

Parental support strategies and motivation in aiding their children learn the English language

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ABSTRACT: Learning a language starts within the comfort of a home. Parent involvement in English language teaching serves as a brilliant step towards promoting literacy and communication among children. English has been regarded as a global language which urges parents to guide their children to be inclined toward English. With that, the purpose of this study was to determine the parental support strategies and motivation of parents in teaching the English language. Specifically, this study was qualitative research that focused on collecting narratives and experiences from parents. Eight bilingual Filipino parents, constituted 4 housewives and 4 professionals, were interviewed in the study. The findings suggested that parents see English as an important language that can direct their children towards their career path. Parents were motivated by how the English language can shape the aspirations and enthusiasm of their children. Competency, applicability, reputation, and positivity were the major predictor of the motivation of parents in teaching the English language to their children. Bilingual parents in this study were aware of their role in the language development of their children. Nevertheless, dialogic reading, correction, and educational contents were some of the characteristics of strategies. This study established a missing component of the literature specifying the role of parental support and motivation in education and language teaching.

KEYWORDS: English; extended language teaching; motivation; parental support strategies

1. Introduction

With the advent of globalization, with science and technology continually expanding, it is crucial to start teaching English at an early age and urge parents to extend the education even within their homes. Given that English is the world's standard language, children should be given the opportunity to study it at a young age. In learning any language, particularly one as difficult as English, an early start is ideal.

Filipinos are known to be proficient in English throughout the world (Sasan and Rabillas, 2022). In 2012 and 2013, the annual Business English Index (BEI) named the Philippines as the “world's best country in business English proficiency” (Mendoza, 2012). However, in recent years, the country's rank has been steadily declining in terms of the English Proficiency Index placing 13th (in the year 2016), 15th (in the year 2017), and 20th (in the year 2019). In the year 2020, English Proficiency Index dropped the Philippines to 7 places now sitting at the 27th spot (Baclig, 2020). Remarkably, WHO reported that 80%

of Filipino children “don’t know what they should know” (Aguilar, 2021; Sasan and Rabillas, 2022).

A child’s knowledge base expands as he or she grows and matures. Learning English for children is advantageous because the language is now prominent in many parts of life. The purpose of this study was to verify the paradigm developed by Hoover-Dempsey and Sandler in 1995 to see how parental involvement in English language teaching influences the language proficiency of their children.

Parental strategies, in essence, can be a set of personalized strategies of parents that aim to extend the competencies of their children. Parental involvement constitutes parental strategies that are used to support the children in a specific course of action or process, i.e., learning a language (Gao, 2012). Additionally, Gao (2012) believed that there are three types of parental strategies—(i) social support strategies, (ii) discursive support strategies, and (iii) material support strategies.

The impact of parental involvement on children’s academic success has been extensively researched. Jeynes (2012) stressed that early reading experiences and parental involvement in children’s schooling are important elements in the effectiveness of children’s literacy learning. A range of variables must be considered to guarantee continuous parental involvement as children progress through school (Steiner et al., 2022). It is important to recognize that motivating variables related to both parents and schools have a substantial influence on parental participation levels.

Child’s development is clearly influenced by social environments such as home, school, and community, all of which have lately gained relevance in education collaborations (Kalaycı and Öz, 2018). Parents or other primary caregivers are children’s first teachers, and this duty continues even after they start school. Additionally, parents and teachers must work together to create an environment that promotes their children’s academic success (Kalaycı and Öz, 2018; LaRocque et al., 2011). Studies suggest that parental participation in teaching influences not only academic outcomes but also students’ interpersonal, emotional, psychological, and transactional development (Al-Mahrooqi et al., 2016; Kalaycı and Öz, 2018).

Several recent meta-analytic studies have discovered that different types of parental participation (like monitoring and guidance) have an influence on achievement (Patall et al., 2008; Vera et al., 2012), and that parents’ involvement changes as their children progress through the school system. Consequently, because the impact of parental involvement on achievement varies, it is critical to investigate various types of parental involvement (Hill and Tyson, 2009; Vera et al., 2012).

According to Vera et al. (2012), failure to monitor the progress of their child (e.g., doing homework) was predicted by practical hurdles such as work schedules and availability. This is a logical conclusion, because it would be challenging to monitor their children’s development if parents were not present at home when they were most likely to be doing their homework. This was related to what type of jobs the parents have (e.g., shift work vs. 9–5 careers). However, some were also monitoring their children through enlisting their older siblings, relatives, or neighbors to monitor the progress). Schools may want to get in touch with the parents of students who don’t have as easy access to supervision to let them know about after-school tutoring alternatives that are either sponsored by the school or accessible in the community.

Early vocabulary development in children mainly relies on their receptive (hearing) abilities. Additionally, exposing kids to engaging media helps speed up their acquisition of English vocabulary (Anggraini et al., 2022). So that the vocabulary they acquire will continue to keep in their memory and may be applied in everyday life, it is envisaged that children would be introduced to vocabulary through media that can stimulate interest in learning (Anggraini et al., 2022). Introduce vocabulary as early as

feasible through audiovisual material, preferably in the form of animated images with music.

Conceptually, this study defined the term “parental support strategies” as any form of approach the parents used in language teaching. Parental support strategies are personalized approaches that the parents do to teach their children how to speak English. This can vary from visual learning, language exposure, or continuous language use.

This study on the motivation and strategies of parents in teaching English language was based on the limitations in the literatures. Limited studies were conducted on the motivation of parents and how they perceive learning English as a skill. This study determined the strategies that the parents do to be involved in the literary training and development of their children. This narrative study is essential in establishing theoretical and perceptual contexts as the foundation of motivation, learning, and collaboration models.

Research questions

Below are the research questions answered in this study.

- 1) How important is learning English language for the children?
- 2) What support do parents provide to help their child learn the English language?
- 3) What motivates the parents to aid the English language learning of their children?

2. Literature review

One of the strongest indicators of student success is parental involvement in their children’s education (Anggraini et al., 2022; Kalaycı and Öz, 2018; Steiner et al., 2022; Vera et al., 2012). Most studies support the idea that children of any age with parental supervision tend to have better attendance, proficiency levels, and more optimistic school attitudes compared to those whose parents are less involved (Hill and Tyson, 2009), while some studies suggest that parental involvement has the strongest influence on academic achievement of younger children (Henderson and Mapp, 2002; Vera et al., 2012).

Hoover-Dempsey and Sandler (1995) present a paradigm in which they regard parental engagement as a process and explain elements influencing this process, explaining the importance of parental involvement in schooling. Their paradigm addresses both the potential benefits of parents’ involvement in their children’s education as well as the reasons for and methods of that involvement. It is critical to define the following aspects of parental involvement: (1) the motivations behind parents’ involvement; (2) the type of involvement the parents consider; and (3) the benefits of parental involvement to performance.

Additionally, one of the most significant researchers in this field is Epstein; the majority of the research in this field has been influenced by her understanding of parental involvement (Vera et al., 2012). The following sorts of parental participation are included in Epstein’s multidimensional framework parenting, communication, volunteering, at-home learning, decision-making, and community collaboration (Epstein, 2001).

Sad and Gürbüztürk (2013) also investigated how parents assisted their children’s schooling. Rather than serving at school, they realized that parents could improve interaction with their children, create a supportive home setting, stimulate self-improvement, and assist in doing homework. Participating in one’s child’s educational progress, on the other hand, can be severely constrained by a parent’s linguistic skills or formal education (Steiner et al., 2022; Vera et al., 2012). Being able to attend school functions, assisting with school trips, or establishing conversation with a teacher, for instance, may be difficult for

the English language child's parent who lacks sufficient English language skills or works several jobs (Borrero and Yeh, 2010; Dorner et al., 2007; Vera et al., 2012). Rather than attempting to generalize about the amount of parental participation of English learners, it is critical to describe parental involvement as a multifaceted assessment that may or may not be correlated to parental demographic variables (Dorner et al., 2007; Vera et al., 2012).

There is rising consistency among studies that have looked at parental views toward education that immigrant parents frequently have even higher aspirations for their children's academic success than do U.S.-born parents (Ramirez, 2008; Vera et al., 2012). Considerably, Schaller et al. (2006) discovered that regardless the level of education that the parents have, majority of immigrant parents expressed expectations that their children would graduate from high school and recognized the importance of education in their children's lives.

Family literacy programs that coach parents on how to include literacy practices, including storybook reading and discussing books, have been demonstrated to promote parent-child literacy interactions, nurture children's motivation to read, and develop children's vocabulary and language skills. They also educate parents on school-based literacy instruction, which increases their motivation to be active in their children's literacy learning (Jordan et al., 2000; Sheldon and Epstein, 2005; Steiner et al., 2022).

It has been demonstrated that specific strategies utilized in parental programs have positive effects on parental involvement and, as a result, student accomplishment (Jeynes, 2012; Steiner et al., 2022). These include programs that teach parents questions they can ask their children while they are reading in order to improve their children's reading comprehension. This is accomplished through collaborative readings and discussions of texts (Jeynes, 2012; Troseth et al., 2020).

Hindin et al. (2017), for example, created a program in which parents learned specific read-aloud discussion methods (e.g., giving and answering questions, and predicting outcomes) to use during storybook reading sessions between parents and their children. The first-grade learners whose parents and teachers engaged in the program showed statistically significant differences in their Concepts of Print scores. The same parents used discussion techniques significantly more before and after reading during shared book readings than it was before participating.

Dialogic reading (Whitehurst, 1988) is a form of shared reading in which parents actively participate with their children through questions and comments about the text being read aloud (Mol and Bus, 2011; Steiner et al., 2022). In supporting ordinarily developing and at-risk children, dialogic reading practices have both scholarly and practical roots (Steiner et al., 2022). Dialogic reading is an effective literacy method that allows young children, particularly English language learners, to develop oral communication skills while collaborating in small groups or one-on-one with their parents in their homes (Nieto, 2013; Steiner et al., 2022; Troseth et al., 2020; Whitehurst, 1988). Through the practice of dialogic reading, parents can broaden their children's lexical and intellectual horizons (Dickinson et al., 2012; Steiner et al., 2022).

The literatures provided a model that predicts the role of parental involvement in teaching English to literacy and communication skills of the learners. It has been known for years that teaching English at early age can influence the development and competence of learners (Kalaycı and Öz, 2018; Steiner et al., 2022; Vera et al., 2012).

While some studies were able to determine different strategies that contribute to the literacy of the children. However, there is limited understanding of the motivation and perceptions of parents on the

value of English to their children; although parents were able to recognize how English is being used in schools and employment, there is a need to establish a specific study on perceived importance of engagement and learning. Hence, the goal of this study was to collect narratives that thematically explain the increasing need of learning English in both academic and practical settings.

3. Methods

To extract narratives and experiences of the parents, this study used qualitative design as a research method. Exploratory research was carried out to extract narratives and experiences that are relevant to parental support and motivation to teach English language. This approach aimed to establish the pedagogical context of learning and language acquisition among children with the use of parental support as the foundation and channel for learning. The primary data collected in this study serves as the evidence for more in-depth theoretical and organizational assessments.

3.1. Participants

The study used purposive sampling, which included professionals and housewives. These participants were chosen to dissect information from different perspectives and angles. Specifically, this study interviewed professionals (4 participants) and housewives (4 participants).

Purposive sampling was employed in this study to select the participants who participated in the interview. To sample the participants, the researchers carried out “identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest” (Etikan et al., 2016). The study specifically selected respondents who have children at elementary level. The average age of their children was 9 years old. The study also determined the profile of the parents based on their age, sex, and profession/work.

Table 1. Participants’ profile.

Participants	Profile	Language used
Parent 1	35-year-old female; 2 children (Grade 1, Grade 10); teacher	Filipino and English
Parent 2	28-year-old female; 1 child (elementary); housewife	Filipino and English
Parent 3	41-year-old female; 2 children (preschool, high school); housewife	Filipino and English
Parent 4	46-year-old female; 2 children (preschool, high school); teacher	Filipino and English
Parent 5	48-year-old female; 2 children (elementary; Grade 9); housewife	Filipino and English
Parent 6	51-year-old female; 3 children (kinder, high school); math teacher	Filipino and English
Parent 7	32-year-old female; 1 child (elementary); housewife	Filipino and English
Parent 8	40-year-old male; 1 child (elementary); teacher	Filipino and English

3.2. Instrument

The participants of the study were interviewed to gather narratives revolving around their motivation, strategies, perceptions, and experiences in teaching English language to their children. The instrument focused on the strategies and perceptions of parents in learning English. **Table 2** summarizes the interview sets for thematic markers. These questions were the basis for interview while some emerging questions were noted for further classifications of themes.

In identifying strategies of parents, the researcher used the analysis conducted by Gao (2012) where he characterized parental strategies into three: (i) social support strategies, (ii) discursive support strategies, and (iii) material support strategies. Social support strategies are strategies that involved parents and other people in language process. Discursive support strategies are the values, beliefs, or perceptions that the parents give to their children. Material support strategies are the use of materials to support the learning of the children.

For motivation, there are different models and theories that represent the motivation of an individual. In this study, the researcher identified the motivation of parents based on Vroom’s Theory of Expectancy. This further divided motivation into three: (i) expectancy, (ii) instrumentality, and (iii) valence (Vroom et al., 2015). In analyzing the themes for parental motivation, these components of Vroom’s theory were used.

Table 2. Research instrument.

Thematic markers	Interview set for question 1	Interview set for question 2	Interview set for question 3
Importance of learning the English language	Why do you think learning English language is important?	How do you support your child in their learning English language?	What motivates you to aid the learning of your child?
Strategies employed in learning the English language	How does English help your child grow and be competitive?	What strategies you employ to encourage your child to learn the language?	How you feel seeing your child improves after learning the language?
Motivation in carrying out personal strategies			

3.3. Research procedure

The researcher prepared a written consent to ask formal permission from the participants. Written in the consent form was the objective and purpose of the study. Participants had to sign the consent to participate in the interview. Detailed instructions were provided to the participants before conducting the interview. Schedule for the individual interview was established following convenience and time. Coding the responses of participants was done to examine the themes of the narrative data based on research questions and emerging topics. Responses were translated afterwards.

3.4. Data analysis

The primary data in this study was the interview narratives of the parents. The thematic analysis assumes that “...the recorded information is an accurate reflection of the reality” and that it can be used to describe meanings about the experiences of the participants (Lochmiller, 2021). The coded responses and themes of the interview answered the research questions of the study. Essentially, this study utilized this approach to “identify those relevant [statements] to answering a particular research question” (Braun and Clarke, 2012).

4. Results

Question 1. How important is learning the English language for the children?

Eight participants see English as an essential language to the life of their children. The perceptions of the parents on the importance of learning English language heavily rely on the concept of needs and applicability to different fields aside from education. Two participants describe acquiring English as an “edge” to have opportunities in education and academic fields as well as in employment and in workplace setting later in the future. Similarly, one participant describes learning English as a reflection of one’s “competency”. Thematically, learning English was viewed as a life-skill that a learner can use in different aspects, e.g., communication, competitions, and extra-curricular activities. Remarkably, one participant described learning English as one way to “have fun” highlighting reading as a relevant intellectual activity. Nevertheless, parents widely perceived learning English as the foundation of the growth and competence of their children.

“English language is important. My child can communicate and socialize with anyone. My child can connect to other people, and even comprehend. We expose our child to English because it is essential.”—Parent 1

“As a student, he has the edge in understanding the lessons. Most of lessons are delivered in English like the sciences and math which help to have better comprehension. When he graduates, communicates with other people, English is the most dominant language for communication. He has the edge over the rest.”—Parent 2

“Learning English language is very important for my children; they will learn how to speak fluently. Since English is a universal language, they will have opportunities. Nowadays, if you know how to speak English fluently, you will have opportunities.”—Parent 4

“If they know how to speak English, they will be sent to competitions—in debates, and public speaking. It is also important in real life, especially if you want to enroll in universities they will encounter interviews, they will be able to express themselves.”—Parent 5

“As a parent, I would like my child to be interested in learning English. It will help them to go a long way. In real life, they can also apply it in real life situations because if a learner knows English, he can communicate with other people and have opportunities in the future. They can also create positive environment at the same time making the learning process fun. With reading books, they will improve their English and improve their capabilities—they will indeed become eloquent speakers.”—Parent 6

Question 2. What support do parents provide to help their child learn the English language?

Eight participants support their children in learning English through different personal approaches. One notable strategy was purchasing educational resources, e.g., books, magazines, and toys which can aid the learning of their children. Another emerging strategy was the introduction of multimedia resources, e.g., online content, social media videos, movies, and music, which help in visualization and auditory simulations. It has been determined that multimedia resources aid the learning of children of new words that their parents did not teach them either—hence, self-learning was seen.

Conventional strategies were carried out through communicating in English and extended language teaching. An emerging theme in the introduction of these strategies, especially in multimedia approach, was the inability of children to spell out words they know how to pronounce. Nonetheless, this study was able to describe the strategies and pointed out which became significant to the learning of English language.

“We want the kids to enhance their English language. When dealing with kids in our house, to enhance their English, we speak to them in English. Watching videos helps enhance the English language of the kids. With the use of visuals and charts, the kids can also learn how to speak English. When I am with my child, I am sometimes shocked because she can speak words that I don’t even teach her. She is not fluent in speaking words, but I teach her how to pronounce. Her toys were mostly educational. I also have charts, she finds it difficult to spell, but she can identify.”—Parent 8

Visual learning was also a relevant strategy that the parents used when teaching their children English language. One parent suggested that watching videos online improved his child’s English vocabulary. Sometimes, parent was unaware of how well his child improved, i.e., realizing his child saying words he did not even taught to her.

“My child, I think, would learn English effectively through watching videos and listening to English contents like movies and news. I do this even beyond the classroom. But I’m not buying English resources like books because you can get these online.”—Parent 2

“I supported him by letting him watch English cartoons. In that way, my child will learn basic English. I also talk to him in English. Watching videos help my child learn the alphabet, and the names of the objects. I have

children in high school, if they have assignments in grammar, I teach them the basics.”—Parent 4

While most parents focused on digital and visual learning, one parent strategized the learning through traditional approach—including reading books, monitoring assignments, and communicating with them.

“I give my child books that can help in learning, I purchased books. In house, we practice different languages and dialects. I am not requiring myself to communicate with them in English. I follow up with the assignments, I monitor them; and speak with them based on the scope of the assignments. I want my child to effectively communicate in English. But it’s difficult to motivate my child to learn.”—Parent 1

“I have books in English for grammar which they also read. They learn, but for grammar, they can speak but they are not very well attentive to their grammar. Even if I’m not into English grammar and structure, I also correct them. I advocate the grammar, I assist them, and I correct them.”—Parent 5

Question 3. What motivates the parents to aid the English language learning of their children?

Eight participants think that parents have important role in the English language acquisition and learning. One participant highlighted that children who were not taught by their parents might grow up with a poor background in language including its technical aspects and its application. Parents serve as the backbone and foundation of learning.

Parents see that teaching the English language is their responsibility and their obligation to teach their children even basic pronunciation and usage. Some parents consider speaking English as an essential skill that their children acquire at a young age to integrate them into possible workplaces in the future. It has been the motivation of the parents to extend the learning towards their home because of how they see the importance of English to their children’s careers. Essentially, the motivation of the parents in teaching English language relies on their perception of its applicability and use.

Motivation, for one parent, involved seeing her child learning and realizing that he became more competitive within his academic setting. For parents, they are motivated in teaching their children how to read, guiding them how to spell words, and monitoring their improvement because they know to themselves that learning English helps their child to be independent, competent, and productive. These characteristics were important to the future of their children.

“There are learners who can learn on their own, so they grow on their own; some learners don’t have interest. If the parents do not support their children, they will have poor background in English language.”—Parent 7

“As a parent, you are really obliged to support and give your children what you can offer to them. As a parent, you are the backbone. It is important to learn English, even us elders, we need to refresh ourselves in the competitive world. If you have good English background, you are becoming a competitive person.”—Parent 4

“My motivation in extending the effort is because I imagine English language as advantageous to my child. There are a lot of opportunities if you know how to speak English. Students are being left behind if they don’t know how to speak English.”—Parent 5

“My reason for teaching the English language to her is to have advantage—wherever you put her, she can stand alone. Aside from she has mother tongue, it is advantageous if your child knows how to speak English. At an early age, it is needed to nurture them; they will carry the learnings as they grow.”—Parent 8

5. Discussion

Question 1. How important learning English language for the children?

Early childhood English learning is a method of teaching children foreign languages that includes several language components that constitute the language curriculum (Anggraini et al., 2022). Grammar, vocabulary, and pronunciation are the most common language components (Anggraini et al., 2022; Binarkaheni, 2019). Consequently, the essence of early childhood English learning activities involves linguistic competencies and skills which are introduced in an integrative way for daily life. In fact, Chavez (2022) mentioned that Filipino parents believe that real-life applications of the English language can increase the practical value and authenticity of learning and teaching. One bilingual parent in this study explicitly expressed that “*English language is important*” [Parent 1]. Generally, this study determined that the bilingual parents valued the English language because of its use in future careers. One parent said “... *if [children] know how to speak English, they will be sent to competitions*” [Parent 5].

Researchers have created home-based reading to enhance children’s reading opportunities while also improving their reading fluency (Pinkham, 2012; Protacio and Edwards, 2015), which is critical for extending the duration of time children spend reading (Garcia and Kleifgen, 2018). Furthermore, as readers who struggle frequently spend more time in skill-based sessions than reading connected text, evidence suggests that fewer reading opportunities are available for them compared to readers who perform well (Allington, 2000; Steiner et al., 2022).

Bilingual parents of this study recognized the role of learning English in the competency of their children. The way that the parents perceived the importance of learning English language reflected their motivation and willingness to extend the language teaching even in their home. As a context, teaching English was perceived to be the beginning of the development of their child.

Introduction of English as a second language begins at the very beginning of a child’s development (August and Shanahan, 2017; Paradis and Jia, 2017). Children progressively learn to recognize and use the new words (Paradis and Jia, 2017). In this scenario, children have a highly developed capacity to comprehend what is being said, even if they do not comprehend specific terminology. Vocal tones, movements, facial expressions, and movements all serve to convey the meaning of a message (Anggraini et al., 2022; Paradis and Jia, 2017). They learn new words, ideas, and phrases and begin to recognize the language as they comprehend the material. It must be taught using appealing media to stimulate their interest in learning a language; it is preferable to utilize images or video media to help them picture what they see and hear (Anggraini et al., 2022). The bilingual parents in this study thought that English “... *creates positive environment at the same time making the learning process fun*” [Parent 6]. Some parents in this study considered English as an important language because it helps children “*communicate with other people*” [Parent 6] and “*have opportunities.*” [Parent 4].

In line with the need to determine the perception of parents about the English language, an interesting angle was developed where he uses metaphors to describe the perceptions of the parents. According to Coşkun (2015), the analogies and metaphors used by parents typically underlined the “importance of English as a global language”. In addition, the parents in this study clearly understood the globalized nature of the English language, as seen by the use of the metaphors describing it as an “ID card” and “becoming a world citizen”. These themes were also observed in this current study where Filipino parents see learning English as important because of its use in education and workplaces equipping their children with communication and literary skills. Specifically, this study also had similar perceptions of English language considering English as an “*essential*” [Parent 1] and “*dominant*” [Parent 2] language.

Early exposure to English can help children stay ahead of their peers. Learning a language takes

years. It is not, however, only about learning a language; it is also about constantly improving and developing the abilities that the children have gained (Anggraini et al., 2022). Vocabulary development is recognized as critical to language development (Hidayati, 2020; McCarthy and Carter, 2014). These aspects were also the factors why learning English at an early age was important for the parents. Filipino parents see learning the English language as an opportunity for their children to grow and be competent individuals.

Question 2. What support do parents provide to help their child learn the English language?

Based on the paradigm proposed by Epstein (2001), regardless of one's formal education level or linguistic skills, a parent can have an important role in a children's educational performance in a variety of ways. Parents, for example, can control their child's bedtime routine, entertainment and video game access, and homework schedules. They can also provide opportunity to visit the library or get homework help in their community (Vera et al., 2012).

Literatures were able to establish the role of parents in the development of their children in English language. Discussions and reading (Steiner et al., 2022), media and audiovisual contents (Anggraini et al., 2022), and communication and support (Sad and Gürbüz Türk, 2013) were some of the strategies that the parents can improvise and implement to attain an optimum language teaching to their children. Parents that actively encourage their children to read have also been reported to see improvements in the literacy skills of their children (Hindin and Paratore, 2016; Neuman and Celano, 2012; Sénéchal and Young, 2008; Steiner, 2014).

Specific benefits, such as improved exam results (Steiner, 2014) and reading interest (Epstein, 2001; Hindman et al., 2014), higher completion rates (Protacio and Edwards, 2015), and higher grade-point averages in secondary school (Pollard-Durodola et al., 2017), have been clearly related to continuing parental involvement. One bilingual parent in this study said "... *I am sometimes shocked because she can speak words that I don't even teach her*" [Parent 8].

Parental aspirations and ethnicity were found to be the strongest predictive factors for the use of practices that promote academic achievement. In the study of Vera et al. (2012), Latinos are less likely to use such routines. These routines might include enforcing a bedtime, limiting access to media, or using other time management techniques. Theories and literatures suggest that parents who are most invested in their child's academic success are also heavily involved in establishing their child's home life and have high expectations of their children in general (Baumrind, 1967; Baumrind, 1991).

Repeated readings to build fluency is a method that has been found to help the children read better at home and in the classroom (Hindin and Paratore, 2016; Lee and Yoon, 2017; Steiner et al., 2022). As an illustration, Hindin and Paratore (2016) discovered that having students practice reading classroom materials at home boosted their overall reading scores. Errors in reading proficiency decreased as children received more parental oral reading support. Heubusch and Lloyd (1998) and Steiner et al. (2022) found that corrective feedback on oral reading was crucial for both struggling and emerging readers. Models of repeated reading that incorporate error correction have been shown to be beneficial (Therrien and Kubina, 2006; Steiner et al., 2022). Assisted teaching was also employed by one bilingual parent. She thought that "... *even if I'm not into English grammar and structure, I also correct them. I advocate the grammar, I assist them, and I correct them*" [Parent 5].

In current setting, especially with the advent of globalization and technology adaptation, the most watched YouTube videos have traditionally been ones for children. More than 10 million people are subscribed to YouTube Kids, a feature for education and learning (Anggraini et al., 2022; Imaniah et al.,

2020) and parents make use of the contents from it to teach their children. Among the 3154 families, majority of children (or 80%) from ages 7 and below use YouTube, with 59% of them using YouTube Kids. Most of them use their parents' devices to access YouTube while others have their personal cellphones. Children spend 1.39 h daily to 1.49 h every weekend watching at least 4–9 min of videos (Anggraini et al., 2022). Similarly, two bilingual parents use online videos and content to expose their children to English language. One of them said “*I supported him by letting him watch English cartoons*” [Parent 4]. Bilingual parents believed that “*my child would learn English effectively through watching videos*” [Parent 2] and “*...help my child learn the alphabet, and the names of the objects*” [Parent 4].

Children are regularly exposed to games, toys, nursery rhymes, humor, and animal films. If the child watches YouTube videos, he or she will remember details more efficiently. YouTube not only makes studying more crucial, but also makes it more interesting (Anggraini et al., 2022). Certain design elements used in making video content for children have an impact on learning and educational outcomes (Izci et al., 2019; Veblen et al., 2018). Using multimedia resources was the dominant strategy that the Filipino parents incorporate in teaching the English language to their children. Others also use different strategies like story reading, drawing, asking questions, reflection, etc., to aid the learning of English language.

Strategies have different purposes that can predict their effect on the language learning of a learner. For instance, in the study of Itmeizeh and Ibnian (2022), communicative language teaching, e.g., asking questions, and sharing thoughts, could play an “active role” in enhancing the motivation of the learners to engage in language learning. Similarly, a study conducted by Stepanechko and Kozub (2022) in Ukraine, specifically for technology-enabling environment, showed that inquiry-based method encourages autonomy and collaboration, critical thinking, and thought organization. This indicates that parental engagement in learners' thought processes aid their overall language learning. One bilingual parent said that “*...with the use of visuals and charts, the kids can also learn how to speak English*” [Parent 8]. Watching videos, using charts, and exposing children to different forms of English contents helped his child learn the language.

Lastly, Kalaycı and Öz (2018) also emphasized the impact of language exposure on English growth. They suggest listening to English songs and viewing English cartoons with their children as examples. One of the researchers stressed that listening to music with their children can help in improving the reading and vocabulary.

When teaching children English, parents must be adjusted to their developmental level (Rahman et al., 2022) which makes watching videos online and on social media as the prominent strategy because of its less intrusive nature and children can choose what topics are interesting to watch. Based on the recent study by Sriwichai (2022), social media promote learners' knowledge of non-academic and academic language using text-based exercises. The subject matter is relatively easy, such as numbers, animal names, fruit names, and so on. The use of audiovisual media in early life successfully increases the introduction of English vocabulary (Anggraini et al., 2022; Rahman et al., 2022).

Question 3. What motivates the parents to aid the English language learning of their children?

Generally, motivation is a set of perceptions that can influence the actions of an individual. In essence, motivation describes why the person does something (Cherry, 2022). To put this in perspective, motivation drives the person to have direction needed to be engaged in an environment through adaptive, open-ended, and problem-solving competency (Reeve, 2015; Souders, 2019).

This study indicated that motivation of parent's involvement can influence the English language of their children. Parents realized that they were motivated in teaching their children because they know

how important it is to learn the English language. This perception was consistent with professionals because of their exposure to the language itself.

The study of Coşkun (2015) stressed that the learners' perspectives on the English language acquisition process are heavily influenced by their parents' perceptions. The correlation analysis of the quantities of positive and negative metaphors generated by parents and children found that if parents have positive attitude towards English language, their child generally displays the same attitude.

Additionally, motivation for parental involvement in children's schooling includes parents' perceptions of their self-efficacy, abilities, and knowledge in relation to the involvement task, along with their perception of their overall role in children's learning (Green et al., 2007; Steiner et al., 2022). For instance, parents may be hesitant to engage in reading activities at home because they believe they lack the foundation knowledge and abilities necessary to instruct their children (Rodriguez-Brown, 2010). Although, this current study showed a notable difference—one parent acknowledged her limitations in English, but she corrects her child when reading passages. She said, *"I'm not good in English but I correct my child when we have reading sessions"* [Parent 5].

Positive early experiences including parent involvement efforts in children's education can motivate parents to continue interested as children move through school (Green et al., 2007; Steiner et al., 2022). A parent reflected on her experience as a professional. She said, *"it is important to learn English, even us elders, we need to refresh ourselves in the competitive world"* [Parent 4]. Additionally, one parent explicitly said *"... my motivation in extending the effort is because I imagine English language as advantageous to my child"* [Parent 5].

A recent study also indicated that parents participated in their children's education when invited by teachers (LaRocque et al., 2011). In Turkey, the majority of parents believe that they have the ability to make a significant impact on their children's educational experiences if they participate in the decision-making process for their children's schools. As a result, many Turkish parents believe that they should be actively involved in the process (Tekin, 2011). In a similar vein, the findings of the research carried out imply that parents should acknowledge that parental involvement is a significant component impacting the educational performance of their children without acknowledging the responsibilities of the schools (Erdener and Knoeppel, 2018). One bilingual parent said that *"...as a parent, you are really obliged to support and give your children what you can offer to them. As a parent, you are the backbone [in learning]"* [Parent 4]. Bilingual parents in this study were aware of their role in teaching the English language.

More particularly, Cunha et al. (2015) investigated parents' motivation about homework involvement and home teaching. Their findings revealed that parents had positive attitudes toward homework and focused on increasing students' senses of responsibility and autonomy as well as emotionally empowering their children through homework involvement. Similarly, this current study was able to describe the positive attitudes of Filipino parents on teaching English language at early age. Similarly, one parent said that *"... there are learners who can learn on their own, so they grow on their own; some learners don't have interest. If the parents do not support their children, they will have poor background in English language"* [Parent 7]. Bilingual parents were widely motivated by how English is advantageous to their children in terms of having opportunities and competence.

This study on the motivation of parents was able to extend the themes relevant to the attitude and perceptions toward English language. This study determined how parents recognized their role in teaching English to their children which motivates them to extend the English teaching even at home using their personal strategies.

6. Limitations of the study

The main purpose of this study was to determine the parental support strategies and motivation of bilingual parents in teaching the English language. In theory, literatures showed that the parental support and motivation can influence the academic achievement of their children. This current study used this context to explore what personal strategies the bilingual Filipino parents do to support their children in learning the English language. This study was concerned with what type or kind of personal strategies the parents carried out in teaching the language within their homes.

Although the study provided an in-depth exploration of the personal strategies and motivation of bilingual parents, there were limitations that rise new questions. For instance, how do these personal strategies impact the rate of language learning among elementary pupils. This can only be answered through quantitative analysis. In addition, motivation can be numerically represented which further extends future directions on how motivation mediates the personal strategies of bilingual parents. Future studies have to create a model that represents the language learning of children within a bilingual household. These studies could use this study to develop future research on learning other languages, e.g., Spanish and Chinese.

7. Conclusion

Extensive language teaching was essential in the development of children, specifically in English. Extensive language teaching, as the study observed, was an active participation of parents in language teaching, specifically involving personal strategies that the parents carried out. Personal strategies are approaches that the parents thought to be effective in developing their children. Bilingual parents in this study thought that parental support systems can serve as the catalyst for the development of literary and communication skills of children. At early age, children are receptive to learning a new language which urges the institutions and parents to extend the learning even beyond the school premises. This makes learning challenging because of the limitations in the paradigm that can be used in conceptualizing components of extended language teaching. This study, however, was able to establish new ideas that shed relevant context for language teaching among children.

Further studies have to be conducted in the contexts of language learning in general. Analysis showed that some parents teach their children the English language because they thought that “it can be used for the future”, “it opens new opportunities”, and “helps their children be competitive”. This motivates them to strategize and personalize language teaching in the comfort of their homes. The parents also believed that when children’s parents are supportive of learning English, it makes a child a life-long learner. In essence, further models could link English to other languages that require equal to intensive parental support.

Considerably, this study described the relation of motivation to the parental support in terms of learning the English language. The study determined strategies vary based on the demographics of the parents and as well as their motivation in teaching. Filipino parents perceived learning English language as an “essential skill” which motivates them to teach their children basic English. Although some parents see limitations in teaching, especially because they are not inclined to it, but were able to adopt strategies that can encourage their children to learn.

In the case of school administrations, encouraging parental engagement through (i) community-based assisted learning, (ii) extended home-teaching, and (iii) parental involvement in schools strengthen the development of children in terms of learning the English language. School administrators

have the role in extending education and conducive learning to maximize the scope of their school language curriculum.

Author contributions

Conceptualization, JVC, HGA and JPA; methodology, HGA and JPA; software, HGA and JPA; validation, JVC, HGA and JPA; formal analysis, JVC, HGA and JPA; investigation, HGA; resources, JPA; data curation, HGA and JPA; writing—original draft preparation, HGA and JPA; writing—review and editing, JVC, HGA and JPA; visualization, JPA; supervision, HGA; project administration, JVC, HGA and JPA; funding acquisition, JVC, HGA and JPA. All authors have read and agreed to the published version of the manuscript.

Conflict of interest

The authors declare no conflict of interest.

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