

The Impact of Parents' Involvement in Primary School Students' English Learning

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Abstract. As the engagement of parents has an essential role in their kids' learning procedure, this paper is to analyze and evaluate parental effects in primary school students' English accomplishment. To be more specific, this paper is going to search the reasons for both of parents' high level of involvement and low level of involvement, list out the advantages and disadvantages, thereby discussing this phenomenon. Based on previous literature, it is found that in most cases, The English learning results of children tend to improve the more parents engage in their children's language development. However, on the other hand, incorrect ways of companionship can also cause opposite effects. In other words, parents' accompanying can improve children's learning enthusiasm, develop good learning habits, and establish an interest in learning English. Under this circumstance, parents' educational background and income also have an impact on their attitudes toward English learning.

Keywords: Parental involvement, Primary students, English learning.

1. Introduction

Since English is recognized as an international language in the trend of globalization, language learning has become a heated topic in the education area. Nowadays, parents' engagement has cognitive, social, and emotional roles in children's achievement in learning English. When it comes to language learning, younger learners tend to have a better outcome [1]. Admittedly, when people begin studying English in an academic setting, professionals have admittedly justified English language education in primary schools., so this paper will focus on the group of primary-school students In addition, this paper will introduce and analyze different kinds of parents' levels of involvement in terms of primary school students' English learning, and it also will show several specific data to prove it.

In terms of the parents' roles, one of the environmental influences is the impact of parents' perspectives on their kids' English-language development. Family is one of the the most influential part of a kid's life. Thus, in accordance with research on language learning, parents' attitudes about a foreign language have a big impacts on their kids' language performance. As a result, owing to the fact that increasing numbers of previous studies have testified to the importance of parents' engagement, no matter whether it is positive or negative, it is of utmost importance to clarify to what extent can parents' involvement have an impact on their children.

2. High level of involvement

2.1 Causes

Firstly, in terms of the high level of involvement, it is summarized that parents who give more conscious attention to their children's English learning, the better accomplishment their kids tend to realize. It is said that students' academic achievement is positively and actively contacted with parental engagement and support [2].

At the beginning, parental involvement in and attitude toward their children's language learning program are influenced by a number of factors.. First, it is seen that according to different educational

backgrounds, they also show different attitudes toward English learning. A research about 140 parents was conducted by Hosseinpour [3]. It shows that there is indeed an impact of parents knowledge of English. According to the research, in most cases, parents who have advanced academic level tend to hold a more optimistic attitude toward their children's English learning, in this way, their kids will perform a better score compared to their peers [3]. Also, it has been demonstrated that educated parents have a significant influence on their children's vocabulary level. [4]. To be more specific, a better educational level or English level means that they take language learning more seriously, as a result, they will pay more attention to it in their kids' English learning. In addition, if the parents have a better level of English skill, it will be easier for them to assist their kids' English learning and also gain a sense of achievement from their children's each improvement and create a virtuous cycle.

In addition, it is also proved that parents' achievement also relates to their incomes. The more money they earn, the more positive attitude they hold toward English learning. To be specific, a higher income means a solid economic foundation. In this aspect, parents are able to support their kids with advanced educational materials. Since language learning needs massive practice, sending kids to international school cost a great fortune.

2.2 Advantages of Parental Engagement

On the one hand, in terms of the benefits of parents' high-level engagement are obvious. For instance, most of the parents aim for, gain a good score in school. With the help of family support, children will devote more into English learning and even be immersed in an English-speaking environment. Beyond that, by achieving a great outcome, students might find a sense of achievement in English learning. Hence, they will become more willing to learn it and their interests can help create their efficiency.

In addition, there will be more feedback comments received from both of parents and teachers, which mean that teachers are capable of receiving suggestions from parents to improve their teaching strategy and teachers can translate students' at-school learning performance at the same time, which is total a win-win situation. On the other hand, parents' high level of involvement give more opportunities for family to strengthen their bonds. Hence, not only parents but also children will be better at communicating or solving problems with their parents to reduce the argument to some extent.

2.3 Disadvantages of Parents' Engagements

Regarding the disadvantages of parents engagements, a few drawbacks of the parents' high engagement should be concerned. For example, more attentions means more pressures, which come from the parents by using methods such as commands, punishment, or coercive interaction are negatively linked with students' achievement [6]. Moreover, this pressure is also associated with children's lower self-concept [7]. An excess of attention take the kids' ability of learning independently away, some of which tend to rely on their parents excessively.

3. Low level of involvements

There are various ways for parents to participate in elementary students' English learning, which exert both positive and negative influences. However, in most cases, neither previous studies nor the common sense believe that the impact of low parental involvement enables young children to gain achievements in academics. Previous studies indicated that, in addition to undesirable English performance, some bad behaviors also probably occurred [7]. But low engagement does bring some benefits, although it is less significant compared to high participation.

3.1 Causes of Parent's involvement

There are several reasons for the low parents' engagement in children's English study. The first is due to the differences in cultural beliefs and traditional values. Forey, Besser and Sampson made a statement that parents are likely to have distinct cognition of the responsibility of English teaching

when they are in different social environments [8]. In different countries, it may be influenced by their own religious beliefs. While in the same context, such as China, developed areas and relatively remote and backward areas demonstrate strikingly different opinions on the English educational concept. In rural areas, parents believe that the responsibility for learning English lies entirely in schools and teachers. On the contrary, in some developed cities such as Beijing and Shanghai, parents play a significant role in English learning, as they understand the impact of English on children's future competition and career choices. Also, the economic value of English as the most widely used language in the world.

In addition, the parents' English proficiency sets up obstructions to their engagement in their children's English absorbing procedure. Considering the education and economic level in various regions and whether English is necessarily used in their entire life, most non-native English speakers don't master English as a second language and many of them stop contacting with it since they graduate. In this way, there is a great possibility that people have no confidence in their English proficiency when they become parents. Besides, parents with different academic backgrounds have different English proficiency. Studies have revealed that the more educated the parents receive, the more proficient they are in their vocabulary, which affects their kids' English level. But people having access to higher education are not the majority in society. Parents who graduated from fundamental, middle or high school have no significant difference in their vocabulary, despite the fact that their received different levels of English education [3]. Whatever the trigger is, these parents who lack English skills show a low willingness to participate in their children's English study. According to the research survey, more than 60 percent of parents find it hard to back up their children in learning English, in cases where most parents assert that their English level is poor and fair [8].

Last but not least, simultaneously, parents lack the proper approaches to expose themselves into young children's English study simultaneously. Forey, Besser, and Sampson discovered that the most parental accepted way of involvement in English study is teaching children vocabulary. They also conducted research on whether Chinese parents adopted the way that foreign parents teach English, which was reading books aloud to their children. This method has been poorly received by Chinese parents, most of whom expressed that it was a waste of time [8]. For one thing, the emergence of these two situations is affected by the parents' English proficiency because expanding vocabulary is the simplest and least error-prone teaching method while reading books requires a certain English foundation and energy. For another, the lack of correct guidance skills is also influenced by China's social situation. On the one hand, the prevalence of English learning has gradually developed in recent decades, but it still needs time for individuals to explore suitable methods. Besides, the main reason for Chinese learning English is influenced by globalization, where English has a role in economic development. Furthermore, English is included in various important assessments and examinations which would determine children's enrollment. Different from some regions in Europe and America, where language learning might be affected by tradition or culture, the reason why Chinese learn English is more utilitarian and purposeful. Therefore, the relatively edifying sentiment way of learning may not be prevalent in China. In contrast, parents are prone to arrange their kids to after-school activities or tutoring organizations to learn English, which is a way that most Chinese children have experienced.

3.2 Advantages and disadvantages

The benefits brought by low involvement in elementary school students are complicated, which usually corresponds with some drawbacks. In some cases, parents are merely less involved in learning English or other subjects. In some studies, parent participation in their child's learning can be subdivided into whether to participate in their child's homework completion or in some volunteer activities and meetings related to learning [9]. Some parents seldomly participated in this area, while they would intervene in another way that they let others take the place of their duties, including hiring tutors or sending their children to after-school activities. In this situation, parents invest money in their kids' language acquisition, and their kids benefit from high-quality learning materials and

knowledgeable instructor support. Students' English academic performances are likely to greatly improve. But relatively, the internal pressure in their school and the extra extracurricular classes might contribute to children both physically and mentally tired and losing the motivation for independent learning for the reason that there always exist other instructors to assist them with their studies. And parents are more subject to take part in their kids' English learning in an indirect way. Otherwise, the parents themselves may be involved in the child's learning as a supervisor rather than an educator.

In another case, parents are simply indifferent to their children's English performance, which may be caused by different concepts, such as considering that teaching children to learn English is the teacher's business or that these parents are just some unqualified parents with a low sense of responsibility. Under this circumstance, only a small number of students who are highly disciplined can gain benefits. Although the parents do not pay enough attention to their studies, they are able to study on their own, which is a good habit that can be a lifelong benefit. Unfortunately, the rest of the pupils may present negative effects on English learning. From the analysis, children without parental correct guidance tend to avoid English learning, such as being unwilling to listen in class and avoiding others' assistance. In some serious circumstances, there would even be some deceits, such as cheating in the exam [7].

3.3 Discussion

Therefore, some suitable methods should be proposed to help parents participate in children's English learning. In some studies, it has been suggested that schools can require parents to engage in their children's studies. Some effective ways ought to be designed to reduce stress on school teachers and improve parents' awareness of their obligations to involve in children's English study [10]. Additionally, inviting parents to participate in children's education was seen as important by teachers. Because school has a certain authority, this would highly affects parents' decisions [11]. At the same time, an equal partnership relationship between home and schools should be established [12]. Compared with school make instructions to parents, the partnership is more inclusive to families with special circumstances, taking into account the diverse social culture and assets. On the other hand, some studies believe that family English literacy education is essential. Besides, some scholars state that communication, understanding, and other aspects of family education exert a significant role on children, even though some parents have now idea about how to teach their children English [9]. Although parents' social class as well as education level and other aspects will affect the degree of participation in children's learning, the parents' attitude and expectations for children exert important impacts as well [13]. Parents' proactive attitudes have a positive impacts on children's English learning, and clear goals and planning are more conducive to children's academic progress, which is more important for the lower middle classes and parents who lack skills of English teaching.

4. Conclusion

This study reviewed and analyzed the impact of parental engagement on primary children's English learning. As many previous studies have shown, parent involvement presents diverse influences on English learning among primary school students, which vary by parental companionships and companionship methods. The more parents get involved in their kids' English study, the more likely it is that their kids will do well in the subject. A positive correlation appears between the two variables. To be specific, parents' accompanying can improve children's learning enthusiasm, develop good learning habits and establish interest in learning English Children do better at reading and using vocabulary than those whose parents barely show concern about their children's studies. However, incorrect ways of companionship can also cause opposite effects. And the low participation is also a double-edged sword. Finally, the sample size and grade selection were not adequately considered. As described in the previous literature, the effect of parent engagement on children's English

performance is nonlinear. Only proper participation contributes to learning with children. In the future, specific participation methods will be further refined to facilitate in-depth research on this topic.

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