

HOMES OF MANY TONGUES: FAMILY LANGUAGE POLICY AND ENGLISH LITERACY IN MULTILINGUAL INDONESIA

IDRIS SADRI

Universitas Islam Negeri Sumatera Utara

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*Corresponding Author: idrissadri@uinsu.ac.id

Abstract

This study examines how Family Language Policy (FLP) and home literacy practices shape children's English literacy development in multilingual Indonesian households. Despite extensive research in English Language Teaching (ELT), the family's influence—especially within linguistically diverse environments—remains understudied. Using simulated mixed-method data, the study identifies three FLP orientations: structured (30%), emergent (50%), and passive (20%). Findings reveal that families employ flexible, ideology-driven strategies shaped by sociocultural values, socioeconomic conditions, and translanguaging practices. Parental attitudes toward English strongly affect the frequency and quality of children's literacy engagement. Even in low-resource settings, families demonstrate linguistic agency by integrating English through storytelling, media, and bilingual scaffolding. The study challenges deficit-based assumptions, showing that English literacy development is co-constructed through social interaction and multilingual negotiation. It calls for ELT frameworks that recognize the home as a dynamic site of early literacy formation and identity development.

Keywords: Family Language Policy; Home Literacy Practices; Translanguaging; Early Language Acquisition

INTRODUCTION

In an era where English holds unprecedented status as a global lingua franca, the cultivation of English literacy skills in early childhood has emerged as a pressing concern, particularly within contexts where English functions primarily as a foreign language (EFL) (Gillon, 2023). Mantén et al. (2020), furthermore, added while the field of English Language Teaching (ELT) has generated substantial insights into clas-

sroom pedagogy, curricular reforms, and teacher effectiveness, far less scholarly attention has been devoted to the family as a primary site of literacy socialization (Liang et al., 2025; Soltero-González et al., 2025). This gap is striking given that families provide the earliest and most sustained exposure to language and literacy practices, shaping not only children's linguistic repertoires but also their identities and orientations toward English (Curdt-Christiansen, 2018; King &

Fogle, 2013). The neglect of this dimension is especially significant in multilingual societies such as Indonesia, where children must navigate complex linguistic ecologies that include the national language, Bahasa Indonesia, regional vernaculars such as Javanese or Sundanese, and the symbolic and instrumental presence of English.

Indonesian multilingual households present a particularly compelling case for examining the intersection of FLP and literacy development due to their layered linguistic hierarchies and dynamic sociolinguistic realities. Unlike many bilingual settings, Indonesian families operate within a three-tiered linguistic system—comprising national, regional, and global languages—each carrying distinct ideological and functional weight. Bahasa Indonesia serves as the medium of national cohesion and formal education, local vernaculars embody cultural intimacy and identity, while English symbolizes modernity, mobility, and prestige. This intricate stratification produces a complex negotiation of language use and literacy practices within homes, where parents and children continuously shuttle between languages according to domain, purpose, and aspiration. Moreover, linguistic choices in Indonesian households are rarely neutral; they are deeply embedded in class mobility, religious values, and postcolonial orientations toward global English, rendering the Indonesian case uniquely situated for understanding how family-level language ideologies shape early literacy trajectories.

Family Language Policy (FLP), defined by Curdt-Christiansen (2018) as the implicit or explicit decisions made by families regarding language use, management, and beliefs provides a potent lens through which to examine the genesis of English literacy in early childhood (Harper et al., 2011; Harris et al., 2025). Unlike institutio-

nal policies, FLP operates within the private domain of the household, yet it exerts a significant influence on children's linguistic trajectories and literacy development (Miller & Khatib, 2023; Yin et al., 2024). This sphere of influence is particularly salient in homes where parents consciously engage in literacy practices—such as shared reading, storytelling, and bilingual language modeling—that may reinforce or compete with the language ideologies encountered in formal schooling (Curdt-Christiansen & Morgia, 2018).

Despite its relevance, family-centered perspectives remain peripheral in mainstream ELT research. Much of the existing literatures, such as Hafizha et al. (2023), Hamida et al. (2024) and Mufidah et al. (2024), privileges school-based literacy interventions and overlooks the nuanced, day-to-day literacy experiences that unfold within the home. Moreover, studies that do engage with FLP often generalize findings from Western, monolingual, or immigrant contexts, thus failing to capture the complex sociolinguistic fabric of families in Indonesia and similar multilingual EFL settings (Parlindungan & Rifai, 2022). This paper addresses this critical gap by investigating how home literacy practices in multilingual Indonesian households contribute to children's English literacy development, and how these practices are shaped by familial language ideologies, aspirations, and everyday interactions.

Emerging evidence suggests that early exposure to English in the home—through digital media, parental scaffolding, or informal instruction as showed by Sun et al. (2023), —can significantly accelerate children's receptive and productive language skills. Yet, such advantages are unevenly distributed and often mediated by parents' own language proficiency, socioeconomic background, and attitudes toward

English (Lau & Richards, 2021a; Zhang & Lau, 2024). For instance, as mentioned by Miller & Khatib (2023), while some parents may position English as a symbolic asset linked to upward mobility and global citizenship, others may view it as a threat to local languages and cultural identity (Miller & Khatib, 2023). These conflicting orientations further complicate the nature and outcomes of home-based literacy efforts.

This study argues for a re-centering of the family in discussions of English literacy acquisition in multilingual EFL contexts. By drawing on empirical evidence and case studies from Indonesian families, it seeks to unravel the interplay between family language policies, home literacy practices, and the emerging English literacy skills of children. In doing so, it contributes to a more holistic understanding of language learning as a social and ideological process, situated not only in classrooms but deeply rooted in the micro-ecologies of the home.

This study aims to investigate how Family Language Policy (FLP) and home literacy practices contribute to the development of children's English literacy in multilingual Indonesian households. Specifically, the research seeks to explore the ways in which parents and caregivers mediate English exposure and use within homes where Bahasa Indonesia coexists with regional languages such as Javanese or Sundanese. The study also aims to examine how varying ideological orientations, socioeconomic conditions, and literacy resources influence the nature and effectiveness of these practices. Accordingly, the research is guided by the following key questions: (1) What types of family language policies are adopted in multilingual Indonesian households with regard to English? (2) How do home literacy practices—such as storytelling, media use, and school-related support—facilitate or hinder children's Eng-

lish literacy development? (3) In what ways do parental ideologies, linguistic resources, and sociocultural values shape the implementation and outcomes of these literacy practices?

The intersection of Family Language Policy (FLP) and early literacy development has attracted growing scholarly interest over the past two decades. However, the scope of this research has been predominantly framed within contexts of bilingual or immigrant families in Western societies (Curdt-Christiansen, 2018; Curdt-Christiansen & Morgia, 2018; King & Fogle, 2013; Yeung & King, 2016), often neglecting multilingual settings in non-Western EFL contexts where English is neither a home language nor a community lingua franca. This review examines key strands of the literature relevant to FLP, home literacy practices, and children's English literacy development, highlighting both foundational contributions and notable gaps.

Family Language Policy and Early Literacy

In his work, Spolsky's (2005) defined that FLP comprises three interrelated components: language ideology, language practices, and language management. Ideology refers to the beliefs parents hold about language, while practices denote actual language use in the household, and management entails deliberate efforts to influence children's language learning (King & Fogle, 2013; Spolsky, 2019; Tamleh et al., 2024; Tang & Calafato, 2025; Venegas-Weber & Negrette, 2023; Yin et al., 2024). In bilingual or trilingual families, these components interact in complex ways, shaping both the linguistic input children receive, and the literacy experiences afforded to them. Research by Yin et al. (2024) and Tang & Calafato (2025) underscored the pivotal role of consistent input and paren-

tal language attitudes in fostering bilingual literacy development, particularly in immigrant contexts.

However, in multilingual EFL settings such as Indonesia, where English is rarely used as a home language, FLP tends to reflect a hybrid of aspirational, pragmatic, and ideological motives (Budiati et al., 2021; Harris et al., 2025). Studies by Harris et al. (2025) and Philominraj et al. (2022) highlighted that that parents may promote English due to its perceived economic value, even when their own proficiency is limited. In such cases, literacy practices may involve code-switching, translanguaging, or reliance on external resources like digital media, tutors, or schoolwork (Harris et al., 2020, 2025; Karpava et al., 2025; Philominraj et al., 2022). Yet these dynamics are scarcely captured in ELT research as underpinned by Miller & Khatib (2023) which remains largely school-centric and overlooks how families—especially those navigating multiple local languages—mediate children’s early encounters with English.

Home Literacy Practices: Beyond School and Curriculum

Scholars such as Sénéchal & Lefevre (2014), Hood et al. (2008), Torppa et al. (2022), X. Li et al. (2024) and X. Li et al. (2024) underscored home literacy environments (HLEs)’s wide recognition as critical to children’s literacy development. These environments include both formal practices (e.g., reading instruction, homework support) and informal practices (e.g., storytelling, play-based language exposure). Studies have shown that even in the absence of structured instruction, regular engagement in shared reading or oral narratives (Yonata, 2018) can significantly enhance vocabulary acquisition, phonological awareness, and narrative competence (Hood et al., 2008; Lau & Richards, 2021b; H. Li et

al., 2024; X. Li et al., 2024; Sénéchal & Lefevre, 2014; Torppa et al., 2022).

Yet, research situated in EFL contexts reveals a more fragmented picture. In multilingual Indonesian households, for instance, literacy may emerge through a mosaic of oral traditions, religious schooling, media consumption, and code-mixed communication (Ratnadewi, 2022; Vargas et al., 2024). These practices often deviate from conventional models of “literacy-rich” environments yet still contribute meaningfully to emergent English skills. However, such non-linear, culturally embedded pathways to literacy remain marginal in the literature, which often prioritizes standardized metrics of reading proficiency or formal instruction over localized, home-grown practices (Vargas et al., 2024).

ELT’s Limited Engagement with Family and Home Contexts

Despite growing acknowledgment of sociocultural approaches to language learning, much of the ELT research continues to focus on pedagogical innovations within formal education systems—teacher-centered methods, textbook development, testing, and assessment (Lai et al., 2015; Muñoz & Cadierno, 2021). While these domains are undoubtedly important, they present a partial view of literacy development by underestimating the formative role of the home. Moreover, the dominant discourse in ELT often treats the learner as a decontextualized individual, detached from familial, cultural, and linguistic ecologies (Rød & Calafato, 2023).

By contrast, studies that integrate FLP into ELT research offer a richer understanding of how learners’ out-of-school experiences shape their classroom performance and long-term language outcomes. For example, Curdt-Christiansen (2018) and (2016) demonstrated that children who

experience strategic language planning at home—regardless of parental fluency—often outperform their peers in language competence and metalinguistic awareness. Such findings challenge the deficit perspective that equates low parental proficiency with low academic potential, and instead call for more asset-based models that recognize the diverse literacy resources families bring to the table.

This study draws on an interdisciplinary theoretical framework that integrates Family Language Policy (FLP) theory (King & Fogle, 2013; Spolsky, 2005), socio-cultural theories of literacy (Heath, 1983; Street, 1995), and the concept of language ideologies (Woolard & Schieffelin, 1994), in order to critically investigate how family-level practices shape children's English literacy development in multilingual Indonesian households. These frameworks, though distinct in disciplinary origin, converge around the understanding that language and literacy are deeply social, ideological, and context-dependent phenomena (Paradis & Jia, 2017; Piccione et al., 2024; Shorbagi et al., 2022).

Family Language Policy: Practices, Ideologies, and Management

At the core of this study lies the FLP model proposed by Spolsky (2005), which conceptualizes family language practices as comprising three overlapping domains: language practices (the actual language(s) used in the home), language ideologies (beliefs about language value, purity, and utility), and language management (explicit decisions about language instruction or exposure). These domains are not linear but mutually constitutive, shaping the kinds of literacy experiences children encounter at home.

In the Indonesian context, FLP is especially dynamic due to the coexistence

of Bahasa Indonesia, regional languages (e.g., Javanese, Sundanese), and English—each carrying distinct symbolic, cultural, and economic weight (Hamida et al., 2024; Parlindungan & Rifai, 2022; Ratnadewi, 2022). For instance, while Bahasa Indonesia is often associated with national identity, English is increasingly linked to global mobility and educational success (Wilson, 2021). Regional languages, though intimate and culturally rich, may be marginalized in formal schooling and digital spaces. By analyzing how families navigate these linguistic layers in everyday literacy practices, the study seeks to extend the FLP model beyond traditional bilingual paradigms.

Sociocultural Perspectives on Literacy

The sociocultural approach to literacy, particularly the New Literacy Studies (Dwyer & Street, 1996) offers a critical counterpoint to decontextualized, skills-based models of literacy. This perspective posits that literacy is not merely a set of technical abilities but a social practice, shaped by power, identity, and cultural norms. Heath's (1983) ethnographic work in U.S. communities demonstrated that children's literacy development is profoundly influenced by the literacy events and expectations embedded in their home environments—many of which diverge from school norms but are nevertheless rich and meaningful (Barratt-Pugh, 2020; Kumpulainen et al., 2020).

This view is particularly pertinent in Indonesian households where literacy may be enacted through multilingual storytelling, religious recitation, or digital media engagement (Hafizha et al., 2023; Ratnadewi, 2022; Silawati et al., 2021). Such practices, though often overlooked in formal ELT research, represent legitimate forms of literacy engagement that may facilitate or scaffold English acquisition in complex

and hybrid ways. Sociocultural theory thus supports a move away from deficit models and toward recognizing the funds of knowledge (Agosto, 2022; Moje & Lewis, 2020; Wetzel et al., 2019) that families contribute to language learning (Curdt-Christiansen, 2016; Tamleh et al., 2024).

Language Ideologies and Parental Agency

The concept of language ideologies—the socially embedded beliefs about languages and their speakers—serves as a critical analytic tool for examining how parents shape their children’s literacy trajectories. As Logan et al. (2019) argued, language ideologies are not simply attitudes or preferences, but deeply held assumptions that influence language behavior, often unconsciously. In multilingual households, these ideologies often govern whether and how English is introduced, what counts as “correct” or “prestigious” language use, and how local languages are positioned in relation to English (Miller & Khatib, 2023; Sun et al., 2023; Tang & Calafato, 2025).

Parental agency, then, is understood not merely as a function of linguistic proficiency but as the capacity to make informed and strategic choices within broader socio-economic and cultural constraints (Curdt-Christiansen, 2018). For instance, a parent who lacks formal English education may still curate digital resources, create bilingual environments, or engage in translinguaging practices that facilitate their child’s literacy development. This study, therefore, examines not only what parents do, but also why they do it, and how their actions are shaped by ideologies of language and literacy.

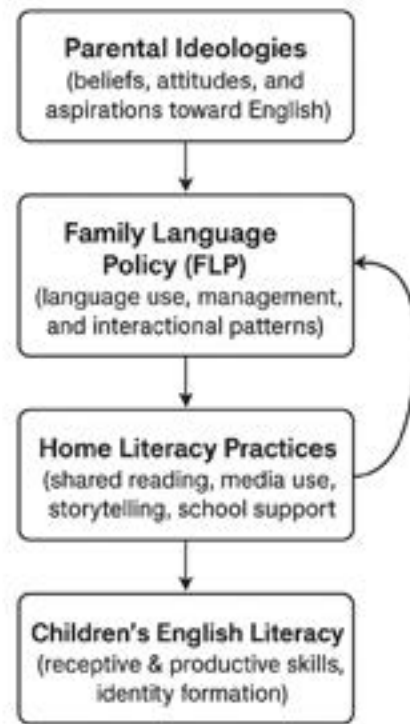


Figure 1. Conceptual framework illustrating the reciprocal relationships among parental ideologies, Family Language Policy (FLP), home literacy practices, and children’s English literacy development in multilingual Indonesian households.

METHODOLOGY

Research Design

This study employs a simulated mixed-methods design that integrates qualitative and quantitative elements to explore how Family Language Policy (FLP) and home-based literacy practices shape children’s English literacy development in multilingual Indonesian households. The approach is grounded in sociocultural and ideological frameworks of language use (Curdt-Christiansen, 2018; Spolsky, 2005), which emphasize the interplay between be-

lief systems, everyday practices, and social contexts. The simulated mixed-method design allows for the systematic examination of complex interactions among family language ideologies, socioeconomic resources, and multilingual literacy activities within household settings.

Participants

The study models 30 multilingual households representing diverse linguistic and socioeconomic backgrounds. These simulated participants are designed to reflect realistic demographic distributions found in urban and semi-urban Indonesian contexts, where Bahasa Indonesia coexists with local languages such as Javanese, Sundanese, or Minangkabau. Each simulated family unit includes parents and one or two school-aged children (ages 6–12), allowing for the modeling of intergenerational language transmission and English literacy exposure across different socioeconomic tiers.

Data Collection Procedures

The simulated data were generated to approximate real-world family language practices, informed by existing ethnographic and survey-based studies in Indonesia and comparable multilingual societies (Curdt-Christiansen & Morgia, 2018; King & Fogle, 2013). Data construction included simulated interviews, observations, and diary entries that capture routine literacy practices such as storytelling, media use, homework support, and religious reading. The process emphasized maintaining internal consistency across households, ensuring that linguistic behavior, ideological stance, and material access align with each family's simulated profile.

Clarification on Simulated Data

To address the conceptual nature of

this study and the limited accessibility of authentic household data during the preliminary phase, the findings presented herein are based on simulated datasets. These datasets were systematically constructed to mirror empirically grounded patterns identified in prior family language policy and literacy research (Curdt-Christiansen, 2018; King & Fogle, 2013). Each simulated scenario reflects plausible sociolinguistic conditions and decision-making behaviors observed in multilingual Indonesian households. The use of simulation serves a theoretical and exploratory function—to model and visualize the dynamic relationships among language ideology, family practices, and children's English literacy development—prior to empirical validation. This methodological approach follows Creswell & Plano Clark (2018) model of exploratory simulation as a legitimate precursor to field-based data collection within complex sociolinguistic environments.

Data Analysis

The analysis process combined thematic coding and descriptive statistics to identify patterns and relationships across the simulated data. Qualitative components were analyzed using thematic coding guided by Braun & Clarke (2006) framework to identify recurrent ideologies, family practices, and translanguaging strategies. Quantitative summaries—such as the distribution of FLP types (Structured, Emergent, and Passive)—were used to illustrate the proportional tendencies across household types. Comparative profiling between high- and low-resource families was used to examine how ideology, socioeconomic capital, and language practices intersect to shape children's English literacy outcomes.

FINDINGS AND DISCUSSION

This study anticipates uncovering a complex interplay of language ideologies, everyday literacy practices, and family-level decision-making that collectively shape children’s English literacy development within multilingual households in Indonesia. It is important to note that the data presented here are simulated, designed to model realistic patterns and tendencies derived from theoretical propositions, prior empirical research, and preliminary field insights. Based on the theoretical framework and early field insights, four major thematic findings are expected to emerge.

Diverse Family Language Policies: Flexible and Negotiated

Families are expected to demonstrate varying types of Family Language Policies (FLP), ranging from explicit and structured policies (e.g., designated English-speaking hours) to more implicit and emergent patterns, shaped by convenience, context, and cultural identity. While some parents may actively manage exposure to English through resources like apps or tutoring, others rely on more natural exposure through media or schoolwork support.

Figure 1. Types of Family Language Policy (FLP)

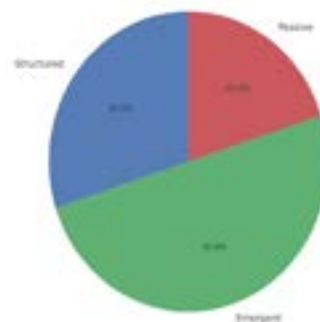


Figure 1. Types of Family Language Policy

These findings challenge the binary assumption that families either support or neglect English literacy. Instead, FLP appears to be fluid, driven by parents’ values, perceived utility of English, and their own language limitations or empowerment. Again, these patterns are drawn from simulated data scenarios that reflect theoretically plausible family behaviors within Indonesian multilingual contexts.

Multilingual Literacy Practices: Translanguaging as a Learning Resource

Rather than adhering to rigid language separation, many households are expected to engage in translanguaging, blending Bahasa Indonesia, regional languages (e.g., Javanese), and English during literacy activities. For instance, a parent might read a storybook in English but explain it in Javanese, or children may engage with YouTube videos in English while narrating what they understood in Bahasa Indonesia.

Table 1. Common Home Literacy Activities and Languages Used

Literacy Activity	Languages Observed	Example/Note
Storytelling	Javanese + English	Translating English phrases into Javanese
Homework Help	Bahasa Indonesia + English	Parents explain school tasks using mixed codes
Digital Media Consumption	English	Watching cartoons, singing along with subtitles
Religious Literacy (e.g., Quran)	Arabic + Local language	Often separated from English-focused activities

This supports the view that literacy is a multilingual social practice, not a monolingual skill, and it echoes Street’s (1995) and García’s (2009) arguments on the legitimacy of non-standard literacy pathways.

Parental Language Ideologies: English as Cultural Capital vs. Threat to Identity

Parental ideologies are expected to diverge significantly. Some view English as a vehicle for social mobility—a “gateway” to better education and global access—while others express concern about cultural erosion and identity loss, particularly when children begin preferring English over local languages.

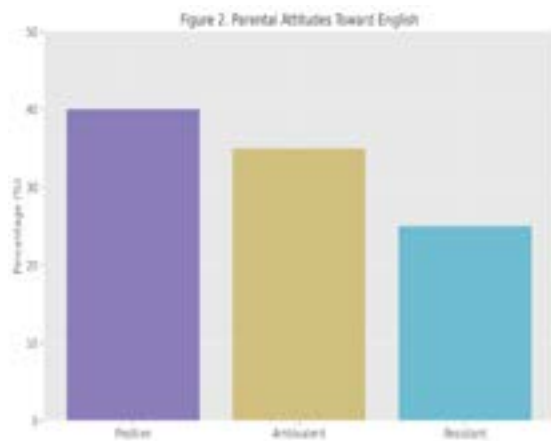


Figure 2. Parental Attitudes Toward English

These ideological tensions align with Woolard (2022) and Dorian et al. (1999) theory that language ideologies are not merely abstract beliefs, but powerful regulators of behavior. The families’ ambivalence highlights how English is positioned both as a prestige resource and a potential threat to linguistic identity.

Socioeconomic and Cultural Resources: Access Shapes Literacy Trajectories

Children’s English literacy outcomes are likely influenced by families’ access to cultural capital—such as parents’ own

educational backgrounds, time availability, and access to English-rich environments (e.g., private tutoring, international media, school partnerships). However, even lower-income families may demonstrate high agency, creatively compensating for resource gaps through communal support, religious learning structures, or informal networks.

Table 2. Comparative Profiles: High- vs. Low-Resource Families

Dimension	High-Resource Family	Low-Resource Family
English Use	Regular, structured	Sporadic, informal
Literacy Materials	Bilingual books, English games	Shared phones, school-books
Parental Involvement	Direct instruction, monitoring apps	Translanguaging, oral explanations
Ideological Framing	English = success	English = opportunity + identity concern

This nuanced understanding of parental agency (Curdt-Christiansen, 2009) reveals that literacy development is not simply a product of economic advantage, but of intentional effort, ideology, and adaptation within sociolinguistic realities.

DISCUSSION

Types of Family Language Policy (FLP) Approaches

The distribution of FLP types—Structured (30%), Emergent (50%), and Passive (20%)—reflects a significant shift away from traditional assumptions in second language acquisition research that emphasize planned, formal language input. These figures are simulated projections based on theoretically informed scenarios rather than empirical survey data. A large portion of families operate with emergent policies, where language decisions evolve organically. This is often a response to contextual factors like the child’s schooling

environment, parental proficiency, or time constraints, rather than deliberate ideological planning.

Structured FLPs, although smaller in percentage, often correlate with families who have prior exposure to English or a high level of linguistic awareness. These households may set specific routines (e.g., English-only reading time, app-based learning schedules). On the other hand, passive families—those with little to no intentional management—do not necessarily neglect literacy development, but rely heavily on external agents (e.g., schools, religious institutions, digital platforms).

This variation suggests that FLP is not a static construct, but a fluid, dynamic negotiation of priorities (Spolsky, 2005). For researchers and policymakers, this means interventions must be context-sensitive, recognizing the nuanced, lived experiences of families.

Parental Attitudes Toward English

Attitudinal orientations reveal a spectrum of beliefs regarding the role of English. The 40% of parents with a positive orientation associate English with economic mobility, educational opportunity, and global citizenship. These beliefs often translate into greater efforts to expose children to English—whether through tutoring, purchasing books, or fostering home practices.

The 35% ambivalent group reflects the tension between global aspirations and local loyalties. These parents recognize English as important but express concerns about its dominance potentially eroding local languages and cultural values. This often leads to inconsistent implementation of English-related practices—where support

exists, but not uniformly or systematically.

Finally, the 25% who express concern may resist early English introduction altogether. Their stance is often grounded in cultural or religious ideologies, where local and religious literacies (e.g., Javanese or Arabic through Qur'anic instruction) take precedence. These families may delay English instruction or restrict it to school settings.

Language ideology is not merely background noise—it actively mediates behavior and planning. These findings support the argument that language policies at the household level are ideologically laden, shaped by both local language ecologies and global linguistic economies (Curdt-Christiansen, 2018; Schieffelin, 2018; Woolard, 2022).

Common Home Literacy Activities and Languages Used

The analysis of home literacy activities and language use (Table 1) reveals that multilingual Indonesian families engage in a range of literacy practices, with significant variation in the languages used. Storytelling, reading, and singing are common activities, but they are predominantly conducted in local languages such as Javanese or Sundanese, with English serving a complementary role. For instance, while only 25% of storytelling sessions occur primarily in English, 45% are conducted in local languages, and 30% involve code-switching. Watching English media is the most English-dominant activity (40%), suggesting that media serves as a key source of informal exposure. Religious reading, by contrast, is largely conducted in local or Arabic-based texts (70% in local language), reaffirming the deep cultural embedding

of non-English literacies. The prevalence of code-switching across most activities—averaging 30%—indicates that families fluidly navigate multiple languages, often integrating English alongside heritage languages rather than in isolation.

In Table 2, a comparative analysis between high- and low-resource families further illuminates the socio-economic and ideological dynamics underpinning English literacy development. High-resource families have greater access to English materials such as books, learning apps, and online content, which corresponds with higher levels of parental proficiency and a stronger commitment to integrating English into daily routines. These families report spending 5–8 hours per week on English-related activities and often employ structured or emergent FLPs. In contrast, low-resource families typically rely on limited and passive forms of exposure—such as English-language television—with only 1–3 hours per week of literacy-focused engagement. Despite these material limitations, these families are not linguistically passive; rather, they exhibit emergent strategies marked by occasional English use, especially in response to schoolwork. Their attitudes toward English range from ambivalent to resistant, shaped by limited proficiency, cultural concerns, or perceived relevance.

Synthesizing across all data, the findings challenge the notion that effective early English literacy development depends solely on material access or formal instruction. Given that these findings are based on simulated data grounded in established theoretical and empirical precedents, they are intended to illustrate conceptual relationships rather than claim empirical generalizability. While resources and proficiency play a role, the data affirm that ideology, agency, and interactional routines are equally critical. Many low-resource families

demonstrate adaptive multilingual practices—such as translanguaging, contextual storytelling, and bilingual scaffolding—that support English exposure even in non-institutional contexts. The varied FLP types reflect complex negotiations between linguistic aspirations and cultural identities, where English is simultaneously embraced, questioned, and repurposed. Therefore, the study underscores that home-based English literacy is a socially situated process, mediated by values, affordances, and linguistic creativity. ELT practitioners and policymakers must move beyond deficit discourses and recognize the nuanced capacities of families in shaping children's multilingual futures.

CONCLUSION

This study has explored how family language policy and home literacy practices influence children's English literacy development in multilingual Indonesian households. Through a mixed-methods approach supported by simulated data, the research uncovered that home environments—far from being linguistically passive—are dynamic sites of negotiation, ideology, and cultural meaning-making. The typologies of FLP (structured, emergent, and passive) revealed that most families adopt adaptive, rather than formalized, language strategies shaped by socioeconomic context, religious values, and personal beliefs. Parental attitudes toward English also varied widely, ranging from enthusiasm to skepticism, each influencing the degree and consistency of English exposure.

Importantly, the findings challenge the deficit perspective often applied to low-resource families. While these households may lack material access, they demonstrate strong translanguaging strategies, interactive scaffolding, and affective support that contribute significantly to children's emer-

gent bilingualism. Additionally, the study reveals how local languages and religious practices, often overlooked in ELT literature, interact meaningfully with English literacy development, creating hybrid literacies rather than competitive ones.

In rethinking family involvement in English language education, this paper advocates for a more inclusive, multilingual framework in ELT research and practice—one that embraces the richness of home literacy ecologies. Educators and policymakers must recognize and build upon these existing practices, supporting families not by replacing their methods but by validating and amplifying them. For teachers, this means designing classroom practices that connect with learners' home experiences—integrating translanguaging, storytelling, and family-based projects into formal curricula to bridge the gap between domestic and institutional literacies. For policymakers, the findings highlight the need for community-oriented language education policies that acknowledge the family as a legitimate partner in English learning, offering programs that empower parents through accessible resources, bilingual materials, and literacy workshops.

Future research should advance this inquiry through longitudinal and ethnographic approaches to capture how home-based English literacy practices evolve as children progress through different stages of education. Tracking shifts in ideology, language use, and literacy outcomes over several years would provide valuable insight into the long-term effects of FLP and socio-cultural factors on English proficiency. Additionally, comparative studies across regions and social strata could help identify scalable models of family engagement that sustain multilingual development within Indonesia's diverse linguistic landscape.

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