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Parental Support and Involvement to Children in Learning English as a Foreign Language

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ABSTRACT

Successful use of English with children depends on support from the wider environment. Children learn English in two settings: at home and at school. However, solely implementing English in a school setting can be challenging. Time constraints and inadequate teaching materials hinder the process. Parents must provide support and involvement in their children's English language acquisition to enhance its use as a companion language. This study outlines the factors that parents should consider when supporting and involving their children in the development of English as a companion language for communication, both at home and in a social environment. Furthermore, it focuses on the value of parents taking a systematic approach to establishing a supportive and advancing English language learning environment in the household. By having descriptive qualitative as its research design, the study included 5 participants, parents aged 25 to 50 with children aged 5 to 12. They consistently support and engage in their children's internal and external English language learning activities. The researcher conducted interviews to collect data. Prior to commencing the interviews, the researcher formulated a series of questions addressing the topics of discussion and documented their observations through writing and/or recording the interviews. The result shows how parents can motivate and participate in their children's improvement in English. These include providing intellectual, emotional, and financial support and involvement. This study is part of a growing body of research on parental support toward children's language development. The project is going to contribute to future research on similar field.

Keywords: parental support and involvement, EFL, learning English

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Introduction

Learning English can run smoothly not only from children but also from other factors, namely the family which is the first educational environment in its development period. Tanaka & Takeuchi (2024) find that parental involvement in children's English education positively impacted children's perceived competence in L2 learning and motivation. However, some limitations might be faced by the parents.

Several significant challenges stem from examining the limited research on parental participation in learning foreign languages. The foremost obstacle involves the responsibility for foreign language acquisition. Ön & Arı (2024) state that parents realize their roles in supporting their children English learning, but facing some obstacles, such as limitation of time, English level, and schools. Cultural views appear to influence how parents interpret it. Parents seldom participate in their children's educational pursuits. The second most significant aspect examined in studies on parental engagement in foreign language education pertains to their children's motivation towards learning a foreign language. As anticipated, motivation varies based on the context. Notably, when learning a foreign language in a country where English is the primary language, there is a substantial distinction, and the status of English as a lingua franca equips students to acquire one of the world's most influential languages, i.e., English.

Learning a second language occurs in a variety of circumstances. Nonetheless, educational institutions usually make second language learning essential in the curriculum. In addition, before children set their foot in the school or community environment, they will also get their first knowledge through their parents also family. Korosidou et al. (2020) explain that parents' active involvement can assist teachers in building an appropriate learning framework to support young children's first contact with a foreign language. Exploring parents‟ needs and their involvement in their children's learning allows for the implementation of activities that can lead to improved learning outcomes. Children in their growth and development need a lot of new things to learn as well as they need to get the skills they have for their future.

An involvement will not go well without good support from parents. The involvement and support that parents provide to children requires parents to be able to fulfill all of them so that children can know their potential. Parents also need to sort out which potential is needed by the child (mandatory) and which potential is used as a companion potential.

modern era, parents need to make English a mandatory potential for children in language. This is because English has become a world language that has always been a means of communication between countries and at this time, English is a language that can be accepted by everyone around the world. English has been recognized as a world language for hundreds of years.

Learning English has become a very essential need in modern society, because by learning English people can improve their knowledge and play a very important role in trade, diplomatic relations, international conferences, and also in mass communication. The support and involvement of parents here is needed considering that in the process of learning English, mastery of reading, writing, listening and speaking is needed. The four learning materials need to be supported by parents because in the process, children have their own abilities in practicing them. Therefore, the study attempts to figure out what are the parents' support and involvement to their children in improving the English capability as a foreign language of theirs.

Methods

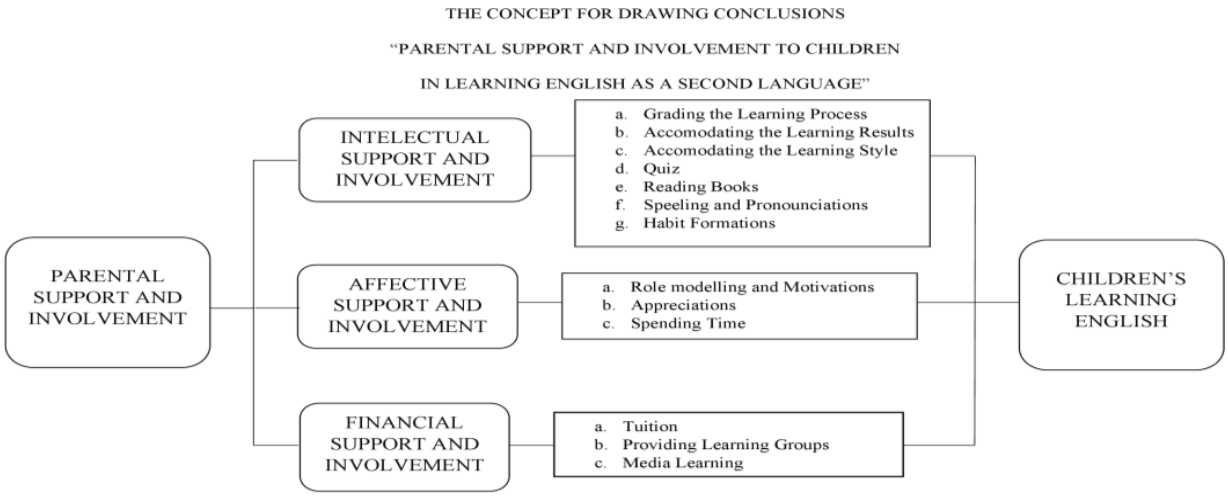
The researcher chose to use a descriptive qualitative research design. It is because the study tries to dig deeper of the supports and involvement from parents to their children in improving the English language capability. Concerning that, some criteria has been served as the requirements for the subjects of the study. First, parents aged 25 to 50 years place a higher value on English ability. They also see the importance of giving their children opportunity to study English from a young age because of the importance of the language in the current period of globalization. There are five parents who finally met the required criteria and became the interviewees. The subjects are written by having initial of their names. Second, the study decided to focus on parents with children aged 5 to 12 years, based on the average age of children indicated in the first criteria. As a result, the researcher established the age restriction at 12 years old, which is roughly similar to grade 6 of elementary. In order to collect the data, the instrument used is an interview guideline. The interviews were recorded then analyzed by coding then categorizing the data.

Result and Discussion

The findings are briefly drawn in the figure below:

Figure 1

Kinds of parental support and involvement to children in learning English



1. Intellectual support and involvement

a. Grading the learning process

Language skills are holistically a unity that cannot be separated from each other because they are closely related. One of the most useful for students to broaden their horizons is speaking. In the process, learning levels are required to improve vocabulary as well as grammar skills for children. This is conveyed by Mr. JM, who gave his opinion that the learning process for children needs to start from the beginner level first. Furthermore, if the child has understood and mastered the material from the beginner level, Mr. JM explained that the child can continue at the next learning level.

"Pelevelan-nya. kan ada beginner. Kemudian nanti ada yang tengah-tengah juga ada yang sulit juga ..." (There are some levels; beginner, intermediate, and advance...).

This approach to learning aims to prevent confusion among children when studying English. It is essential for pupils to acquire a strong foundation in the basics as this will facilitate progress and prevent lack of motivation when advancing to more complex material.

Parents should also provide reading materials that contain more visual elements, such as fairy tales or short stories. This approach can prevent boredom and disinterest in learning English later on in the process. Furthermore, if there are any illustrations or vocabulary

within books that are not comprehensible to children, it may prompt them to ask their parents questions.

"…Visualnya dibanyakin. Misalnya cerita tentang hewan sederhana atau tentang dongeng sederhana anak kan suka. Kalau anak kecil dikasih teks panjang gaada gambarnya, males. Kalau ada gambarnya warna-warni dia akan suka." (… increase the visuals. For example, stories about simple animals or about simple fairy tales, children like it. If small children are given a long text with no pictures, they will be lazy. If there are colorful pictures, they will like it).

The researcher posits that leveling is crucial not just as a learning process but also as a means of comprehending material in line with fundamental language rules. It is necessary for children to progress through the phase of assimilating and enriching vocabulary initially, so as to avoid perplexity in piecing together words while practicing English later on. Ramadhani (2024) also adds that can also serve the materials in various strategies for young learners. During the learning process, it is important to establish an environment that is conducive to learning, ensuring that the material is comprehensible for children, whether spoken or read. During the learning process, it is important to establish an environment that is conducive to learning, ensuring that the material is comprehensible for children, whether spoken or read. Parents who assist their children can use this opportunity to track their learning progress through the levels.

b. Accommodating the learning results

Communication is not limited to spoken words, but any form of interactions, smiles, nodding head that justify the heart, gestures, expressions of interest, attitudes and feelings are the same. Parents, as the first place where children learn at home, must always communicate with their children. The things that are communicated are related to how parents can detect the emotional condition of the child because communication is an important core to create a good relationship between parents and children.

With a good relationship, parents can accommodate their children's learning by communicating with them verbally. Each parent has their own unique way of accommodating their children's learning. Accommodating learning outcomes for English at home requires unique and interesting things so that children do not feel they are doing the same thing as at school. Spending some time with children to create their work in

English is not something that parents should use as an excuse. In fact, parents are not only teachers but also close friends of their children at home. Mr. JM values his children's efforts by designating a unique area in his house to showcase their work. This enables the child to sustain their satisfaction, and if their English task is "patented", they will continue to learn from it since they are the ones who produced it. Furthermore, Mr. JM assesses every English learning session for his children.

"*... ada tempat yang menampung karya-karya mereka dalam Bahasa Inggris dan evaluasi rutin dua kali seminggu*." ("...there is a place that hosts their works in English and regular evaluations twice a week.").

With Mr. JM's approach to teaching his children, it is likely that they will enjoy learning English alongside with their parents. Even the use of media can be effective in facilitating children's understanding of the language. In this scenario, parents essentially act as teachers by giving their children instructions on how to complete their tasks. Parents can also guide their children on how best to introduce more English language through various age-appropriate methods. It is in line with Razimona et al. (2024) who find that parental involvement at home to repeat English lessons and practice them at home can adequate their language learning. Ms. DP has employed this approach since her children were young, utilizing educational resources such as flashcards as a means of expanding their vocabulary. The method employed by Ms. DP to teach her children using flashcards involves having them guess the picture displayed and then matching their guess to the image. Furthermore, Ms. DP distributes the cards and prompts her children to find the corresponding card mentioned by her.

"*...Terus saya suruh cari ini yang mana yang namanya donkey mana namanya ular kan bahasanya random*" ("...Then I told them to find which one is a donkey and which one is a snake, the language is random...").

Through a range of English learning activities that can be implemented at home, parents can establish effective communication channels with their children, and closely monitor their learning outcomes while providing support. Not only will parents be able to accompany their children, but they will also gain insight into their learning processes through assessments of their work and understanding. In turn, parents will be able to

address any deficiencies in their children's learning outcomes, thereby facilitating greater progress and optimism in English language acquisition in the long term.

c. Accommodating the learning style

Of course, in the process of learning English, parents should apply their child's learning style at home. This is because children often adopt the learning style prescribed by their teacher at school, which may not necessarily provide a comprehensive understanding of the material. Additionally, if parents implement their own learning style at home, it may allow their children to feel more at ease and content, as they follow a learning style that aligns with their natural habits. Parents can observe and ascertain whether their child's learning process aligns with their objectives. Al-Fadley et al. (2018) also find that parental involvement in their children's preparatory learning of a foreign language was valuable, although the level of parental involvement varied, depending on the locality and the educational level of the parents.

"…Bukan masalah, saya komprehensif. Meskipun tujuan akhirnya ngomong ya …" ("Not a problem, I am thorough. However, verbal communication tends to be more indirect …"). The preferred style of each individual is determined by their abilities and habits, allowing for a natural and bespoke learning approach. It is essential to avoid imposing a specific style and instead enable children to comprehend new information in a way that suits them best. It is essential to determine the learning style of a child, particularly when educating them at home, according to Mr. JM.

"… Dia bisa baca dulu, dia juga bisa mempraktekkan dulu untuk jadi baik, komprehensif lah. Dia bisa ngomong dari baca ya gapapa dia baca dia kan seneng baca ya. Jadi ya baca banyak baru dia bisa ngomong. Kalau anak bisanya dengarkan dari audio yaudah biarkan dia dengarkan dari audio lalu didengarkan baru dia bisa ngomong. Atau anak Sukanya lihat video, yaudah video dibanyakin. Jadi sesuai dengan gaya belajarnyakan, seperti itu."

("…to improve his comprehension skills, he should begin by reading and practicing. Additionally, given his enjoyment of reading, this may also enhance his verbal communication abilities. If feasible, listening to audio can similarly prove beneficial for improving his speaking capabilities. It is vital to take his preferred learning style into account to provide tailored support. Overall, accommodating his preferred learning style is crucial. For example, if he prefers videos, it is worth producing and providing

supplemental visual learning aids. It is vital to take his preferred learning style into account to provide tailored support …").

The learning process is undoubtedly influenced by an individual's learning style when it comes to understanding material. Nevertheless, educators and guardians should present young individuals with a range of learning opportunities, both in academic and domestic environments, to foster a more comprehensive and well-rounded education.

d. Quiz

Parents can use question-and-answer quizzes to aid children's learning at home by dictating them. When dictating to younger or primary school- aged children, parents should introduce new vocabulary to their children. This introduction to English fundamentals is crucial for children to develop a strong lexical knowledge. The quiz should incorporate a mixture of language - both the mother tongue and English - to further refine the child's language skills. Ms. YK imparted a question-and-answer quiz to her son at home with the intention of reinforcing the material learned at school and during the course. It is supported by Kalayci & Ergül (2020) study which figures out that teachers believe some strategies need to be done by parents to encourage their own parental involvement.

"Kalau masalah bahasa Inggris di rumah ya saya mendekte. Misal seperti contoh saya dekte "apa semut?" begitu. Nah, kalau masih SD kan masih -benda sekitar ya, mbak. Seperti penggaris dan lain-lain. Jadi saya ambil bagian yang Bahasa Indonesianya, kadang-kadang saya gitukan" ("When it comes to English at home, I dictate. For example, I dictate "what is an ant?" like that. Well, if you are still in elementary school, you still have objects around you. Like rulers and others. So I take the Indonesian part, sometimes I do that.").

If parents are not available, the child can utilize interactive and enjoyable quizzes with their teacher at school or during the course. This is what Ms. NH implemented with her son. His English learning course provides stabilisation and enables him to adapt to his peers. The mentor in the course provides practice questions on vocabulary to help children master the writing learning style. Then conduct a question-and-answer session with the child to facilitate their beginner's learning of English vocabulary.

"… Kalau guru lesnya dulu itu langsung soal, sih. Langsung ngomong gitu…" ("… The tutor used to be direct about the problem, anyway. Straight away, like that…").

Incorporating interactive quizzes within the course of children's English language learning can enhance emotional bonding between parents and their children or educators.

Moreover, parents will be able to gain insight into their children's skills through interactive quizzes. During practice, parents can identify their children's strengths and weaknesses. Therefore, parents play an active role in their children's language acquisition.

e. Reading books

Books have the ability to broaden our horizons and provide new perspectives. The process of comprehending the contents of a book is known as reading. A proficient reader will comprehend the text they are reading, while also being able to effectively implement and communicate the outcomes of their reading through written or oral means. In enhancing linguistic diversification, incorporating reading into the learning process is crucial. However, to establish a reading habit, it is best to commence as early as possible. This enables children to comprehend previously unfamiliar material and subsequently reproduce and articulate the acquired knowledge in their own unique manner.

When selecting English reading materials for children, it is essential to consider their age and class level. Textbooks from school are one option parents commonly uses to provide appropriate reading material. These books not only help parents identify children' academic subjects but also promote interaction with the child.

"Enggak, Cuma buku pelajarannya saja dari sekolahan saja …"

("No, just the textbooks from school …").

In the literary work, there are various incarnations and bibliographic citations that comprise different idioms and terminology. In addition to textbooks, parents should also supply reading collections that use English literacy to learn its culture and context. Kim & Trostle Brand (2023) also strengthen that recognizing and understanding cultural factors can support learning success.

"Ada. Ada koleksi bacaan Bahasa Inggris …" ("There is. There is an English reading collection …").

It is hoped that children can develop an interest in reading and view it as a valuable learning resource.

f. Spelling and pronunciation

To achieve mastery in vocabulary, parents must demonstrate not only habituation but also diligence. It is essential that parents' support and guide their children attentively while practicing spelling and pronunciation at home. If taught at a beginner or early childhood

level, spelling and pronunciation should be introduced. This is because young children are in the phase of spontaneous learning and are still acquiring knowledge of letters.

"Kalau tingkatan tingkatan pemula dasar. Anak anak ya seharusnya dikenalkan kearah sana. Karena dia masih kecil dia juga masih belajar huruf …" ("If it's the basic beginner level. Children should be introduced in that direction. Because they are still young, they are still learning letters…").

Introduce Indonesian and Englishletters simultaneously to familiarize children with their use. It is beneficial for parents to explain pronunciation to their children. This prevents confusion when pronouncing letters. For instance, when using the letter "G", Indonesian parents would say **"ge"** while English parents would say **"ji"**. To aid children in understanding pronunciation, parents can initially provide examples and practice to clarify the sounds.

"Terus juga saya coba suruh dia bilang cara pengucapan batu-bata dengan jembatan. Jadi, dia juga mencoba untuk mencari vocabulary yang bunyinya sama. Tetapi pemaknaannya berbeda. Dia juga selalu memastikan bahwa pengucapannya dia itu tepat…" ("I also tried to ask him to say how to pronounce bricks with bridges. So, he also tries to find vocabulary that sounds the same. But the meaning is different. He also always makes sure that his pronunciation is correct …").

In addition, when practicing spelling and pronunciation, it is important to focus on the accent used by the child. Yeh (2019) adds that parents' advices on students' school work, such as discussing school courses, grades, and any topics related to children's schools can be the strongest predictor in giving impact to children language and context understanding. The aim is not for the child to sound like a native speaker, but rather to pronounce words accurately and correctly. This will enable children to continue learning and practicing with the correct accent when using English both in academic settings and in their daily lives.

g. Habit formations

One of effective techniques for teachers to utilize during the learning process is encouraging students to raise their hands to provide feedback in the classroom. During class, Mr. JM explained that his students raise their hands to ask questions or respond to answers. This habit reinforces the use of English during the learning process, which

gradually improves the students' understanding. Chaparro (2023) adds that language learning can be an identity inherent in habitual action. So that students and children in the school environment develop a habitual use of simple words and gratitude, it is important to exclude subjective evaluations unless they are clearly marked as such.

"...Soalnya spontanitas saja. Kalau secara lisan ini biasanya ya kalau nggak boleh saya bilang no atau enggak ya yes yaudah masih gitu saja, mba. Masih secara umum ...". ("... It's just spontaneity. Orally, usually, if I'm not allowed to say no or no, yes, that's it, mba. Still in general...").

In practice, Ms. NH explains that she uses spontaneous activities to help her child understand English. There is no set schedule, but it has become a routine. The most important factor is the small habits parents teach their children at home while learning English.

It is undeniable that developing this habit will enhance confidence in the child for their future, as they become accustomed to applying English language skills they use in their daily lives, particularly within their home environment.

2. Affective support and involvement

   a. Role modelling and motivations

In contemporary times, researchers assert that individuals play an influential role in shaping the attitudes and behaviour of others. It is unsurprising that individuals today often develop themselves by following the example set by others. In its application, a "real" role-model is needed so that the child continues to be motivated like the individual who is used as a child in the form of motivation. McCarthy & Farr (2022) show that parents can be role models in a linguistic sense. This opinion is in line with Mr. JM where he describes motivation which requires a real form so that the results of the motivation have a totality of results.

"Iya. Tentunya dalam setiap memberi motivasi memang harus ada real ya. Contoh misal kita tau bahwa tokoh kita yang memang selalu dia public figure baik dipemerintahan maupun dibidang yang lain memang mempunyai bahasa Inggris yang bagus" ("Yes. Of course, in every motivation, there must be real. For example, we know that our figures who are always public figures both in government and in other fields do have good English").

In his explanation, Mr. JM explaines that using public figures from the community will be easier as an example. Because most public figures will also have good English skills. In addition to the times, they also use English as a career enhancement as well as the language that will be used to communicate with other public figures from abroad.

"... contoh aja presiden bahwa presiden kemampuan bahasa Inggrisnya cukup bagus. Mentri banyak yang bisa bahasa Inggris bahkan beberapa artis dan MC kondang pun juga beberapa juga bisa bahasa Inggris..." ("For example, the president's English is quite good. Many ministers can speak English and even some famous artists and MCs can also speak English")

According to Ms. DP, parents are the first role- models for children because children are in a family environment.

"Kalau untuk anak-anak kami, role-modelnya ya kita-kita ini, mba" ("For our children, the role-model is us, mba.").

The role of parents as child mentors is mainly in helping children overcome various problems faced and providing realistic choices, suggestions for children. The function of applying role-models in motivating children in the learning process according to the researcher is sustainable with the mindset of theory. Specifically, mindset growth is the dominance of a person's ability that is believed to develop over time. Meanwhile, a fixed mindset is a stagnant ability.

b. Appreciations

For instance, in an educational setting, educators may offer recognition through the use of straightforward verbal commendations. Like what Mr. JM does when teaching his students is an example of how to provide recognition in a straightforward manner.

"... mereka menjawab dikasih apresiasi "good" "very good" kita pakai bahasanya yang sederhana ..." ("... they replied with "good" "very good" we used simple language").

"Terus juga saya coba suruh dia bilang cara pengucapan batu-bata dengan jembatan. Jadi, dia juga mencoba untuk mencari vocabulary yang bunyinya sama. Tetapi pemaknaannya berbeda. Dia juga selalu memastikan bahwa pengucapannya dia itu tepat. Jadi, dengan hal seperti itu dia itu semakin percaya diri. Dan dia semakin merasa kayak Óh, ternyata orang tua-ku memberikan apresiasi ya" gitu." ("I also tried to ask him to say how to pronounce bricks with bridges. So, he also tries to find vocabulary that sounds the same. But

the meaning is different. He also always makes sure that his pronunciation is correct. So, with things like that, he's getting more confident. And they feel more like 'Óh, it turns out that my parents appreciate it' ").

Simple appreciation should be shown to children wherever they learn. Offering assistance to children during learning is a crucial way to demonstrate parental appreciation. Kamilah (2023) strengthens that ensuring the children feel safe and comfortable in the learning interaction is important. Beyond providing support and involvement, children will gain confidence in their abilities, which will continue to develop if parents can offer good involvement. Children will benefit from improved communication skills when interacting with their parents on a daily basis and when studying English at home or in school. Such enhancement in communication skills could lead to measurable improvements in educational outcomes.

c. Spending time

By allowing for designated periods of quality time, children can have the necessary rest they need. This ensures that when spending time with their parents later, the children are able to learn effectively. Korosidou et al. (2020) also states that spent quality time with their children at home doing activities can support their language learning.

"Idealnya ada kesepakatan waktu dimana memang itu waktunya untuk tempat kita bisa bicara dengan anak kita. Ada pasti waktu itu, toh ya bekerja tidak sampai larut malam. Mungkin sore lah sudah pulang, anak juga akhir-akhir ini kan pulangnya juga agak sore ya. Kan idealnya full-day sampai jam setengah 4" ("Ideally, there should be an agreed time where we can talk to our children. There must be that time, after all, I don't work until late at night. Maybe in the afternoon, my children have also been coming home lately. Ideally full-day until half past four").

3. Financial support and involvement

a. Tuition

This tutoring service can be invaluable in assisting students with lesson problems. Ms. DP asserts that tutoring children in English enables not only vocabulary acquisition but also cultivates familiarity with the language in a social context. The ultimate objective is to facilitate children's active communication in English and boost their confidence in public settings. It is supported by Chim & Soeung (2023) who state that tuition becomes a common response to dealing with inadequate instructional time and the pressures of

trying to implement a learner-based approach.

"... kami akan berencana mau diikutkan dalam kursusan. Karena sepertinya supaya lebih banyak mengolah dirinya untuk bisa lebih banyak berkomunikasi dengan menggunakan bahasa Inggris aktif. Untuk mengasah sama biar lebih berani lagi ..." ("... we will plan to enrol her in a course. Because it seems that in order to cultivate himself more to be able to communicate more using active English. To sharpen the same to be more courageous again..."). Parents' awareness of the importance of providing English lessons to children from an early age suggests that creating education.

b. Providing learning group

Children may find it easier to expand their linguistic lexicon and experience greater satisfaction in the learning and development of the English language when interacting with their peers. This viewpoint aligns with Mr. JM's support for collaborative English instruction for school-age children.

"Saya kira karena bahasa ini adalah komunikasi dan komunikasi itu butuh partner berbicara. Saya lebih suka kalau dia berkelompok" ("I think because language is communication and communication needs a speaking partner. I prefer it when it's in a group").

The purpose of offering communal learning areas for children is to enable them to communicate their knowledge and/or lack thereof to their colleagues. It is in line with Mogea & Oroh (2022) who find that by having small group discussion, children can express their ideas freely.

"...Sehingga dia juga bisa sharing kalau seandainya kalau ada yang dia tidak tahu sebaliknya dia juga bisa beri kalau ada temannya yang tidak tahu ..." ("... So that he can also share if there is something he doesn't know and vice versa, he can also give if there is something his friend does not know..).

c. Media learning

If you wish to enhance your child's vocabulary from the beginning, Ms. DP recommends providing flashcards from an early age. To support this, she suggests using English flashcard learning aids that feature both Indonesian and English languages. Therefore, the child will comprehend the regional language, Indonesian, and English proficiently without experiencing any confusion subsequently. Feranty et al., (2024) also add that

flashcards can increase the vocabulary mastery.

"Jadi, dulu kita menfasilitasi dari hal-hal sederhana itu dan juga flash-card. Flash-card itu jaman dulu, waktu jaman kecilnya anak-anak, kami pun juga susah mencarinya. Itu ada bahasa Indonesia dan bahasa Inggris" ("So, we used to facilitate from those simple things and also flash-cards. The flash-cards are from the old days, when the children were small, we also had a hard time finding them. It has Indonesian and English"). These flashcards provide children with up-to-date vocabulary and also facilitate visual learning about the objects or living beings depicted.

Conclusion

There are multiple stages of parental support and participation in helping children to learn English that require attention. Parents can help foster their children's intellectual development in English through various means of support and participation namely, (a) Grade the Children's Learning Process in Learning English, (b) Communication Accommodating for Children's Results, (c) Accommodating Children's Learning Style, (d) Doing an interactive Quizz, (e) Providing Books, and (f) Training Children to Spell and how to Pronoun. In addition to providing intellectual support and assistance, parents should also offer affective support and assistance to their children. This is essential for youngsters to receive emotional support and encouragement from their parents. To fulfill this emotive element, parents must engage in the following activities: (a) role-modelling Objects to Motivate Children, (b) Appreciating Every Child's Learning Outcome, (c) Doing Quality Time, and Formations of Learning Habits. The final financial assistance is then evaluated. It is equally important to provide external support, like advice outside of formal education, to aid young learners in improving their English language proficiency. This is aimed at developing their interpersonal skills in diverse contexts. Instances of such support include parental aid and financial assistance, (a) Giving English Tutoring to Children, (b) Providing Children the Learning Environment for English Development, and (c) Facilitating Media Learning for Children. That way, parents can apply it as a form of support and involvement to their children.

This will allow youngsters to have better outcomes in their English learning in the future. It is critical for parents to offer direct or indirect assistance to their children's intellectual growth in English, such as through instructors or other resources. Furthermore, providing

emotional support and aid is necessary, which can be accomplished by providing attention and compassion to help youngsters feel calm, resulting in maximum benefits in the process of learning and comprehending English. Finally, more financial assistance is needed to provide students with a dynamic learning environment in which they may improve their English skills. This help is critical in ensuring that all students have access to high-quality educational resources. Subsequently, forthcoming research may concentrate on methods to provide support and assistance to children in acquiring English as a second language, subsequent to their mother tongue and local language.

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