties.

*“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, Yazan's (2023) study investigating 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**

Dunning (2011) and Skrbiš (2008) 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 (Dagenais, 2008). 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 (Tang; Calafato, 2022) (Bloomaert, 2010). 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.

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 (Heller, 2008). 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. This complex sphere delves into the diverse aspects of language application within the family, covering the adoption of particular languages, beliefs about languages, the encouragement of bilingualism or multilingualism, and the preservation of cultural identity through language (Carlo, 2010; Wei, 2013). 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 (Garcia, 2009).

The first family mainly speaks English at home to give their children an advantage in today's interconnected world (Nicolaeva, 2013). 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”*

The notion of managing language within the context of family language policy plays a crucial role in shaping both the linguistic environment and cultural heritage within households. It signifies a deliberate collection of methods, preferences, and actions that families employ to shape the learning, use, and protection of languages within their home setting. This intricate and deliberate strategy creates a comprehensive framework that assists families in navigating and prioritizing languages among their members, highlighting intentional choices aimed at nurturing language skills and expertise within the family setting it has similarity with Gorter (2006)’s statement

**Discussion**

The contrasting strategies evident in the two families, where one prioritizes English for its global advantages and the other values Bahasa Indonesia for its cultural significance, offer insights into the multifaceted roles languages play in family settings. The deliberate use of English by the first family emphasizes language's contemporary importance in accessing global opportunities, highlighting language proficiency as a key to success across various domains (Adsera, 2018). In contrast, the second family's commitment to Bahasa Indonesia emphasizes the language's role beyond mere communication, emphasizing its crucial role in preserving cultural heritage and fostering a deep sense of belonging among future generations (Moskal; Sime 2015). These families showcase how language choices are intricately intertwined with fundamental family principles, cultural connections, and aspirations for future generations (Hoff, Tian; 2005). This dynamic captures the nuanced nature of managing language within family language policy, where decisions about language use mirror a delicate balance between global connectivity and the preservation of cultural heritage. The differing approaches taken by these families demonstrate the complex interplay among languages, culture, and identity within the family sphere, illustrating the intricate dynamics of language within family structures. It encourages recognizing similarities in strategies and values between contrasting families, in addition to their differences with previous studies. It suggests exploring challenges both families might encounter in implementing their language policies, such as societal pressures and individual resistance. Lastly, it prompts reflection on how these findings can inform policymakers, educators, and communities in better supporting transnational families.

**CONCLUSION**

This case study explores the impact of language ideologies, practices, and policies within two transnational families in Indonesia, a nation marked by linguistic diversity and increased transnational mobility. This study explores how families in Indonesia, a nation rich in languages, navigate their linguistic landscape. By examining their language choices, it reveals fascinating insights into cultural dynamics and the power of diversity. Beyond that, it delves into the complex world of multilingualism within transnational families, unpacking how they interact with and maintain their languages. This knowledge can guide policymakers, educators, and communities in fostering cultural integration and supporting language learning. More importantly, the research untangles the intricate knot tying language, ideology, and identity, offering valuable perspectives on societal dynamics in a globalized world shaped by migration and its impact on languages.

The contrasting language ideologies observed in these two families are fundamentally shaped by differences in age and intergenerational perspectives, which have significantly influenced the distinct language strategies embraced within their homes. About twenty years ago, in a timeless world overwhelmed by digital advancements, parents faced the challenge of establishing an English-centric environment to aid their children's adaptation and prospects. However, the second family's situation was distinct as they had merged into a different ethnic group, amalgamating diverse cultural backgrounds. Consequently, this unique circumstance led them to prioritize instilling an Indonesian language identity in their children. These contrasting ideological viewpoints are deeply entrenched in considerations for their children's prospective needs. Additionally, the prevalent accessibility of English through a myriad of digital platforms in the current era has made teaching English more feasible than imparting Indonesian language skills, especially considering their children were born abroad. The families' distinct approaches to language are rooted in historical contexts and specific life circumstances. While the first family grappled with the need to prepare their children for a digitally evolving world by emphasizing English, the second family's intercultural marriage prompted a focus on preserving Indonesian heritage. These divergent perspectives reflect not just the generational differences but also underscore how advancements in technology have significantly impacted language acquisition and teaching methodologies. The ease of accessing English resources in the digital age has made it a more practical choice for the first family, steering them away from emphasizing Indonesian, particularly since their children were raised abroad.

The investigation holds several pedagogical and theoretical implications for various academic disciplines. Firstly, within sociolinguistics and anthropology, this study contributes to an enhanced understanding of language dynamics within diverse cultural landscapes like Indonesia. By shedding light on how families navigate language use in such settings, the research illuminates cultural dynamics and linguistic diversity, offering valuable insights into the complexities of multilingualism, language interaction, and retention within transnational families. This informs decisions regarding language policies, education strategies, and cultural integration, benefiting these fields' theoretical frameworks and practical applications.

Furthermore, the study explores the intricate connections between language, ideology, and identity. By uncovering how contrasting language ideologies in families are influenced by age, generational perspectives, and historical contexts, it provides insights into societal dynamics and contributes significantly to the ongoing global discourse on language affected by globalization and migration. These findings offer theoretical insights into how families' language choices and strategies evolve and adapt within changing technological landscapes, highlighting the pedagogical implications of technology on language teaching methodologies and acquisition.

From a pedagogical standpoint, this investigation underscores the impact of historical contexts and unique life circumstances on language ideologies and strategies within families. It emphasizes how the evolving digital landscape has influenced language choices, making English more accessible and practical in certain scenarios. Understanding these influences is crucial for educators, policymakers, and linguists in designing effective language education curricula, cultural integration programs, and policies that cater to the evolving needs of families within multicultural societies.

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The researcher suggests for further studies it would be moreover about studying a wider range of families to include diverse backgrounds and experiences, aiming for a better understanding of language beliefs and practices. 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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