Two Indonesian Mothers' Journey in Nurturing Children's Bilingual Development: From Practices to Aspects of Reflection

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ABSTRACT

This study presents the reflections of two Indonesian mothers working as EFL teachers on their experiences of fostering their children's bilingual development. It employed a narrative inquiry approach, gathering the participants' stories through oral and multimodal narratives. The mothers shared their stories during a semi-structured interview and through photos and videos. The findings reveal that the participating mothers introduced English to their children early by engaging them in natural English interactions and activities such as story reading before bed, hands-on activities, role-playing, games, and daily communication. Despite many similarities in activities, the consistency and continuity of providing exposure to English and Indonesian languages are different. The first mother implemented One Parent One Language Strategy (OPOL) with her child, using English with mother and Indonesian with father. On its journey, she shifted the strategy to Minority Language at Home strategy (MLaH) due to her husband's passing with her child communicated English at home and learned Indonesian from school, relatives, and communities. Meanwhile, the second mother used English and Indonesian (mixing language strategy) to communicate with her daughter, using English as the dominant language. When her daughter started mixing the structure of the languages and experienced language confusion, the second mother minimized English use at home and shifted to using Indonesian as the dominant language at home. The findings also indicate that in nurturing children's bilingualism, the mothers' choices of practices involved five aspects of reflection: their philosophy, belief, theory, practice, and sociocultural aspect beyond practice. This study highlights that the process of nurturing children's bilingual development is not a linear process. It involves a more complex relation of various factors that influence parents' decision in (dis)continuing certain language policies.

Introduction

The prevalence of children growing up exposed to more than one language is on the rise globally (Pieretti & Roseberry-McKibbin, 2016), including in Indonesia. In this context, parents are increasingly choosing to raise their children bilingually driven by various motivations, including improving job prospects, traveling worldwide, and accelerating language acquisition (Akgül et al., 2017). It is important to note that the term 'bilingual' encompasses a wide spectrum, ranging from the ability to speak two languages at a native-like level, as proposed by Bloomfield (1993), to a more flexible definition that includes the capacity to comprehend and use more than one language (Apriana & Sutrisno, 2022; O'Grady, 2010; Parker & Riley, 2010; Saville-Troike, 2012). This study is centered on parental support for early bilingualism, which involves the ability to express in more than one language by exposing languages before puberty.

In the Indonesian context, bilingualism is common, with children typically introduced to the local language and/or their parents' languages at a young age, prior to learning the formal Indonesian language (Indriani et al., 2021). The formal introduction to the Indonesian language generally begins when they enter school (Efendi, 2020). While bilingualism is not new in Indonesia, the phenomenon of exposing children to English from an early age as part of this bilingualism is a relatively recent development, primarily influenced by globalization and increased international social interactions (Silvhiany, 2019). Notably, approximately 1.35 billion individuals globally use English as their mother tongue or as a second language (Szmigiera, 2021). This heightened global interconnectedness, coupled with increased cross-border mobility and digital communication, has shifted how languages are introduced and acquired (Indriani et al., 2021).

The process of developing languages other than Indonesian, like English, heavily relies on the support of the family. In this context, parents shape the language environment at home and become the initial educators in helping their children acquire language skills, knowledge, and cognitive abilities through their interactions (Indriani et al., 2021). This underscores the significance of family language policy (King et al., 2008) within the framework of language socialization (Schwartz & Anna, 2013). Furthermore, Rodríguez (2015) emphasizes the significance of considering the needs of children, families, and the broader community to foster both active and passive bilingualism at in early age.

Scholars have extensively examined parents' strategies in fostering children's bilingualism. The first strategy is One Person One Language (OPOL), when one parent consistently uses one language while the other uses another (Romain in Barret, 1999). Referring to a similar strategy, Barron-Hauwaert (2004) used the term 1P1L (One Parent One Language). The second strategy is Minority Language at Home (MLaH), which occurs when parents with different native languages both speak a minority language to their child at home; this is shown by some families who live in England applied a Spanish-only-at-home policy (Surrain, 2018), and the child learns the majority language from community. In a non-native bilingualism context, MLaH can also represent the members of the family using a foreign language at home and the majority language learned outside the house, as shown in Spanish society, when all members of the family speak English at home, and Spanish used outside the house (Diezmas & Utrera, 2023). When the parents have a similar native language, which is a minority language, and use it as a home language, the strategy is termed as a non-dominant home language without community support (Romaine in Barret, 1999). Another approach is

Double Non-Dominant Home Language Without Community Support, where parents from different language backgrounds communicate with the child in their respective mother tongue, while the majority language is foreign to both parents (Romaine in Barret, 1999). Furthermore, the mixed language strategy involves parents being bilingual and using more than one language, often leading to children mixing vocabulary and grammar from two languages in their sentences (Barron-Hauwaert, 2004). In the non-native bilingualism context, some parents also use the strategy of time and place with English used at a particular time or place, such as during bedtime stories (Diezmas & Utrera, 2023).

In addition to those specific techniques, parents employ various methods and media to foster their children's bilingual development at home (Akgül et al., 2019), such as using audio-visual media, books, bedtime stories, songs, reinforcing school activities at home, engaging in conversations in the second language, and finding a foreign assistant or nanny, including traveling to native-speaking countries (Ascough, 2010). Ascough's study also underscores the importance of parents' continuous efforts and flexibility in fostering bilingualism in their children (Ascough, 2010). On the topic of parents' efforts, there is a phenomenon known as "Maternal English Education" in which many Korean mothers are dedicated to raising their children bilingually despite concerns about their English proficiency (Seo, 2021). They rely on ready-made English learning materials like DVDs, authentic books, and songs to support their children's bilingual development (Karagöz & Erdemir, 2022).

In choosing the techniques, media, and other efforts to foster their children's bilingual development, parents have various reasons and considerations of what, why, and how they decide and actualize their decisions into actions. In this case, five aspects of reflection, such as philosophy, belief, theory, practice, and sociocultural (Farrell, 2022) orientation, potentially contribute to the parents' decisions and actions for their children's bilingualism support. In terms of philosophy, the values the parents hold, such as their ideology of family language policy (FLP) that has developed from their personal and professional experiences, can become the foundation and guidance for the way they manage children's language development (Indriani et al., 2021). Besides philosophy, parents' belief in English being pivotal for academic and economic achievements (Wu, 2005) and contributing to their children's careers in the future (Lee et al., 2015) influence their tendency to raise their children as bilinguals. In the context of raising children as English-Indonesian bilinguals, parents' belief in the importance of early exposure to English, as well as their confidence in their language competence, have contributed to their choice of practices in supporting their children's bilingualism (Indriani et al., 2021). The parents' belief, Nakamura (2019) noted, is usually influenced by individual and social experience, partner's support, and fortified by their participation in society.

In addition to philosophy and belief, various theories potentially influence parents in deciding certain language policies of bilingualism. For example, research from Bal et al. (2020) shows that many families support the idea that "younger is better" with some experts theorizing that knowing and speaking languages would be more persistent for young children. The theories on the advantages and downsides of bilingualism also potentially influence parents' choices of bilingual policy and management for their children. In this case, various experts assert that bilingualism offers a multitude of advantages, including cognitive (Bialystok, 2017; Bialystok et al., 2012; Byrd, 2012; Grosjean, 2009; Marian & Shook, 2012; Steinberg et al., 2001), social-emotional, future career prospects, and opening doors to opportunities in various fields (Kennedy & D, 2013; Mosty & Samuel, 2013; Pransiska, 2017). Despite the highlight of cognitive benefits, Thordardottir (2015) reminds us that unequal

language exposure can lead to disparities in language performance. Some studies also emphasize which technique is better than the others, such as that simultaneous bilingualism generally offers more benefits than sequential bilingualism (Apriana & Sutrisno, 2022) as sequential bilinguals may encounter difficulties in vocabulary, morphology, and syntax due to distinct grammatical structures. Those theories highlighting bilingual advantages through specific language exposure strategies led some parents to choose certain bilingual policies and strategies for their children (Karagöz & Erdemir, 2022).

Despite its potential benefits, concerns among parents about raising bilingual children persist, such as limited vocabulary, delayed language development, and challenges in the dominant language community in understanding their children's languages (Akgül et al., 2017). Crystal (2023, as cited in Apriana & Sutrisno, 2022) asserts that the brain may struggle to simultaneously process two distinct language systems in children, potentially slowing the acquisition of both languages. Meisel (2006) supports this viewpoint, finding potential negative impacts on children's cognitive, psychological, and linguistic competence due to bilingualism. Parents also worry about language mixing, which can lead to long-term lag in monolingual peers (Kennison, 2014).

In fostering children bilingualism, parents may also reflect on their practices of exposing their children to more than one language such as some parents living abroad applying MLaH while others are more flexible in providing language opportunities by speaking each language at home and benefitting from school-based support (Surrain, 2018). The different practices are also shown by parents who live in their hometown and those living in another country during the bilingualism process of their children (Akgül et al., 2019). The former adopted the one language-one environment method and allowed their children to acquire the language by nature, while parents living in their own country were found to endeavor deliberately by employing more efforts due to the need for more language exposure and practice (Ascough, 2010; Seo, 2021). The parents' decision to support and implement bilingualism as a language policy at home can also be influenced by sociocultural orientation, such as social, moral, and political aspects that influence their choice of action; for example, Chinese parents who live in the U.S. tend to raise their children as English-Chinese bilinguals so their children can maintain their heritage language (Wu, 2005) and culture.

Recognizing the pivotal role parents play in nurturing their children's bilingual skills, numerous scholars have delved into the dynamics of parents raising bilingual children, exploring aspects like their motivations (Nordstrom, 2022; Romanowski, 2018), perspectives (Akgül et al., 2019; Bal et al., 2020; Lee et al., 2015; Seo, 2021), and strategies or procedures (Ascough, 2010; Seo, 2021). While there is a substantial body of research on native contexts, relatively less attention has been paid to how non-native parents, who also happen to work as EFL teachers, foster their children's bilingualism. Therefore, this study offers insights into the experiences of two Indonesian mothers with a background in English teaching as they nurture their children's bilingual development.

Method

Narrative inquiry (Clandinin & Connelly, 2000) was used in this study by taking data from two Indonesian mothers' oral and digital multimodal narratives of their experiences in fostering their children's bilingual development. In this case, the writing of narratives is an integral part of data analysis and is used both as the object of study and as a way of presenting the findings. Since this study intends to capture the nature and meaning of supporting the children's bilingualism experiences that are difficult to observe directly and are best

understood from the perspectives of the mothers who experience them, narrative inquiry is appropriate for this.

The Participants

During data collection, the first participating mother, Bu Lola (pseudonym), a 37-year-old mother, was an ongoing student in a doctoral program in English education at a public university in Indonesia. At the same time, she was an English lecturer at a private university and had some experience in teaching English to young learners. Her daughter, Zia, was 6 years old kindergarten student. Bu Lola has been raising Zia as a single parent since her husband passed away when Zia was three years old. Since this narrative inquiry also includes the stories of how the participant fostered her daughter's bilingual development in the past, the late husband was included in the story as he has become part of Bu Lola's stories of fostering Zia's bilingual development.

The second participating mother, Bu Pia (pseudonym), was a 35-year-old mother who earned her bachelor's degree in English Education from a private university in Indonesia. She has been teaching in various English Education institutions, such as English to young learners in an English course, English in an English language center, and English for Specific Purpose in a private university. Her daughter, Nayla, was 5 years old and was waiting for her to enroll in kindergarten. Bu Pia's husband, an English teacher at a secondary school, mainly spoke Indonesian, except when he helped Bu Pia model English dialogue. Bu Pia also had a 2-year-old son, which she included in her story even though the focus was on her language interaction with her daughter, Nayla.

Data Collection and Analysis

The participants were interviewed (Barkhuizen, 2017; Chase, 2003), in which they were invited to 'tell me about…" their experiences of raising a bilingual daughter. The interviews were conducted using two different modes. The first participating mother was interviewed face to face, while another participating mother was interviewed via an online tool. During the 30-to-40-minute interviews, participants were encouraged to use the language they were most at ease. This meant they could communicate in Indonesian, English, or their mother tongue while sharing their stories. Notably, the first participating mother chose to convey her experiences in English, while the second one opted for Indonesian.

In addition to oral narratives, several digital multimodal narratives, in the form of videos of language interaction between the mothers and their daughters, were also used both as sources and stimulating tools. The videos were taken from the participants' social media postings and completed with captions as well as videos personally shared to the researcher. The videos were used with permission from the participants to be part of the analysis.

Once the data had been collected, the process of narrative analysis commenced by involving meticulous transcription of the interview recordings and repeated readings of the transcripts. As the stories were retold, every event, narrative, and experience shared by the participants was interwoven to create a meaningful connection among the settings, characters involved, and the chronological order of events. To streamline the complexities of these stories into manageable themes and sub-themes, similarities and distinctions within the narratives were pinpointed. These findings were then correlated with existing literature from related studies.

Results

Bu Lola's Story: Consistency is the Key

Bu Lola believes that English is no longer a foreign language in Indonesia; it is a language of communication and lingua franca that will help us survive today's challenges. Besides teaching English at the university level, Bu Lola had some experience teaching English to young Indonesian learners. As she believes that teaching English to young learners should be conducted in a natural and fun way, she did not do it in formal ways. Instead, she asked the learners to join in games, engage in real conversation, and do projects with English as a communication tool. Her choice of facilitating the young learners with natural and contextual language interaction was successful in developing their English skills. Therefore, she firmly believes English would best be acquired through a natural and meaningful language interaction. Accordingly, she had the idea of raising her daughter by introducing English very early through natural interaction.

Besides her belief and previous experiences, two other aspects that contributed to Ibu Lola's decision to make English one of the languages used at home were her worry about the system of formal English teaching and her belief in the benefit of bilingualism to her daughter's cognitive development, she explicitly stated:

I just do not want to make her think that English is hard. Many students in my surroundings consider learning English at school to be something difficult. Therefore, I engaged Zia with English in a natural, contextual, and stress-free environment. So, she will not experience any pressure in learning English and will think that English is something easy; it is natural. In addition, I believe that learning some languages can also develop her cognitive thinking. In Zia's case, she can know and identify very well when and where she should speak English or Indonesian. Furthermore, she has grown to be a critical thinker; she has good analytical and thinking skills.

Bu Lola started to engage her daughter in English when she found out she was pregnant. She talked to, sang, told stories, and engaged the baby in English interaction during her pregnancy. As soon as the baby was born, she engaged Zia (her baby daughter) in full English by supporting the interaction with all possible activities she could think of.

When she was born, I interacted with her in English all the time and engaged her in any possible activities in English. I engaged her in real English communication every day; I used games, hands-on activities, picture reading interaction, experiments, role-playing, and other activities. I used any media to develop her English, such as picture books, DVDs, YouTube videos, songs, craft properties, science experiment tools, puzzles, toys, and other educational toys.

In implementing various techniques and media, Bu Lola has maintained the naturalness of language interaction, as shown in all videos of Zia's publicly shared activities. In one of the videos, for example, Bu Lola conversed with Zia about the trash that they saw on their way home related to the story from a movie that Zia watched:

Bu Lola   : What happened when we threw the trash on the road and in the river?
Zia   : The world becomes dirty.
Bu Lola   : The world becomes dirty. What else? What about the fish in the river?
Zia   : The fish die, they thought the trash was food but, then they eat it, the trash stuck in their neck and they die,
Bu Lola   : I see

Zia   : If fish are good for humans to eat, how can humans take them and make them into their food? The fish have already died! So, there is a king of evil devils, and they make people and make humans worse with magic.

The dialogue shows how Bu Lola focused on encouraging Zia to expand and deepen the content of the dialogue and avoided corrections to the accuracy of structure and vocabulary. In that case, Bu Lola emphasized that she tried to support the interaction as naturally as possible. Bu Lola also considered Zia's interests to guide her actions in developing Zia's bilingual development. Through the story of Zia's past responses, she reflected that in the past, her daughter did not respond enthusiastically to the singing-along activities. By learning from her interaction with her daughter, she learned that Zia loved songs but did not like singing along, which changed her choice of providing other activities for Zia.

Bu Lola shared the language roles at home to balance Zia's bilingual needs. At that point, she consistently became Zia's language model and interlocutor of English, and her (late) husband became Zia's language model and interlocutor of the Indonesian language. Then, when Bu Lola's husband passed away, she continued to communicate in English with Zia, resulting in Zia's tendency to use English at home while the Indonesian language was mostly learned from the community.

Thus, I think the key is consistency and communication in contextual and natural settings. I have consistently involved Zia with English from the beginning, and I have been doing that until now. Accordingly, Zia grows to be an English speaker. The consistency Bu Lola highlighted does not mean she avoided exposing her daughter to Indonesian texts, especially with Zia's need for the Indonesian language for schooling and curiosity over Indonesian texts and sources. She stated, "Currently, even though I verbally communicate in English with my daughter, I also engage her with Indonesian texts due to her curiosity and excitement about reading and school preparation." The videos reveal that even in the interaction of reading and discussing Indonesian text, Bu Lola tends to use English as the language of communication.

While she needed to accompany Zia to comprehend various texts in the Indonesian language, videos shared by Lola showed how Zia grew into a more autonomous English user who could use available resources to develop her English acquisition. Commenting on the videos, she highlighted:

> Zia is also now developing her learning autonomy; for example, she initiated playing with her Barbie dolls by recreating stories and dialogue inspired by what she has watched in the movies. At that point, she no longer needs me all the time to communicate in English, she has her unique way of developing her English language independently.

In the future, Bu Lola expects Zia to develop her English and other languages better. She also hopes that Zia can engage in English in a 'real' context, such as in English-speaking countries. Even though it seems that Bu Lola tends to focus on English and Indonesian language maintenance, she is fully aware of Zia's need for her mother tongue; she said, "I am also aware of Z's identity development as a *Bataknese*, to be proud of it and to be able to speak the language and I am planning to involve her more in *Batak* communities to support her identity and maintain her *Bataknese* language as her mother tongue."

Bu Pia's Story: I Concerned with My Daughter's Language Needs

Bu Pia has been interested in young learners' language learning. Her first-time career after getting her bachelor's degree was as an English teacher for young Indonesian learners. She

loves interacting with children and trying interactive techniques to engage them with English. When she had her first baby daughter, she was filled with joy and enthusiasm to teach anything that she could, one of which was the English language as she revealed, "It was only because of the excitement of having a baby, so I was curious in trying to introduce her to a foreign language. Since the only foreign language that I mastered was English, so I engaged her in English." She was surprised by the fact that her baby daughter responded well and showed fast progress in recognizing English. Even though she did not specifically design a bilingual plan for her baby daughter, she thought the baby's interaction with English had started since the baby was in her womb.

> Well, before my daughter was born, I did not have specific plans in preparing her to be fluent in English. But it seems that my activities during pregnancy had some influences since I compared it with my second pregnancy. When I was pregnant with my daughter, my days were full of English teaching in four different institutions, at campuses and English courses. So, I think my daughter had already accessed, heard, and interacted with English by listening to me as her mother and other people around me. I think she already got used to English since she was in my womb.

Even though she did not intentionally prepare her baby daughter (Nayla) to speak English very early in addition to Indonesian, she believes that her baby daughter's interaction with English sounds, to some extent, has contributed to her familiarity with English.

In its implementation of supporting Nayla's bilingual development, Bu Pia spoke to Nayla in Indonesian and English, with English as the dominant language. The emphasis on introducing English as one of the home languages was also encouraged by some theories that she had learned, such as learning languages in the golden age, which tended to be easier, even though she was also aware that some opinions disagreed with the theories.

While Nayla was engaged in Indonesian in her interaction with all family members, such as her father and other relatives, Nayla's main English interaction was only with Ibu Pia. sIn supporting Nayla's English development, Ibu Pia applied various techniques she learned from theories and her experience.

> I started using picture book reading activities. In the beginning, I introduced English vocabularies on the book by using a full English sentence, such as 'Look! that is a cow and that is a sheep. But actually, prior to that, I already exposed her with nursery rhymes which had many simple and similar sounds and repetitions such as, 'Johny, Johny, Johny.' That is easy right? Or 'Rain, rain, go away.' I started with super simple things. I kept repeating the same rhymes several times in many occasions. After she became quite familiar with the simple rhymes then I introduced her to different rhymes with more complicated vocabulary and pronunciation. After she was able to respond to my utterance/question, I introduced her with English vocabularies, starting from vocabularies around the house. Then I gave her question such as 'what's this, what's that?' Nayla was able to answer in a full sentence since my husband and I modelled the conversation. For example, I asked 'Ayah, what's this?' or 'Ayah, what's that?' and my husband would answer 'It's a...'. Another example was 'What's your name?' or 'How old are you?' and my husband would answer, "I am…" we did this in front of our daughter. Then we would ask her the same question, 'Hi, what's your name?' and she could answer 'I am Nayla' I also informed her all-English vocabularies for stuffs that she saw.

Ibu Pia's narratives reveal that she gradually engaged her daughter in English with various techniques. It started by engaging Nayla with simple to more complicated nursery rhymes,

then introducing Nayla to vocabulary around the house, combined with modeling questions and answers with the help of Nayla's father. In this case, Ibu Pia involved her husband as a modeling partner for English expressions.

The narratives also inform that she often explicitly highlighted vocabulary and specific expressions in certain times and places. In one of the videos posted on her social media, Ibu Pia shared her story of reviewing vocabulary with her daughter in a drilling model of dialogue:

Ibu Pia   : L is for?
Nayla   : Lion
Ibu Pia   : A is for?
Nayla   : Bee
Ibu Pia   : No, it's not a bee. Ya, it looks similar, but not a bee. What's this?
Nayla   : Kucing
Ibu Pia   :(Laughing) No
Nayla   : Semut
Ibu Pia   : Yes, how we say Semut in English? Ant
Nayla   : Ant
Ibu Pia   : Yes, What's this? U is for? It's not a horse, ada horn-nya, U..U..
Nayla   : U.. nicorn

The excerpt shows Ibu Pia explicitly drilled the vocabulary using flashcards and soft books. In the process of fostering her daughter's bilingual development, Ibu Pia reflected that she decided to lessen Nayla's exposure to English due to her daughter's language confusion. She started to mix the language with incorrect use, such as '*anak kecil*' becoming '*kecil anak*' or '*orang tua*' becoming '*tua orang*' and other Indonesian phrases using English rules. Besides, she got more exposure to her surroundings, such as neighbors and friends, which required her to speak Indonesian and *Sundanese*. She also preferred the use of English for the alphabet and numbers. I need to ensure that her Indonesian is well-established, so I reduced her exposure to English, except for screen time when she could watch YouTube videos in English. In addition, I will not put her in an international school, and I feel worried about her schooling; for example, she still spells 'e' using English pronunciation, which will influence the way she pronounces Indonesian words.

Therefore, Ibu Pia tried to explicitly teach Nayla that the Indonesian alphabet has different ways of working with English by using songs and various techniques. More importantly, Ibu Pia has shifted her way of communicating from English to Indonesian as the dominant language to make sure Nayla does not experience language difficulties at her school as she said "I am worried, she will experience some difficulties at school."

As Nayla approached kindergarten, Ibu Pia expected that her daughter could go through schooling smoothly with no language barrier. In the future, Ibu Pia planned to expose Nayla back to English after "she can adapt well, fully aware of different pattern of alphabets and sounds, the way it is written down, pronounced, between Indonesia and English, and her Indonesian is more well established." However, instead of fully involving Nayla in English at home, Ibu Pia planned to put her in an English course or call a private teacher as "she now often rejects or bargains if I teach her, I think she will be more engaged by learning with someone else", but in addition to more formal English lesson, she planned to support her English development by occasionally engaging her in English conversation.

Learning from her daughter's language confusion and considering her children language aptitude, Ibu Pia emphasized that she would not intensively introduce English too early to her younger children (Nayla's brother), she explicitly reflected,

> I will not apply similar treatment to her brother because they are totally different. When reaching age one, Nayla could sing and memorize complicated nursery rhymes and responded to English questions, she had a very good awareness of sounds, could differentiate the sounds of ts, s, sh, and all the details. Meanwhile, her brother does not have language development as fast as his sister. At two, he has not been able to construct a full sentence in Indonesia, only some phrases. So, his brother is far different from his sister in terms of verbal skill.

Not introducing English too early did not mean no English at all. Ibu Pia still played nursery rhymes and introduced some English vocabulary. However, she made sure to introduce her son to the vocabulary in the Indonesian language first; after he knew the words in Indonesian then, Ibu Pia explicitly introduced their English translation.

Discussion

The reflective stories of how the two mothers foster their children's bilingualism have been narrated. Using a cross-case analysis technique (Creswell, 1998), two salient themes from the participants' collective story have been identified: the mothers' practices in fostering children's bilingual development and the aspects of reflection that influence their decision to facilitate language exposure for their children.

The Mothers' Practices of Fostering Childrens' Bilingual Development

In applying the strategies and techniques of fostering bilingualism for their children, the participating mothers had some similarities and differences. In terms of similarity, both introduced English at a very early age (Apriana & Sutrisno, 2022) by initiating language policies (Hirsch & Kayam, 2020) that involve English use at home. Both also used various techniques and media to give English language exposure at home. Unlike the phenomenon of "Maternal English Education" (Seo, 2021), where many Korean mothers raise their children bilingually despite their concern about their English proficiency, both mothers consider themselves to have a good capacity to support their children's English naturally at home. Their confidence is supported by the fact that they have an EFL teaching background and experience. Besides involving their daughters in daily English communication, both purposefully implement various efforts of English support activities (Akgül et al., 2019; Ascough, 2010), such as story reading interaction before bed, experimenting and hands-on activities, role-playing and interacting in various digital and physical English games. In applying those techniques, both mothers benefit from various ready-made media (Karagöz & Erdemir, 2022) such as picture cards, picture books, digital games, doodle-based media and DVDs, YouTube videos, songs, craft properties, science experiment tools, puzzles, toys, and other educational toys.

Despite the similarity in using various techniques and media, the ways the mothers set the nature of English interaction at home were quite different. In that case, Ibu Pia often gave more explicit language and model by implementing explication or conscious efforts in introducing the structure (Steinberg et al., 2001) and selecting specific activities to practice English (Diezmas & Utrera, 2022) with her daughter for example by explicitly introducing alphabet English spellings, drilling vocabularies, involving her husband to provide dialogue model, and explicitly naming the things at home in English. Meanwhile, Ibu Lola mostly

avoided explicitly highlighting the structure by employing induction (Steinberg et al., 2001) to involve her daughter in daily natural language exposure to let her daughter experience English in a more authentic environment (Apriana & Sutrisno, 2022) and do self-discovery of language system.

The mothers also had different strategies for maintaining the consistency of English and Indonesian use in supporting their children's bilingual development. The first mother, Ibu Lola, chose to implement one person-one language (OPOL) strategy (Romaine in Barret, 1999), also known as 1P1L (One Parent One Language) (Barron-Hauwaert, 2004), when she consistently communicated in English and her late husband communicated in Indonesia with their daughter. Then, as her husband passed away and she became a single parent, she applied the strategy of minority language at home (MLaH) (Romaine in Barret, 1999; Diezmas & Utrera, 2023) with she continuously communicated with her daughter in English at home even though it was the minority language and her daughter acquired Indonesian as majority language outside the house (Diezmas & Utrera, 2023). However, the implementation of MLaH in her context is different from its implementation shown by non-native parents abroad, where the minority language is parents' native language (Surrain, 2018).

Meanwhile, the second mother previously applied mixed languages (Zen & Apriana, 2015), with English as a more dominant language than Indonesian. Even though Barrett (1999) describes mixed languages as a situation where parents often code-switch, and the child is non-systematically exposed to both languages, in the case of Ibu Pia, she systematically used English as a more dominant language, sometimes mixing with the Indonesian language. She sometimes also involved her husband as an English language model. Then, her daughter's language confusion by mixing the languages (Kennison, 2014) of Indonesian-English in terms of grammar and vocabulary (Steinberg et al., 2001), shown by English structure adoption for Indonesian phrases and the use of English alphabet spelling for Indonesian made Ibu Pia changed her decision of language policy by shifting to the use of Indonesian as the more dominant language. The decision to use more Indonesian at home was also led by her daughter's need for schooling and socialization.

The Mothers' Aspects of Reflection that Influence their Choices in Nurturing Children's Bilingualism

For Ibu Lola, "consistency is the key" has been her philosophy in many aspects of her life. Her previous experiences in facilitating young Indonesian learners with English have proven that consistency is the key to second language acquisition success. That was why she has consistently communicated in English with her baby daughter from birth. This consistency in raising bilingual children is highlighted by Ascough (2010) as one of the factors contributing to the success of nurturing bilingualism. Meanwhile, Ibu Pia's children's language needs are the values that she holds in fostering her children's bilingualism. The attention to children's language needs, Rodríguez (2015) stated, is required in enacting bilingualism policy. This value has influenced Ibu Pia's decision to shift her way of communicating at home from English-dominated to Indonesian-dominated language by reflecting on her daughter's language needs to ensure her daughter does not experience language difficulties in her school and her interaction with community. The two mothers' journey in nurturing their children's bilingualism has shown us that the values the mothers hold have become the foundation and guidance of their language policies.

In addition to philosophy, the mothers' belief in language status, the benefit and drawback of bilingualism, and the best method of nurturing bilingualism have influenced their bilingual policy for their children. Different from some parents' belief that English is key to academic

and economic success (Lee et al., 2015; Wu, 2005), Bu Lola's belief of English as language of communication or lingua franca has led her to the decision to consistently introduce English to her daughter since a very early age. Also, her belief that English would be best acquired through a natural and meaningful language interaction also shaped the way she involved her daughter in everyday natural English conversation. In addition, her belief in the benefit of bilingualism to her daughter's cognitive (Bialystok, 2017; Grosjean, 2009; Steinberg et al., 2001), including her analytical and critical thinking skills also makes her consistent in fostering her daughter's bilingual development. Further, her background as an EFL teacher makes her believe in her capability to be an English interlocutor for her daughter.

Similarly, Ibu Pia's belief in her English skill made her decide to expose English to her daughter from a very early age. Besides, her belief that age is a crucial factor in acquiring a new language contributed to her decision to expose English as the dominant language in her daughter's early years. Then, her belief was challenged by her daughter mixing English-Indonesian structure and spelling, which she believed was a phenomenon of language confusion, even though some experts identify this as the normal process of code-mixing (Pearson, 2008) and generalization (Chang & Suparmi, 2022). Her belief that bilingualism creates language confusion for her daughter, which potentially threatens her daughter's Indonesian language need for schooling and interaction, has changed her choice by switching to Indonesian use as a dominating home language. Both cases show that personal experience and the mothers' involvement in society (Nakamura, 2019) as EFL teachers, theories of language and bilingualism have contributed to their belief.

In terms of theories as an aspect of reflection, in both cases, the emphasis on introducing English since early is also encouraged by some theories that learning languages at a young age tends to be easier (Bal et al., 2020) and other advantages of bilingualism (Bialystok, 2017; Kennedy & D, 2013; Mosty & Samuel, 2013; Pransiska, 2017). For Ibu Lola, her belief that guides her practices, such as facilitating her daughter with English in a contextual and natural way was affected by language acquisition principles that were corroborated by her previous experiences. In addition to that, her choice to nurture her daughter's simultaneous rather than sequential bilingualism (Apriana & Sutrisno, 2022) was influenced by some theories she was exposed to. Similarly, Ibu Pia applied various techniques, such as games, that she had learned from various sources. In addition, her ways of introducing English to her daughter gradually from a simpler to a more complicated concept by following scaffolded English language learning (Purohit & Rahman, 2021) were also influenced by theories of language learning. Furthermore, Ibu Pia's worries and belief of her daughter's language confusion was influenced by some scholars' discussion of potential downsides of bilingualism (Akgül et al., 2017; Meisel, 2006).

Regarding practice as an aspect of reflection, the mothers' stories of past, current, and future expectations in supporting their children's bilingualism reveal that their practices were driven by their beliefs (Bialystok, 2017; Indriani et al., 2021; Lee et al., 2015), values, and theories (Farrell & Kennedy, 2019). As an example, both translated the need for optimal exposure to English at an early age in non-native contexts by implementing various techniques and media which are in line with the other studies in non-native contexts (Akgül et al., 2019; Ascough, 2010; Seo, 2021). The mother also did reflection in action (Farrell, 2012) by considering their children's interests and needs, even if they sometimes changed a particular activity during its implementation. Bu Lola, as an example, revealed that during the process, she found that her daughter did not respond enthusiastically to the singing-along activity, and at that time, she changed to another activity to support her daughter's bilingual exposure. The

orientation toward children's needs was also shown by Ibu Pia, who decided to minimize English exposure at home after she witnessed her daughter's mixing the structure of two languages (Chang & Suparmi, 2022; Pearson, 2008), which she believed a language confusion (Akgül et al., 2017; Meisel, 2006) that threats her daughter's language needs of Indonesian language for schooling and interaction with the community.

Another consideration in the practice of children's bilingualism support is children's language aptitude (Doughty, 2018). Both mothers exposed their daughters to English and Indonesian since their daughters show some evidence of having good language aptitude, such as being fast absorbers of new expressions and good language imitators. In Ibu Pia's case, unlike her choice of exposing English to her daughter at an early age, she chose not to expose English to her son too early after she reflected that his language aptitude was not as good as his sister's. In its practice, there was sometimes conflicting orientation as part of language management disruptions (Diezmas & Utrera, 2022). For example, despite Bu Lola's value of 'consistency is the key' in English use, her daughter's need for the Indonesian language for schooling and curiosity over Indonesian texts make her 'have no choice' except to expose her daughter to various Indonesian texts and stories. To negotiate consistency and meet her daughter's language needs, she chose to expose Indonesian texts by keeping English as the medium of communication.

Going beyond practice, Bu Lola reflected on her emphasis on exposure to English and Indonesia for her daughter, leaving small exposure to *Bataknese*, as their heritage language. Unlike the participating parents in Wu's study (2005), who used the heritage language as one of the home languages, Bu Lola planned to involve her daughter more in *Batak* communities to support her daughter's *Bataknese* language development. She also asserted that *Bataknese* identity is essential for her daughter and can shape who she is and who she will be in the future, and Bu Lola expects her daughter to hold pride as a *Bataknese*. At that point, she is aware of her daughter's identity as a Bataknese, and she wants her daughter to be proud of it and be able to speak the language. At that point, her orientation toward sociocultural identity can be considered an aspect of reflection beyond practice.

Conclusion

This study narrates how two Indonesian mothers with English teaching backgrounds introduced English to their daughters at an early age in the context of supporting Indonesian-English bilingualism context. Even though both applied various techniques and media, their consistency and continuity in exposing English and Indonesian languages are different. The first mother consistently applied One Parent One Language Strategy (OPOL) and then, after her husband passed away, shifted to Minority Language at Home strategy (MLaH). Meanwhile, the second mother used a mixing language strategy with English as her dominant language and subsequently shifted to Indonesian as the dominant language after her daughter mixed the structure of two languages,, which was considered a threat to her Indonesian use for schooling and interaction. In fostering bilingualism, the mothers' philosophy, belief, theory, practice, and beyond practice have contributed to their choice of practices. This study has shown that children's bilingualism involves a complex and dynamic process of parents' language policy that is influenced by various aspects. Despite its important findings for the literature on bilingualism and reference for parents interested in implementing specific bilingualism procedures, some limitations of the study should be evaluated. First, only two subjects were involved, which brings potential bias for generalization. Second, the data collection relies on participants' oral and multimodal stories, which potentially reduces the

depth and detail of the findings. For those reasons, researching a similar phenomenon by involving observation and direct interaction with the participants and their children can provide a more detailed picture of how mothers nurture their children's bilingual development.

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