The parental language policy on children's language acquisition: a case of international family

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Abstract

Discussing second language acquisition (SLA) from the perspective of one same-nationality family has been massively conducted. However, the recent study regarding SLA in toddlers in mixed-marriage families, especially with Indonesian mothers, has not been previously observed. Directed to the study demonstrated by Li (2007), this present study aimed to examine the three essential marks of family roles on their children’s acquisition, such as the parent’s literacy accomplishment, the daily occupation choice and opportunity, and adaptation as well as integration into the local country. Two families with Sudan-Indonesia and America-Indonesia backgrounds participated as research subjects. The narrative inquiry method through interviews (see Duff, 2019) was employed to gain the data. Then, the data were analyzed by using Braun and Clarke’s (2006) six thematic analysis stages. The results revealed that the parental academic records of accomplishment, the family’s occupation, and the socialization to the domestic environment positively affected family language policy (FLP), shaping the stairs of children’s SLA. Moreover, this study may contribute to Indonesian families, school stakeholders, and EFL teachers in teaching the foreign language to their children and EFL students in gaining new languages.

Keywords: children’s language acquisition; family language policy (FLP); Indonesian mother; international family; second language acquisition (SLA)
Introduction

Language is always learned with or by others, which means language is still a foremost issue to be studied by society. Then, there are several approaches to obtaining L2 for a new learner. Knowing the environment is crucial to learning an additional language, assisting the learners in understanding an excellent way to acquire a new language (Ortega, 2014). Schmidt (1983) contended that a person could be skillful in language when he can hone the steps of "initiating, maintaining, and regulating relationships and carrying on the business of living" (p. 164). The Schmidt statement is reinforced by environment acculturation, where L2 learners can engender affective and social psychology ground.

From the point of view of socio-culture, language means a tool for thinking, the measure of mediation, and mental enterprises (Mitchell et al., 2019). Two points to examine the role of people in learning a language without direction consist of strong professional identity and communication tendencies (Ortega, 2014). A comprehensive environment potentially influences second language acquisition (SLA) in children. On a smaller scale, family plays a crucial role in developing the kids' language procurement. The family education level, the parents' job, the reworking, and the assimilation into the local environment influence their children's SLA (Li, 2007). For instance, the parental working conflict can lead to insecurity and depression that can harm the success of their role as parents in the home for their child and does not rule out the maintenance of language learning (Ukeka & Raimi, 2016). Therefore, the essential factors in the family (parental attitude on language) pinpoint the success of children's language gain.

Furthermore, a language policy in a family is crucial since it can form the kids' evolvement paths, relate to the success of the toddlers' school, and maintain minorities, showing the significance of family performance in language acquisition and the future studying of their family members (King et al., 2008).
Nowadays, the parents have become the research subject, and the children have actively contributed to language learning (Pinter, 2014). This study is therefore driven to discuss more on children’s language planning and maintenance by the multilingual family.

However, a study on the progress of children’s language gain does not occur in families but also in schools, focusing more on grammar, negotiation, and individuality (Pica & Doughty, 1985). The issue of cultural diversity in academe has addressed the accomplishment gap between native students and international students. Therefore, the educator’s approaches to minority students greatly impacted students’ outcomes, supporting the unequal achievement between immigrants and natives caused by family background, language competence, and education institutions (Palomo, 2019). However, the family’s social economy and ideology are reflected in family language practices (Curdt-Christiansen, 2016; Fogle, 2012; Lanza & Wei, 2016). The reconceptualization of family language policy (FLP) in a dynamic way, which is affected by domestic family practices and the forces outside the family, has concurred with the spirit of SLA in Multilanguage (Higgins, 2018). Spurred by previous studies, the current study addresses the role of internal family rules and external factors in shaping children’s multilingual goals.

The multicultural family mostly consists of parents whose nationality is different. They often end up living in one of their spouse’s countries. The number of bilingual marriages is increasing (Pavlenko & Piller, 2008), and more transnational families are created (Hirsch & Lee, 2018). Surprisingly, many of them are unsure of identifying their identity and tend to learn a second language in the country they live (Kim & Choe, 2020). Furthermore, a mother often spends more time at home. Simultaneously, mothers with dual positions as homemakers and career women often fell off in implementing foreign language policy (Duff, 2019). Then, most of them disregard the heritage language or English. As a result, they often view the ancestry language as an obstacle and do not have enough time to enhance their kid’s English. The heritage language may be linked to the identity. However, the isolated heritage family, as well as their small community, did not reinforce enough to their multilingual and multicultural aspect (Little, 2020). Families adopting foreign children who perform receptive multilingualism in the respective country language also show similar outcomes (Fiorentino, 2022). Hence, the current study on international families in Indonesia with particular Indonesian mothers is investigated.

Emotions were critical to multilingualism and foreign language policy (Sevinç & Mirvahedi, 2022). Another aspect of language learning in a family is the influence of older family members, such as brotherhood or sisterhood. Their
role in SLA to the children shows a more significant effect in terms of morphology, vocabulary, and narration (Duncan & Paradis, 2020). Particularly, age does influence people's language gain. The adults in the family are highly affected by language confusion, culture shock, behavior, self-motivation, and ego absorption, portraying the role of family members in conjunction with language attainment (Schumann, 1975).

In second language acquisition, early children's participation and parental acculturation are equally important for second language skill and procurement, especially with overseas cultural backgrounds (Troesch et al., 2021). Multilingual families get used to addressing similar issues in their kids' language upbringing. This decision has a crucial impact on their children and family (Hollebeke et al., 2020). This problem is manufactured by common factors such as practices, management, and beliefs. Therefore, bilingualism or multilingualism in international families is considered an essential point, especially for children.

As the previous studies mentioned, most studies discussed the issue of multicultural families and their influential factors. More and more theories about SLA in multilingual families are arising. It contended that most of the dual language learning children lived in low-income families, which caused them to have poor bilingual outcomes. This prior study examined the Spanish kids in learning English and Spanish. Then, it shows the negative impact of low-economy families on children's language acquisition (Luo et al., 2021). This draws the current research focuses, determining the effect of parents' profession, which portrays their financial background and their children's language acquisition.

Furthermore, the typical gender and second language learning aroused SLA for Latin American students (Menard-Warwick, 2019). They somehow believed that the learning progress motivation was defined by gender ideology. Another study involving pupils learning German, French, and a little English revealed that age did not affect children's language accomplishment. At the same time, many parents still presumed that early-age children can better perform on language mastery. Pfenninger and Singleton (2019) affirmed that other aspects, such as individual diversity and condition, overshadow age as language learning starts to measure. Pfenninger and Singleton (2019) mentioned that "the relationship between age and additional language acquisition is complex" (p. 209). One of the overshadowing effects is prior cognition ability (Keijzer & Schmid, 2016). Thus, age does not represent language skill development, and this study would diffusely prove this issue.

Said (2021) studied Arabic families to maintain the heritage language. Later, it unpacked that a parental role is the impetus to assist the children in learning the ancestry language. Domestic facilitation, such as small libraries and more
heritage exposure, can support this. Suardi and Samad (2020) added that by implementing daily practices on language exposure, children could be very likely to gain a second language. However, this causes new challenge as the parent's lack of heritage community basis and education, which limit the heritage literacy for toddlers (Gharibi & Seals, 2019).

Most former studies only addressed the common issues of SLA factors and practices. Also, the prior studies were limited to discussing a few families in several Asian, American, and European countries. It is essential to conduct this study because there has not been a single research focusing on children's language acquisition in Indonesian families in the context of mixed marriage. The research topics addressed in this study are prominent, as more families nowadays want their kids to grow up in a bilingual or multilingual society. Furthermore, in this globalization, the demand for bilingual classes at schools is increasing, and foreign language learning is expected to be more effective and efficient. Therefore, this study investigates the FLP for toddlers' language acquisition, particularly with Indonesian mothers in transnational marriage life. The research questions are as follows:

1. How does the parental education level of a multicultural family influence the children's language acquisition?
2. How do both parents' daily occupations and chances of the international family affect children's language acquisition?
3. How does family involvement in the local neighborhood contribute to toddlers' language acquisition?

**Literature review**

This section is to explore several definitions of critical terms in this study. Three primary terms, such as children language acquisition, multicultural family, and family language policy, are narrated based on the former studies as references.

**Children language acquisition**

Children's language acquisition refers to how children evolve the ability to understand and employ languages. In today's internationally oriented world, studies about children's language acquisition are rising as bilingualism or multilingualism and the significance of language acquisition (De Houwer, 2019). Furthermore, another factor that impinged kids' language acquisition is age. A study observed a 4 and 5-year-old kid and concluded that a 5-year-old kid has a
more abundant vocabulary and better language annuity than a 4-year-old kid. The older toddler experienced more language learning than the younger one. Hence, the older kid tends to produce more excellent pronunciation (Purba et al., 2020). Social interaction plays a part as a crucial role in defining language acquisition. Two 2-year-old kids of different genders were monitored regarding their speaking skills, and the male kid showed better-spoken language due to his interplay with his parents (Izar et al., 2020).

The caregiver’s strategy for improving the children’s literacy also contributed to language acquisition. Employing a storybook for storytelling and introducing literacy in early childhood can significantly benefit illiterate parents toward their kids’ language acquisition, as Knauer et al. (2020) have proven by using treatments involving training improved storybook-specific expressive vocabulary. In addition, a myriad of vocabulary learning strategies, such as rehearsal, elaboration, and social strategy, can enhance motivation and persistence in learning a foreign language (Muslim & Mahbub, 2023).

**International family**

International family means a family involving more than one state, and they are bound in a legal marriage, which shares points of family life such as health, finances, family relationships, support from other people, support from disability-related services, influence of values, careers and planning for careers, leisure and recreation, and community interaction. The number of international families is increasing because of accessible globalization. The global change of family is persistently diverse, and the family still holds a fundamental role in building human societies, health, regeneration, and welfare of existing life and future (Pesando, 2019).

In a multinational family, they must define their firm identity and the country of origin (Alonso Dos Santos et al., 2022). This somehow can enhance their family identity. Furthermore, as a government policy, multiculturalism undertook extensively to legitimate the condition of non-English speaking migrant society in such a country (Martin, 2020).

**Family language policy**

Family language policy (FLP) is defined as obvious and apparent planning regarding language use within the home among family members. It gives an integrated overview of research on how languages are organized, studied, and negotiated within families (King et al., 2008). Multilingual families are required to decide their children’s language accomplishments. The decision forms the FLP that explicitly influences the kids and family. Hollebeke (2020) stated that most
of the studies regarding FLP focused on the linguistic outcomes instead of the economic and cognitive results of the children. FLP plays an essential role for a family in shaping their children’s language maintenance. For instance, a family of Vietnamese and Australians implicitly implemented the language policy, such as using Vietnamese with the nuclear family and the wider family members outside the main family. Also, they require the children to use English sometimes at home and outside. However, other mix-marriages of Vietnamese and Australians do not explicitly decide to maintain a specific language, leading to the loss of multilingualism advantages and putting the home language or second language at risk of being extinct (Tran et al., 2022).

In terms of family language policy, it is believed that there is a great benediction of multilingualism, such as better career offers, more excellent familial union, enhanced comprehension and objectiveness of diverse cultures, sense of identity, cultural engagement, and improved brainwork (Blake et al., 2020). Most families who successfully cultivate the home language can deliberately explain the language rules to their children. Families who have been successful in maintaining home language are often those who have clear plans to teach their children. These families indirectly applied some contextual enterprises to demonstrate the language acquisition for their kids and positive exposure to the home language as well as culture (King & Logan-Terry, 2008). Furthermore, the results of language policy studies were outlined by the theory of Spolsky’s language policy (Spolsky, 2004). This spurred on three directions: language practice, ideologies, and management. Language practice is impacted by language use and proficiency inside the family. In contrast, the language ideology is developed from the beliefs and attitudes toward language use, the endeavor, and the language policies that drew language management.

**Method**

**Design**

This research used a qualitative method with a narrative inquiry design. Narrative research is research about personal life narrated through their stories and experiences (Schreiber & Asner-Self, 2011). This narrative research type was selected for this study since the structure of this narrative inquiry research could focus on describing various events based on articular perspectives and a typical day from individual or group life. Therefore, this method focused on two international families who consisted of an Indonesian mother and a foreign husband from Sudan and America.
Since this research employed the narrative inquiry method, this study focused on a phenomenon of current multilingual families, which mixed between Indonesian women and overseas men living either in Indonesia or abroad. The main direction was how the FLP played an essential role in children's second, third, or fourth language acquisition. This issue was observed through a narrative inquiry since much research on SLA was conducted by qualitative design (Duff, 2019). The case study research evolved extensively in the recent decades, notably on SLA, writing skills in a second language, teacher advancement in L2 and identity, transnationalism, multilingualism, and second language academic rhetorical socialization. It was affirmed by the statement of Lantolf and Pavlenko (1995) and Norton (2012) that the learners' attendance was an effort to build the identity of second language gain. Particularly, we focused more on the Indonesian mother participation as the dominant discourse concerning bilingualism for children and agent of FLP by iterative and recursive

Participants

Two multilingual families, a combination of an Indonesian woman and a foreign spouse, were recruited. The first family, whose mother was Indonesian and the father was from Sudan, lived in Indonesia. They had two children, a 3-year-old and a 5-year-old son. The wife's last academic was a master's degree, and the husband was a doctoral candidate. Right now, they have been married for almost 5 years. The second family consisted of an Indonesian wife and an American husband living in the United States for over 10 years. They had one 15-year-old daughter. The mother graduated with a bachelor's degree, while the father held a master's degree. Both families had experienced SLA and applied an FLP at home. However, each family had its features in L2 learning related to the parents' education level, the profession and opportunity, and the local community engagement.

To consign the research ethics, we asked both research subjects to give oral consent to indicate their approval of publishing all data we gathered. Moreover, one of the participants living abroad could not sign the consent form directly, so we decided to ask the participants to give verbal permission. We also ensured that both families comprehended the objectives of this study and that ethical clearance was cultivated in which the participants' rights were fulfilled. It was crucial to secure the personal identity. Therefore, to keep all the data confidential, we did not mention the participants' real names and made them anonymous. To summarize the research participants' backgrounds, Table 1 provides the demographic information of the family of the research participants.
Table 1
Demographic information of the participants

<table>
<thead>
<tr>
<th>Name (pseudonym)</th>
<th>Home country of family</th>
<th>Nationality</th>
<th>Children</th>
<th>Education background</th>
<th>Job/occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ani as mother (29 years old)</td>
<td>Indonesia</td>
<td>Indonesian</td>
<td>1st son (5 years old)</td>
<td>Master degree</td>
<td>Lecturer at a private university</td>
</tr>
<tr>
<td>Hasan as father (35 years old)</td>
<td>Indonesia</td>
<td>Sudanese</td>
<td>2nd son (3 years old)</td>
<td>PhD candidate</td>
<td>Lecturer at a private university</td>
</tr>
<tr>
<td>2nd family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dian as mother (37 years old)</td>
<td>USA</td>
<td>Indonesian</td>
<td>Daughter (16 years old)</td>
<td>Bachelor degree</td>
<td>Staff in E-commerce company</td>
</tr>
<tr>
<td>Michael as father (45 years old)</td>
<td>USA</td>
<td>American</td>
<td></td>
<td>Master degree</td>
<td>Businessman</td>
</tr>
</tbody>
</table>

Data collection

The data were compiled using interviews with two transnational families as the interview data were interlaced with the principles of narrative inquiry (Connelly & Clandinin, 2006). After arranging the interview questions that fulfill the research focuses, we reached out to the Indonesian-Sudanese and Indonesian-American families through each family’s mother. We proposed our study to them, and they conceded to participate as research subjects. We decided to opt for the Indonesian mother as the research subjects for several reasons. First, the mother shared a similar nationality with us, so it eased to reach out to them instead of the foreign husband. Since the mother was Indonesian, we might have dispensed the identical parenting way, which would later be proper for the study’s implication for Indonesian families. The next point was that the mother could spend most of the time with the kids in the house and psychically or psychologically close to them, so the mother was considered the most appropriate family member for describing the children’s language learning. Finally, the kids from the first family were too little to be interviewed, and the child from the second family was occupied with her education abroad. Due to the time difference between countries like Indonesia and the USA, we did oral interviews using voice notes through WhatsApp with flexible time for the second family. This type of interview had been explained in a former study. "If you are
going to the interview, it is necessary to make sure that you are entirely familiar with the machine and that in the position, it records conversation well; if you are not paid attention in this section, it is easy to get flustered and leads to the mistakes” (Gillham, 2001, p. 39). The research participants mostly responded in English. There were nine interview questions, which evolved from the theory proposed by Li (2007) regarding the FLP applied in their home, focusing on the parental education experience, the occupation, and the environmental involvement.

There was always a probability of prejudgment in this narrative methodology, especially in data collection. To decrease this problem, we tried to avoid any emotional effect on the research subjects' responses and minimize unimportant communication during the data gatherings. Also, regardless of the level of relationship closeness to the study participants, we tended to focus and keep the actual value of all data the participants delivered as Bourdieu (1977) stated that the frequency of communication between people, a statement was always a prior part of the value from the people speaking.

**Data analysis**

The gathered data were analyzed using six thematic analysis stages (Braun & Clarke, 2006). The analysis allowed us to persistently embark on the data by re-listening to the participants' voices to spotlight the crucial response about the FLP as part of their story. Secondly, we wrote their interviews into transcripts so we could deepen their stories better to reach good comprehension and conduct “an interpretive act” (Bailey, 2008, p. 130).

Furthermore, we attempted to classify the three primary factors based on research focus. Directed the significant role of parents in the kids' or adults' language acquisition (Hassan & Jusoh, 2020), there were three leading contributions of the family SLA. The first focal point was the education qualification of both parents as it disclosed the most on children's language assessment (Schwartz & Moin, 2012). The later focus was the parental profession (Roberts, 2021), and the last facet was the engagement with the local neighborhood (Ushioda, 2014).

**Trustworthiness**

To ensure the trustworthiness of this study, we involved participants in data checking (Merriam, 1998). This data verification is completed in several steps. First, invite the research subjects to reevaluate, clarify, and cater to the commendation of the collected data. The next step is administering detailed and thick descriptions regarding the study results and asking the second author, a
lecturer on SLA, to check the completed manuscript and confirm the flow and meaning of buildings. In this step, the second author checks the compatibility of grounding theories of second language learning to make it relevant to the FLP as this study addresses. Finally, we also checked the former studies to warrant that the previous studies were used for this study.

Findings

Every family utters diverse responses on each study point. The analysis is distributed from the perspective of each multicultural family. The result revealed the answers to the research questions on (1) how the parental education level of multicultural families influences the children's language acquisition, (2) how both parents' daily occupations and chances of international family affect children's language acquisition, and (3) how the family involvement to local neighborhood contributes to toddlers' language acquisition.

The FLP in Indonesian-Sudanese family

This family is a result of the transnational marriage between an Indonesian female and a Sudanese male. They have settled in Indonesia with their two sons, ages 3 and 5. Both parents owned Master's degrees as their last education level background. The father is currently pursuing his doctoral degree at one of the Indonesian universities. The children in this multicultural family can speak three languages: Indonesian at an advanced level, Arabic at an intermediate level, and English at the basic level.

Parental education level

Regarding educational background, the father and mother had completed their graduate school. This educational upbringing has affected their role as parents in implementing family language policy. As the mother stated in the interview:

My background education helped me to learn many things, rebuild my mindset, and interact with international students in my previous college, including culture and language from different countries. That situation somehow forced me to learn another side to be a better master's student at the time. I feel the result is that all those experiences make it easier to interact with my kids, teaching them another language, culture, and attitude. So, yes. My background education can have a massive positive impact on building the SLA for my sons. (Ani)
As the previously mentioned statement by the Indonesian mother, it ensures that study background did influence their sons’ language gain conclusively. By possessing prior experience as a master’s student, the mother conceives that her study exposure assists her greatly in infusing the language, culture, and attitude of the two toddlers in the family.

**Parents’ daily occupations**

Furthermore, the parental career in this family is considered to impersonate a critical portrayal of the family language policy. Both of the parents here declared themselves as lecturer in two different private colleges. The father teaches a business management course, while the mother handles classes in a public administration major. The literacy ability of the parents also has an impact on their children. As the mother told us that:

> Being a lecturer is really a challenging job. Imagine we meet many people with their own character. Especially students in the class, partners in the office, and university; some activities need many coordinators from many places and languages. This situation forces me to learn how to face many people with strong hearts and mindsets, and this situation will be a very nice foundation to build one habit: "We can do it because we used to." This principle finally made me teach my kids habits, including language. Furthermore, reading many articles, spelling them, and teaching them to the students (online class from home) in front of the kids affects the kids directly. One day, I was talking to my student about public policy. Just right after my teaching time, my first son asked me, "Mama, what is public policy? (Ani)"

They argued that their current position contributed excellently to the performance of the second language gain on their children, particularly the way of teaching the toddlers, the manners to educate them, as well as deal with the sons’ ego as kids. The opportunity provided by parents’ occupation for children to acquire more literature skills has been a coincidence to be one of the interlocutors for children in gaining a second language. Therefore, they affirmed positively that their working vulnerability has facilitated the family in learning L2 or another language.

**Family involvement in the local neighborhood**

Another core of this study is dealing with social relations in SLA. The mother conveyed that the language ability has become a bridge for their family to local society, especially for the children. They are deemed to adapt to the local
environment fairly faster than their father, who is not fluent in the Indonesian language. As it is mentioned by the mother that:

My kids can adapt so fast, but my husband is a little hard to practice the local language. (Ani)

Surprisingly, this multilingual family, which connects the geographical order of Indonesia and Sudan, did not apply any specific language rules at their home. The kids are free to speak any language they desire. However, since they have been staying in Indonesia for years, the children get more exposure to the Indonesian language and speak Indonesian most of the time. The mother's statement alluded to:

Actually, we don’t have special rules about language. We just follow family habits, and right now, our habit is to prioritize the Indonesian language, the Arabian language, and last but not least, English. (Ani)

The excerpted interview above shows that there was an unwritten rule in the Indonesian-Sudanese family. The mother stated they did not decide on a particular language policy. Still, the family indirectly defined the Indonesian language as mandatory as the local circumstances demand, followed by Arabic and English. As a result, this condition precipitated the mixed language that the children employ, and the mother added that:

It affects so much to them. Sometimes they will mix the style, the vocabulary, or the dialect and that situation sometimes makes it difficult for some people to understand what they are talking about. (Ani)

Due to the children's random bilingual language, their SLA comes naturally without both parents' direction or particular teaching. The children attempt to learn the language by themselves through their engagement with society. Therefore, the number of language levels is varied and still needs improvement.

**The FLP in Indonesian-American family**

This family encloses an Indonesian and American nationality. They have been in a legal marriage and living in the USA for almost 15 years. They nurtured one daughter and studied in early senior high school. The parents were educated, as shown by the degree they obtained. The mother possesses a bachelor's degree, and the father's last degree is a master's. The mom has a dual position as a homemaker and staff in one of the popular e-commerce in the USA, while the husband works as a businessperson.
Parent’s academic background

To learn about their education and upbringing, both parents complied that their knowledge affects their awareness as parents regarding bilingual skills necessary for the child’s future career. The mother narrates this.

With my background education, I know how important school is for future generations like my daughter, especially if they are bilingual. It gives them extra points to be considered to get a job. (Dian)

This displays the importance of education for the juvenile’s perspective in getting the job. They regarded that their educational background contributed to their perspectives on language bilingualism as a crucial matter for their daughter. Moreover, they lived in a big country where being multilingual is an excellent point and make people more accessible to gain professional job.

Parents’ profession

The second factor is perceived through the parental profession. Both of the parents work in the business sector. The mother is an employee in an e-commerce Company in the United States, while the father owns his business. This international pair acknowledged that their occupation pony up less in their daughter’s second language acquisition. Therefore, the parents’ current profession does not alter their family language policy.

The mother firmly declared that the correlation between their business professions and their daughter’s language acquisition is little. Most of the time, the daughter would gain exposure to the Indonesian language through her mom and other Indonesian colleagues. She mostly learned other foreign languages in school and sometimes through private tutoring classes.

Family engagement with society

The last factor is socialization, which shapes the family language policy. The mother stated that on several occasions, the daughter messed up the language, like mixing the lexical resource between English and Indonesian language when speaking to family or acquaintances, as the mother reports it through an interview.

I think it is funny sometimes my daughter and I get messed up when we talk to the community. We said accidentally with our Bahasa (Indonesian language). We just need to adjust our brains when we talk to different people, and I used to plan to use Bahasa at home and English outside. (Dian)
This phenomenon occurred in their family as they were learning both first and second languages simultaneously. As a result, implementing language rules in their family impacts this. However, this rule is considered less appropriate with the utterance ability of the daughter since the mother reported that the daughter experienced a speech delay at an early age, as the excerpt mentioned.

My daughter had a speech delay and needed therapy every week when she was 2.5, so we decided to use English at all times until she was 13. (Dian)

Furthermore, the mother appeases herself that children are special because of their uniqueness. In her case, the daughter requires more term to process the second language acquisition. Nowadays, her daughter has successfully gained an advanced level in English and can speak Indonesian and Spanish with an intermediate level range.

Both families have shown a portrait of family education, parental jobs, and community involvement as part of crucial contributions to the children’s language attainment. The first Indonesian-Sudan family unpacked the significance of their education in shaping the strategies to teach their children a second or third language. Their career as a lecturer also positively devoted their way to dealing with their kids regarding language. The family policy to the local society engagement ponied up their sons’ language achievement. Furthermore, the second family of Indonesia-America shared the similarity of the first family. The father and mother’s academic background did form a good mindset of bilingualism need for their children. Frequent communication with natives also contributed to their daughter’s language evolvement. However, they found little impact of their current profession on their child’s language gain.

Discussion

The schooling upbringing of parents on children’s SLA

A lot of previous studies have addressed a similar issue on the SLA. The prior research by Schwartz and Moin (2012) stated that parental participation in children’s language development is crucial in FLP to learn first and second language. However, the result of this former study is a lack of explanation of the factors that increase the parental sensitivity of a child’s language acquisition. Thus, this study attempts to complete the previous study by stating that parental education can effectively enhance children’s literacy sensitivity to SLA.
The parental study background is often related to their welfare and economic status. This study portrayed the significance of the family’s education history on their children’s language acquisition and the way they shape the implicit language policy. This is in line with a former result by Luo et al. (2021) that under-average economy families gained more challenges in their kids’ language learning. A study showed that groups of Chinese parents have an essential role in driving their children to better multi-language acquisition through ideological conviction, habits, and management endeavors (see Wan & Gao, 2021). To complete this former generation, this current study is trying to connect those three aspects by parental awareness through education, as the two family participants have revealed findings. In Ethiopia, the parents’ preference for certain discourses has greatly influenced their FLP (Stavans, 2012), as it mentioned that the legitimacy of FLP can increase both kids’ and parents’ confidence and literacy development. Therefore, the result of this study is trying to specify more about SLA through parents’ literacy.

The socio-political and economic considerations highly dispose of FLP. The parents' education history, the parental exodus experience, and cultural traits conducted the parental prospect and inclination toward FLP (Curdt-Christiansen, 2009). The prior study’s finding aligns with this study in that both the father and mother’s educational background and daily customs influenced the family language policy. Curdt-Christiansen (2016) also reinforced that the language outlook is power-influenced and seems to become the source of study and social status, which later contributes to shaping language practices. This current study finds the similarity in education resources and occupation levels that can significantly affect forming family language learning. Particularly, a mother’s education significantly influences FLP (Yin et al., 2021). It is in relation to this study result. Two families, as the participants of this research, affirm that parents' educational background strongly affected the kids' language development and defined the daily language habits of the family.

**The parental occupation portrayal on children’s language acquisition**

Both the father's and mother's jobs might distract their parenting accomplishment and can influence language gain (Ukeka & Raimi, 2016). However, this contradicts the findings of this study that portrayed the significant contribution of parental occupation with their children. As the first family from Sudan-Indonesia showed, their job as university professors affected their toddlers' language acquisition.

However, a study by Yin et al. (2021) revealed that the socio-economic aspect of mothers’ and fathers’ education level, work status, and household income
matters in children’s language learning. This is reciprocal with this study in showing a similar result. The aforementioned interview shows that both families are considered to possess a good socio-economic status, and it has facilitated the children to get better exposure to language learning. Roberts (2021) stated that a number of social aspects, such as parental profession, migration exposure, marital status, and family member infusion in children’s language learning and the native language of the spouses, strengthen the FLP at home. This has been expressed in the finding that the parents’ working status positively impacted the children’s language acquisition.

The harmony of family members within the home improves the foreign language policy in terms of language ideology, organization, and rules in the family (Wenhan et al., 2022). The economic situation of the family also infuses the term of harmony. This portrays the similar result of the wealthy family is related to children-driven education, especially language learning. The dependence on the language that parents use in their occupation shapes the attitude toward the L2, and as a result, this absolutely drives the children’s motivation on L2 (Clément et al., 1977). It parallels the recent study that affirms that second language use in parents’ working fields influences the motives and real competence of SLA in children. It is supported by Blake et al. (2020) that a good parental career creates better multilingualism, which leads to better job opportunities in the future, as the second family of Indonesia-America expounded on the finding.

The socio-cultural effect on children’s SLA

One of the self-related cognitions is a social relationship, a core motivation in SLA (Ushioda, 2014). This is the outcome of this study based on the narration that the language became a bridge to reach wider society. The first participant mentioned that the language has assisted the children in communicating with local society. In the same vein as (Ortega, 2014), the urge for societal involvement contributed positively to learning a new language. Hence, blending with domestic surroundings is necessary, as both families in this study affirmed that children’s exposure to the local community assisted them in second or third language improvement.

Furthermore, the social enterprises supported the language in regard to critical thinking, mediation, and mentality (Mitchell et al., 2019). In accordance with Mitchell’s study, Bown and White (2010) stated there is an interdependence between social context and language learning since it effectively affects children’s intelligent emotions. Intertwined with the former study, this research also
performed a similar yield, such as socialization, in which toddlers can illuminate their advancement in SLA.

The interrelationship between language use, language learning, and language gain has existed, and all are associated with one another (Firth & Wagner 2007). This ensures the participants’ allegation in this study that language employment in the community has always been under language acquisition. Similar to society, the SLA can be promoted in learning activities. The classroom can simultaneously promote a social and linguistic environment through discussion, group work, and information exchange (Pica, 1987).

Conclusion

Overall, this present research concludes three objectives of the study: family education records, daily occupation, and local environment engagement regarding FLP and the children's language acquisition. From the narrative explanations of the two families above, the study’s outcomes reveal that the parental academic upbringing, the profession, and the societal involvement contributed positively to the children's foreign language gain.

The most surprising result of this study is explained in the role of social engagement toward the toddlers’ language acquisition. Community involvement seems not to be considered a factor in influencing children's language learning in the first place. However, this research shows significant results in involving society as one of the promising factors to improve the kid's language acquisition effortlessly and naturally.

Therefore, the implication of this study can contribute to Indonesian families or other multilingual families on how they can form the FLP to assist their children's language learning. Based on this study outcome, it is highly recommended that they consider the three factors, such as the parents' academic background, profession, and society’s involvement in a local community on kids' language acquisition. The doable action to assist a family in improving their kids' second language achievement could be in some points such as implementing the language regulation at home, providing particular circumstances to practice their language, and being involved in kids' language academe. In addition, the school stakeholders and foreign language teachers could consider this study outcome in language learning for their students.

The limited number of participants in this research might lead to bias, although we have tried to minimize the erroneous analysis. Further research with a more significant number of research participants is highly recommended to
gain more data. Since the topic of foreign language acquisition is extensive, it is suggested to investigate similar issues with Indonesian-foreigner families living abroad for years or observe the FLP of immigrants living in Indonesia. Another research method, such as quantitative, could be employed for further research to determine the different views.

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**Appendix. Interview guidelines**

1. How many children do you have, and how old are they?
2. What is your marriage partner's education level and your education level?
3. To what extent do you think your educational background influenced you to build the second language acquisition for your children?
4. What are your marriage partner's occupation and your job?
5. Does the job you choose affect your children's language learning?
6. How do you think your family's adaptation and integration into your local community in the terms of language?
7. Do you have special rules about language learning in your family? (For example, prioritize the local language first, then heritage language or you prioritize English first then other languages or you just let your children speak any language they wanted)
8. If you applied some specific rules of language in your family, how does it affect to your children now?
9. How many languages do your children speak? (Give the level of language level; basic (*dasar*), intermediate (*menengah*), advance (*tinggi*)?