Exploring parental language ideology and language enrichment in Indonesian children's translingual practices

[1]Riski Aginia Hafizha, [2*]Sary Silvhiany 🆔, [3]Soni Mirizon 🆔

[1,2,3] Master's Program in Language Education, Universitas Sriwijaya, INDONESIA
Jalan Srijaya Negara, Bukit Besar, Palembang 30139

ARTICLE INFO	ABSTRACT
	There is an increased urgency of acquiring a lingua franca in this era of industrial revolution 4.0 and society 5.0 as language mastery plays a crucial role in meeting the 21st-century's demand to compete globally. To this end, family literacy practices have become the keys for the family to socialize their children into the languages they think will benefit their children's future. Despite the increasingly abundant research on bilingual/multilingualism, research on family English bilingual practice in Indonesian contexts is still limited. This paper is aimed to discuss family literacy practices and language enrichment used to acquire English in two Indonesian families in South Sumatra. A case study design was used to examine translingual practice. Interviews and observations were conducted to collect the data from the two families. Categorizing strategies (coding and thematic analysis) were accomplished to analyze the data. The findings of this study highlight translanguaging, code-switching, and code-mixing as the families' common literacy practices at home. Another finding reveals the critical role of digital media, such as TV programs, YouTube videos, online games, and books, in supporting children's English acquisition. Implications of this study include the need to pay attention to the family literacy practice as important component of understanding how second language socialization occurs outside of formal schooling and the role of digital media in mediating this socialization process.

How to cite (APA Style):
Hafizha, R.A., Silvhiany, S., Mirizon, S. (2023). Exploring parental language ideology and language enrichment in Indonesian children's translingual practices. *JOALL (Journal of Applied Linguistics and Literature)*, 8(2), 227-244. **https://doi.org/10.33369/joall.v8i2.24934**

The urgency of this 21st century is a high demand to compete worldwide by mastering more than one language effectively and appropriately. The English language plays an important role in connecting and engaging people within the global community. People realize that the more they need to enter

the global world, the more they have to find ways to effectively participate in transnational social spaces, which require the navigation of multiple languages and literacies (Silvhiany, 2019). One of the ways is to improve one's understanding of the languages. People living in different places learn different languages and cultures to participate in community social interactions. In the increasingly globalized world, English has become the lingua franca that can be used as a bridging language to connect people worldwide who do not speak the same language.

The reasons mentioned above motivated parents to focus on fostering their children's English language learning. They believe that children can develop English communication skills by introducing to English at a very young age. Speaking major languages is believed to improve job prospects, technological skills, and acceptance in global cultures. Parents also assume that language can help children to have better chances to explore the world. (Bialystok & Senman, 2004) and (Gandara, 2015) believe that bilingual children benefit socially, personally, cognitively, professionally, and academically. Furthermore, (K. A. King & Mackey, 2009) highlighted that bilingual ability brought social-emotional advantages to children as they were more sensitive to others who shared different backgrounds and cultures.

The rise of English as a language of global communication has impacted the language ideology and practices of families around the world. In South Korea, for example, studies shed light on the negotiation of language choices in the context of monolingual Korea, in which the Korean language is both the national and the dominant language in the community (Lee, 2018) and parental language ideologies and investment in raising bilingual children (Seo, 2021a, 2021b).

Despite the status of English as a foreign language in the Indonesian education system, in reality, motivated by the social and economic benefits of being fluent speakers of English, many Indonesians wish to use English as their second language. Hence, we witness a growing interest in bilingual education offered in public and private schools. In Indonesia, studies have shown parental interest in providing education in which students receive English as a medium of instruction as early as primary school up to high school (Ernawati et al., 2021; Fauziah et al., 2021).

Enrolling children in a school system that accommodates English as a medium of instruction is not the only way. Two ethnographic case studies in South Sumatra, Indonesia, show that parents embrace bilingual/multilingual language practices at home to support their children's acquisition of English at an early age. The research highlights the role of language ideology and family language policy regarding children's bilingual development (Indriani et al., 2021; Sapriati, 2021).

The Family Language Policy (FLP) specifies which language would be used by the family to raise their children. It was related to language literacy practices, described by (Spolsky, 2004) as what people would do with language. It is concerned with management, planning, and interference in what people do and how they apply the language. Family plays an important part in children's bilingual literacy since it is the first place they hold a conversation for the first time. Thus, this policy allows parents to choose the language to ensure their children are bilingual/multilingual. FLP, according to (Shohamy, 2006), was a language arrangement used by family members at home. FLP structured the interaction between the children and the parents and was responsible for the child's language production. FLP is important in understanding the contribution of family decision-making in the changes in linguistic ecology (Curdt-Christiansen & Gao, 2021; Curdt-Christiansen & Wang, 2018; Duff, 2021).

Language practices of bilingual families reveal parental beliefs underlying the assumption about language and what they do. The literature on language and linguistics highlights two practices, i.e., one parent, one language policy (OPOL) and translanguaging. The OPOL is a common practice used by bilingual families and educators (Palviainen & Boyd, 2013). Furthermore, the OPOL approach dominated much of the research on the bilingual acquisition with the parents speaking different native languages, although becoming or staying proficient in English did not require parental use of English in the home (Duursma et al., 2007; Kendall A. King et al., 2008).

Considering the fluidity of languages multilingual persons use, scholars propose the conceptual framework of translanguaging to understand this fluid language practice. Translanguaging provides a particular conception of mental grammar and linguistic repertoires employed by multilingual persons as structured and unitary without the boundary of named languages (Otheguy et al., 2015, 2019). Furthermore, García (2019) argued that "the concept of translanguaging has emerged to disrupt the naturalization of languages as codes or entities" (p. 369). Canagarajah (2011) associated the students' linguistic repertoire and pedagogical field so they can communicate effectively in a second or foreign language, particularly in the academic community. In line with this, Song (2015) emphasized that translanguaging is used to clarify meaning and maintain heritage language and revealed that translanguaging deals with languages strategically and flexibly so they all could all create meaning and negotiate with each other. Therefore, the translanguaging theory has transformed our understanding of language and literacy in multiple languages, both face-to-face and virtual contexts (Dovchin et al., 2015; Wei & García, 2022).

Literacy practices in this contemporary time often involve multimodal media enhanced by digital technology tools. Consequently, language

socialization within families and their literacy practices at home are intertwined with the technological access available. Over a decade ago, King & Fogle's study showed that parents in the United States and outside the states advance their children's bilingualism by exposing them to bilingual books, videos, DVDs, television programs, and music (K. King & Fogle, 2006). Nowadays, it is not unusual for a toddler to play with the iPhone or iPad of his/her parents. Having been introduced to digital media and gadgets earlier, the possibility of being immersed in a variety of languages is higher. Thus, the language used in the media is also exposed to children. Indeed, multimedia has been proven to have positive impacts on early language development, notably for children in monolingual schools. This benefit might be connected to the dual coding hypothesis of learning. Deeper learning was suggested when both verbal (i.e., oral story) and nonverbal modes include information (e.g., dynamic visualization) (Cho & Krashen, 2015; Kuppens, 2010).

In addition, multimedia contents tend to be more engaging for children, contributing to language learning. Silvhiany's study on Indonesian transnational families in the United States, for example, highlighted the affordances of digital technologies and social networks in the families' religious and heritage literacy learning and practices (Silvhiany, 2019). Transnational families also strategically used various digital communication tools to maintain a connection with their relatives across the globe (Gonzalez & Katz, 2016). Furthermore, the fast appearance of media formats such as computer, tablet, and electronic book material has significantly changed the input environment of bilingual children (Sun et al., 2019).

Based on the review, research on bilingual children's language development and practices has been centered on countries with a large population of immigrants, such as the United States, Canada, and many European countries. Despite the growing trend of English bilingualism in Indonesia, scholarly research publication on this issue is still limited. This article fills the lacuna of research by exploring the Indonesian families' language ideology related to children's multilingualism and the associated language and literacy practices. It aims to address the following questions.

- What is the interaction between parental language ideology and language enrichment in children's translingual practices?

METHOD
Participants
Using an instrumental case study that used ethnographic data analysis (Creswell & Poth, 2018), this study explores the bilingual and biliterate practices of two children living in South Sumatra. The first participant was a six-year-old girl named Rachel (pseudonym). The second participant was a nine-year-old girl named Emma (pseudonym). Both of the participants are the

daughters of Indonesian parents. However, the two participants speak English in their daily life. The participants were exposed to books and digital media in English since early childhood. Both took English for Young learners in an after-school program and attended schools that provided bilingual education (Indonesian, English, and Japanese).

Data Collection
Situated in the pandemic school closure context, this study relied on digitally mediated interactions which used mostly Zoom meetings and WhatsApp calls. The participants were observed when they were doing the online school to see how they communicated and conversed with their friends and teachers. The observations of the class sessions were conducted eight times over the period of three months for each participant. Furthermore, to gain insights into the children's education and families' views on bilingualism, semi-structured interviews with the parents were conducted through Zoom meetings. In addition to observations and interviews, researchers also relied on digital artifacts, which included recordings of the families' activities provided by the mothers and the families' social media posts related to the children's translingual practices.

The mothers agreed to record some families' activities such as dinner time, studying or doing homework, bedtime reading, and playtime. There were three recordings of families' activities and four digital artifacts from the families' YouTube channel and Instagram post.

Data Analysis Procedures
The data were analyzed by categorizing strategies. Transcription, codification, and thematic analysis were used to analyze the interview data. Besides, the summary was obtained as the data from observation. The researcher used some techniques to ensure the trustworthiness of the study, such as member checking, data triangulation, and thick description. In addition to these, the researcher used peer debriefing. Peer debriefing was employed in instrument construction, coding, and analysis by discussing the draft of the interview questions and coding schemes with advisors and fellow graduate students. The examples of the coding schemes are described in the following table:

Table 1. Coding categories of the data

Theme	Code	Example
Parental Language Ideology	English for transnational mobility	"The one that we really insist is our kids can have international curriculum for their school as we plan to move abroad."

Theme	Code	Example
	Unplanned Bilingualism	"We do not expect anything on raising our kid to be bilingual. It just happened naturally."
Language Learning	Living abroad	Three or four years ago we planned to live abroad – move to other country, so we thought that our kids need to survive in the new country. At least, they don't have any problem with communication.
	Elevating potential	"When we found out her speaking English, so we thought, why don't we just facilitate her? We don't want her to lose the ability of talking in either Bahasa Indonesia or English.
	Early learning of English	"She read in English for the first time and she could read in Bahasa Indonesia when she was at grade one. She learnt the vocal sound in English at first."
Translingual Literacy	Communication at home	"It's just also our daily to talk in English so, we don't have any particular motivation for this [bilingualism]."
	Language used within a big family	And as we also use two languages at home (my husband and I) so our kid follows us. Her cousins, uncle and aunts also speak English and Indonesia and so does our kid.
	Using three languages in school	*"Sensei, what is 'windu'?"* (Conversation between Emma and her Japanese teacher).
Language Enrichment	Television as medium of learning	"The kid loves to watch Cartoon Network, Nickelodeon, Bambi TV English and English Presley. However, we do not serve then Indonesian channel. She learnt songs and vocabularies a lot from it. 70 – 80% of the English she knows is influenced from those programs perhaps."
	Gaming as a medium of communicative practice	Analysis of the observation: Emma was playing a multiplayers game in her iPad showing that she used English to communicate with another player in the chat box.
	YouTube videos as language resources	"She even watches 'Marsha and the Bear' in English version. She wants movies in English. She will not watch the movie in bahasa Indonesia or Melayu (Upin-Ipin)."

FINDINGS

The findings of this study discuss the interaction between parental language ideology and children's language learning and translingual practices as they develop bilingual competence. The first part revealed parental language ideology and children's language learning. The second part focuses on children's literacy practices.

Parental Language Ideology

Emma's parents mostly speak English and Bahasa Indonesia to each other, although Bahasa Jawa and Bahasa Sunda are spoken at home as the grandparents lived near the family. In addition, Emma goes to a Japanese-Indonesian school where English is used as instruction. This leads her to speak mostly English to her parents, brother, and cousins as well as a little Japanese at school. Although sometimes her mom talks to her in Bahasa Indonesia, she remains talking in English to respond. At her age now, she even can adjust what language to talk to other people.

> *She mostly talks in English to us, and fully English to her brother and cousins. But somehow, she speaks in Bahasa Indonesia as well. When visiting our friends, she will talk in Bahasa Indonesia to our friends' children. Perhaps as she got a lot of exposure in Bahasa Indonesia, so she understands.* (Emma's parents)

In some condition, Emma somehow also codes-switch when having conversation at school with her teacher.

> *Emma   : "Sensei, what is 'windu'?"*
> *Teacher   : "Windu is the period of eight years. Satu tahun*
> *   berapa bulan, Emma? Dari Januari ke Desember?"*
> *   (Emma kept silent in a while)*
> *Emma   : "12 bulan sensei"*

Emma's parents admitted that how they chose the school for Emma influenced the languages that Emma performed. The parents' goal was to bring up their children in a very natural way. That is why they kept looking for a school with a Cambridge curriculum, as they hoped that by acquiring English naturally, Emma could help herself face the globalization era. Besides, there was another personal reason for Emma's parents' decision to be bilingual: the parents' decision to stay abroad.

> *English is really considered important in this era. English is a plus-point for those who acquire it. Furthermore, some schools and universities set a typical score for the students to enter the school/university. English also can support our children when they start their work-life. As I said earlier, English can ease my kids later on for their future. (Emma's parents)*

Unlike Emma, Rachel only spoke in English to her mom and aunty as she spent her time mostly at home with her mom. Her dad cannot speak English

very well, and she only blends in with her dad after work – to play games. Thus, whenever Rachel and her dad have a conversation together, her response is always in English, although her dad speaks to her in Bahasa Indonesia. Additionally, Rachel will switch the language to Bahasa Indonesia she knows (very limited), if she realizes that other people cannot follow what she says anymore. However, mom responds to the talk in English and sometimes uses Bahasa Indonesia when talking to her to make her accustomed to Bahasa Indonesia. Moreover, Rachel's parents clarify that she sometimes unconsciously code-mixes the words when talking to her father.

> *Our child speaks in English mostly to me – and to her aunty. Her daddy cannot speak in English very well and they don't have enough time to blend together except when daddy is back from work – at night. They play games together. Sometimes, we have pillow talk and I tell her some stories in Bahasa Indonesia, but she still responds in English. She somehow will change the language to Bahasa Indonesia (some words she understands) if she realizes that we do not understand what she says anymore. I always try to explain something in Bahasa Indonesia and let her comprehend what I say to make her accustomed to Bahasa Indonesia as well. If she still doesn't understand, I will switch the explanation to English so she will understand. Usually, if she got response in Bahasa Indonesia, she will respond with mixed words such as, "Gimana caranya daddy dapet <u>friend</u>?"*

Rachel's parents initially did not expect their daughter to acquire English more than Bahasa Indonesia. However, they admitted that language is one thing that can shape people for their manners and attitude. In addition, Rachel's parents mentioned that finally, they decided to raise Rachel bilingually to make Rachel could speak both English and Bahasa Indonesia equally. So, she could acquire Bahasa Indonesia as well since Rachel was born in Indonesia.

Language Learning
Talking about strategy, both parents of each child admit that they never set any strategies to raise the child bilingually at home. Emma's Mom said that she was not the kind of parent who insisted that the child must be able to speak English, so she and her husband did not set any strategies to raise the child bilingually. It can be seen in the excerpt below that she believes that the school chosen for her daughter also contributes to the child's bilingualism.

> *It happened just naturally and I am not the type of mom who insists my child on being bilingual. But perhaps, the school that we chose also helps her. And as we (my husband and I) also use two languages at home so our*

> *child follows us. Her cousins, uncles and aunts also speak English and Indonesia and so does our child.* (Emma's mom)

In learning the language, both parents of each child mentioned that English is the first language used for the children learning to read. Parents claimed that knowing how to read in English helps the children learn how to read in Bahasa Indonesia. More explanation is written as the following excerpts:

> *Our child learnt to read in English at first, then she could read in Bahasa Indonesia at grade one. She learnt the vocal sound of English alphabets in pre-school. Although she was confused to read in Bahasa Indonesia when she was in the first grade, she is now really able to read in English and Bahasa Indonesia fluently and she has no more difficulty in constructing sentences in Bahasa Indonesia.*
> (Emma's parents)

Similarly, Emma admitted that her teacher once told her that her Bahasa Indonesia acquisition was far better than the other friends in her classroom. Even though her teacher admitted that her English is average, Emma admitted that she was very comfortable speaking in English rather than Bahasa Indonesia, Japanese and Chinese – among the languages she has ever learned.

Meanwhile, Rachel acquired English first as she learned the English alphabet from some YouTube videos. Her mom admitted that knowing English supports her in learning how to write and read in Bahasa Indonesia.

> *She learnt to read in English at the first time. Then, when she got exposure in Bahasa Indonesia, it's easier for her to learn to write and to spell the words. At first, it's hard for her to spell the words, it's hard for her to differentiate 'e' and 'i'. But now, she could read in both languages and she knows more sentences. She adapted well.* (Rachel's mom)

Lastly, when asked about the acquisition of languages by the child, the parents agreed that English was acquired more than Bahasa Indonesia. Emma's parents described that she somehow understood very few words in Bahasa Indonesia, and she did not understand some words in Bahasa Indonesia that are not used in daily conversation. Parents claim the child's acquisition of English and Bahasa Indonesia is 60:40, and now Emma has gotten more input in Bahasa Indonesia and she can switch the languages automatically.

> *She knows more English words than Bahasa Indonesia. She somehow doesn't know some 'formal' words in Bahasa Indonesia especially those she doesn't use in daily conversation. We can say her acquiring words in both languages is 60:40 now as she got more exposure in Bahasa Indonesia. She also can automatically switch the language she uses depending on whom she talks to.* (Emma's parents)

Rachel's parents described that Rachel acquired more English than Bahasa Indonesia. Thus, when other people talked to her in Bahasa Indonesia, the parents needed to explain some words of Bahasa Indonesia in English to let her understand. The parents agreed that the child had 100% words in both languages but was not accustomed to Bahasa Indonesia yet. Now, her acquisition of both languages is 70:30 excluding the formal words in Bahasa Indonesia that she doesn't know yet.

> *She knows in English. Even though we speak in Bahasa Indonesia and she understands, we still need to translate to English some words in Bahasa Indonesia that is new for her. At least, we need to explain it in English to make her understand. For us, she possesses 100% of each language, but it's still hard for her to switch as she doesn't get exposed to Bahasa Indonesia yet. We believe that she just needs time to adapt. She needs more time to process compared to the child who knows one language only. But, for now in this age, she might know 70:30 language we guess. Excluding the 'formal' words in Bahasa Indonesia she doesn't know yet.* (Rachel's parents)

Language Enrichment and Biliterate Practices
In relation to literacy practices, all parents agreed that they facilitated the bilingual practice with some stuff such as books, YouTube, Cable TV, and mobile phone games. The parents believed that this mostly helped the children's English acquisition. Emma's parents claimed the TV cable subscription and videos on YouTube effectively facilitated their child's acquisition of English. They also believed that the child's vocabularies were from what the child watched. Besides, watching movies in English has become the family's regular activity, and no Indonesian channel on TV was shown to the child. Emma also owned books that were mostly in English as the books were more interesting to her, and she often received English books as presents.

> *At home, we subscribe I****** and we love to watch cartoons and Disney movies such as Up and Madagascar. We never watch Indonesian channels. Most of the books she has are in English except some Islamic books. She never wants to read Indonesian books. So perhaps she is*

accustomed to reading English books. We used to have a home-reading program even though I don't really like reading. We were very strict to our child (for them to read) and by the time, we skipped, but now we are reconsidering to do it again. We set our goal to read one-week one book. Our child loves to watch Cartoon Network, Nickelodeon, Bambi TV English and English Presley. However, we do not serve Indonesian channels. She learnt a lot of songs and vocabulary from it. 70 – 80% of the English she knows is influenced from those programs perhaps. The books that the child belongs to are mostly in English. English books are more interesting to children in terms of color and illustration and our friends always send our child some English books.

On the other hand, Rachel's parents believed that YouTube videos and online games enriched the child's English acquisition, especially online games. Uniquely, the child did not want to watch other videos or movies in languages such as Bahasa Indonesia and Melayu. Rachel frequently played online games and interacted with foreigners with the chat box provided on the games.

My daughter loves to watch YouTube. She watched YouTube child when she was one year old and she watches song videos from Super Simple Song and others. She also loves to watch DIY on YouTube, videos about human anatomy (child version, etc. She loves watching videos about learning other languages recently. She also plays games on mobile phones, online games such as 'Roblox' or 'Among Us'. Especially the online games, they help her a lot in acquiring English words. She talks with foreigners in online games so perhaps this really helps her. She doesn't like reading books. As we observe, she loves visual and kinetics. She loves watching videos, playing games. We often watch videos together. I accompany her a lot when watching even YouTube videos and she always plays games with her daddy after his daddy comes home from work. She gets many words from videos (in English) she watches or she plays game online, Miss, and also YouTube. It really helps her and it's very effective to add the words in English. She even watches 'Marsha and the Bear' in English version. She wants movies in English. She will not watch the movie in Bahasa Indonesia or Melayu.

Besides the media, the club/community was also shown to be helping the English acquisition. Being in a club/community was encouraged to foster the children's acquisition as the children had the opportunity to communicate with other people who used the languages, they were comfortable using. By having people who talked in similar language, the conversation flowed smoothly. Children could have a partner to converse with the language. In the interview session, both parents of each child mentioned different answers.

Emma's parents admitted that they did not send their daughter to any clubs/communities such as courses, etc., for she could use English every time she communicated with others.

> *No. She will not like it and she never ask for it. It's easy for her to get bored so even though she will be excited at first, she will leave it. She doesn't like it at all, even to have math course. She knows that she is not good enough at math but I don't send her to course. I know she will get bored easily. It is just our surrounding who helps us to maintain English. She uses English when playing with her friends, calling her friends and cousins so she can manage it. She even uses English when playing with friends who does not speak English well.*

Meanwhile, Rachel's parents send her child to an English course which applies monolingual (English only) on its daily basis.

> *She is happy that we send her to English course as the course is fun to her. We hope it will make her realize that she can speak 2 languages: she uses English at course and she uses Bahasa Indonesia at schools and she understands her surroundings. This will make her understand although she lives in Indonesia and she likes to speak English – it is good for her. We sent her to English course since she was 3 years old. We are so lucky to find such a place that suitable to what we want. This course serves the child to learn English in fun ways. She always thinks that we send her to a place for her to play, not to study. Honestly, we send her to English course is not for her to learn/enrich her English. We want her to meet the people who can talk to her in fully English as we could not give her more input in English. At her English course, she can talk to her teacher for her teacher only uses monolingual (English) to the students. That's why we agree that this place is suitable for us. Moreover, the course is place for her to talk using the words/languages she got from game/YouTube. This makes her finds her own community at the course.*

The parents claimed that this was very effective for the child. Based on the parents' explanation, Rachel was more interested in her English class than in her regular elementary class. This was because she felt she did not have people to talk to at school. None of her classmates were fluent in English. In English class, as the other students and teacher spoke only English, Rachel felt accepted, and she could be more open as she realized that other people understood her. Her parents realized that they could not give more input in her English acquisition, so sending her to an English course was the only choice so she could have more people to socialize with.

DISCUSSION

Some reasons were finally revealed on why Emma and Rachel were raised as bilinguals. Undoubtedly, both parents of Emma and Rachel realized that English was needed for the children's daily activities and their future. Emma's parents believed that by introducing English at a very young age, children could develop English communication skills, which would be very needed in the future. This is in line with Gandara (2015); K.King & Lanza (2019); Müller et al., (2020), who considered bilingual children as having benefited socially, personally, cognitively, professionally, and academically. Being able to speak major languages is believed to improve job prospects, technological skills, and being accepted in global cultures. Parents also assume that language can help children to have better chances to explore the world.

Translanguaging facilitated the children's communication with family, relatives, and other people in their communities. In Emma's case, translanguaging might happen resulting in her automatically switching the language because she does not know how to state the word in minority language. This is in line with Canagarajah, (2011) and Wei & García, (2022) who associated the students' linguistic repertoire and pedagogical field so they can communicate effectively in the second or foreign language. Similar to this, (Song, 2015) emphasized that translanguaging was used to clarify meaning and maintain heritage language. Furthermore, translanguaging also helped to clarify the meaning when communicating.

Also, this finding is similar to Duursma et al., (2007), who found out that becoming or staying proficient in English did not require parental use of English in the home. Every child is unique, so that they can absorb and adapt easily, especially to language. Thus, even though her parents do not know English, Rachel could understand English even far better than her parents. Meanwhile, for Emma, her parents are not native English speakers either, but she can go with her English acquisition.

To switch the languages used automatically is what Rachel may apply as that's how she finds to communicate with her mom and dad at home. Although Rachel still struggles with using the minority language (Bahasa Indonesia), she is imposed to both different languages when having session with each parent is also similar to Bretteny & Klerk, (2008) that describe both parents having their own language session with the children on a regular basis (bath time, play time, lunch time, etc). It gives more exposure of the languages from each parent and makes the children able to automatically switch the languages used when talking to people with different languages. Once the children are accustomed to speaking a different language with both parents, the children can unconsciously use different languages when responding.

This study also highlights the influence of media as language enrichment that supports children's translingual practices. Sun et al. (2019) assert that the fast appearance of media formats such as computer, tablet, and electronic book material has significantly changed the input environment of bilingual children. The parents approve that language enrichment media are effective to help the children's language acquisition. In this case, parents agree on using online enrichment media such as TV programs, videos, and moreover, games, which enrich language acquisition. However, books are also suggested, and even online media give input. This result follows the findings from Kendall A. King et al. (2008), who studied that parents in the United States and outside the states advance children's bilingualism by exposing them to bilingual books, videos, DVDs, television programs, and music. In addition, as children born in the globalization era, the media and technology must impose on children. Nowadays, it is not unusual for a toddler to play with the iPhone or iPad of his/her parents. Digital children know far better than young children a few generations before how to manage digital gadgets since they are grown up in digital media. It can be said that the media are not something new for parents to introduce to children. By having been introduced to media and gadgets earlier, the possibility that the language imposed on children is higher. It is also concluded that exposure to media and gadgets is high to the children. Thus, the language used in the media is also imposed on the children. In this case, English is used in the media, then the children could know more about English. Indeed, multimedia has been proven to have positive impacts on early language development, notably for children in monolingual schools. This benefit might be connected to the dual coding hypothesis of learning. Deeper learning was suggested when verbal (i.e., oral story) and nonverbal modes include information (e.g., dynamic visualization). In addition, multimedia contents tend to be more engaging for children, which contributes to their language learning.

Besides exposing the children to kinds of stuff such as books, and digital media (television, YouTube, cellphone, etc.), parents also send their children to the places where children can have their community with the languages they choose – in this case, English, to create a place for them to socialize with others who share the same languages with them. (Said, 2021) mentioned that parents also sent their children to Arabic weekend schools besides creating a literacy environment within the home. This is one way to develop children's Arabic literacy skills, which is considered effective in the study. By imposing the children on the community, the children are expected to socialize naturally with the surroundings. Children feel they have somebody to talk to with a similar language they acquire. It can be concluded that children need community to socialize with the other language they acquire. In this case, although Emma is not sent to the language

club/community, she has surroundings that facilitate her to speak in English. She has her mom, dad, brother, and cousins who can talk to her in English. Meanwhile, Rachel's surroundings do not facilitate her that way, so her parents need to send her to the English class. This English class helps her to use English in which she can express the language she obtains from online games or YouTube videos.

In relation to language learning, both children-participants were familiar with English before Bahasa Indonesia to learn reading and writing. English is considered very supportive in learning to read and write the minority language (Bahasa Indonesia) for both bilingual children. Presumably, it happened as English is mostly heard and known by the children before knowing Bahasa Indonesia. Similarly, Vygotsky (1978) described that in the five years before formal schooling, children brought to school what they had learnt at home and from the broader surroundings. Children built their own knowledge not only through their own experiences, but also through their social relationships. He assumed that children gain their knowledge by interacting with adults that they think are more capable than them. Moreover, children produce the output (words/sentences) after they know or at least hear the input. Emma and Rachel, who were exposed to English before Bahasa Indonesia, might happen to show literacy in English before Bahasa Indonesia as Emma probably got the input when hearing her parents speak in English, and Rachel got the input from the videos she watched on YouTube. Thus, the prior knowledge they have at first is English which helps to facilitate them acquiring Bahasa Indonesia afterward.

CONCLUSION

Family language practice involves the family's decision, plans, and choices regarding the language spoken by the parents and children. There have been many language practices applied by many families in the world by the global family to raise their children as bilinguals. In the Indonesian context, code-mixing and code-switching are possible practices that can be applied as maintaining two languages to be spoken can be done by each parent at home. Based on the findings of this study, the participants used translanguaging, code-switching, and code-mixing as the practices applied at home with the help of their surrounding and relatives. Furthermore, language enrichment also helps children's language acquisition as a result of the digital era. Based on this study, media found at home, namely YouTube videos, TV programs, and even online games, really support the increase in children's language acquisition. In the Indonesian context, establishing bilingual: English and Bahasa Indonesia in the family is possible, although English is the only foreign language in Indonesia. The gap that English is not originally the parents'

language does not limit the children from acquiring English even as the majority language.

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THE AUTHORS

Riski Aginia Hafizha is a former student of the Master's Program in Language Education, Universitas Sriwijaya. She currently teaches English in some informal education programs.

Sary Silvhiany is a lecturer at English Education Study Program and the Master's Program in Language Education, Unversitas Sriwijaya.

Soni Mirizon is a lecturer at English Education Study Program and the Master's Program in Language Education, Unversitas Sriwijaya.