

Parent's Role in Developing Children's English-Speaking Skills through Home-Based Language Learning

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Abstract

This study examines the critical role that parents play in assisting their children in improving their English-speaking abilities through language learning activities carried out at home using the Narrative Inquiry approach. The research aims to provide a thorough understanding of how parent-child interactions affect language development in addition to formal education. Recognizing the importance of the home environment, the study intends to illuminate the unique contributions parents make to their children's English proficiency, emphasizing the necessity of a thorough approach to language learning. Using in-depth interviews to gather rich, qualitative data, the main technique is narrative inquiry. Parents talk about their experiences and methods for encouraging English speaking in the family. This method enables a detailed investigation of the complex relationships and narratives that emerge in the setting of parent-child language development. Preliminary findings highlight a diverse range of home-based language learning activities, such as interactive dialogues, storytelling, reading English book, watching videos, using online applications, and language-rich routines. The narratives provide insights into the unique strategies parents employ to cultivate their children's language skills, revealing a profound impact on English-speaking abilities. Therefore, parents play a crucial role in helping their children develop their English-speaking skills.

Keywords: *Children's English-Speaking Abilities, Home-based Language Learning, Parental Roles*

INTRODUCTION

Learning English as a second language is becoming increasingly important in today's globalized world. As English has become the dominant language of international communication, proficiency in English has become an essential skill for success in both academic and professional settings. While schools play a critical role in providing formal English language instruction, research has shown that language learning extends beyond the classroom. According to a study by Pan et al. (2021), parents' involvement in language learning activities significantly impacts children's linguistic outcomes. In particular, parents can play a vital role in supporting their children's language development through home-based language learning activities. Although home-based language learning is crucial, there exists a limited understanding of the factors contributing to its success, including the role of parents in fostering their children's English-speaking development. Research by Lantolf and Thorne (2006) supports this view, demonstrating that interactions with more knowledgeable others

(such as parents) are crucial for language development. The present study aims to investigate the role of parents in developing children's English-speaking abilities through home-based language learning activities and to offer valuable insights into effective strategies for enhancing children's English-speaking abilities beyond the classroom, informing the development of language learning programs that actively engage parents as supported by research by Kwon and Lee (2020) that identifies several key factors, including the frequency of language exposure, the quality of interaction between parents and children, and the parents' own proficiency in English. The study's results may also contribute to the broader literature on second language acquisition and parental involvement in education. Vygotsky's Sociocultural Theory is used as the theoretical basis of this study. This theory emphasizes the importance of social interaction and cultural context in the development of cognitive skills like language. The researcher will investigate how a child's language development is influenced by the home environment and interactions with parents in the context of this issue.

This study aims to determine how parents can support their children in improving their English-speaking skills at home by engaging them in language learning activities. It seeks to identify effective methods for enhancing kids' English-speaking skills and shed light on the elements that make at-home language learning programs effective and also aims to add to the body of knowledge on parental participation in education and the learning of second languages. This study has significant implications for language teaching and learning, parental involvement in education, and policy-making. The findings will inform the development of language learning programs that involve parents and will provide guidance for parents on effective home-based language learning activities. Moreover, parents can benefit from the study's recommendations by gaining a better understanding of the role they can play in supporting their children's language development. Additionally, the study will contribute to the broader literature on second language acquisition and parental involvement in education.

By presenting empirical data on the role of parents in fostering children's English-speaking abilities through family-based language learning activities, this study adds to the body of knowledge in the field. The results of the study will advance our understanding of successful language teaching and learning techniques outside of the classroom as well as the variables that affect the outcomes of language learning activities conducted at home. The research will also advance knowledge of how parents interact with their children's schooling and how their attitudes and actions affect their kids' language development.

LITERATURE REVIEW

Language learning is a complex process that involves multiple factors, including exposure, motivation, and instruction. While classroom instruction is a crucial component of language learning, research has shown that learning can be enhanced through exposure to the language outside the classroom (Mackey & Gass, 2005). Parents can play an essential role in promoting children's language development by providing opportunities for language exposure and practice at home. The attitudes and beliefs of parents towards language learning can influence their children's language development (Tamis-Lemonda & Rodriguez, 2016). Parents should be encouraged to participate actively in their children's English learning. Parental involvement had a positive and significant effect on children's English proficiency. Enhancing children's language ability in English requires parental engagement in the language acquisition process. Studies have indicated that parental participation has an impact on

children' social, emotional, psychological, and intellectual development in addition to learning results (Kalayci, G. & Oz, H. 2018).

Research has shown that parental involvement in language learning positively influences children's language development. A study by Dong et al. (2020) found that parents who were involved in their children's language learning by providing language-rich home environments had children who had higher English proficiency scores. Similarly, a study by Caliskan & Ulas (2022) found that parental involvement in reading activities at home was positively associated with children's English language development. The literature suggests that parents play a vital role in promoting children's English-speaking abilities through home-based language learning activities.

Effective strategies include reading aloud, storytelling, and engaging in conversation with their children. The quantity and quality of English exposure at home, as well as parental attitudes and beliefs, are also important factors in promoting children's language development. Furthermore, research has also suggested that the quality of language input and interactions at home is crucial in children's language development (Mol & Bus, 2011). Effective language learning activities that parents can use to enhance their children's English-speaking abilities include reading aloud, storytelling, and engaging in conversation with their children. Research has shown that the quality and quantity of English exposure at home significantly impact children's English language development (Sun & Ng 2021). Therefore, understanding the attitudes and behaviors of parents regarding home-based language learning activities is critical in promoting children's English-speaking abilities. However, despite the potential benefits of home-based language learning activities and parental involvement, some parents may face barriers in providing language-rich environments at home, such as a lack of knowledge, time, and resources. Therefore, it is crucial to identify effective strategies that can help parents overcome these barriers and promote their children's English-speaking abilities. In addition to the benefits of parental involvement in promoting children's English-speaking abilities, research has also highlighted the negative consequences of low levels of parental involvement in language learning. For instance, a study by Kalayci & Oz (2018) found that children who had high language exposure and high levels of parental involvement in language learning had higher English language proficiency scores.

In recent years, the role of parents in language learning has gained increased attention in both research and practice. The importance of involving parents in language education has been recognized in several countries, including the United States, where Every Student Succeeds Act (ESSA) emphasizes parental involvement in education (U.S. Department of Education, 2016). Similarly, in Hong Kong, the government has implemented a "language-rich family" program, which aims to promote parental involvement in language learning and to enhance children's language development (Education Bureau, 2018). Despite the recognition of the importance of parental involvement in language learning, there is still a lack of research on effective strategies for promoting children's English-speaking abilities through home-based language learning activities. Overall, the literature review highlights the important role that parents play in promoting children's English-speaking abilities through home-based language learning activities. Effective strategies include reading aloud, storytelling, and engaging in conversation with their children. Furthermore, the quantity and quality of language input and interactions at home, as well as parental attitudes and beliefs, are important factors in promoting children's language development.

The Role of Parents in children's language learning

Parents play a crucial role in children's language learning, particularly in the development of early language skills. Research has consistently shown that the amount and quality of language input that children receive in their early years has a significant impact on their language development and school readiness (Hoff, 2013; Hart & Risley, 1995). Parents are a child's first and most important teacher and they can provide a supportive and motivating environment for their children's language learning. Parents' attitudes and beliefs towards language learning significantly impact their children's motivation and success in learning a language (Gu, P. Y. & Yu, G. 2020). Parental attitudes and beliefs towards language learning also play an important role in children's language development. Effective strategies for promoting language development through parental involvement include reading to children, engaging in conversation with them, and providing rich language input through exposure to a variety of books, songs, and language games (Hoff, 2013). Additionally, research has shown that involving parents in language learning activities can lead to improved academic outcomes, increased parental involvement in education, and a stronger sense of family involvement in school. Moreover, parental involvement is also important for children's continued language development beyond their early years. As children progress through school, parental involvement in language learning can help to reinforce the language skills learned in the classroom and promote further language development (Epstein, 2011).

The role of parents in children's language learning is crucial and has significant implications for children's academic success and overall development. Encouraging parental involvement and providing parents with effective strategies for promoting language development can have long-lasting benefits for children's language skills and school readiness. Parental involvement in language learning can also have a positive impact on children's attitudes towards language and language learning. Parents who view language learning as important and have high expectations for their children's language abilities are more likely to engage in language-promoting behaviors (Mol & Bus, 2011). Furthermore, when parents engage in language-promoting activities with their children, they not only provide a rich language environment but also model positive attitudes towards language learning, which can encourage their children to view language learning as enjoyable and worthwhile. However, it is important to note that not all parents have equal opportunities to be involved in their children's language learning. Factors such as socioeconomic status, access to educational resources, and language barriers can impact parental involvement and access to language-promoting activities (Epstein, 2011). Therefore, it is important for educators and policymakers to consider ways to promote parental involvement in language learning and provide support for families who may face barriers to involvement.

In summary, parental involvement is essential for children's language development and academic success. Effective strategies for promoting language development through parental involvement include reading aloud, engaging in conversation, and providing rich language input through exposure to a variety of books, songs, and language games. Encouraging parental involvement and providing support for families who face barriers to involvement can lead to long-lasting benefits for children's language skills and overall development.

Home-Based language learning activities and their effectiveness

Home-based language learning activities have been found to be an effective way to promote children's language development, particularly their speaking abilities in a second language like English. Several studies have investigated the types of activities that parents engage in with their children to promote language learning at home and their effectiveness in enhancing language skills. The study by Senechal (2006) highlights that home-based parent-child reading has a meaningful impact on children's vocabulary acquisition. Parents who actively engage with their children during reading are more likely to facilitate their children's vocabulary growth by using strategies such as asking questions, providing explanations, and elaborating on the story. Parents who had a positive attitude towards their children's English learning were more likely to participate in home-based language learning activities and to provide more opportunities for their children to practice English. This idea is supported by Liu et al. (2022).

One study conducted by Vygotsky (1978) emphasizes the importance of parents as the first and most important language models for their children. Vygotsky argued that language learning is not solely acquired in the classroom but is also heavily influenced by the home environment, where children are exposed to a range of language experiences that shape their language development. Similarly, a study by Snow (1983) highlights the critical role of parents in promoting language development by providing a language-rich environment at home. The study found that parents who engaged in activities such as reading aloud, singing songs, and playing language games with their children had children who exhibited better language skills compared to those who did not engage in such activities.

Furthermore, a more recent study by Gao (2006) investigated the effectiveness of home-based language learning activities on children's language skills in a second language. The study found that parents who engaged in language-promoting activities such as reading aloud, watching English-language TV programs with their children, and playing language games had children who exhibited improved speaking abilities and greater confidence in using English. The majority of the research points to home-based language learning activities as an efficient means of fostering children's language development, particularly their capacity for speaking a second language like English. Parents can have a good effect on their children's language abilities and general academic achievement by engaging in language-promoting activities including reading aloud, conversing with their children, and exposing them to a variety of English language materials. Parents may assist their children in learning a language in a variety of ways, such as through reading, storytelling, language games, and other interactive activities Forey et al. (2015). Activities for learning a language at home frequently take place in a setting other than a traditional classroom, usually in a person's home. The number of materials for language learning at home has significantly increased with the development of technology and online resources. In this review of the research, we investigate the efficacy of at-home language learning activities and how they affect language learning results.

1. **Flexibility and Convenience:** One advantage of home-based language learning is the flexibility and convenience it provides. Learners have the ability to access language learning resources at any time and at their own pace. This can be especially helpful for learners with busy schedules or those who live in areas without access to formal language education (Wang & Chen, 2021).
2. **Personalization:** The flexibility to customize learning sessions is another benefit of language learning at home. Learners can concentrate on particular language skills or areas

of interest by selecting materials that are most suited to their learning style and level. As a result, language learning results may be more effective and efficient (Bao, 2015).

3. **Increased Motivation:** Home-based language learning can also increase learner motivation. Learners have more control over their learning experience and can choose activities that they find engaging and interesting. Additionally, learners can track their progress and see improvements over time, which can provide a sense of accomplishment and motivation (Chen & Oller, 2020).
4. **Reduced Anxiety:** Home-based language learning can help lower anxiety among students since it allows them to practice in a relaxed setting. This can be particularly beneficial for students who struggle with language learning in a classroom context or who are timid (Borst et al., 2019).
5. **Need for Self-Discipline:** However, one disadvantage of home-based language learning is the need for self-discipline. Learners must be motivated and committed to the learning process, as there is no external accountability. Additionally, learners may need to develop self-regulation skills to stay focused and avoid distractions (Wang & Chen, 2021).
6. **Use of Technology:** The success of language learning at home has been significantly influenced by technology. It is now simpler for students to access language learning resources, connect with teachers and other students, and take online courses because to the development of video conferencing software, apps, and online courses (Lee & Jang 2021).
7. **Parental Involvement:** In addition to technology, parental involvement has been shown to be a key factor in the success of home-based language learning for children. Parents can provide support and encouragement, create a language-rich environment at home, and participate in language learning activities with their children (Kim & Lee, 2019).
8. **Language Input:** One of the most important factors in language learning is exposure to language input. Home-based language learning can provide ample opportunities for learners to engage with language input through reading, listening, and speaking practice. However, it is important that learners have access to quality language input and that they are exposed to a variety of language forms and functions (Chen & Oller, 2020).
9. **Language Learning Strategies:** Successful language learners often employ effective language learning strategies, such as setting goals, using contextual clues, and practicing in a variety of contexts. Home-based language learning can provide learners with the opportunity to develop and practice these strategies (Hsu, 2021).
10. **Cultural Awareness:** Home-based language learning can also promote cultural awareness and understanding. Learners can explore different cultures and perspectives through language learning resources and interactions with native speakers. This can lead to greater empathy and appreciation for diversity (Borst et al., 2019).

In conclusion, home-based language learning activities have the potential to be effective in improving language learning outcomes. The flexibility, personalization, and increased motivation that home-based learning provides, along with the use of technology and parental involvement, can be advantageous for learners. However, learners must also possess self-discipline and self-regulation skills, have access to quality language input, employ effective language learning strategies, and develop cultural awareness to be successful in home-based language learning.

Factors influencing the success of home-based language learning

The popularity of language learning done at home is rising as a result of technological advancements and curricular reforms. Numerous aspects that affect the learning process will

determine whether or not home-based language learning is successful. In this overview of the literature, the researcher looks at some of the major elements that affect how well language learning at home works:

1. **Parental involvement:** Research has consistently shown that parental involvement is a critical factor in the success of home-based language learning. Parental involvement includes providing opportunities for language learning, creating a supportive learning environment, and providing feedback and guidance to children. Several studies have shown that parental involvement is positively associated with children's language learning outcomes (Chen & Oller, 2020; Zhang & Zhao, 2020).
2. **Language attitudes:** Another important factor that influences the success of home-based language learning is parental language attitudes. Parental attitudes towards the language being learned can impact the child's motivation and interest in the language. Parents who have positive attitudes towards the language being learned are more likely to provide opportunities for language learning and to support their children's language development (Zhang & Zhao, 2020).
3. **Use of the home language:** The use of the home language in language learning is another important factor that can impact success. Research has shown that children who use their home language alongside the target language are more successful in language learning. This is because children can transfer skills from their home language to the target language, and because using the home language can create a positive learning environment (Borst et al., 2019).
4. **Parent-child interaction:** The quality of parent-child interaction during home-based language learning is also a critical factor that influences success. Research has shown that parents who provide scaffolding and support during language learning activities can positively impact their children's language learning outcomes (Lin & Chen, 2020). Additionally, research has shown that children who engage in more conversation with their parents during language learning activities are more successful in language learning (Lee & Kim, 2020).
5. **Cultural context:** Finally, the cultural context of home-based language learning can also impact success. The values and beliefs of the family regarding language learning can influence the child's motivation and interest in the language. For example, research has shown that children who come from families that prioritize education and value language learning are more likely to be successful in language learning (Chen & Oller, 2020).

The success of home-based language acquisition is generally emphasized by several aspects, which include parental participation, linguistic attitudes, home language use, parent-child interaction, and cultural setting.

METHODOLOGY

Research Design

This study has methodological contributions in addition to theoretical and practical ones. An interviews-methods strategy is used in the study to collect and analyze data from qualitative sources. This approach allows for a comprehensive exploration of the research questions and a more nuanced understanding of the complex interplay between parental attitudes, behaviors, and children's English-speaking abilities. The study's methodology may

serve as a model for future studies investigating the role of parents in language learning beyond the classroom. In-depth interviews and theme analysis were the primary techniques of data collection and analysis. In order to better understand how parents' subjective impressions and experiences of their involvement in assisting their children in becoming competent English speakers at home, the Narrative Inquiry approach is used. In-depth interviews can be used to thoroughly and intricately understand the research problem.

Research Participants and Sampling Procedures

The participants of the study are parents of children aged between 5-12 years who are currently learning English as a second language through home-based language learning activities. The study used sampling approach, that is Purposive Sampling to recruit participants who meet the inclusion criteria relevant to this research questions and are willing to participate. Ethical considerations, such as informed consent, confidentiality, and anonymity, will be maintained into account when conducting the study.

Population and Sample size

The population for this study comprised the parents of children aged 5 to 12 years actively engaged in home-based language learning activities in Bandung. Selection of eligible parents whose children can speak English well were the sampling strategy used with a total of 10 parents were included in the study.

Data Collection

Data has been collected through interviews. The questions include parents' attitudes, behaviors, and perceptions towards home-based language learning activities, their experiences in supporting their children's English-speaking abilities, and their preferred language learning resources and strategies. The interviews were audio-recorded with participant consent.

Measures and Covariates

Narrative analysis is used to examine the data that was gathered. The verbatim transcripts of the interview data were evaluated to find themes and patterns in the participants' experiences and viewpoints. The data was collected, categorized, and interpreted iteratively as part of the analysis.

RESULTS

The responses from the interviewees provide a comprehensive view of their experiences and strategies in teaching English to their children at home. These parents share a common understanding of the importance of early English language acquisition and the benefits it brings in connecting their children to a global community. Their approaches include a variety of methods and resources, demonstrating a commitment to integrating English learning into daily routines and activities. They also express challenges, particularly in vocabulary development, and highlight the need for external support and resources. Overall, the insights gathered underscore the multifaceted role parents play in fostering English language skills and the various ways they seek to enhance their children's linguistic abilities for future success.

Interview Transcript:

Questions:

1. Can you tell me about your experiences with teaching your child English at home?
2. How do you support your child's English-speaking abilities outside of the classroom?
3. What strategies have you found to be effective for helping your child learn and practice English at home?
4. What resources do you use to facilitate English language learning at home (e.g., books, videos, apps, etc.)?
5. How do you balance English language learning with other activities and responsibilities at home?
6. What challenges have you encountered when trying to teach your child English at home, and how have you addressed them?
7. What role do you feel you play in your child's overall English language development?
8. What kind of support do you feel you need in order to better facilitate your child's English language learning at home?
9. How do you communicate with your child's teachers or other professionals about your child's English language development?
10. How do you envision your child's English language abilities impacting their future opportunities and success?

Answers:

1. Teaching English at home is very challenging, it is an exciting experience. By knowing the importance of English language, can put our children to connect to the world beyond our culture. They can understand the communication and explore the world beyond our own culture. Moreover, they can grow in the ability to practice language. We believe children can learn many languages. Learning English has to be done since early childhood.
2. As a parent we let them watch English movie from their early childhood. we provide stuffs or toys which can help them memorizing English words like puzzles. We teach them English songs and pray in English. We also taught our children English alphabetic and teach them how to read in English.
3. We teach our children with multi approaches. We speak English with them and ask them pray in English in every morning and evening worship. We bought English book stories for my children and bought DVD/CD with English movies in it. We provided pictures of human body-parts, name of the fruits, animals, things, etc. all in English.
4. First, we speak English to our children and provide all the facilities like books, videos, apps, pictures and toys.
5. We have no intentions to balance but English must be integrated into all activities.
6. One of the challenges is improving the vocabularies. Be supportive to children to increase their willingness to learn more in terms of increasing their vocabulary skills.
7. We as parents are the most important thing in generating children's enthusiasm for learning English at home, and any other tools are only supporting tools from parents. Our role is as an instructor and facilitator. Actually, we take all roles to enhance their English-Speaking abilities.

8. Supportive agent can be taken from many sources for instance: school, church, environment. For us, we spend some money to buy the supportive tools for increasing their English-Speaking abilities. Some of the parents pay for the tutor as well. Overall, financial support, time, and our moral support are needed in order to better facilitate our children's English language learning at home.
9. We don't depend on the teacher for their English-Speaking abilities. So,
10. By Learning English, they will learn culture, it is global culture. They also can accept other cultures, and languages. Hence, they are prepared as early as possible to face the global situations. They can communicate to everyone around the globe and they will realize that they are part of the world. Hopefully, our children can be accepted anywhere, and are able to compete globally in the fields they pursue in the future.

Overview of Findings

The study found that home-based language learning activities can be effective in improving children's English-speaking abilities when they are implemented in a structured and consistent manner. Parents who were actively involved in their children's language learning and used various techniques such as reading aloud, playing language-based games, and having conversations in English, were more successful in promoting their children's language development. The findings also revealed that parental attitudes and beliefs towards language learning played a critical role in the success of home-based language learning activities. Parents who had a positive attitude towards their children's language learning and believed in the benefits of bilingualism were more likely to implement effective language learning strategies at home. Additionally, the study highlighted the importance of using a variety of resources and materials in home-based language learning, such as books, videos, and online resources, to keep children engaged and motivated. Overall, the findings of the study have significant implications for parents, educators, and policymakers in promoting children's language development through home-based language learning activities. The study emphasizes the need for parents to be actively involved in their children's language learning and highlights the importance of providing support and resources for parents to enhance their children's language abilities.

Analysis of the role of parents in developing children's English-speaking abilities

The promotion of children's English-speaking skills is mostly the responsibility of the parents. According to the study, kids have a higher chance of becoming proficient English speakers when their parents are involved in their language learning and consistently encourage them. The study also showed that parents views and opinions about language learning play a significant role in how well their children learn languages. Parents are more likely to employ successful language acquisition techniques at home if they have a favorable attitude about bilingualism and comprehend the advantages of learning English. This study also emphasized the significance of utilizing a range of tools and resources in one's home-based language learning activities. Parents who provided their children with a range of language learning resources, such as books, videos, and online tools, were more successful in promoting their children's language development. On the whole, the analysis suggests that parental involvement and support are critical components in enhancing children's English-speaking abilities. The study emphasizes the need for parents to be actively involved in their children's language learning and provides insights into the most effective strategies for

promoting language development at home. These findings can be used by parents, educators, and policymakers to design effective language learning programs that support children's English-speaking abilities.

DISCUSSION

The success of language learning at home depends on several aspects. According to the findings, the following elements were determined to be very crucial:

Parental engagement: Research has shown that parents' involvement in their kids' language acquisition has a big influence on how well those kids do. Children with superior language abilities typically have parents that actively participate with their kids in language learning activities.

Positive attitudes and motivation: Children who have positive attitudes towards language learning and are motivated to learn tend to have better language skills. Parents can help to foster these attitudes by creating a positive and supportive language learning environment.

Exposure to the target language: Children who are exposed to the target language on a regular basis tend to have better language skills. This exposure can come from a variety of sources, including books, videos, and conversations with native speakers.

Age of onset: The age at which children begin learning a language can also have an impact on their success. Children who begin learning a language at an early age tend to have better language skills than those who start later in life.

Use of effective learning strategies: Effective learning strategies, such as repetition, active listening, and practice, can help children to improve their language skills.

It is significant to notice that these variables interact with one another and that a mixture of these variables is probably what determines whether home-based language learning is successful. In order to provide a helpful and enjoyable environment for language development that takes these aspects into consideration, parents and educators should work together. By doing this, teachers may support children's language learning and set them up for success in a world that is becoming more and more interconnected. It's worth mentioning that these factors interact with one another and that a combination of these factors is likely what determines the success or failure of home-based language acquisition. In order to provide a helpful and enjoyable environment for language development that takes these aspects into consideration, parents and educators should work together. By doing this, teachers may support children's language learning and set them up for success in a world that is becoming more and more interconnected.

Furthermore, the results of the study also showed that home-based language learning activities can be effective in developing children's English-speaking abilities. Parents who engaged in language learning activities with their children, such as reading books, watching videos, and having conversations in English, reported improvements in their children's language skills. This suggests that parents can play a vital role in enhancing their children's English-speaking abilities through regular language learning activities at home.

In addition, the study found that the use of technology, such as educational apps and online resources, can also be an effective way to support home-based language learning. Parents who used technology as part of their language learning activities reported positive outcomes, such as increased motivation and engagement in language learning. In summary, the findings of this study suggest that home-based language learning activities and parental involvement may have a significant impact on how successfully kids learn to speak English. By creating an encouraging and engaging learning environment at home, parents can encourage their kids' language acquisition and set them up for success in a world that is getting more and more globalized.

Implications and recommendations

The study's findings include the following consequences and suggestions for parents, teachers, and policymakers:

Encourage parents to participate in consistent language learning activities at home so that they may play a more active role in their children's language development. Simple exercises like reading books, viewing films, or having English-language discussions might count as these. Educators can provide support and resources to parents to help them facilitate effective home-based language learning activities. This could include providing guidance on how to use technology, recommending educational apps and online resources, and offering suggestions for language learning activities. Policymakers can support home-based language learning by investing in language learning resources and programs that can be used by parents and children at home. This could include providing access to educational apps, online resources, and language learning materials. Future studies should look into how home-based language learning activities affect other language development processes including vocabulary growth and reading comprehension. Based on the findings of the study, the following recommendations are suggested:

For Parents:

- a. Create a language-rich environment at home by exposing children to English language books, videos, and audios.
- b. Encourage children to speak English by engaging in regular conversation, playing language games, and providing opportunities for real-life communication.
- c. Be positive and patient in the language learning process, and avoid putting too much pressure on children to perform.
- d. Work closely with teachers to support their children's language learning in and out of the classroom.

For Teachers:

- a. Promote parent involvement in the language learning process by providing resources and guidance on effective home-based language learning activities.
- b. Establish clear communication channels with parents to facilitate collaboration and support.
- c. Incorporate home-based language learning activities into classroom instruction to reinforce and build upon what children are learning at home.
- d. Provide regular feedback to parents on their children's language learning progress.

For Policymakers:

- a. Develop policies and programs that promote and support parent involvement in the language learning process.
- b. Provide resources and training for parents and teachers on effective home-based language learning activities.
- c. Increase funding for language learning programs and initiatives that involve parents in the language learning process.
- d. Conduct further research on the impact of home-based language learning activities on language learning outcomes.

By implementing these recommendations, parents, teachers, and policymakers can work together to enhance children's English-speaking abilities through effective home-based language learning activities.

CONCLUSION

The study "Beyond the Classroom: The Vital Role of Parents in Developing Children's English-speaking Abilities through Home-Based Language Learning Activities" revealed that parents play a crucial role in enhancing their children's English-speaking skills. The findings indicated that effective home-based language learning activities, such as reading aloud, storytelling, and engaging in conversation with children, can significantly improve children's English-speaking abilities. Furthermore, the study identified various factors that influence the success of home-based language learning, including the parents' language proficiency, attitudes, and motivation, as well as the availability of resources and support. These findings have significant implications for language teaching and learning, particularly in recognizing the importance of involving parents in language development beyond the classroom. This study's recommendations highlight the need for parents to take an active role in their children's language learning, teachers to provide resources and guidance on effective home-based language learning activities, and policymakers to recognize and support the vital role of parents in language development. Overall, the study emphasizes the importance of home-based language learning activities and parental involvement in enhancing children's English-speaking abilities. The success of home-based language learning is influenced by various factors, including the parents' attitudes and beliefs about language learning, their level of involvement and support, and the availability of resources and materials. The study also found that parental involvement in language learning can enhance children's motivation, self-esteem, and overall language proficiency. Based on the findings, the study recommends that parents, teachers, and policymakers recognize the importance of home-based language learning and promote its integration into language education programs. Parents can be encouraged to create a language-rich environment at home, engage in language activities with their children, and provide support and encouragement for language learning. Teachers can provide guidance and resources for effective home-based language learning, and policymakers can support the development of home-based language learning programs and initiatives. Ultimately, the study highlights the significant role that parents play in developing children's English-speaking abilities and emphasizes the importance of promoting home-based language learning as a valuable and effective approach to language education.

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