



Working together
www.rcis.ro

Revista de Cercetare si Interventie Sociala

ISSN: 1583-3410 (print), ISSN: 1584-5397 (electronic)

PARENTAL INVOLVEMENT IN EARLY SECOND LANGUAGE LEARNING: THE ROLE OF THE IMMEDIATE ENVIRONMENT

Mariam ALAWAWDA, Ozge RAZI

Revista de cercetare și intervenție socială, 2020, vol. 69, pp. 23-48

<https://doi.org/10.33788/rcis.69.2>

Published by:
Expert Projects Publishing House



On behalf of:
„Alexandru Ioan Cuza” University,
Department of Sociology and Social Work
and
HoltIS Association

REVISTA DE CERCETARE SI INTERVENTIE SOCIALA
is indexed by Clarivate Analytics (Social Sciences Citation Index),
SCOPUS and CROSSREF

Parental Involvement in Early Second Language Learning: The Role of the Immediate Environment

Mariam ALAWAWDA¹, Ozge RAZI²

Abstract

The home environment, school environment, parents' attitudes, motivation towards second language learning and teachers are some factors that can affect children's development in second language learning. Moreover, parents' supervision aside children's support is essential during the learning stage. This study aimed at exploring the influence of parental involvement in their children's second language learning. Parents of first-grade primary school pupils enrolled at selected private schools located in the Turkish Republic of Northern Cyprus were selected and 150 structured questionnaires were administered and retrieved. The research subsequently employed PLS-SEM for the structural model analysis study with the use of SmartPLS 3. The influence of income level, marital status, and parents' educational level was investigated through the use of multi-group analysis (MGA). It was found in the study that parents' educational level significantly moderate the relationship between method employed by parents and their source of motivation in their children's second language learning stage. Moreover, it was found that methods employed by the parents and their source of motivation influence the child second language learning, also a statistically significant relation was found between these variables.

Keywords: children, home environment, second language, PLS-SEM, motivation, parenting, social background.

¹ School of Foreign Languages, Faculty of Education, Cyprus International University, North Cyprus, TURKEY. E-mail: malawawda@ciu.edu.tr

² Department of Foreign Languages Education, Faculty of Education, Cyprus International University, North Cyprus, TURKEY. E-mail: orazi@ciu.edu.tr

Introduction

The English language is one of the widely spoken languages under demanded to be used in today's society. Parents are more aware of the importance of "second language learning" at the very tender age of children's life. Graddol (2006) and Nunan (2003) point out that many children learn English as a foreign language in the school of countries where they are not native English speakers. The global spread of English has increased the number of children who desire to study English, and it is still gaining attention from all around the world. Wang (2019) highlights that as a result of the progress made on the globalization of domestic education, the number of college students in Chinese-foreign cooperative projects is increasing, and this becomes an essential part of English learners. He also mentions that learning English is of great importance for students in international education projects, as English serves as an essential skill to master professional courses and a necessary professional quality to move abroad for employment future. There is a notable growth of the "foreign language learning" in Europe at the pre and elementary school. The idea of "the earlier, the better" had been recognized among different stakeholders (educators, parents, and policymakers) advocating that "early foreign language education should be a priority in schools" (Jaekel *et al.*, 2017).

The learning of language at the early stage is one of the new trends related to the English language. In this era, parents are more conversant with the significance of acquiring another language in the early stages of their children's life. Therefore, parents are willing to provide their children with better school education by choosing the schools that offer curriculum in a bilingual environment. In many parts of the world, children are sent to a bilingual kindergarten at the age of three. Hosseinpour *et al.* (2015) highlighted that the interest of the parents in their children learning the second language at an early age is on the increase. Therefore, some primary schools have been encouraged to have English as one of the significant subjects of the curriculum. There is an attempt at exposing children to the English language at the early stages of their education, yet, a large number of students are facing problems with their English skills. It is noticeable that most of the children are unable to speak English, unable to use what they have learned, and comprehend what it is said in the second language. Castro *et al.* (2015) highlighted that "parental involvement is an individual right and responsibility for families and a social need". They also pointed out that in the absence of positive synergy between parents and school, the aim of reaching high standards expecting by the society from the educational outcomes are elusive. For this reason, a further investigation is required to have a more in-depth insight on the causes of lack of fluency and falling behind others in early English language learning.

Nowadays, in Northern Cyprus, and many parts of the world, "foreign language" is being taught in most schools. Access to a foreign language and parental involvement are factors that can affect in early second language learning.

When children have limited access to a foreign language in society, parental involvement in that language is significant. They can contribute to children's literacy improvement in case they have sufficient knowledge in the English language. Differently, the lack of English knowledge can affect negatively both children's improvement and the ability to learn the second language. Moreover, the home environment is among the significant factors related to learning "second language". Marchman *et al.* (2017) highlight that the development of another language in children that speaks more than one language, the environment where they grow up is found to have a relationship with the amount of time the child gets exposed to each of the languages with the help of the parent.

Therefore, being fluent in the second language is one of the topics that frustrate many parents. In the era of globalization, the English language is becoming one of the most used languages around the world. Moreover, the "Common European Framework of Reference for Languages", recognises the English language as the 'passport' to the world. This study conveys useful information about the importance of language, home and parental practice in helping second language learning development. Moreover, the research enriches both parents and teachers with the idea that the English language does not depend only on school to be developed but also on parents' conversations, outdoor activities and other methods used in the second language in their immediate environment. Besides, most of the previous literature analyzed factors that motivate the students in early learning of "the second language", but not the effects of the immediate environment especially parental motivation towards their children learning the second language. This study contributes to the existing literature review on the effects of the immediate environment and "parental motivation" in early "second language learning". The results have important implications in English practical methods used by parents to improve their children's L2.

Meanwhile, the immediate environment has been found to be a determinant that affects the children's second language learning. The home environment is the first place where the children get exposed to a language. Some children live with parents who speak little or no English. Bulgarelli and Molina (2016) show that the advancement of linguistic knowledge in children with two foreign parents seems easier if they had spent their early years in the home. At school, children are taught by two different languages. As a result, they have to operate in two linguistic worlds that are considerably different. If some private kindergarten and primary schools are taken into consideration, the students in these institutions have taken the same amount of English hours during years. Despite this fact, some children could not reach an acceptable level of speaking skill.

This paper contributes to the existing literature by examining to what extent parents' contribution by using their methods and source of motivation in enhancing early second language learning. Also, assessing the moderating effect of income level, marital status and educational level on parents' contribution to their children second language learning.

Based on the aforementioned contribution, the following hypotheses have been formed: 1. Methods employed by parents directly influence children's second language learning. 2. The Source of the parents' motivation directly influences the children's second language learning. 3. The income level moderates the source of motivation and the methods employed by parents. 4. The marital status moderates the source of motivation and the methods employed by parents. 5. The educational level moderates the source of motivation and the methods employed by parents. The remaining part of this paper is structured as follow; section two discusses the literature review and hypotheses development. Section three; presents the study methodology, population, sample and data analysis. Section four; discusses the findings. Finally; section five presents the conclusion and recommendations.

Literature Review

Urie Bronfenbrenner Theory

Bronfenbrenner in 1970, ascertained that a better practice to have knowledge on child development demanded a deep knowledge of the developing child in context. Thus, in turn, required a complex "ecological theory of development". Early educational practice is also included in his development theory. The word ecological was introduced by Bronfenbrenner to interpret the enclosed and holistic nature of development. This approach shows that individuals are integrated and contrived in the language learning process. Also, they are influenced by different levels of context, either at the macro or the micro levels. Different from other researchers that studied the development out of context, Bronfenbrenner assisted that development can occur during the interaction between the individual and his/her environment (Hayes, O'Toole, & Halpenny, 2017).

In 1993, the first model to explain the development from a biological perspective was developed by Bronfenbrenner and Ceci. In this model called "biological model of development", an empirical distinction was made between "environment" and "process" where process occupies a pivotal position, and have a meaning which is peculiar to the model. Without mincing words, the revised model has a "process" as its core. The particular forms of interaction between organism and environment are included by the construct of the process (P). This process is often defined as nature and nurture. It is pertinent to emphasise that "proximal process" refers to the processes that are embedded in the development as microsystems, and they operate over time. In reference to a person's characteristics (P), the immediate and remote surrounding (C), as well as the time used for these activities to happen (T), the power of these processes might be varied in influencing development. In order to harness the integrated characteristics of different elements, the model is described as the "PPCT model". Bronfenbrenner and Ceci opined that an individual's genetic potential could become visible in their attitudes and actions through "proximal

processes”. They suggested that the examination of “proximal processes”, and the consequences of the development under different environmental conditions enable the development psychologist to have an indirect method for assessing the influence of both environment and genetic to individual differences in psychological growth (Hayes, O’Toole, & Halpenny, 2017).

As this research is focusing on the effect of the immediate environment on children’s second language, both the Mesosystem and Wigfield *et al.* (2006) parental factors influencing children’s outcomes are followed to reveal the effects of parental involvement that affect and help children’s L2 learning. Hayes, O’Toole, & Halpenny (2017) affirm that relating to meso-level suggestions, one of the most vigorous outcomes of a bioecological approach points to the significance of supports from parents and families in the learning. As clarified by the bioecological model, reactions such as “behaviour or motivation are not merely a function of individual child factors, but result from different interactions with contexts and relationships experienced”. Most times, parents can serve as the first contact with the children in their early years of setting. The first ‘version’ of an “ecological model of human development” described the development of an individual within the environment characterized as four systems: “microsystem”, “mesosystem”, “exosystem” and “macrosystem”. In this context, family and friends are seen as the most direct influences as they are closest to the child. Therefore, children are envisaged as being “embedded or nested” amid those external influences that have no direct effect on the children—for instance, political systems and cultural contexts. In addition, the child is located in the centre of the model. Several parts of the environment exert influence on the daily life of the child are included in Microsystems. Children’s life can be directly influenced by parents, siblings, extended family members, the tutors and other children within daycare settings (Hayes, O’Toole, & Halpenny, 2017).

Being fluent in the second language is an issue that is intriguing to many parents recently. In English language usage and development, the ability of many students to reach their full potential becomes a mirage, even though the English language has been their second language that has been studying for many years. Therefore, the successful learning of the second language is not guaranteed by only schools. Gunning (2007) indicated that achieving educational outcomes in respect of literacy specifically, cannot be single-handedly achieved at school. The study opined that it is the responsibility that should be shared by all citizens and, specifically, “parents... need to become partners in their children’s lives” The environment and parents can contribute in early second language development. It is revealed in the literature that “in the early years’ practice, the child as a learner and the learning environment are closely connected”. It is opined in the literature that “a child develops language abilities in settings where adults talk to children and to each other; the child learns to explore in settings where exploration is valued and the curriculum reflects these values” (Hayes, O’Toole, & Halpenny, 2017). Marchman *et al.*, (2017) found that the view on early involvement of

caregiver with a child not only provides information for the children in supporting their development of knowledge in language, but also sharpens their skills on “information-processing” which is essential for their language and cognitive growth was reinforced (Hurtado, Marchman, & Fernald, 2008; Weisleder & Fernald, 2013). However, Marchman *et al.*, (2017) opined that the children who experience less support from their learning environment in their early years, those children are less likely to acquire strength in some essential skills for learning language and thus may be a disadvantage for ineffective language and cognitive outcomes, in comparison to those children that get support in their early learning environment.

Since parents have an interest in “second language learning” for a variety of purposes in the life of their children, they attempt to be involved in L2 learning. Many researchers found that parental language input has a strong influence on children’s language development. As mentioned previously, the home environment has a significant role in children learning of the second language. Asgari and Mustapha (2011) investigated the impact of informal language learning environment, parents and home environment, on the learning strategies for vocabulary, the study found that the parent’s perception of the learning of English language is different, which was due to their educational level. While some parents are aware of the significance of the English language, some parents are not aware of it. As a result, the home environment for unaware parents affected negatively on the students’ English language development. It was demonstrated in the literature that the informal environment (such as parents and immediate environment) of a child has a significant impact on the ability of a child to understand second or foreign language (Asgari and Mustapha, 2011; Gardner, 1985).

The role of mediating agents significant influence on second language learners was emphasized in the literature. Gao (2006) indicated that the mediating which gives support to the language learner for their language learning process influence the strategy adopted by the learner. The mediating agent according to Oxford (2003) is characterized as “language learning experts, classmates, celebrities, family members, friends, and concluded that these mediating agents directly or indirectly help out the learners to implement certain strategies”.

The study of Gardner (1985) identified two significant roles that parents perform in their children’s efforts to learn the second language. These roles in the learning process are called “the active role and passive role”. The active role is the parents’ encouraging and supporting their children to learn the second language, ensure continuous monitoring of their performances in the course of learning the language. On the contrary, a passive role by the parents involves the parent’s attitudes targeted at the second language community. Meanwhile, both passive and active roles of parents play a significant role in the improvement of the child’s attitudes and motivation towards acquiring the second language. Moreover, Gardner (1985) added that the positive attitude of the parents targeted at a particular language community would serve as an impetus to the integrative

motive for the children. Though, the parents' estimation might be negative about other language communities in the same period. In summary, in either "passive or active role", the attitudinal personality of the parents has the potential of influencing their children's proficiency in the second language.

It has been demonstrated in the literature that the development of children's vocabulary significantly depends on the input of the parent's language. For instance, Huttenlocher *et al.* (1991) conducted a repeated survey on the families' home and observed the interaction between the parents and their children. The study found that the quantity of parent's language into their children's vocabulary development means a lot, while other studies opined that the variety and complexity of the parent's language input positively influence the children's vocabulary acquisition. Despite the positive effects that some researchers found in early language learning and the exposure of it in the mediate environment, other researchers found that no effective relationship exists between the immediate environment and early "second language learning" (Lindgren & Munoz 2013). In their research, Hammer *et al.* (2009) pointed out that increase in the input for the second language learning at home does not translate to the increase in the second language growth for the children, but immersed in other second languages that are being spoken in the school of the child. Meanwhile, Duursma *et al.* (2006) investigated the language that is being used at home for communication and the literacy practice of pupils in the fifth grade of English language, their families, and its impact of these student's understanding of both languages. The study found that the achievement of the proficient level in the English language has no relationship with the parents' understanding of the English language. Based on the above arguments, the following hypothesis is proposed:

H1: Methods employed by parents directly influence children's second language learning

Motivation is also an essential factor in second language learning. According to Anjomshoa and Sadighi (2015), most of the factors that influence the desirable acquisition of the second language are not applicable in the context of "English foreign language". This could be due to insufficient English input from the immediate environment, which limits the opportunities of interacting with English native speakers. The absence of a strong role model who could promote the learning of English or limited social acceptance of the idea of learning English influence the learners. As a result of these challenges, there is a need for extraordinary motivation for second language learners to succeed in learning the English language. As it was mentioned by Wang (2019), motivation is a significant emotional factor that has a great bearing on the learning effect. In addition, he pointed out that motivational regulation is as important as cognitive and social-behavioral regulation, which contributes to cultivating students' active and effective autonomous learning.

In the social-contextual factor, parents are seen as the principal key that affects children's motivation and achievement. Butler (2015) pointed out that parents have

received substantial attention in general educational literature. They are concerned as a significant “social-contextual factor” that has an impact on the children’s motivation and achievement. Wigfield et al. (2006) identified four significant parental factors that affect the children’s outcomes, such as school achievement and motivation. The first factor includes parent, family and neighbourhood characteristics (including major SES indicators such as household income, parental education and parental occupation). The second factor is parent-specific behaviours (parental involvement in a child’s study and school, teaching strategies, training values). The third parental factor that affects children’s outcomes is parents’ general beliefs and behaviours (parenting styles, values of school achievement, efficacy beliefs). Finally, parents’ child-specific beliefs, such as the perception of their child’s competence, and expectations for the child’s success, were pointed out as the fourth factor.

Understanding the involvement of parents in their children’s learning was hypothesized by Pomerantz et al. (2012) that “children’s parent-related motivation”, or what they called “parent-oriented motivation”, is a determinant to the positive outcome of parents’ involvement in their children’s learning. The study was basically on investigating the nature of “parent-oriented motivation” and its influence on the academic engagement of the students and their achievement at the high school level. The study found that there is an association between “parent-oriented motivation” and “controlled motivation (extrinsic forms of motivation)”. In addition, “parent-oriented motivation was found to correlate with “autonomous motivation (intrinsic forms of motivation)”, meanwhile, to a lesser degree. Moreover, Pomerantz et al. study (2012) stressed that “parent-oriented motivation” is a distinct kind of motivation, differently from extrinsic and intrinsic motivations, and that it distinctively gives an explanation on the positive influence of parental involvement on their children achievement (Butler, 2015).

Several vital issues on the involvement of parents in the learning of foreign language by their children were discussed in the literature (Forey, Besser, & Sampson, 2015). The first issue is the responsibility that comes with the learning of a foreign language. The perception of the parents on the learning of English in some cases depends on their cultural beliefs. Meanwhile, cultural beliefs differ in terms of context, for instance, China and America or even within the same country. For instance, Chi and Rao (2003) investigated the involvement of parents in rural China in their children learning English language. The argument championed by the parents was that the learning of English should be the responsibility of the teacher. Most times, parents don’t participate in their children’s learning exercise. The consequence of this kind of attitude places many responsibilities at the doorstep of the teachers. This perception by the parents on their children’s learning could be a result of their traditional values, lack of time, lack of commitment, and most importantly lack English knowledge (Chi & Rao, 2003). Different from the study of Chi and Rao (2003), another study investigates a group of high school

students from urban China who are studying in Hong Kong, the findings show that their parents play a prominent role in their learning of English (Xuesong, 2006). The students stressed further in the study that different strategies are being adopted by their parents to give them support in learning the English language. Some of the strategies highlighted are, having a positive attitude toward English learning, by providing the children with some TV programs and movies, and employment of private English tutors for them. Even the study emphasized that some students revealed that their parents do assist them in some English exercise, even when they don't know it (Xuesong, 2006). The study then concludes that "the responsibility for teaching English for those students was largely taken up by their parents". Therefore, based on the above arguments, we formulate the following hypothesis:

H2: Source of parent's motivation directly influence the children's second language learning.

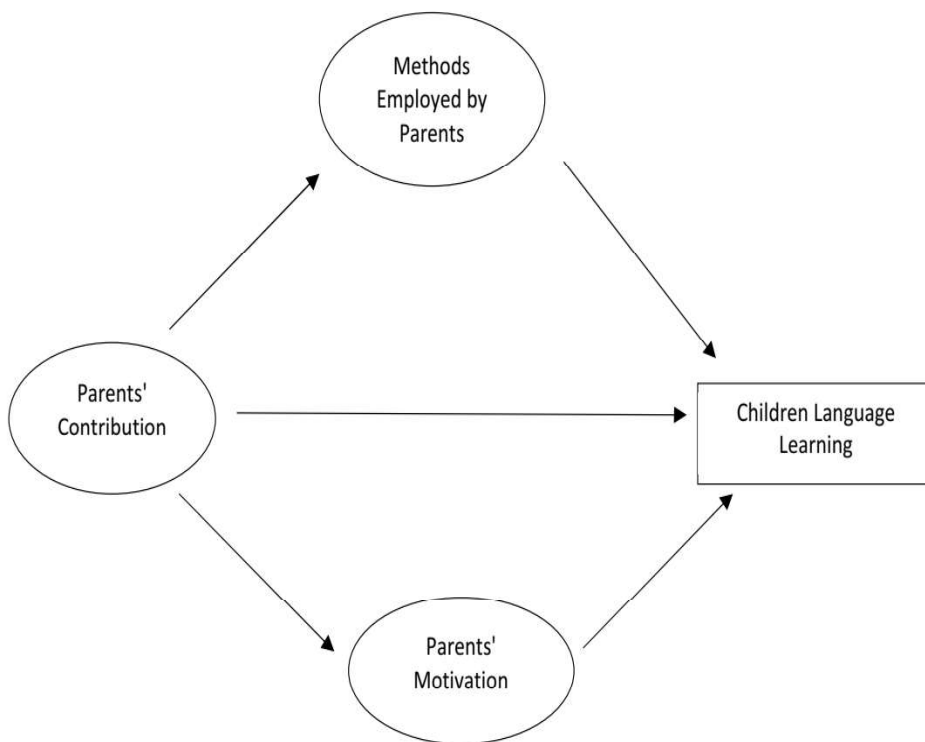


Figure 1. Research framework

Methodology

Research design

This exploratory research study was designed to examine how parents' methods and motivation can enhance early second language learning at home. A quantitative method was used in this study. For the quantitative data, the researcher administrated a translated English questionnaire to the children's' parents in order to explore the effects of parents' contribution in early second "language learning" involvement.

The population of the Study

First grade primary school children's parents, enrolled at a private primary school located at the Turkish Republic of Northern Cyprus (TRNC), participated in this study by filling the hard-copy version of the study questionnaire. The questionnaire was translated into the Turkish language in order to be understandable by parents with low English level. The population of this study is 154 parents (seven first grade groups each has twenty-two students).

Sample and Sampling Procedures

Since the study aim was to investigate parental involvement in early "second language" learning and the influence of the immediate surrounding. Only the 1st-grade class parents' students were involved in the research. Therefore, 154 parents from a primary private school situated in the city of Nicosia (TRNC) were given the questionnaires. The questionnaires were distributed by the head of the school English department. A total of 154 parents from 7 primary students group participated in the survey by filling in the questionnaire in relation to their involvement in early "second language learning". The participants of this study are from different genders, ages, professions, and level education. According to the TRNC Ministry of Education, the city of Nicosia has the largest number of both private and public schools. Therefore, the private school in which first-grade students contains a bigger size of students was selected.

The researcher administrated the hard-copy version of this study questionnaire to the selected sample children's parents with the necessary information about the study. The questionnaire was translated into the Turkish language and build based on Likert type scaling instrument in five gradations. The statements were graded based on the 5-Likert scale ranges from 1 (strongly disagree) to 5 (Strongly Agree).

Measurement Items

Our study utilized a structured questionnaire that was measured on a 5 point Likert Scale which was adapted from “Gardner’s Attitude / Motivation Test Battery (AMTB)”, ranges from “Strongly Agree” to “Strongly Disagree” (Gardner, 1985). The questionnaire consists of three main parts: The first part aimed to collect demographic information about the participants. This section consists of socio-demographic characteristics of the parents, such as gender, age, marital status, nationality, educational level, English level, and family income. The section also includes parent’s working status, number of children and children’s English average. In the second part, there were 37 items adapted from previous studies. Respectively, 12 items were adapted from a study conducted by Erol Poyraz (2017) on “ The effects of parental involvement in English language learning of secondary school students”, 7 items were adapted from an unpublished master thesis conducted by Rahman (2015). Moreover, 14 items were adapted from “Gardner’s Attitude / Motivation Test Battery (AMTB)”. The items adapted are related to the parent involvement in their children learning a second language, and the influence home environment (parents’ contribution to children’s second language learning, methods used by parents to help children’s second language learning and finally the source of parents’ motivation.

For each statement, the participants were asked to indicate their opinions about their involvement in early second language learning. The questionnaire was translated into the Turkish language and built based on a 5-point Likert scale. The statements were graded based on Likert items as strongly agree (5), strongly disagree (1). The descriptive statistics, frequencies, and correlations of the variables are thus presented in *Tables 1 and 2*.

Table 1. Demographic characteristics of participants

Variable		Frequency	Percentage
The participants	Mother	85	56.7
	Father	31	20.7
	Both	34	22.7
	Total	150	100
Age	30 – 35	9	6.0
	36 – 40	25	16.7
	41 – 45	98	65.3
	46 – 50	18	12.0
	Total	150	100

Occupation	Officer	9	6.0
	Baker	9	6.0
	Teacher	88	58.7
	Pharmacist	18	12.0
	Architect	10	6.7
	Chef	16	10.7
	Total	150	100
Marital status	Single parents	35	23.3
	Married	115	76.7
	Total	150	100
Mother's language	Turkish	150	100
	English	0	0
	Arabic	0	0
	French	0	0
	Total	150	100
Parents' English Language Proficiency	Basic	27	18.0
	Intermediate	97	64.7
	Advanced	26	17.3
	Total	150	100
Education level	High school	18	12.0
	Bachelors	70	46.7
	Masters	62	41.3
	Total	150	100
Nationality	Turkish	34	22.7
	Turkish Cypriot	116	77.3
	Total	150	100
Family Income	3000-6000 tl	43	28.7
	Above 6000tl	107	71.3
	Total	150	100
Employment status	Full-time	105	70.0
	Part-time	27	18.0
	Unemployed	18	12.0
	Total	150	100

Number of Children	One	70	46.7
	Two and above	80	53.3
	Total	150	100
Child English grade	Excellent	62	41.3
	Good	62	41.3
	Average	26	17.3
	Total	150	100

As presented in *Table 1*, 56.7% of the participants were mothers, while 20.7% were fathers, and 22.7% were both fathers and mothers, respectively. The majority of the participants are within the age range of 41-45 years (65.3%), while 30-35 years, 36-40 years and 46-50 years old are 6%, 16.7%, and 12% respectively. The participants were from different nationalities. These ranged from Turkish Cypriot (77.3.5%), Turkish (22.7%). Regarding the parents' occupation, most of the participants were teachers (58.7%). The next majority among participants' occupations were pharmacists (12%). The remaining participants' occupation is Officer (6%), Baker (6%), Pharmacist (12%), Architect (6.7%) and Chef (10.7%). Most of the parents are married living in the same house (76.7%). The other participants were single parents (23.3%). All participants' mother tongue was the Turkish language (100%). According to the participants, their English language level is ranged as 97 of the intermediate level (64.7%) and the 27 others basic (18%) and advanced English level with 17.3%. The majority of the family income was 6.000 Turkish liras and more (71.3%) and 28.7% between 3.000 – 6.000 Turkish liras. The work status of the participants was found as 105 of them (70%) full-time workers, 27 of them (18%) part-time workers and 18 of them (12%) do not work at all. Finally, it was found that the children's English level in grade one was 62 (41.3%) excellent, 62 (41.3%) good, 26 (17.3%) average and none needing improvement.

Table 2. Mean, Standard Deviation and Correlations of the variables

	Mean	S.D	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Age	2.83	.71															
2. The participants	1.66	.83	-.097														
3. Occupation	3.39	1.23	.037	.12													
4. Marital status	1.77	.42	-.15	-.08	-.24**												
5. Mother's language	1.00	.00															
6. Parents' English Proficiency	1.99	.59	-.70**	-.06	-.20*	.02											
7. Education level	2.29	.67	-.26**	.133	.08	.45**	.005										
8. Nationality	1.77	.42	.053	.105	.23**	.003	.22**	.24**									
9. Family Income	2.71	.45	.017	.078	-.07	-.07	-.43**	.080	.54**								
10. Employment Status	1.42	.69	.143	.18*	.23**	-.48**	-.14	.122	.33**	.001							
11. Number of Children	1.53	.501	.082	.036	-.05	.59**	-.19*	.071	-.25**	-.09	-.127						
12. Child English grade	1.76	.73	.27**	-.15	.21**	.035	.26**	.035	-.156	-.37**	-.16	.022					
13. Parents' contribution	4.21	.542	.064	.061	-.061	-.09	-.12	.032	-.02	.104	.19*	.042	-.12				
14. Methods used by parents	3.89	.57	.056	.102	-.09	-.07	-.11	-.04	.017	.109	.097	.08	-.14	.47**			
15. Motivation	4.00	.655	.079	.083	.087	-.103	-.12	-.07	.19*	.142	.126	.037	-.07	-.18*	.57**		

Note: ** and * denotes 1% and 5% confidence level respectively

Data Analysis Methods

The “Partial Least Square Structural Equation Modelling (PLS-SEM)” was employed in testing the hypotheses of this study. The PLS-SEM was considered in the literature to be an effective analytical method. Most especially when some multivariate assumptions were violated (Hair *et al.*, 2014). In reference to some studies (Elrehail *et al.*, 2018; Hair *et al.*, 2014), complex models, multi-group analysis (MGA) and the interaction effect can be effectively analyzed with PLS-SEM, which sometimes does not require a large sample for the evaluation, and it is in respect of these that the method was found appropriate to this study.

Further to the data analysis, two stages of analysis as recommended in the literature was followed (Henseler, Ringle, & Sarstedt, 2016). The first stage was to evaluate the measurement model to confirm the validity and reliability of the constructs. The last stage was to bootstrap the sample to examine the significance of the path coefficients and subsequently analyzed the moderating influence of some selected demographic variables on the model through PLS-MGA.

As presented in *Table 3*, the reliability, convergent and discriminant validity of the constructs were confirmed. The results show that the loading factors for all the items are above the threshold of 0.70 (Hair *et al.*, 2017), and the Cronbach’s alpha for the constructs is above 0.70, with the exemption of method employed by parent’s construct which has a value of 0.699. Meanwhile, the 0.699 alpha values in this study were considered to be acceptable in accordance with the study of Orel and Kara (2014) who suggested that alpha value sometimes might be insufficient in measuring construct unidimensionality because of a low alpha value could be a result of homogeneity. Orel and Kara (2014) stressed further that in some instances where the construct items are fewer than 10 as in the case of this study, and other properties of the construct are good, an alpha value of not less than 0.5 is acceptable. In addition, Hair *et al.* (2019) who argued that Cronbach alpha has low precision in measuring construct reliability in comparison to composite reliability (CR) corroborated the view of Orel and Kara (2012). In this regard, the CR value of our constructs is all greater than the recommended threshold of 0.70 (Dijkstra & Henseler, 2015). This is an indication that our model constructs are reliable. Subsequently, the evaluation of the convergent validity of our construct, to ascertain the extent of the construct convergence in explaining the variations of the items (Hair *et al.*, 2019) was performed, and the result as presented in *Table 3* reveals that the three constructs have an AVE value that is above 0.50 threshold. This implies that the items in each of the constructs explain more than 50% variations of the construct.

Table 3. Measurement Properties

Construct	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted	Variance Inflation Factor
Parents' Contribution to Second Language Learning	Q3	0.508	0.837	0.875	0.501	1.277
	Q4	0.719				2.444
	Q5	0.714				4.092
	Q6	0.708				1.659
	Q7	0.762				4.785
	Q9	0.656				1.733
	Q10	0.599				1.701
	Q11	0.784				1.957
	Q12	0.639				1.579
	Q14	0.621				1.128
Method Employed by the Parents	Q15	0.636	0.699	0.801	0.501	1.383
	Q17	0.51				1.459
	Q18	0.746				2.051
	Q19	0.751				2.439
	Q20	0.718				1.604
	Q21	0.761				1.534
Parents' source of motivation	Q23	0.704	0.841	0.887	0.612	2.412
	Q24	0.627				1.453
	Q25	0.783				2.247
	Q26	0.579				2.266
	Q27	0.766				3.082
	Q28	0.574				2.091
	Q29	0.922				4.524
	Q34	0.645				1.683
	Q35	0.592				2.126

	Q36	0.657				2.618
	Q37	0.712				1.562
Model fit statistics: R Square = 0.52, SRMR = 0.138, d_ULS = 2.605, ChiSquare = 645.541, NFI = 0.901						

Subsequently, the convergent validity of the model was examined through the assessment of the “Fornell-Larcker Criterion” (Fornell and Larcker, 1981) and “Heterotrait-Monotrait ratio” (Henseler, Ringle and Sarstedt, 2015). The results, as presented in *Table 4* confirm with the recommended values for both measurements. It was suggested by Fornell and Larker (1981) that the square value of AVE on the diagonal must be greater than the correlations between the construct, while Henseler, Ringle and Sarstedt (2015) recommends an HTMT value that is far less than 0.9 to indicate the presence of discriminant validity of the construct. Finally, collinearity among the items was examined through the variance inflation value (VIF), which was suggested in the study of Hair et al (2019) that a value below 5 indicates the absence of collinearity, but opined the value below 3 is most suitable, and the VIF value of our items as presented in *Table 3* which has none of the above 5 indicate the absence of collinearity among the items.

Table 4. Discriminant Validity

	Fornell Larcker Criterion			Heterotrait-Monotrait Ratio	
	Method	Motivation	Parents' contribution	Method	Motivation
Method	0.708				
Motivation	0.525	0.782		0.609	
Parents' contribution	0.629	0.477	0.708	0.701	0.502

Structural Model Testing

Subsequent to the satisfaction of the psychometric properties of the construct, the examination of the structural model was performed by firstly resampled the data to 5000 and bootstrapped, this is to evaluate the weight of each of the construct and its significance (Hair *et al.*, 2017). The model fit statistic as shown in *Table 3* reveals that the SRMR value (0.138) is in line with the recommendation of Henseler, Hubona and Ray (2016) who suggested that a cut-off value is less than 0.08 shows the appropriateness of the model. Also presented in *Table 3* is the coefficient of determination (R^2) which indicates that the source of parent motivation and method used by the parents has about 52% variation explanation in the parent’s involvement in their child “second language learning”.

The assessment of the statistical significance and relevance of the path coefficient of the researcher's model are presented in *Table 5*. A negative relationship between parents' contribution to "second language learning" was found. The percentage of this finding is 10% and it indicates that is not significant ; ($\beta = 0.100$, $t = -1.121$, $p = 0.262$). Therefore, hypothesis 1 does not support and it can be concluded that parents' contribution does not have a direct effect on their child's second language learning. This finding is in line with Hammer *et al.*, (2009) who demonstrated that the increase in the amount of "second language" input from home does not increase the "second language" growth for the children, but could be influenced by the school.

The results, as presented in *Table 5* show that a positive and significant influence exists between the source of parents' motivation and their contribution to Second Language Learning (SLL). Thus, hypothesis 2 is supported and concludes that parents' source of motivation positively and significantly affects their child's second language learning. These findings are in line with Wigfield *et al.* (2006). They highlighted four major parental factors influencing children's outcomes, such as school achievement and motivation. A direct effect was found relating to the source of parents' motivation and methods employed by parents in SLL. This finding show to be 41% respectively; ($\beta = 0.018$, $t = 2.180$, $p = 0.003$). Another direct effect found in early second language learning was the source of parents' motivation. As table (5) shows 56% of the participants strongly agree with the questions related to their motivation towards English language learning; $\beta = 0.0056$, $t = 2.602$, $p = 0.006$. In addition to the direct effects of parents' involvement in early SLL, indirect effects, it was also found to be meaningful in the study. As it was previously mentioned in the findings, parents' contribution does not affect early SLL but affects directly on the methods employed by them in SLL in the home environment. The results as shown in the table are ($\beta = 0.0057$, $t = 2.106$, $p = 0.000$).

Subsequently, in order to ensure the robustness of the study, the moderating influence of parent income level, marital status, and education level were examined on the relationship between parent source of motivation, methods employed by parents in their children second language learning, SEM-MGA was employed, and the results are presented in *Table 6*.

Table 5. Hypotheses testing

	Interaction	Coefficient	T Statistic	P Value	Decision
Direct Effects	Parents' contribution -> second language learning	-0.100	-1.121	0.262	Not Supported
	Parents' contribution -> Methods Employed by Parents	0.319	2.816	0.005	Supported
	Parents' contribution -> Source of Parent's Motivation	0.225	4.645	0.000	Supported
	Source of Parent's Motivation -> Methods Employed by Parents	0.412	5.988	0.000	Supported
	Methods Employed by Parents -> second language learning	0.018	2.180	0.003	Supported
	Source of Parents' Motivation -> second language learning	0.056	2.602	0.006	Supported
Indirect Effects	Parents' contribution -> Methods Employed by Parents -> second language learning	0.0057	2.106	0.000	Supported
	Parents' contribution -> Source of Parents' Motivation -> second language learning	0.0126	2.120	0.000	Supported

Table 6. Multi-Group Analysis for Parents' Income level, marital status and education level Moderating Influence in the model

Interaction	Path Coefficient Differences (Income level)			Path Coefficient Differences (Marital Status)			Path Coefficient Differences (Education level)		
	β	t-value	p-value	β	t-value	p-value	β	t-value	p-value
Method → PCLSL	-0.112	0.694	0.489	-0.19	0.967	0.335	0.443	3.630	0.000
Motivation → PCLSL	0.238	1.105	0.271	0.184	0.787	0.432	0.366	2.372	0.018

Results, as presented in *Table 6*, shows that the differences in the income does not significantly influence the relationship between method employed by the parent and their intervention in their child second language learning ($\beta = -.112$, t -value = 0.694 , p -value > 0.05), thus, the null hypothesis was failed to be rejected, and we conclude that the economic status of the parent does not influence the method employed in the intervention of their children second language learning. The income level influence on the source of parents' motivation in their child second language learning was also examined, and the result shows not to be significant. Therefore, the null hypothesis was failed to be rejected. Similarly, marital status was moderated on the relationship between method employed by the parent and source of motivation on their intervention in the child second language learning and it was found not to be significant. Meanwhile, the education level of the parent was found to positively and significantly moderate the influence of method employed ($\beta = 0.443$, t -value = 3.630 , p -value < 0.01) and source of motivation by the parent ($\beta = 0.366$, t -value = 2.372 , p -value < 0.05) on their intervention on their child second language learning. Thus, this study concludes that the educational level of parents positively and significantly moderates the relationship between methods and parents' sources of motivation. This result is in line with Jang et. al (2012) who advocated that several personal characteristics such as age, gender, educational levels, and income can affect parents' attitudes, motivation and home literacy practices in second language learning. Also, Hosseinpour, Sherkatolabbasi, & Yarahmadi (2015) concluded that there is a significant difference between parents' level of educational background and their involvement in and attitude toward their children's English language programs. It is then safe to conclude that the parent level of education positively influences their level of involvement and motivation towards their children learning of the second language.

Discussion

Parents' educational level, home environment and parents' awareness of the importance of SLL can have a strong impact on SLL. Asgari and Mustapha (2011) investigated the impact that informal learning environment, which consists of the parents and their home environment could have on the strategy of learning vocabulary. The study revealed that the perception of parents is different when it comes to their children learning of English, which was posited that could be their educational background. The significance of the English language is known to some parents, while some care not to know. Therefore, the home environment for unaware parents' affected the students' English language development negatively. Some researchers pointed that informal factors such as parents and environment do exert a significant influence over children's ability to learn a second or foreign language (Gardner, 1985; Gao, 2006 and Li, 2007 in Asgari and Mustapha, 2011). In reference to the above, the findings from our study reveal that there is a positive

statistical significance in the method and source of parents' motivation in influencing their children's "second language learning". Socio-economic status can affect both motivation and methods used by parents in early second language learning. Munoz (2008) explained the significant relationship between socio-economic status and achievement by arguing that students from different social backgrounds have access to different types of schools (public vs. private) and to varying degrees of extracurricular exposure to the target language (e.g. private tuition, learning resources, study abroad). Socio-economic status, however, does not only affect final language learning outcomes but also has an influence on motivation to learn, self-regulation and students' self-related beliefs. Meanwhile, the findings from our study are in contrast to the study of Munoz (2008) as the differences observed in the income level of the parents do not significantly influence both the method and source of motivation in their intervention in their child second language learning. Further moderating analysis of the influence of parents' marital status was also found not to be significant. However, the educational status of the parents was found to positively and significantly moderate the relationship between the method and sources of parent's motivation in their intervention in the child second learning language. This finding is in agreement with the study of Son and Morrison (2010) who established a significant influence of mother's education, the time of working, and the symptoms of depression, and then concluded that intervention programs for the home improvement, should put into consideration the resources for mother's need. Some of the programs that are relevant are the ones with multigenerational nature that could make provision for career education, job placement for the parent, mental health services, education for the parents which could be effecting in enhancing their psychology and financial resources. This intervention assists the mothers to become more conscious of their children's needs, and in turn, improves their home simulation. Moreover, some early interventions could be targeted at the mothers that are more vulnerable in terms of low education, part-time employment, and possibly depressive symptoms (St. Pierre *et al.*, 1998); in as much the programs is specifically targeted at children's need (Berlin, O'Neal, & Brooks-Gunn, 1998); and, directly aim at home stimulation (Brooks Gunn, Berlin, & Fuligni, 2000), they can be effective in enhancing the quality of the children's learning environment and their readiness for school. As parents desire that their children communicate in a second language fluently, they try to contribute at home, but this contribution does not affect in early SLL. We can conclude from this finding that parents need to follow contribution methods in SLL directly given by the English teacher; parents are not native, and their first language is Turkish. On the other hand, methods employed by parents in the home environment has a positive effect in early SLL. Therefore, parents seem to show attention and support their children in English activities both at school and at home.

As it is well known, motivation is an essential factor in SLL. Parents' source of motivation has a great effect in SLL. However, parents' interest and attention to their children's English language can create a positive learning willingness

in the children themselves. In addition, methods employed by parents in early SLL such as encouraging children to use and practice their English around the house and beyond the classroom, supervising them while doing their homework, allocating time for them to make creative activities and so on, is a positive contribution in early SLL. As it was found in the analysis, parents' contribution does not affect directly in second language learning but affects indirectly in the methods employed by them in the home environment. The reason could be that non-native speakers do not have enough knowledge of the target language and lack of appropriate contribution to help their children learning the SLL. Based on Urie mesosystem theory, not only behaviour and motivation affect SLL, but also parents can facilitate different learning methods. According to Urie (1970), in terms of meso-level recommendations, one of the strongest outcomes of a bioecological approach relates to the significance of including and supporting parents and families. In reference to the bioecological model, outcomes such as "behaviour" or "motivation" are not the sole responsibility of individual child factors, but the outcome of complex interactions with contexts and relationships experienced. Therefore, parents can act as the interpretive intermediary between home and the early years setting for children.

Conclusion

The main aim of this study was to explore the effects of parental involvement in early second language learning. As the results revealed, the methods used by parents in the home environment have a direct effect on their children's second language learning stage. Subsequently, it was also found that parents' source of motivation can influence the involvement in their children's second language learning. The results about language learning motivations of the students in terms of the education level of the parents indicate that students whose parents are more educated have a higher mean value than those whose parents are less educated. The reason might be 'parental support' which can be explained as more educated parents may be aware of the importance of knowing a foreign language for their children's education and future work careers, and thus their children might have a higher motivation to learn a foreign language. In line with these findings, Ersanli (2015) highlighted that parents' educational level affects students' language learning motivation. Regarding parents' contribution in early SLL, the relation was found not to be relevant with helping the children learning the English language. Parents need to receive direct methods from the SLL teachers to be used in the home environment in order to help their children in speeding SLL.

This study revealed that parents play a positive active role in early SLL. However, it was found that parents adopt a variety of methods in their involvement in early SLL such as encouraging children to use and practice their English around the house and beyond the classroom, supervising their children while doing their

English homework, and spending extra hours at home trying to improve their children's skills. The parent employed these methods because of their knowledge about the importance of the English language.

Motivation has been concerned as an essential factor in second language learning. A direct positive factor was found to be effective in early SLL; source of parents' motivation. However, parents have different kinds of the source of motivation some kind of motivation used by parents was revealed as; reading English stories with children, watching English movies, singing English songs and interacting in different English activities presented by the children at school. Motivated and demotivated parents can affect directly in SLL. In line with Gardner (1985) parents can influence their children's SLL proficiency. In addition, this study indicated that the income level of the parents does not affect parents' involvement in their children's second language learning, as well as marital status, was not found to be effective. The educational level of the parents was found to be moderated in the relationship between methods and sources of parental motivation in their intervention in child second language learning. The effectiveness of parental involvement in the immediate environment and the predictive power of this involvement in early SLL need to be further investigated.

Recommendations

The effectiveness of parental involvement in the immediate environment and the predictive power of this involvement in early SLL need to be further investigated. This study includes only private school parents. Making a comparison study between private and state schools might show different results in parental involvement in early second language learning. Also, a longitudinal study which involves both parents and children could show long-term effects of parental involvement and reveal how the children's learning experience evolve relative to different levels of parental involvement.

References

- Anjomshoa, L., & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature*, 3(2), 126-137. DOI:10.5430/ijhe.v2n4p123
- Asgari, A., & Mustapha, G. B. (2011). The influence of informal language learning environment (parents and home environment) on the vocabulary learning strategies. *English Language and Literature Studies*, 1(1), 7. DOI: 10.5539/ells.v1n1p7
- Berlin, L.J., O'Neal, C.R., & Brooks-Gunn, J. (1998). Understanding the processes in early intervention programs: The interaction of program and participants. *Zero to Three*, 18, 4-15.

- Bronfenbrenner, U. & Ceci, S. J. (1994). Toward a more developmental behavioral genetics. *Social Development*, 3, 64-65.
- Bronfenbrenner, U. (1970). *Two Worlds of Childhood: US and USSR*. New York: Russell Sage Foundation.
- Brooks-Gunn, J., Berlin, L. J., & Fuligni, A. S. (2000). Early childhood intervention programs: What about the family? In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (p. 549–588). Cambridge University Press. DOI: 10.1017/CBO9780511529320.026
- Bulgarelli, D., & Molina, P. (2016). Early Childcare, Maternal Education and Family Origins: Differences in Cognitive and Linguistic Outcomes throughout Childhood. *Revista de Cercetare si Interventie Sociala*, 52, 5-25.
- Butler, Y.G. (2015). Parental factors in children's motivation for learning English: A case in China. *Research papers in Education*, 30(2), 164-191. DOI: 10.1080/02671522.2014.891643
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46. DOI: 10.1016/j.edurev.2015.01.002
- Chi, J., & Rao, N. (2003). Parental beliefs about school learning and children's educational attainment: evidence from rural China. *Ethos*, 31(3), 330-356.
- Dijkstra, T.K., & Henseler, J. (2015), "Consistent partial least squares path modeling", *MIS Quarterly*, 39(2), 297-316.
- Duursma, E., Pan, B.A., & Raikes, H. (2008). Predictors and outcomes of low-income fathers' reading with their toddlers. *Early Childhood Research Quarterly*, 23(3), 351-365. DOI: 10.1016/j.ecresq.2008.06.00
- Elrehail, H., Lawrence, O., Alsaad, A., & Alzghoul, A. (2018). The impact of transformational and authentic leadership on innovation in higher education: The contingent role of knowledge sharing. *Telematics and Informatics*, 35(1), 55-67. DOI: 10.1016/j.tele.2017.09.018
- Ersanlı, C.Y. (2015). The relationship between students' academic self-efficacy and language learning motivation: A study of 8th graders. *Procedia-Social and Behavioral Sciences*, 199, 472-478. DOI: 10.1016/j.sbspro.2015.07.534
- Forey, G., Besser, S., & Sampson, N. (2016). Parental involvement in foreign language learning: The case of Hong Kong. *Journal of Early Childhood Literacy*, 16(3), 383-413. DOI: 10.1177/1468798415597469
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50. DOI: 10.1177/002224378101800104
- Gardner, R.C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. London: Edward Arnold. DOI: 10.1111/j.1467-1770.1985.tb01025
- Graddol, D. (2006). *English Next: Why global English may mean the end of 'English as a Foreign Language'* British Council, London: English Company (UK) Ltd. DOI: 10.1075/lplp.32.2.08amm
- Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*, Thousand Oaks, CA: Sage.

- Hair, J.F., Hult, J.G.T.M., Ringle, C.M., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. SAGE Publications.
- Hair, J.F., Risher, J.J., Sarstedt, M., & Ringle, C.M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24. DOI: 10.1108/EBR-11-2018-0203
- Hammer, C.S., Davison, M.D., Lawrence, F.R., & Miccio, A.W. (2009). The effect of maternal language on bilingual children's vocabulary and emergent literacy development during Head Start and kindergarten. *Scientific Studies of Reading*, 13(2), 99-121. DOI: 10.1080/10888430902769541
- Hayes, N., OToole, L., & Halpenny, A.M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Routledge.
- Henseler, J., Hubona, G., & Ray, P.A. (2016). Using PLS path modeling in new technology research: updated guidelines. *Industrial Management & Data Systems*, 116(1), 2-20. DOI: 10.1108/IMDS-09-2015-0382
- Henseler, J., Ringle, C.M. and Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135. DOI: 10.1007/s11747-014-0403-8
- Henseler, J., Ringle, C.M., & Sarstedt, M. (2016). Testing measurement invariance of composites using partial least squares. *International Marketing Review*, 33(3), 405-431. DOI: 10.1108/IMR-09-2014-0304
- Hosseinpour, V., Sherkatolabbasi, M., & Yarahmadi, M. (2015). The impact of parents' involvement in and attitude toward their children's foreign language programs for learning English. *International Journal of Applied Linguistics and English Literature*, 4(4), 175-185. DOI: 10.7575/aiac.ijalel.v.4n.4p.175
- Hurtado, N., Marchman, V.A., & Fernald, A. (2008). Does input influence uptake? Links between maternal talk, processing speed and vocabulary size in Spanish-learning children. *Developmental science*, 11(6), F31-F39. DOI: 10.1111/j.1467-7687.2008.00768.x
- Huttenlocher, J., Haight, W., Bryk, A., Seltzer, M., & Lyons, T. (1991). Early vocabulary growth: relation to language input and gender. *Developmental Psychology*, 27(2), 236. DOI: 10.1037/0012-1649.27.2.236
- Jaekel, N., Schurig, M., Florian, M., & Ritter, M. (2017). From early starters to late finishers? A longitudinal study of early foreign language learning in school. *Language Learning*, 67(3), 631-664. DOI: 10.1111/lang.12242
- Lindgren, E., & Munoz, C. (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. *International Journal of Multilingualism*, 10(1), 105-129. DOI: 10.1080/14790718.2012.679275
- Marchman, V.A., Martínez, L.Z., Hurtado, N., Grüter, T., & Fernald, A. (2017). Caregiver talk to young Spanish-English bilinguals: comparing direct observation and parent-report measures of dual-language exposure. *Developmental Science*, 20(1), e12425. DOI: 10.1111/desc.12425.
- Orel, F.D., & Kara, A. (2014). Supermarket self-checkout service quality, customer satisfaction, and loyalty: Empirical evidence from an emerging market. *Journal of Retailing and Consumer Services*, 21(2), 118-129. DOI: 10.1016/j.jretconser.2013.07.002

- Pomerantz, E. M., Kim, E. M., & Cheung, C. S.-S. (2012). Parents' involvement in children's learning. In K. R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA handbooks in psychology®. APA educational psychology handbook*, Vol. 2. Individual differences and cultural and contextual factors (pp. 417–440). American Psychological Association. DOI: 10.1037/13274-017
- Poyraz, E. (2017). The effects of parental involvement in English language learning of secondary school students. *ELT Research Journal*, 6(3), 250-275.
- Rahman, M. (2015). *A Study on How Home Environment Influences Adolescent L2 Learners of English in Bangladesh*. PhD Thesis, College of Liberal Arts.
- Shelton, L. (2018). *The Bronfenbrenner primer: A guide to develecology*. Routledge.
- Son, S. H., & Morrison, F.J. (2010). The nature and impact of changes in home learning environment on development of language and academic skills in preschool children. *Developmental Psychology*, 46(5), 1103. DOI: 10.1037/a0020065
- Wang, L. (2019). Understanding EFL Learners' Learning Motivational Regulation Strategies: An Exploratory Evidence from Students in a Chinese-foreign Cooperative Project. *Revista de Cercetare si Interventie Sociala*, 66, 41-58. DOI: 10.33788/rcis.66.3
- Weisleder, A., & Fernald, A. (2013). Talking to children matters: early language experience strengthens processing and builds vocabulary. *Psychological Science*, 24(11), 2143-2152. DOI: 10.1177/0956797613488145
- Wigfield, A., Esoles, S.U., Schiefele, J., Roeser, R.W., & Davis-Kean, P. (2006). Development of Achievement Motivation. In: W. Damon, R. M. Lerner and N. Eisenberg (eds.), *Handbook of Child Psychology*, vol. 3, pp. 933-1002. Hoboken, NJ: Wiley.
- Xuesong, G. (2006) Strategies used by Chinese parents to support English language learning: Voices of 'Elite' university students. *RELC Journal*, 7(3), 285-298. DOI: 10.1177/0033688206071302