



**PARENTS' INFLUENCE ON ESL LEARNERS' ENGLISH LANGUAGE
PROFICIENCY**

SUKHDEEP SINGH A/L JASUAN SINGH

2100678

SUPERVISOR: MOHD AMIR IZUDDIN BIN MOHAMAD GHAZALI

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Abstract

This study investigated the correlation between parental involvement and ESL learners' English language proficiency. Using a quantitative methodology, Gardner (2004)-adapted surveys were given to 111 UTAR Kampar students in the Faculty of Social Science (FAS). The analysis's findings showed that among ESL learners, parental influence and language proficiency were significantly positively correlated. The results supported previous research highlighting the critical role parents play in their children's language development by showing that students with high language proficiency reported higher levels of parental involvement. In the discussion of the results, Vygotsky's Zone of Proximal Development (ZPD) and Bronfenbrenner's Ecological Systems Theory were highlighted for their theoretical significance.

CHAPTER 1 INTRODUCTION

1.1 Introduction

Learning a second language has become increasingly crucial in today's globalized society. Many non-native speakers believe it is necessary to acquire English because it is now the most widely used language for worldwide communication. English is widely spoken and taught in over 118 countries and is commonly used worldwide as a trade or diplomatic language. It is the language of science, aviation, computers, diplomacy, and tourism (“4 reasons why learning English is essential”, 2020). Due to the importance of the language, everyone should have decent English proficiency. ESL learners acquire the language in numerous ways during their upbringing. These methods include parents talking to children in English, children observing adults' conversations, and interaction between both. A common belief is the involvement of parents goes hand in hand with experience with the language. Two proposals for language development argue 1) children's participation in conversations through interaction with another English language user, and 2) in addition to providing opportunities for communication, all environments also draw the child's attention to the speech, provide information about speech segmentation, and provide opportunities for making sound-meaning mappings (Hoff, 2006). Parental involvement as an effective factor in improving student learning is no longer a subject of debate (Wei & Zhou, 2012). And a positive correlation between the ELL parental involvement and ELL student learning has been firmly established (Panferov, 2010). Other relevant studies that have also emphasised the significance of parental involvement in the language development of ESL learners (Kim & Guryan, 2010; Zhao & Luo, 2019). Because they are frequently the main source of support and encouragement, parents play a crucial role in their children's language development. This study aimed to examine the connection between the variables of parent involvement and how they influenced their children's language proficiency and English language proficiency in

ESL learners. To understand parental participation and improve ESL learners' language competency, the study also looked at efficient language learning theories such as scaffolding and ZPD to help understand the relationship between the variables being investigated. This information will assist parents, teachers, and students in understanding and improving their language learning.

1.2 Statement of Problem

There is a shortage of research on the precise ways in which parents influence how their kids develop language proficiency, despite the acknowledged significance of parental involvement in the language acquisition process of English as a Second Language (ESL) learners. There is no doubt that parental involvement plays a crucial role in an ESL learner's language proficiency, but the extent of their influence is still questioned. Studies such as Burstall (1975) and Gardner (1985) tell us the importance of parents' influence on children's second language learning. Students who attend the full 11 years of primary and secondary school spending over a decade learning English yet are often unable to communicate fluently outside the classroom setting. (Selan, 2021). This study aimed to fill this vacuum in the research by investigating the connection between parental participation and the language proficiency of ESL learners. The goal of this study was to pinpoint the elements that influence parental engagement in language learning and how they affect ESL learners' language proficiency. The notion of parental engagement and its function in language acquisition are not universally agreed upon, and there is a lack of research examining the precise ways in which parents affect their children's language proficiency. Therefore, the need for a precise definition of parental involvement in the context of ESL learners' language acquisition is another issue that this study seeks to address. Furthermore, there is a lack of research specifically focusing on ESL learners, despite previous studies looking at the effect of parental involvement on language learning in general. By investigating the distinctive elements that influence parental involvement in the language learning process of ESL learners and their effects on language competency, this study aims to close this gap. By filling up these gaps in the literature, this research will be able to offer a more thorough knowledge of the role of parental participation in ESL learners' language competency and

will be able to pinpoint practical methods for maximising this involvement for improved language learning results.

1.3 Significance of Study

This study's significance depends on its ability to instruct and enhance language learning methods for ESL students. To promote ESL learners' language acquisition, which may be essential for their academic achievement, social integration, and professional advancement, this research looked at the effects of parental participation on language competency.

Additionally, the outcomes of this research can aid in the creation of family-centred language learning programmes that can be used in educational settings such as schools, community centres, and other institutions. Parents can benefit from this research by learning how crucial their involvement is in their children's language development and by receiving useful advice on how to improve their kids' language skills. Overall, this study has the potential to significantly advance the field of ESL education and be advantageous to teachers, families, and students who are learning English as a second language.

1.4 Research Objective

RO1 – To identify the relationship between parents' influence and ESL learners' English language proficiency.

1.5 Research Question

RQ1 – Is there any significant relationship between parents' influence and ESL learner's English language proficiency and what specific factors influence the degree and nature of parental involvement in the language learning process of ESL students?

1.6 Definition of the Key Terms

Parental involvement: The degree to which parents actively participate in their children's educational and linguistic development, particularly by offering resources, support, and direction.

English as a Second Language: When English is the major language of teaching, communication, or trade, English as a Second Language (ESL) refers to the process of learning English as a language other than one's original tongue.

Language proficiency: is the capacity to grasp and convey complex ideas and concepts, as well as the ability to use language effectively in a variety of circumstances, including reading, writing, listening, and speaking.

Language acquisition: is the process of picking up a language, including its grammar, vocabulary, and pronunciation norms, and it typically involves interacting and conversing with native speakers.

Effective language learning strategies: include but are not limited to, direct instruction, interactive learning exercises, and immersion opportunities. These methods and approaches help people learn languages and advance their language skills.

Scope and Limitations of The Study

1.7.1 Scope

The focus of this study was the relationship between parental involvement and its influence on ESL learners' proficiency. The study specifically investigated the variables that influenced parental engagement in the language learning process and how they affected the language competency of ESL learners. ESL students from UTAR were chosen as they were more accessible, following the convenience sampling method, and UTAR also provided a variety of students with different majors in their study. To fulfil the study, participants from FAS were focused on. Faculty of Arts and Social Science (FAS) students offered English Major students who presumably had high language proficiency and students from psychology and journalism who, again, presumably had low to high English language proficiency. The programs of the students investigated were Bachelor of English Education, Bachelor of Psychology, and Bachelor of Journalism. These three were chosen to have variety in the sample. Almost all the students in this university were ESL learners. So, the participants were ESL learners with varying levels of language proficiency, allowing room for comparison with the low to high-level ESL learners. Students in a specific locale or academic context were the subject of the study. The study employed a quantitative method, using questionnaires to gather data regarding parent involvement in their children's language learning process and the language proficiency of the participants in the study.

1.7.2 Limitations

There were a few potential limitations to this research. The first limitation of the study was the potential for sampling bias because it only covered ESL students from a specific region or educational context. The results of the study might not have applied to different circumstances as a result. The study investigated parents' influence on ESL learners' language proficiency, and the participants were UTAR students. The students provided data according to what they thought their parental involvement was, so there was room for bias or different points of view. A different point of view would have been helpful if the data collected from the students could have been compared to the parents' data. The reason for not involving parents was simply due to parents being difficult to recruit to partake in this study. They might not have been technologically savvy or might not have had time to answer a study. The sample size was very small. Furthermore, participants might have given responses they thought were expected of them rather than ones that reflected their actual experiences or opinions. Several limitations were found in this study. First, the survey required participants to self-assess their English language proficiency, which meant it was highly dependent on the participants' honesty. The study questioned parental influence on language proficiency through the perspective of the ESL student and not through the parent. This might have led to bias. Response bias among the participants, which caused social-desirability bias, might have influenced the psychometric properties of the results and findings of the self-administration questionnaire (Rosenman et al., 2011). Despite these drawbacks, the study added significantly to the body of knowledge on parental involvement in ESL learners' language proficiency.

CHAPTER 2 LITERATURE REVIEW

2.0 Theoretical Framework

2.1.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner (1979) offers a theoretical framework for comprehending the intricate relationships that exist between people and their environment, which includes their family, place of education, community, and the larger society. Given that it considers the different systems that can affect language development, this theory is especially pertinent for examining the contribution of parents to the language proficiency of ESL learners. The microsystem, mesosystem, exosystem, macrosystem, and chronosystem are some of these systems. Understanding how each of these systems affects learning might help parents assist their children's language development.

By offering encouragement and opportunity for language learning in the home, parents can directly influence their child's language development at the **microsystem** level. According to Azizinezhad et al., (2021) & Juan & Park, (2021), parent-child interactions that include speaking and reading can considerably increase children's language skills. To promote their child's language development, parents can collaborate with teachers and other educational professionals in the **mesosystem**. For instance, a recent study discovered that parental involvement in a child's language instruction enhanced academic performance and language competency (Jiang, 2021).

At the **exosystem** level, having access to community resources like tutoring and language classes can aid in the linguistic development of ESL students. According to a recent study, involvement in after-school language programmes can result in appreciable gains in linguistic competence (Park & Kim, 2021).

At the **macrosystem** level, educational policies and cultural perspectives on language acquisition might affect the linguistic development of ESL learners. According to recent research, bilingualism-supportive policies and attitudes can help ESL students achieve better academic and linguistic outcomes (Páez et al., 2020; Wimberley, 2021).

The **chronosystem** can also influence how ESL learners develop their language over time. According to a recent study, early exposure to various languages can improve language proficiency later in life (Hakuta et al., 2018). The assistance available for ESL learners' language development may also be impacted by changes in the family structure, such as parental divorce or migration (Hrynevych & Gorbachyk, 2020). The numerous ecological systems that have an impact on the language development of ESL learners are highlighted by Bronfenbrenner's ecological systems theory. Parents and educators can collaborate to give essential support for the language competency of ESL learners by comprehending the impact of each system.

2.1.2 Theory of Scaffolding

The scaffolding theory, a central idea in Bruner's theory of cognitive development, is the major argument put out by (Wood, Bruner & Ross, 1976). The authors contend that with the assistance of a more experienced adult or peer who systematically offers direction and assistance, children can learn to solve problems that are above their current level of competence. The scaffolding theory will serve as a foundation for investigating the elements that enhance the efficiency of parental participation in the language learning process.

According to the scaffolding theory, parents can significantly improve their children's language skills by catering to their individual needs (Sawyer, 2017). Through scaffolding, the English language proficiency of ESL learners can be enhanced, and this theory has been proven to improve students' grammar and vocabulary (Fidalgo & Garcia-Sanchez, 2020).

According to Vygotsky (1978), scaffolding entails breaking down challenging tasks into smaller, more manageable steps, offering guidance and feedback, and progressively lowering the level of assistance as the kid gains competence. Scaffolding can aid in the growth of metacognitive abilities including organising, observing, and assessing one's thought processes. Scaffolding strategies, such as offering feedback and modeling, were successful in enhancing ESL students' writing abilities (Cheng & Li, 2018; Dang & Nguyen, 2019).

Furthermore, a study by Chua and Banerjee (2019) discovered a positive correlation between parental participation in scaffolding interventions and preschool children's language development. They came to the conclusion that parents can greatly enhance their children's language skills by using scaffolding approaches.

The idea of scaffolding can be used by parents to provide direction and support for their children's language development in the context of the influence that parents have on the language competency of ESL (English as a second language) learners. By giving their kids

appropriate language input, correcting their errors, and engaging them in conversations that gradually get more complicated, parents who are more fluent in English can serve as a scaffold for their kids' language learning. Through this process, parents can support the growth of their children's language abilities and self-assurance in speaking English. Parents can also promote the growth of metacognitive abilities by assisting their kids in reflecting on their language-learning tactics and experiences. Additionally, parental scaffolding works best when parents are aware of their kids' requirements and preferred methods of learning. This is because scaffolding calls for parents to customize their strategy to their children's unique learning needs and preferences (Sawyer, 2017). Technology use can also facilitate parental scaffolding and improve the efficacy of their involvement (Kim & Guryan, 2010). For instance, parents should encourage their kids to consider how they can monitor and assess their language use or how they can apply the language they have acquired in various circumstances. In general, the idea of scaffolding can be a helpful tool for parents who want to encourage their kids' language acquisition and aid in their quest for increased fluency in English.

In conclusion, the scaffolding theory offers a framework for comprehending the function of parental participation in raising the language ability of ESL learners. By using scaffolding, parents may provide their kids with the assistance and direction they need to improve their language skills and become more autonomous learners.

2.1.3 Zone of Proximal Development (ZPD)

According to Vygotsky's (1978) theory, social interactions and the assistance of people who are more knowledgeable influence language development. The ZPD refers to the variety of tasks that a learner can complete while receiving direction and assistance from a more experienced person. This advice and support, which can come from parents, instructors, and peers, can be extremely helpful in fostering the language development of ESL students.

Parents can contribute significantly to the **microsystem** level of support inside the ZPD. The relevance of scaffolding in the ZPD is emphasized by Wood et al. (1976). Parents can aid their children in the development of language skills by offering support that enables them to complete activities that are just beyond their current capabilities. This assistance may take the form of feedback, prompting, and modeling, all of which can improve the child's language acquisition.

Together, parents and teachers can assist the child's language development within the ZPD in the **mesosystem**. Parents and teachers can work together to give essential support and guidance for the child's language development by sharing information about the child's language learning objectives, progress, and requirements.

Parents' cultural backgrounds and attitudes toward language acquisition may have an impact on how they support their children's language development at the **exosystem** level (Vygotsky, 1978). For instance, the assistance parents offer for their child's language development may be influenced by their cultural background and views on language learning. Additionally, having access to neighbourhood resources like language programmes or tutors can help the child's language development.

The support which is available for ESL learners' language development inside the ZPD can be impacted at the **macrosystem** level by broader societal issues including educational policy

and language education programmes. While policies that restrict access to language education can impede language development in children, those that offer resources and support for language learning can improve it.

Finally, the support provided for the language development of ESL learners within the ZPD over time may be impacted by the **chronosystem**. The assistance provided for the child's language development within the ZPD may change over time due to changes in family structure, language laws, and community resources (Vygotsky, 1978).

Recent research has supported the importance of parent involvement and scaffolding in advancing language proficiency in ESL students. Favourable correlation between Chinese ESL learners' English language proficiency and parental participation, including academic assistance and the creation of a supportive home environment for learning (Gao et al., 2021). Similar findings were made by who discovered that parental participation, including giving comments and chances for practice, was favourably related to language development in ESL students (Tang, et al., 2020),

In conclusion, the ZPD theory places a strong emphasis on the assistance that language development for ESL learners receives from social interactions and advice from knowledgeable individuals, such as parents. To offer the support and direction required for ESL learners' language development within the ZPD, parents, teachers, and communities must collaborate and have a common understanding of the variables that affect assistance at various ecological levels.

2.1 Past Studies

Several research over the past ten years has looked at the effect of parental influence on the language ability of English as a Second Language (ESL) learners. According to research, parents are essential in their children's language development and their involvement can improve their language skills. The results of various research on this subject will be synthesised and triangulated in this essay, with a particular emphasis on how parental engagement affects the language competency of ESL learners.

Wei and Zhou (2012) assert that parental involvement is a powerful tool for enhancing student learning and that there is a clear positive relationship between ELL parents' involvement and ELL students' academic achievement. This study conducted a meta-analysis of 27 studies and found that parental involvement improves the English language proficiency of ESL learners. Panferov (2010) looked into the value of parental involvement in ESL instruction and offered suggestions for how schools could increase it. The study found that parents' support was crucial to the success of ESL students. It also discovered that if schools gave parents a welcoming environment to participate in, they may become more involved in their kids' education. Integrating parents in a child's education enhanced the parent-teacher bond, grew the parents' comprehension of the academic skills and requirements of their child, and eventually resulted in higher academic achievements for the kid.

For example, Fan & Chan (2018) examined the association between parental participation and Taiwanese ESL students' proficiency in the English language. They discovered that parental participation, particularly in the areas of reading and writing, significantly improved students' language proficiency.

Regarding the specific parental influence factors, Kim and Guryan (2010) discovered that parental education and English language ability were favourably connected with the language

competency of ESL learners. Additionally, they discovered that parental participation in educational activities, such as reading to their kids and assisting with schoolwork, had a favourable effect on the linguistic abilities of the children. Similar findings were made by Zhao and Luo (2019), who discovered that parental participation in language-related activities including reading, singing, and storytelling significantly impacted their kids' language development.

Fidalgo and Garcia-Sanchez (2020) sought to better understand the connection between parental participation and children's acquisition of English as a Second Language (ESL). Data was gathered from 183 Spanish-speaking families in the US who had at least one student enrolled in an ESL programme. Parental participation substantially influenced children's English proficiency, according to the study. Particularly, the researchers discovered that children with parents who participated in school meetings assisted their kids with their schoolwork, and talked to teachers about their development were more proficient in English. The findings of this study are consistent with earlier research that has emphasised the critical importance of parental participation in fostering the language development of ESL learners. The scaffolding theory (Wood et al., 1976), which contends that parents may give their kids the right assistance to help them advance in their language proficiency, is also supported by Fidalgo and Garcia-Sanchez's (2020). In this study, parents' assistance with schoolwork, attendance at school functions, and conversations with instructors regarding their child's development can all be seen as examples of scaffolding.

Kalaycı and Öz (2018) investigated Turkish parents' perspectives of their participation in their kids' English language instruction. According to the study, parents believed they played a significant role in their children's education and were eager to participate in activities that aided in their language acquisition, such as helping with homework, speaking English with their kids, and going to parent-teacher conferences. The results imply that fostering a friendly

relationship between teachers and parents, boosting parent-teacher contact, and motivating parents to take an active role in their children's education can improve parental involvement in English language instruction. Although this study includes the dimension of parent-teacher relationship which is not the focus of this study, it does enhance the aim of this study. Parents involving themselves in their children's English language learning by building a relationship with the teacher supports the notion that their involvement is crucial in ESL learners' English language development.

It's crucial to remember that parental influence does have some constraints on how well ESL learners can speak the language. For instance, it's possible that parents don't always have the resources or language skills needed to effectively assist their children's language development (González et al., 2011). The type and degree of parental participation may also be impacted by cultural variations in parenting practices and expectations (Chang et al., 2011).

The literature suggests that parental participation can significantly affect the academic performance of ESL learners, which emphasises the need for additional study to examine how schools and parents can work together to enhance the educational results of ESL students.

2.2 Conceptual Framework

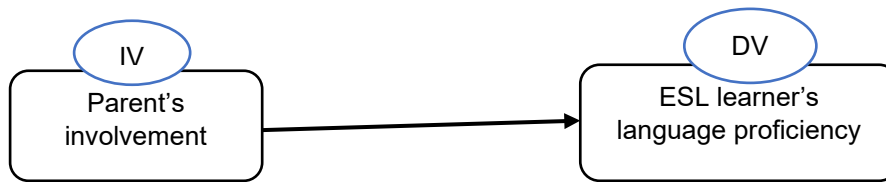


Figure 1: Independent variable and dependent variable

With parental involvement and English language competency of ESL learners, as the dimensions being assessed through questionnaires, the conceptual framework discussed here focuses on the contribution of parents to the language proficiency of ESL learners. The parent's involvement and the ESL learner's English language proficiency are the dependent and independent variables, respectively. Parent's involvement in their children's English language development and the children's English language proficiency will be examined, and suggestions will be given for parents to promote the children's English language acquisition as ESL learners, using three theoretical frameworks: Bronfenbrenner's Ecological Systems Theory, Theory of Scaffolding, and ZPD. The theories will narrow it down to microsystem and exosystem which emphasises the parent's involvement in the children's English language proficiency, and the resources provided by the parents for their child to improve their English language. The questionnaires used will ask the participants about their attitudes and motivation toward the English language to gauge their English language proficiency and their parent's involvement in improving their English language proficiency.

CHAPTER 3 METHODOLOGY

3.1 Research Design

Quantitative data were gathered for this study to better pinpoint the parent influence on ESL learners' English language proficiency (Muijs, 2010). A questionnaire was adapted from Gardner (2004) and Hampton et al (2017) to collect data from the participants. The questionnaire was used to understand the participant's perspective and interest in the English language. The English-language version of the Attitude/Motivation Test Battery (AMTB) was used to gauge how motivated pupils are to learn the language and hone their speaking abilities. Furthermore, the questionnaire items also gauged the level of language proficiency of the participants. Their language proficiency was then compared to their parent's attitude toward improving the children's language. By asking questions that investigated the parent's attitude and influence on the participant's language proficiency, a comparison could be drawn to answer the research question.

3.2 Sampling Method

This study employed purposive sampling as data was collected from ESL-speaking students within UTAR Kampar from the Faculty of Social Science (FAS). To narrow down the sample size of this study, students under the programs Bachelor of Arts (Honours) English Education, Bachelor of Arts (Honours) English Language, Bachelor of Communication (Honours) Journalism, and Bachelor of Social Science (Honours) Psychology were focused on. These participants were chosen due to their varying levels of language proficiency, with high language proficiency from English majors, and low to high English language proficiency from the remaining programs. Responses from 100 undergraduate students from specified FAS programs were recorded by asking demographic questions such as name, age, sex, race, and languages spoken. The purposive sampling method was used for this study because it targeted participants with the characteristics of being ESL learners.

3.3 Data Collection

3.3.1 Instruments

A survey was employed as a research instrument. The survey was modified from (Gardner, 2004). Section A, Section B, and Section C made up the three sections of the questionnaires. Section A contained the participant's basic demographic data, such as age, gender, and race. It also recorded their program, faculty, and languages spoken. Section B consisted of questions that investigated the motivation and attitude of participants toward the English language. Finally, section C investigated how the participants' parents contributed to the development of their language.

3.4 Plans for Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to calculate the data collected from the questionnaire to prevent human error and extended calculation times. Data acquired from the questionnaire responses were used to draw a correlation between parents' involvement and ESL learners' English language proficiency, which answered the questions posed by this study. The data gathered by the questionnaire were then compared with past studies performed by (Kalaycı and Öz, 2018; Fidalgo and Garcia-Sanchez, 2020).

3.5 Ethics and Participation Protection

Prior to conducting the research, approval was obtained from the lecturer supervisor to conduct the study. Adjustments were made to the study according to feedback acquired. Before conducting the research, students were informed about the aim of the study and the purpose of the questionnaire. Personal information was not recorded nor shared with anyone. The anonymity of the participants was also guaranteed.

CHAPTER 4 RESULTS

4.1 Introduction

This chapter presents the study's results and analyses the findings of the quantitative research conducted by relating it to the research question. By analysing the findings of the correlation between parents' influence and ESL learners' English language proficiency, the findings will answer the research question "Is there any significant relationship between parents' influence and ESL learners' English language proficiency, and what specific factors influence the degree and nature of parental involvement in the language learning process of ESL students?"

4.2 Analysis of Research Question 1

Research Question 1:1 – Is there any significant relationship between parents' influence and ESL learner's English language proficiency and what specific factors influence the degree and nature of parental involvement in the language learning process of ESL students?

The analysis concerns Part B and Part C of the questionnaire. These two parts explored participants' language proficiency level their motivation to learn the language and the involvement of participants' parents in their language development respectively.

A preliminary analysis was conducted, and it was found that "Language Proficiency" scored a higher mean score ($M=3.54$, $SD=0.48$) than "Parent Influence" ($M=3.25$, $SD=0.54$) as seen in Table 4.1.

Table 4.1*Table 4.1 Mean and Standard Deviation of Language Proficiency and Parents' Influence*

	Mean	Std. Deviation	N
Language Proficiency	3.5418	.47844	111
Parents' Influence	3.2539	.54089	111

A further analysis was conducted to investigate the relationship between parents' influence and ESL learner's English language proficiency using the Pearson correlation. As shown in Table 4.2, it shows there is a significant relationship between parent influence and language proficiency ($r = .46, n = 111, p < .0005$).

Table 4.2*Table 4.2 Correlation Between Language Proficiency and Parents' Influence*

		Language Proficiency	Parent Influence
Language Proficiency	Pearson Correlation	1	.459**
	Sig. (2-tailed)		<.001
	N	111	111
Parent Influence	Pearson Correlation	.459**	1
	Sig. (2-tailed)	<.001	
	N	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

CHAPTER 5 Discussion, Recommendation, and Conclusion

5.1 Introduction

This chapter is composed of 3 aspects of the study: (1) discussion of findings, (2) implications and recommendations, and (3) direction for future research.

5.2 Discussion of Findings

5.2.1 Parents' Influence on ESL Learners' English Language Proficiency

This correlation is statistically significant, meaning it is unlikely to have happened by accident, according to the p-value (< 0.001). Relating the data analysis to the research question: The data answers the research question. The questionnaire investigated the specific factors influencing the degree and nature of parental involvement in the language learning process of ESL students at the surface level. Asking questions such as language spoken at home and the reinforcement of the language at home by the participants' parents. From the study, we can perceive the degree of involvement by analysing the participants with high language proficiency's answers. The participants with high language proficiency have higher parental involvement and vice versa for the low-intermediate language proficiency participants. To summarise, this study validates a strong positive correlation between parent influence and language proficiency among ESL learners which ultimately helps achieve the RO.

According to Liniarti (2019), parents take place as educators, and they also provide the educational milieu for their children. The idea that parent influence and language proficiency are positively correlated suggests that ESL learners' English language proficiency rises in tandem with their perceived parental influence. This result is consistent with past studies that highlight the critical role parents play in their children's language development. Parental involvement is a powerful tool for enhancing student learning and there is a clear positive relationship between ELL parents' involvement and ELL students' academic achievement (Wei and Zhou, 2012). The linguistic environment at home is influenced by parents, who serve as the primary caregivers and role models. This influence can take many different forms, like participating in English language activities, helping with homework, or promoting English-language communication. The statistically significant correlation indicates that ESL students' language learning journeys are positively impacted by supportive home environments. Zhao and Luo (2019) discovered similar findings with parental participation in language-related activities significantly impacting their kids' language development. This study found the correlation between parents' involvement and the ESL learners' language proficiency through a variety of questions. Meanwhile, Liniarti (2019) distinguishes between the parent role in the children's English learning achievement through open-ended questions. This study does not focus on any theory of learning and development. However, the study identified learning as a progressive behaviour adaptation process in which behaviour is produced or altered by experience or practice.

Despite the encouraging nature of these results, it is important to remember that correlation does not imply causation. The observed relationship does not imply that greater parental influence leads to higher language proficiency. Proficient language use may also be influenced by other elements, such as socioeconomic status or the standard of language instruction. As a result, this analysis emphasizes how critical it is to acknowledge and value parents' contributions to the education of ESL students. Teachers and legislators ought to think about methods for getting parents actively involved in their kids' language learning. To improve language learning outcomes for ESL students, more research could focus on facets of parent influence and investigate interventions that strengthen this positive correlation. The complex interactions between socioeconomic factors that influence ESL learners' language proficiency (Veas et al., 2018). Their findings underscore the complex interplay between parental influence and socioeconomic status in language development, underscoring the multifaceted nature of language development. To develop effective strategies, a comprehensive approach to language education should take socioeconomic factors and parental involvement into account.

Furthermore, a meta-analysis by Law et al. (2018) compiles information from multiple studies to investigate possible causes of the correlation between language proficiency and parental influence. Although there is a constant positive correlation, the meta-analysis shows that the strength of this relationship varies among populations and contexts. It highlights how crucial it is to take individual differences and contextual factors into account when analysing how parental involvement affects language outcomes.

In short, recent research provides subtle insights into the larger factors at work in addition to confirming the positive correlation between parental influence and the language proficiency of ESL learners. These results highlight the significance of appreciating the complexity of language development and support a comprehensive strategy that takes individual variances,

socioeconomic status, and long-term interventions into account. This nuanced understanding can help researchers, educators, and legislators create strategies that actively involve parents and improve the language learning outcomes for English as a second language (ESL) students.

5.3 Implications of The Study

5.3.1 Practical Implications

Important tactics for parents to be involved in their children's ESL education are highlighted in the systematic literature review by (Alias et al., 2023). Most importantly, parents should read to their kids, helping them develop good reading habits and suggesting books that are age appropriate. Involvement at home is essential; it involves setting up a favourable learning environment, providing motivation, and providing guidance. Parental involvement in the school, such as meeting attendance and volunteer work, provides updates on their children's academic progress. It is emphasized how important it is for parents and teachers to communicate effectively to address any concerns and provide regular updates on academic performance. Essentially, the review emphasizes how important it is for parents to support their kids' ESL learning at home and in school.

Future educators, teachers, and parents can all benefit from this study. In Malaysia, students face difficulties with English language proficiency, particularly in rural areas. All parties involved in education should be concerned about students' low English language proficiency when usually teachers and schools are the only ones to blame. For instance, in just one year of instruction, a teacher is not likely to increase a student's English language proficiency, particularly if the pupil is performing below grade level. As theories like ZPD and scaffolding have shown, parents have a significant impact on a child's language development and, eventually, proficiency. By establishing a secure and enjoyable learning environment for their children, parents and teachers can collaborate to reinforce English language content in the students.

Enhancing ESL learners' English language proficiency is largely dependent on parental involvement (Alias et al., 2023). A Khairul Amali et al. (2023) study supports that reading to kids is an effective way to foster language development. Along with encouraging excellent reading habits and suggesting age-appropriate literature, parents should take an active role in reading aloud to their kids. This exercise improves vocabulary and fosters a positive outlook on language acquisition. For ESL students, setting up a favourable learning environment at home is essential (Kim & Riley, 2014). This entails giving kids a place to study, reducing outside distractions, and making sure they have access to the tools they need. To strengthen their children's dedication to learning the English language, parents should also provide encouragement and direction (Laffoon, 2023).

Parental involvement is present in schools as well as at home. Participation in volunteer work and meeting attendance help to provide a more complete picture of a child's academic development (Chavez et al., 2023). Through this involvement, parents can actively support their children's educational journey and remain informed about their child's performance. Instructors and parents must communicate effectively. Regular updates on academic performance and prompt resolution of concerns are made possible by open lines of communication. A comprehensive support system for ESL students is created through cooperative efforts between parents and teachers, which has a positive effect on their language development (Chow et al., 2015). Parental involvement is especially important in Malaysia, where students frequently struggle with English language proficiency, especially in rural areas (Erlendsdóttir et al., 2022). It is critical to stop blaming educators and educational institutions alone for language problems. Rather, it is imperative to acknowledge the substantial impact parents can have on their child's linguistic growth.

In summary, parents play a critical role in the language development of ESL students by modelling good reading habits, creating a supportive home environment, participating in school events, and communicating effectively with educators. Acknowledging and putting these strategies into practice can make a big difference in students' English language proficiency, especially in areas with language barriers like Malaysia's rural areas.

5.3.2 Theoretical Implications

5.3.2.1 ZPD

The findings in the data collection reveal participants who received support from parents in learning ESL facilitated a smoother language proficiency, which is aligned with the concept of scaffolding and ZPD.

Examining data through the lens of ZPD emphasizes how critical it is to challenge students beyond their comfort zone. The relevance of scaffolding in the ZPD is emphasized by Wood et al. (1976). Parents can aid their children in the development of language skills by offering support that enables them to complete activities that are just beyond their current capabilities. This assistance may take the form of feedback, prompting, and modelling, all of which can improve the child's language acquisition. The significant correlation between parent's influence and the language proficiency of ESL learners in this study's findings is supported by the concept of ZPD. The students who received positive feedback and were allowed to consume English medium content had an easier time improving their language proficiency. According to Akbari (2022), a child's zone of proximal development (ZPD) is the range of knowledge they can acquire on their own and with the assistance and support of an adult or guide. The study places a strong emphasis on the social components of learning and the value of adult-child cooperation and interaction in the educational process. Parental involvement—offering the required direction and support within the ZPD—can be extremely important for children's language development. Furthermore, teaching parents how to be more involved in their kids' language learning can help them be more involved in both the quantity and quality of their child's language learning, which will benefit the kids' language acquisition abilities. The study conducted a Pearson correlation analysis like this research, to examine the relationship between parental participation and the success rate of children in learning foreign

languages. The study found a moderate positive correlation between parental participation and the success of students in learning foreign learning language skills. Schools ought to try to involve parents in the learning process because it will boost student achievement, raise parental and teacher satisfaction, and enhance the school environment (Tinggie et al., 2023). (Febrianto, 2019) elaborates by stating parental involvement was found to be crucial when they investigated the factors influencing children's English Achievement Test scores. Supporting Akbari (2022), these studies did not explain the precise depictions of involvement.

Recent studies such as Gao et al., (2021) & Tang, et al., (2020) support parent involvement and scaffolding in advancing language proficiency in ESL students through creating a supportive home-learning environment for their children.

5.3.2.2 Bronfenbrenner's Ecological Systems Theory

This theory comprehends the relationship between individuals and their surroundings which includes their families. In line with this study's findings, Bronfenbrenner's theory states parents have a direct impact on their child's language development at the microsystem level by providing encouragement and opportunities for language learning within the home. Parent-child interactions that involve reading and speaking can significantly improve children's language skills (Azizinezhad et al., & Juan & Park, 2021).

Bronfenbrenner's claim that language development is greatly influenced by the microsystem, which consists of the immediate familial environment, has been reinforced and expanded upon by recent studies. Rajablou & Shirvan's (2017) study, for example, highlights the long-term benefits of parental involvement on ESL learners' language proficiency. According to this study, parents who actively participated in language-rich activities, like storytelling and conversations, improved their kids' English language proficiency.

Furthermore, Chang et al. (2023) strengthen Bronfenbrenner's theory by highlighting the part that socioeconomic and cultural variables play in the microsystem. The research findings indicate that cultural subtleties and socioeconomic backgrounds have an impact on the variations in parental involvement strategies. This highlights the need for a nuanced understanding of the microsystem in diverse contexts such as Malaysia.

The emphasis on parent-child interactions, especially in the digital age, that Bronfenbrenner placed is reinforced by recent research by (Taylor & Hattingh, 2019). Their study emphasizes how technology-mediated parent-child interactions—like interactive language-learning applications and online reading platforms—are becoming more and more important in influencing ESL learners' language competency at home.

These new works add to the current conversation on language learning in a variety of technological and cultural contexts by offering a modern lens through which to view the intricate interactions between parents and ESL students.

5.4 Direction for Future Study

To overcome this, perhaps a test can be done to assess participants' proficiency.

Survey or interview the parents on their perspective on the importance of the English language and the degree of significance the language has in their household. The participants' area of upbringing could be considered. As this study surveyed UTAR students from all over Malaysia and some students were even foreign students. Studies can emphasize Bronfenbrenner's theory which states the involvement of society (macrosystem) in a person's language acquisition (Azizinezhad et al., & Juan & Park, 2021). For example, English language proficiency and parental influence can be different in an urban area from a rural area. The study can also be progressed into a qualitative study to understand the intricacies of the parents' influence through the parents' perspective proficiency relationship compared to this quantitative study which focused solely on finding the correlation significance.

A systematic literature review by Alias et al. (2023) investigated how technology and digital resources can improve parental involvement in their children's ESL education is an important area for future research. This might involve assessing how well educational apps, websites, and digital platforms support ESL learning when used by parents. To ascertain their impact on kids' ESL learning outcomes, it is also necessary to investigate the effectiveness of parental involvement programs and interventions, both at home and in the classroom.

Another crucial area of research that will help to clarify the differences in parental involvement practices and how they affect ESL instruction is comparative studies conducted in different cultural and educational contexts. Future studies are urged to combine qualitative and quantitative research methods to gain a thorough understanding. This will enable a nuanced analysis of the qualitative experiences and quantitative effects of parental involvement on children's ESL learning. These promising avenues for future investigation highlight the need for more research and knowledge development regarding the role that parents play in their children's ESL development, offering researchers opportunities to make significant contributions to the education and language acquisition field.

CONCLUSION

To conclude, this research sought to determine the factors influencing the level and type of parental involvement in the language learning process, as well as the relationship between parental influence and the English language proficiency of ESL learners. The study used a quantitative methodology with surveys modified from Gardner (2004) and concentrated on UTAR Kampar students, specifically those enrolled in various programs in the Faculty of Social Science (FAS). Parental influence and language proficiency among ESL learners are significantly positively correlated, according to the research question analysis. The results of the study confirmed the significance of parental support in language development by showing that students with high language proficiency reported higher levels of parental involvement. The results are consistent with previous studies that highlight the critical influence parents have on their children's language development. The theoretical implications of the findings were discussed in detail, with special attention paid to the applicability of Bronfenbrenner's Ecological Systems Theory and Vygotsky's Zone of Proximal Development (ZPD). Scaffolding within the ZPD to support ESL learners in their language proficiency is supported by the positive correlation. The study also supported Bronfenbrenner's claim that language development is greatly influenced by the microsystem, which includes the immediate family environment. The study emphasizes how critical it is to recognize and value the contributions that parents make to their ESL children's language development. This study adds significant understanding to the positive relationship between parental influence and language proficiency among ESL learners. Teachers, legislators, and researchers can work together to create practical strategies that support ESL students' language acquisition and general academic success by acknowledging the complex nature of language development and the vital role parents play.

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Appendix

Questionnaire 1 (Learner's attitude and motivation towards the English language)

Section A

Name:

Class:

Age:

Gender:

Race:

Languages spoken:

Faculty:

Program

Your English speaking and listening skills are

Poor	Below Average	Average	Above Average	Excellent

Your English reading and writing skills are

Poor	Below Average	Average	Above Average	Excellent

Section B

Following are a number of statements with which some people agree, and others disagree. Please fill [X] or [✓] in the table provided below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

a. Spanish football players are much better than Brazilian football players.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree
	✓			

Please fill [X] or [✓] in the table provided. Some people would have to fill “Strongly Disagree”, others would fill in “Strongly Agree”, while others would have filled in any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak the English language perfectly.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

2. I don't pay much attention to the feedback I receive in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

3. I don't get anxious when I have to answer a question in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

4. I look forward to going to class because I enjoy it.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

5. Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

6. I have a strong desire to know all aspects of English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

7. My English class is really a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

8. I would get nervous if I had to speak English to a tourist.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

9. I never feel quite sure of myself when I am speaking in our English class

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

10. I can express myself better when I converse in English

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

11. I feel very much at ease when I have to speak English

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

12. I would rather spend more time in my English class and less in other classes

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

13. I don't bother checking my homework when I get them back from my English teacher.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

14. I feel confident when asked to speak in my English class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

15. I don't like it when someone corrects me when I speak English wrong.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

16. Speaking English anywhere makes me feel worried.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

17. I keep up to date with English by working on it almost every day.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

18. I have high language proficiency (can read, write, speak, and listen very well)

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

19. My reading and

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

Questionnaire 2 (investigating Parent’s involvement in the participant’s English language development)

Section C

Following are a number of statements with which some people agree, and others disagree. Please fill [X] or [✓] in the table provided below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

- a. Spanish football players are much better than Brazilian football players.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree
	✓			

Please fill [X] or [✓] in the table provided. Some people would have to fill “Strongly Disagree”, others would fill in “Strongly Agree”, while others would have filled in any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer

1. My parents prefer speaking English at home

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

2. My parents feel that it is very important for me to learn English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

3. My parents have high English language proficiency (fluent speakers, can read/write, etc.)

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

4. How important or unimportant is speaking English for your parents?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

5. I speak in English at home.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

6. My parents encourage me to speak English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

7. My parents only use my mother tongue to communicate with me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

8. My parents have provided English language learning resources such as books to improve my English language.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

9. My parents have expressed negative attitudes towards me when I speak English

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

10. My family watches English entertainment often (tv, songs, movies, documentary, etc.)

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

11. My family is only allowed to watch entertainment that uses our mother tongue.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

12. My parents have expressed negative attitudes toward me when I watch English entertainment (movies, songs, books, etc.)

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

13. My parents often helped me with my English language homework

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

14. My parents have enrolled me in English language classes/tuitions

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree

15. My parents would be upset if I scored low marks in my English subject

Strongly Disagree	Moderately Disagree	Slightly Disagree	Moderately Agree	Strongly Agree