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Balancing Local and Foreign Languages: Family Language Policy in Multicultural Samarinda

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Abstract

This study investigates the interaction between local, national, and foreign languages in family language policies in Samarinda, Indonesia. The main focus is to investigate the extent to which these policies affect social cohesion and educational opportunities. The study emphasizes a notable deficiency in comprehending how multilingual policies are managed inside households in multicultural environments. This research utilized a qualitative case study to investigate language practices and attitudes in 10 multilingual families in Samarinda. The data collection process involved in-depth interviews and participant observation. The data found were analyzed using thematic analysis. The results demonstrate that these families effectively handle language usage, balance to preserve their culture, and meet the linguistic requirements of a globalized world. This, in turn, promotes social integration and improves economic prospects. The careful management of languages within family settings indicates that comprehensive and adaptable language policies are essential for promoting social unity and expanding opportunities for education and economic participation. It provides both theoretical and practical contributions to the discussion on family language policies, delivering notable contributions that may be used to improve policy-making in similar multicultural settings. This research not only expands scholarly comprehension of linguistic dynamics in multicultural environments but also offers practical suggestions for policymakers to promote linguistic diversity and enhance the availability of language resources.

Keywords: Educational access, Family Language Policy (FLP), linguistic dynamics, economic resources.

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1. INTRODUCTION

In an increasingly multilingual global context, people in multicultural countries face the dilemma between the preservation of local languages and the acceptance of foreign languages (Hirsch & Lee, 2018; Inan et al., 2024). Foreign language acquisition is considered vital for economic progress and global integration (Zhang et al., 2022). Indonesia, as a country rich in ethnic and linguistic diversity (Zein, 2019), presents similar dynamics. National language and foreign languages, especially English, compete with hundreds of regional languages (Sari et al., 2019; Suryadinata et al., 2003) maintained as symbols of cultural identity (Cohn & Ravindranath, 2014). Inter-ethnic interaction and communication bring both challenges and opportunities (Tamam & Hashmi, 2016). This reflects the broader situation in Indonesia, particularly in Samarinda, which is described as one of Indonesia's multicultural cities.

Research on language dynamics in Indonesia often has not extensively examined to investigate in depth the interaction between local, national, and foreign language policies in multicultural family life. In the family sphere, tensions between local and foreign language use trigger the formation of complex family language policies (Rahmadani, 2023). Families try to balance the need for language preservation (Smith-Christmas, 2017) and prepare family members for a global future (Sapriati et al., 2021). This tension also creates distance for parents to access education and resources for their children (Shen et al., 2021). This has implications for the lack of studies that focus on family language policy practices among diverse ethnic communities and how these practices affect social cohesion and children's education, particularly in Indonesia. Moreover, the interaction between local and foreign languages in daily life not only reflects linguistic dynamics but also reveals more complex social, economic, and educational issues (Y. Zheng & Mei, 2021). Language policy can affect education by facilitating or hindering access to educational resources, whether relating to dominant or minority languages. Language policy is a means of communication and a symbol of status and access to economic resources (Farangi & Naami, 2024; Zhang et al., 2022; Y. Zheng & Mei, 2021). In the context of transnational families, proficiency in a foreign language such as English, considered globally prestigious, can provide economic benefits, such as better job opportunities and wider social networks (Curdt-Christiansen & Wang, 2018). The interaction between local, national, and foreign languages reflects broader social structures. This affects access to education and social and economic integration, and points to the importance of inclusive language policies in social and educational planning.

Samarinda, one of the cities in Indonesia, is located in East Borneo/Kalimantan province, Indonesia. It emerges as one of the multicultural cities. As the National Capital of Nusantara (IKN), based on Law Number 3 of 2022 on February 15th 2022, Samarinda is now a center of attention. It is a multi-ethnic city, even though its citizens regard themselves as monolinguals (Rijal, 2023). Many migrants can speak local languages such as Banjarnese, Kutainese, and Javanese, but being Indonesian monolinguals is preferable (Sitorus et al., 2023). This situation is due to the massive migrations from various regions in Indonesia as a form of escape from the colonizer, the Dutch (Putra et al., 2019), and to gain a better financial life. Most of the migrants are mixed-marriage families coming from Java (Putra et al., 2019), and they assimilate with other comers from other regions and local residents. From the interview, migrant parents have good socio-economic status and are likely to gain educational access. Moreover, they consciously invest their children in several foreign language courses and programs, particularly English. Instead, the parents claim they supported other languages over local languages at home, such as Korean animated songs on YouTube, whereas Arabic is a religious instruction. The parents believe their children will succeed by mastering foreign languages and being multilingual (Sapriati et al., 2021). The foreign and native languages seem to conflict.

There must be rationales behind the parental decision-making and management of the languages. This research is urgent due to the importance of understanding how multicultural societies, particularly in Samarinda, manage language policy in the family context. In-depth studies can provide strategic solutions to problems arising from language dynamics. This is important because it helps communities and policymakers formulate strategies to preserve local languages while adopting foreign languages for global purposes. This research is not only

academically relevant but also practical, providing a basis for policies that are more informed and responsive to the needs of multilingual communities. This research explores how family language policies in Samarinda influence social practices and children's education in a multicultural context. Therefore, the research questions are formulated as follows:

1. How do multilingual families in Samarinda balance the use of local, national, and foreign languages at home?
2. What are the implications of family language policies for children's access to education and economic resources in Samarinda?

2. LITERATURE REVIEW

2.1 Family Language Policy

Like other policies, the Family Language Policy (hereinafter FLP) considers a family's chosen values and reflects society's perspectives on language valorization and use (Liddicoat & Baldauf, 2008). The family chooses the language spoken at home and initiates and ends it (Caldas, 2012; King et al., 2008). At the macro level, FLP involves complicated linguistic, historical, and socio-political challenges, while at the micro level, it involves home domain language ideology, practices, and management (King & Fogle, 2013; Spolsky, 2012). To understand how effective language policy functions in the family context to counter the system, all macro and micro components must be evaluated. FLP has gained popularity because it provides a theoretical framework for studying linguistic alterations in culturally distinct familial contexts. Spolsky's tripartite model of language policy (2003, 2009, 2012), practice, ideology, and management, is the main theoretical basis for FLP used throughout the paper. Language practice is family members' default language use and choice (Curdts-Christiansen, 2018). The ideas, values, beliefs, attitudes, biases, myths, and religious systems people identify with certain languages are called linguistic ideology or belief. Parents' explicit and implicit support of language acquisition and literacy development is called language management (Curdts-Christiansen, 2012). As an interdisciplinary study, FLP covers home language usage, practice, and management, as well as heritage, societal, and educational languages. Many FLP studies focus on parents' ideologies towards educational and societal language(s) in bi/multilingual families (Kircher et al., 2022; Koelewijn et al., 2023; Liang et al., 2022), the tension among home language, school language in European transnational families (Hunt & Davis, 2022; Shank Lauwo, 2022; Tonioli, 2022), and heritage language maintenance.

Additionally, Curdts-Christiansen and Wang (2018) argue that fluid social systems affect migrant children's language development, including their heritage language. These include cultural attitudes towards minority languages, educational system needs, and school and home linguistic inputs. Parents should consider the future social status and significance of specific languages while making decisions. For these reasons, parents advise their children to learn the dominant language rather than becoming bilingual or multilingual or mastering the ancestral language (Zhu & Li, 2016). FLP and instructional language policy should work together in schools and at home (Curdts-Christiansen, 2022). Heritage language policy may conflict with school policy, although both may help bilingual and immigrant children flourish academically and socially. Bi-/multi-lingual families, especially transnational ones, may use many FLP methods at home (Zhu & Li, 2016). Some support majority-language use (Tang & Calafato, 2024), while others balance majority and minority use (Rolland, 2023). One Parent One Language (OPOL) is the most popular technique for transnational families' ties-heritage language (Bohnacker, 2022; Karpava, 2022; Roberts, 2021; Simula, 2022). Karpava's (2022) study of immigrant and intermarriage Russians in Cyprus shows that Russian parents often use the OPOL approach at home to successfully transmit heritage languages, even though multilingualism and preservation of the Russian language are usually strengthened for a wide range of language repertoires. However, the approach is less popular in Indonesia than in non-native environments, where one or both parents speak a second language, Indonesian, at home. According to several

studies, families, especially adolescents, prefer Indonesian (Idaryani & Fidyati, 2022; Thamrin, 2015) due to its practical application, prestige, and generational transmission failure of legacy language (Idaryani & Fidyati, 2023). The global proliferation of English has also influenced migrant parents to value fluidity and variety.

FLP research is strongly connected with cultural, social, economic, and political macro factors (Spolsky, 2009). Cultural significance is tied to language symbols. Languages reflect and celebrate culture in this view (Curd-Christiansen et al., 2023; Yizhe & Troyan, 2024). Cultures acknowledge identity, religion, and lineage through language(s). Heritage or local language is needed for religious activities and family and community relationships. Next, social belief is linked to economic ideals and focuses on a language's social opportunities (Curd-Christiansen, 2009; Spolsky, 2003). Some immigrants, migrants, and transnational families set particular family language policies because they believe their bi-/multilingual children will benefit from global market competition, self-esteem, and community success. Language-induced economic pressures also affect economic values. When people speak foreign languages, they improve their economic position and earn more. Several studies show that parents believe multilingualism assists their children in getting a good job or career (Curd-Christiansen & Wang, 2018; Sapriati et al., 2021). The last category, political worth, comprises rights and access to education, civic activities, and government decisions, such as language policy and language choice (Curd-Christiansen, 2009). The political condition affecting parents' policy has resulted in a slight decrease in the local language use in China. The strategies adopted by Chinese families have placed the national language, Putonghua (Chinese national language), and the foreign language, English, at a higher priority than the local Chinese language, Fangyan. The assumption that English influences parental cultural values towards Fangyan affects the family language strategy of multilingual Chinese households with Fangyan, Putonghua, and English. Consequently, the children's mastery of Putonghua and English in the educational system allows them to study abroad (Curd-Christiansen & Wang, 2018).

Micro-factors include home literacy environment, parental expectations, parental education, and language experience (Curd-Christiansen, 2009; Gomashie, 2022), and parental comprehension of bilingualism also influences home language policy. In a Korean family case study, Seo (2023) discovered that parents' home language environment, family language policy, and education and expectations affect children's bilingual development and other family dynamics. The findings show that familial resources, such as parents' English language competence, ability to facilitate and maintain English language practice in the household, prior experiences, and access to educational materials, support parental efforts to create a conducive linguistic environment. Parents' beliefs or ideologies about their children's language acquisition might also influence their FLP decisions and the linguistic setting they provide. Parents' bilingual development and expectations are examples of such ideas. Gallo and Hornberger (2019) examined Mexican bilingual immigrant households' language policy. They found that parents' influence on attitudes about supporting their children's bilingual development was weak, leading to inefficient FLP and a heritage language shift. The US English-only ideology's external pressures cause these low-impact beliefs. Idaryani and Fidyati (2023) also emphasize parents' decision-making and linguistic role modeling. They believe parents' beliefs, attitudes, cultural dispositions, linguistic practices, and language management affect language transmission. The level of parents' socio-economic investment, literacy practice, and social network may influence their linguistic ideology.

However, family language ideology does not guarantee language practice and management (Curd-Christiansen, 2013). Transnational parents must decide whether to keep their heritage language or adopt the society's language. Parental language decisions often stem from child agency (Bui et al., 2022; Smith-Christmas, 2021). Bui et al. (2022) analyze Vietnamese immigrants in Melbourne and the conflict between parents' and children's linguistic ideas. Mothers support multilingual English and Vietnamese, whereas children support monolingual English. The families' policy regarding the actual language practice is a considerable decision based on children's agency.

Schwartz (2010) covers intra-family variables beyond macro and micro factors (Curdt-Christiansen, 2009). Family structure, especially older siblings and grandparents, is an intra-family element. The elder siblings tend to teach the younger sibling by using the household's prevailing language (Barron-Hauwaert, 2011). Besides, the grandparents' role also contributes to the actual language practice at home. Bui et al. (2024) discussed the role of grandparents as key figures in maintaining the home language in Vietnamese immigrant families. They provide a linguistically rich and emotionally supportive environment by speaking Vietnamese intensively at home to shape the family language policy for the children. In addition, parental acculturation can also affect family outcomes. The age of the migrant at arrival and the length of their stay in the host nation are positively connected with L2 competency and linguistic shift (Aliva, 2020). According to Nguyen et al. (2023), third generations are more skilled in English than earlier generations. It means that the third generation stays longer than the first one in the host country. Family cohesiveness and emotional ties are the final intra-family variable. Both represent how close the people are to language preservation (see Curdt-Christiansen & Iwaniec, 2023; Jo et al., 2023; Little, 2023; Tannenbaum & Howie, 2002).

All of these factors strongly affect FLP. Thus, parents' language decisions involve a complex emotional process that is unique to each family. Tannenbaum and Howie (2002) studied the interplay between family dynamics and language preservation among Chinese immigrant children in Australia. They found that children who perceived their families as cohesive and close-knit were more likely to use and prefer their parents' mother tongue. However, children who viewed their families as less cohesive or had negative emotions toward their parents were less likely to maintain their parents' language and tended to use English more. It argues that emotional bonds and family relationships play a significant role in whether children maintain their heritage language, emphasizing that positive family dynamics are crucial for language preservation.

2.2 The Overview of Language Policy in Indonesia

The current population estimate for Indonesia is close to 250 million individuals. This fact contributes to the development of a multicultural and multilingual society in which hundreds of languages are spoken (Paauw, 2009). According to the most recent statistics, there are currently over 700 extant languages known as local or heritage languages (see Cohn & Ravindranath, 2014). However, the Indonesian language, originally a variant of Malay, was created to consolidate the disparate heritage languages and facilitate communication throughout the archipelago. The establishment of Indonesia's national language policy has been extremely fruitful. The language serves not only as the official national tongue but also as a lingua franca.

The Indonesian language serves as a symbolic representation of an individual's association with the Indonesian nation-state. It also acts as a vehicle for expressing national identity among the Indonesian populace. Then, it functions as a unifying tool, fostering cohesion among diverse tribes and communities with varying cultural and linguistic backgrounds. Finally, it serves as a practical medium for facilitating cross-cultural communication within the archipelago (Chairunnisa et al., 2022). In another particular function, it serves as the primary medium of instruction in educational institutions (Hamied & Musthafa, 2019), the official means of communication in national contexts and governmental affairs, and the recognized language for advancing cultural and scientific endeavors. Since it is mandated by national policy, it is evident that the Indonesian language policy is highly accepted by society.

The existence of local languages in Indonesia is inevitable. Local language refers to languages other than the national language (Fishman, 2001). However, Montrul (2010) defines heritage language as an ethnolinguistically minority language in the family since childhood, and adults that is expected to be learned, relearn, or improve their current level of linguistic proficiency in their family language. In the Indonesian context, Montrul's (2010) definition is more likely used throughout the paper as it is used as the 'family language'. Moreover, the local language may also be a pedagogical tool for student instruction (Dardjowidjojo, 2000). This usage applies to the process of instructing and learning. This specific regulation is authorized for implementation in kindergarten and the initial three years of primary education because it was

established in Constitution No. 4 of 1950 and reaffirmed in Constitution No. 30 of 1989. The main goal of this policy is to align with the government's perspective that the acquisition of information by learners at that particular grade is of utmost importance, particularly when it is judged to be required. The implementation of this policy is limited to educational institutions, namely in the countryside, where the predominant mode of communication for learners is their native or heritage language. However, Indonesian can be the language of instruction for those who reside in large cities and locations where the local language differs. This is because the languages spoken by the region's students are not mutually intelligible. It is conceivable for a school to have more than two local languages. Therefore, adopting Indonesian as the language of instruction in schools to create equal opportunity among the various societies is the best way to deal with this issue.

Regarding foreign language instruction in Indonesia, English plays a significant role in education. This is attributed to its utilization to propel modern technologies and enhance scientific comprehension (Montolalu & Suryadinata, 2007). Currently, English is mandatory in education from the intermediate to the tertiary level. Furthermore, this topic is significant and considered mandatory in international educational institutions. English, because of its extensive use, enables global communication in various sectors such as business, diplomacy, education, and cultural promotion, therefore playing a crucial role in national progress (Idris, 2014). Nevertheless, the advancement of the English language in Indonesia has generated disputes as authorities assess the possible detrimental impacts of this language on national identity and culture (Heryanto, 2007). Notwithstanding the adverse consequences, the Indonesian government should enact laws that concurrently safeguard local culture and uphold national identity. Moreover, it actively stays up to date with globalization and worldwide development.

3. METHODS

3.1 Research Design

This study used a qualitative case study design to examine family language policy implementation, particularly in Samarinda. This methodological approach is particularly suitable because it allows for a deep, contextualized understanding of complex social phenomena, such as multilingual language use within families. FLP is inherently dynamic and shaped by sociocultural, emotional, and ideological factors that are best explored through qualitative inquiry. The case study design enables the researcher to examine real-life language practices and decision-making processes within naturally occurring family environments.

By focusing on ten purposively selected families from different ethnic backgrounds, the study captures the diversity and specificity of language ideologies and practices in Samarinda. The approach combines in-depth interviews and participant observations, which enhances the richness of the findings. It also aligns well with the theoretical framework of Spolsky's tripartite model (ideology, practice, and management). It requires a nuanced exploration of the language used, valued, and regulated within the family. Additionally, the case study method allows for the emergence of unexpected patterns and meanings that are often overlooked in a more rigid research design. The complexity of multilingual family interactions, such as language mixing, switching, and intergenerational transmission, can be effectively understood through prolonged engagement and contextual sensitivity. The qualitative case study design is not only appropriate but essential for answering the research questions and capturing the lived realities of multilingual families in Samarinda.

3.2 Participants

This study involved multicultural and multilingual migrant families residing in Samarinda for more than five years. These participants were selected using purposive sampling based on three criteria. First, the families used at least two languages at home, which indicates a

multilingual environment. Second, the parents were highly educated, holding at least a bachelor's degree. Third, the families had children aged nine years or younger to ensure limited external language exposure. It means that the children primarily learned language from parents and siblings. Table 1 presents the demographic information of the participating families.

Table 1. Participants' demography.

Family	Ethnicity		Education		Children (years)	Family structured (ob. Result)	Languages spoken at home
	Father	Mother	Father	Mother			
A	Javanese	Batak	Post-graduate	Post-graduate	4	Living with one sibling aged 6	Indonesian, Batak, and English
B	Minang	Minang	Bachelor	Post-graduate	8	Living with one sibling aged 13	Indonesian, Minang, and English
C	Banjar	Buginese	Post-graduate	Post-graduate	5.5	Living with two cousins aged 8 and 11	Indonesian and English
D	Buton	Javanese	Bachelor	Bachelor	6	Living with grandma from Java Island	Indonesian, Buton, Javanese, and English
E	Madurese	Banjar	Post-graduate	Bachelor	3	Living with two siblings aged 6	Indonesian, Madurese, Banjar, and English
F	Buginese	Buginese	Post-graduate	Bachelor	4	Living with siblings aged 7 and 8	Indonesian, Buginese, English
G	Bali	Bali	Post-graduate	Bachelor	3	Single child	Indonesian, Bali, and English
H	Javanese	Buginese	Bachelor	Bachelor	6	Living with two siblings aged 6 and 9	Indonesian, Javanese, and English
I	Buginese	Javanese	Bachelor	Bachelor	6	Living with two siblings aged 9 and 12	Indonesian, Javanese, and English
J	Javanese	Banjar	Post-graduate	Bachelor	7	Single child	Indonesian, Banjar, English, and Mandarin

Multicultural family dynamics are highlighted in Table 1, which shows Indonesia's diverse demographics. Indonesian culture is diverse, since the families included are Javanese, Batakese, Minang, Banjarnese, Butonese, Madurese, and Balinese. Most of the participants were undergraduates or postgraduates. By seeing the parents' educational background, it is correlated to the foreign language mastered, English. Most of those children were 3 to 8 years old and lived with siblings and relatives, like grandmothers or cousins.

3.3 Instruments and Data Source

This study used in-depth interviews and participant observation to examine multilingualism in Samarinda. Interviews and observation were conducted to answer the first question, and only interviews were conducted to uncover the second research question. The interview and observation questions were adopted from Aliva (2020) Within the criteria of Spolsky's language policy. In-depth interviews were then performed to understand families' language attitudes, practices, management, and multilingualism. The interview questions explored multilingualism, its pros and cons, and the families' local language, Indonesian, and English. Afterwards, in collecting data on observation, the participants were given informed consent to ensure that they fully understood the nature, purpose, risks, and benefits of the research before agreeing to take part. Additionally, codes were used in place of participants' real names to maintain confidentiality and protect their identities.

3.4 Data Collection

The interviews sought to discover societal and family language choice determinants. It was conducted twice for each meeting, lasting approximately 30-50 minutes, while direct observation was conducted once (see Table 2), also lasting about 60 minutes. Family members' verbal interactions were observed via visual recording, ensuring authenticity, originality, and data continuity. The researcher asked the participants to choose their preferred activities, such as dinner, family evening, or playtime, and record them for about 60 minutes. The observation was held for one session for each family at the participant's residence with the researchers' presence. It allows the researcher to examine language practices in various family contact contexts, revealing language use dynamics in natural and multilingual settings. Table 2 provides the details of collecting the data from both observation and interviews.

Table 2. Timetable of data collection for each family.

Date/month/year of observation	Date/month/year of interview	Family's initial	Participant's address
07/January/2023	09-10/January/2023	A / IM	Ariecco Avenue block BP
14/January/2023	12-13/January/2023	B / HI	Ariesco Avenue block BH
21/January/2023	16-17/January/2023	C / LS	Sidomulyo Street
28/January/2023	19-20/January/2023	D:CA	Bumi Sempaja Avenue block AF
04/February/2023	23-24/January/2023	E:S	Trisari Street
11/February/2023	26-27/January/2023	F:AG	Bengkuring Avenue block SU
18/February/2023	30-31/January/2023	G: AKP	Kapten Sudjono Street
25/February/2023	6-7/February/2023	H:AU	Lempake Subdistrict
04/March/2023	09-10/February/2023	I: IW	Gn. Kapur Street
11/March/2023	13-14/February/2023	J: AM	Anggur Street

3.5 Data Analysis

All data collected from interviews and observations were analysed using the thematic coding method (Braun & Clarke, 2006). The data on participants' multilingualism, perception, practice, and management from interviews and observation were categorised into several codes. It was to answer how migrant families balance the use of local, national, and foreign languages. The data on the implications of the policies for children's access from interviews was classified into codes. These codes were then developed into themes. This analysis aimed to identify patterns or themes in the data that could represent the phenomenon under study. This process involved categorizing the data into various salient and relevant themes, making it easier to organize the vast and complex data into a more orderly and comprehensible structure that provides deep insights into the dynamics of family language policy in the context of a multicultural society.

4. RESULTS

4.1 Balancing the Local, National, and Foreign Languages in Multilingual Families

Multilingual families balance the languages of local, national, and foreign, which can be investigated through Spolsky's tripartite language policy (2012) as language attitude, language practice, and language management, and the results are shown below.

4.1.1 Language attitude

The interviews revealed that the participants strongly perceived Samarinda as a multicultural city where integration and assimilation take place dynamically. There are many migrants from outside Samarinda who live here for financial gain. However, for inter-ethnic communication, the Indonesian language is the most appropriate choice. Interestingly, all

participants agreed that Indonesian with a typical Banjar dialect is used as the language of instruction in the city, although there is a strong tendency to maintain the ethnic language as a symbol of identity in the context of family and traditional events. There was even one family who stated that multilingualism did not only occur in Samarinda but also in their home, as the following excerpt shows.

- (1) I think everyone in Samarinda speaks more than two languages, my wife and me. I am Madurese, but I can speak Javanese, Bugis, and Banjar as well as Indonesian and a few languages, although not fluently. My wife is the same. She is of the Banjar ethnic, but she speaks Javanese, Banjar, and Kutai. It is due to her workplace friends being Kutai. So, if you ask me if Samarinda is multicultural, yes, indeed, it is even multilingual! (S)

Besides, a large number of participants also recognized the benefits of being multilingual, with 80% of them stating benefits such as children's cognitive improvement, economic benefits, and psychological closeness (see Excerpts 2 to 4). From a psychological perspective, they are emotional closeness, mobilizing inter-ethnic communication, expanding friendship networks, and facilitating socialization in the community. Moreover, being multilingual in a multicultural area is also considered an advantage, which not everyone can do, i.e., cognitive aspects (see [Fürst & Grin, 2023](#)).

- (2) When we can communicate with others using their local language, we get economic benefits. For example, when shopping at the market, we use Bugis, and the price of the goods we want can be cheaper than the actual price...hahaha. (AG)
- (3) It is exciting if we master languages. I think we've got many friends everywhere. (IW)
- (4) I believe that when my son can master and speak my local language, and that of my wife's, as well as Indonesian and English. It means that his brain can think more than me. In other words, he is smarter than me. (CA)

Interviews with parents revealed a strong belief in the value of multilingualism for cognitive and social development. Most parents viewed Indonesian as essential for education and broader communication, while ethnic languages were tied to identity and heritage. English, in contrast, was seen as a tool for future mobility and global competitiveness. Family E expressed a strong desire to raise their children by incorporating local languages (Madurese and Banjar), Indonesian, and English into daily routines. Both parents contended:

- (5) "We want them to feel proud of their roots but also prepared for the world. (S)

Similarly, the father from family G argued that local and foreign languages were a must, despite the dominant use of Indonesian. Such sentiments reflect a balancing act between identity maintenance and aspirational goals.

- (6) As Balinese, we keep to maintain our local language, as well as English as a foreign language. Both are a must and a weapon for the future of Bali. (AKP)

However, 20% expressed concern that acquiring multiple languages, including foreign languages, might reduce their children's interest in learning their families' local language. Therefore, these participants did not send their children to learn foreign languages. These families believe that foreign languages will be learned when their children enter primary school. Therefore, these families prioritize the use of local languages at home for reasons of individual identity and origin, as shown in the excerpt below.

- (7) Yes, to be honest, I want my children to be good at English, but I disagree that they are still too young to be pestered with English lessons because they will learn it later with their teachers when they enter school. Better to speak our local language first. (HI)

4.1.2 Language practice

It is also common for husbands and wives to only use the local language when talking about sensitive topics, family traditions, big family events, or when talking to grandparents (Dağdeviren-Kırmızı, 2023). Due to limited vocabulary in the local language, these parents moved back to using Bahasa Indonesia with their kids. Surprisingly, this study showed that the local language was only used when talking to extended family. It was mostly used at traditional events and when talking to grandparents via cellular phone. In this case, there seemed to be a balancing function between keeping the local language alive and teaching English to children as a way to help them succeed in the future. The fact that local languages were still used only in certain family situations shows how dynamic the relationship was between globalization and preserving local culture.

- (8) ... at home, we use Indonesian while talking to them (children) due to the limitation of some Batak vocabulary. But when we call our parents in the village, we use the local language indeed. (IM)

Observations revealed that four out of ten families consistently used more than one language during daily routines. For instance, Family A and J used Indonesian and local language interchangeably during meals, while Family H and I integrated some English words and/or phrases during study time, despite Indonesian-dominated use. Code-switching was prevalent in casual interactions, particularly between cousins, as seen in Family C, where children frequently switched between Indonesian, local languages, and a few English phrases depending on the topic or play context. Notably, language choice was often domain-specific. For example, in Family I, Indonesian was dominant during educational activities, while Javanese was preferred during storytelling and informal family bonding. The strategic separation suggests a deliberate parental approach to language transmission that aligned with cultural preservation and pragmatic communication.

Additionally, the result of direct observation gives researchers more information about how people use language at home and in the community. Indonesian is a common language, but people often use English words in their daily conversations, especially when they are doing schoolwork, chit-chatting, or using social media. Children add some words to their conversations with their parents that they learn on YouTube and other social media sites. Families where no one speaks the local language must use Indonesian to communicate among the family members. It signalled that Indonesian was the lingua franca in the home sphere. However, the children's use of a few English phrases reflected how much exposure to a foreign language they had, as best depicted in the following conversation (Family C) during the observation at lunchtime.

- (9) Mother : *Kita makan siang yuk. Kalian mau yang mana? Ayam goreng atau ayam panggang?* (Let's have lunch. Which one do you like? Fried chicken or roasted chicken?)
Child 2 : *Aku mau ayam panggang, Ma.* (I'd like a roasted one, Mommy)
Child 1 : *No, no, Mommy. Aku mau fried chicken. Itu lebih yummy.* (No, no, Mommy. I'd like fried chicken. It's yummiier)

4.1.3 Language management

The participating families exhibited varied approaches to language management that reflected a spectrum of explicit and implicit strategies in navigating multilingual environments. Two families (Families B and E) adopted deliberate and structured language management techniques. These strategies included the implementation of designated language routines, such as assigning specific days for the exclusive use of English or local languages. Besides, parents incorporated supplementary materials, such as storybooks and digital media, to reinforce exposure to the target languages. Such efforts indicated a proactive orientation toward fostering balanced multilingual development. In contrast, the remaining families (Families C, D, and F) engaged in more reactive and flexible language management practices. Rather than enforcing strict language boundaries, these families adjusted their linguistic input based on situational demands and

children's responses. For instance, when children displayed resistance or limited comprehension in a heritage language, parents would switch to Indonesian to help the children's lack of ability and maintain communication efficacy, while still attempting to reintroduce the heritage language in informal or affective contexts.

Everyone agreed that being multilingual has benefits. When parents want their kids to be able to speak the local language, it brings them closer to their grandparents or other relatives. Being capable of talking to people in English is also helpful because it meets the needs of today, when English is used in every part of life. Keeping the local language alive and meeting the needs of the times while still using the national language is a challenge. The different things parents do for their kids show how seriously they want to prepare them to meet the needs of the world. About 70% of parents have put their kids in English classes, either offline or online. Parents see English as a good investment for the future. These methods change what people expect from schooling and social cohesion to gain social and economic capital. The parents' goals are influenced by their experience and aspirations.

(10) Children have been enrolled in English courses since they were toddlers; it's just that online courses like Doremi. (AM)

(11) We (parents) deliberately put the children in English courses and have them master a foreign language. It was just like us. (LS)

In addition, the efforts made by parents to meet global competitiveness can also be seen in how parents try to slip in and combine some English vocabulary when communicating at home. The other effort found is how parents facilitate foreign language programs or content, especially English online platforms.

(12) ...we usually play English songs or animated films in the evening or on weekdays and holidays when we are together with our family. (AM)

(13) ...it seems easier to get English content than local languages for children. Moreover, many of these contents are absolutely free...hahaha. (AG)

4.2 The Implications of FLP for Children's Access to Education and Economic Resources

FLP in Samarinda significantly affects children's access to education and economic resources. For educational access, multilingual children perform cognitive and academic skills. Research suggests that bi-/multi-lingual children have cognitive advantages over monolingual peers (A. M. Ali, 2023), such as better problem-solving ability and increased mental flexibility, the ability to switch between thinking about two or multiple concepts simultaneously. A child from one of the participants, the outstanding student in his class, is often asked by the teacher to search for any information on the English subject on the internet.

(14) AZ is often asked to search for sources related to subjects on the internet due to his ability to understand English. I think it burdens him a lot, but he said he enjoys him...Hufft...I'm totally wrong. (AM)

AZ's ability to fluidly switch between languages allows him to gather more information and perspectives than her monolingual peers. He benefits from incorporating detailed scientific data from English sources, providing a comprehensive view of the topic. At the final result, his mom showed the researchers his high marks on related subjects due to his ability to integrate diverse sources.

Regarding economic resources, families who promote early multilingual education may increase future job opportunities for their children (Z. Zheng et al., 2023). Children proficient in Indonesian and an international language such as English, by the time they reach adulthood, are well-prepared for the global job market. The ability to speak multiple languages is highly valued in the global job market. A child who grows up speaking the local language and Indonesian at home, and also picks up English through English courses, will have a significant advantage in

later economic endeavors, especially in international business, mining and construction, as well as tourism and hospitality. This idea was supported by one of the participants' interview excerpts:

- (15) ... East Kalimantan is the king of mining industries, particularly Samarinda; therefore, as good parents, we have to be ready for our child's English mastery of English. (AKP)

Samarinda, with its strategic position in East Kalimantan, is a hub for various industries, including mining, logistics, and other private sectors. Multilingual individuals are more attractive to employers, especially in companies with international connections, giving them an edge in securing better job positions and higher salaries. Two-thirds of participants regard promoting multilingual children through FLP as enhancing children's job opportunities in the mining sector. Another economic resource gained by multilingual children in Samarinda is enhanced customer relations in business. A child raised in a multilingual family in Samarinda who learns the local language and Indonesian, along with English, can later use these skills in a customer service role within a local business that caters to both residents and international tourists. The ability to communicate in the customer's native language can enhance customer satisfaction, foster loyalty, and potentially increase the business's clientele base. One of the participants in this study recognized this and claimed that she wants her daughter to be in this position, as shown in the following excerpt.

- (16) I want her to be like my neighbor, MT, as a business guide. Getting much money is the goal, of course, but understanding our local language, Banjar, and explaining it to the foreigners is important, so they are excited to know more about our locality. (S)

5. DISCUSSION

This section discusses two major trends: one is related to the balancing of local and foreign languages, and the other is the implications for economic and educational policy. This initial research question emphasizes the importance of understanding and accommodating national, foreign, and local language interactions in family language policy, particularly in Samarinda, a multicultural city in East Kalimantan, Indonesia. In the research findings, the Indonesian language within the Banjar dialect is used as a lingua franca, which marks an integrative practice in a linguistically diverse society. The use of the Banjar dialect reflects a localized adaptation of Indonesian that helps to maintain the cultural uniqueness of the city, while also serving as a means of inter-ethnic communication. While foreign languages such as English are used for educational and professional purposes, local languages are maintained for cultural purposes (Cohn & Ravindranath, 2014) and intergenerational communication. The balance among languages provides a strong basis for a more reflective and responsive language policy (Spolsky, 2012). That is, language policy should respond to the needs of individuals and groups in society, ensuring that all members of society can participate fully and fairly in their social and cultural lives.

Language policy should foster linguistic diversity and reflect the community's socioeconomic structure and cultural values. Language policy helps communities realize their identity and socio-cultural interests, as well as communicate (Fishman, 2001; Spolsky, 2009). This study supports Curdt-Christiansen and Wang's study (2018), examines how family language policy and parental agency affect multilingual China, particularly in the competition between Putonghua, Fangyan as local dialects, and English. Communities may preserve their linguistic richness while adapting to new communication needs by recognizing and supporting local languages and dialects, providing an inclusive and harmonious environment where all languages and cultures can thrive. Samarinda shows that language policy should be based on personal experiences and needs. The study also illustrates that language policy must adapt to demographic and social changes (Salikoko & Mufwene, 2023) to stay relevant and effective in achieving social and cultural goals.

The findings show how Samarinda's language policy manages the dynamics between global languages like English and local or regional languages, which preserve tradition and

culture, to address how language policy affects social cohesion and cultural identity (Tsui & Tollefson, 2017). Despite pressures to include English in education and daily life to improve competitiveness in the global market (M. M. Ali et al., 2023), local languages continue to play a significant role in more personal and community contexts, particularly in traditional events and intergenerational communication. An effective language policy should accommodate both global and local languages to strengthen social cohesion and maintain languages, connect older and younger generations, and preserve cultural history and traditional knowledge. Local language preservation can also promote social stability and cultural sustainability (Skutnabb-Kangas, 2000) due to language extinction. It means that local languages withstand the fear of extinction and continue to shape and reinforce communal identity, allowing communities to participate more fully in the global conversation while keeping their individuality. A unique finding of this study is the economic benefits of FLP multilingualism. This uniqueness contradicts other studies in different situations. This study found a “kinship discount” (see Excerpt 2), although other studies have found that family language policies affect economic capital, such as work quality and salary (Yang & Curdt-Christiansen, 2020). This term refers to when kinship or ethnicity provides buyers with preferential prices or terms. This proves that context diversity affects outcomes.

Regarding the second research question, i.e., the implications for economic and educational policy, both the economy and educational resources are related to each other. The study found that most parents in Samarinda enroll their children in English classes. It shows that many parents are concerned about their children’s English language skills, which is considered an important investment that can improve employment and further education opportunities (López, 2023; Sapriati et al., 2021; Shen et al., 2021) in the multicultural and global context of Samarinda. This shows how language policies can improve education and foreign language education policies, and help young people compete globally (Sapriati et al., 2021). Thus, foreign language education strategies can improve human resources in the region. In line with this, Shen et al.’s study (2021) found that due to families’ perceptions of Potongua, there is a sharp decrease in Fangyan. It means global demand has brought youths to globality as well as distanced them from locality.

This study also illustrates that language policy affects communication, social status, and economic access in different cultures. Language policy mediates access to economic resources and social stratification (Y. Zheng & Mei, 2021), with some languages being more prestigious and advantageous in the global environment and labor market. Local languages are generally less respected than national or foreign languages (Shen et al., 2021). Local language speakers have many economic alternatives, yet this may limit them. Job advancement in government and international business sometimes requires English or a national language like Indonesian. The study also reveals that Indonesian impacts social, economic, and communication dynamics. An international language like English is seen as a status symbol that increases economic possibilities and ensures resources. This dynamic disadvantages non-English speakers socially.

The implication of Family Language Policy (FLP) on enhancing cognitive and academic performance through multilingualism is a well-documented benefit. Children who grow up learning and using multiple languages often show enhanced cognitive abilities, which translate into better academic performance. Research suggests that children who grow up in multilingual environments tend to develop enhanced executive functions (Alshewiter et al., 2023) such as better problem-solving skills and increased attention control. Multilingual children are often asked to switch between tasks more easily and demonstrate better problem-solving abilities because they are switching between languages, which strengthens their cognitive ability. They also develop stronger attention regulation, as they must often filter out irrelevant information to focus on the appropriate language at hand. These cognitive enhancements, such as improved focus, memory, and flexibility, contribute to overall academic success in various subjects.

Curdt-Christiansen and Wang (2018) found that speaking English increases career opportunities and social relationships. Multicultural countries like China, India, and Indonesia have complex language dynamics that make language policy and economic access difficult. Mastering a foreign language can open up national or localized language-restricted economic sectors (Yang & Curdt-Christiansen, 2020). Multilingualism benefits certain communities, but a lack of representation in education and local language resources may harm others. More inclusive

language legislation should target communicative and socioeconomic language use. Local conditions should inform an inclusive language strategy (García & Li, 2014). These include recognizing ethnic communities' cultural values, communication needs, and economic and social aspirations. Language policy can preserve linguistic and cultural identity while promoting social integration and intergroup peace. Understanding and adapting to each location's uniqueness can assist in creating global language strategies for other countries with diverse languages and cultures. This allows policymaking to address local challenges and global issues. Language policy must be inclusive and effective to tackle the problems. To ensure policies suit community needs, ethnic and linguistic groups must participate. This study advises designing and implementing policies using evidence. Social and economic integration requires multilingual education that balances native and foreign languages. Research is needed to evaluate established initiatives and ensure relevance to changing social dynamics. By implementing these principles, Samarinda and other multicultural communities can adopt language policies that promote linguistic diversity, social cohesion, and economic success while setting a global paradigm for sustainable and successful language management.

Many transnational families struggle with status, education, and finances. Local language preservation and host country language dominance must be balanced (Bose et al., 2023; Lee, 2021; Utrera & de Diezmas, 2023). Utrera and de Diezmas (2023) examine how parents commodify language, forcing them to choose between hereditary, societal, or bilingual/multilingual languages. Parents' ideology or linguistic status strongly impacts immigrant families' decisions (Curdtt-Christiansen, 2018). Home language or school language policies typically take precedence when children start school. The study raises global awareness of multicultural family language policies. Samarinda's language integration and dynamics, such as Indonesian as the main language of teaching and ethnic language preservation, require more comparative studies. Language regulations must account for geography and culture, according to this study. An ethnically and linguistically diverse city like Samarinda might use Indonesian as the lingua franca and encourage local ethnic languages.

6. CONCLUSION

This study found that the interplay between the national language, local languages, and foreign languages strongly influences family language policy in Samarinda, highlighting the need for a more inclusive and dynamic language policy approach. Families balance local language preservation in ethnic and sensitive contexts, while national language policy is the daily language, and for English exposure to meet global demand. The findings imply that language integration in multicultural environments promotes social cohesiveness and economic growth. A good language policy can assist multicultural societies like Samarinda to adapt to changing linguistic needs by considering varied social structures and cultural values. The findings further contribute to Family Language Study theoretically and practically. This study enhances our understanding of multicultural language dynamics and emphasizes the value of linguistic diversity as a social and economic advantage. Policymakers can use the findings to promote language variety and expand educational and economic opportunities. This study contains scale and depth constraints that could be addressed in future studies, which are recommended to involve more participants in various geographical contexts, and the children's agency in shaping the family language policy, rather than relying solely on parents' perspectives, to provide more comprehensive and detailed insights into the effectiveness of language policies in different contexts.

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