RESEARCH ARTICLE

Exploring Parental Involvement in Children's English as a Second Language (ESL) Learning Across Different Socioeconomic Contexts

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ABSTRACT - This study explores parents' perceptions of their involvement in their children's English as a Second Language (ESL) learning in Malaysia, with a focus on the B40 (lower income) and T20 (high income) groups. Through qualitative interviews with 12 participants, this research investigates the influence of socioeconomic background on parental roles, perceptions of involvement, and the perceived effectiveness of their efforts. Thematic analysis reveals key themes: the significance of parental involvement, the positive effects of such involvement, distinct parental roles, and various forms of engagement. The findings highlight that while all parents, regardless of socioeconomic status, recognize the importance of their involvement, their approaches differ significantly. B40 parents tend to focus on motivation and emotional support, whereas T20 parents take a more hands-on approach, often supplementing school learning with additional resources. The study underscores the necessity for targeted support to address the varying needs of different socioeconomic groups, advocating for equitable resources and tailored programs to empower B40 parents with effective tutoring skills, thereby promoting more inclusive educational outcomes.

1.0   INTRODUCTION

Parents' words, behaviours, and beliefs exert a substantial impact on their children's development, even during infancy (Hedenbro & Rydelius, 2018). Parents play a vital role in their children's development, encompassing both psychosocial and educational aspects (Yin, 2022). This awareness, along with other factors such as perceived knowledge and skills (Ren et al., 2020) as well as socioeconomic status (SES) (Sengonul, 2022) can empower parents to actively engage in their children's education, creating abundant opportunities for learning. Moreover, parents play a pivotal role in children's development, as they spend a significant portion of their time outside of school at home, where parental involvement can greatly influence educational outcomes (Eipstein et al., 2002). Recognizing the fundamental role of parental involvement (PI) in enhancing children's educational outcomes, researchers have emphasized its importance in fostering inclusive and equitable education worldwide (Sanders et al., 2021). In Malaysia, the government has incorporated it as a core principle within key initiatives such as the National Key Result Areas (NKRA) and the 12th Malaysian Plan (2021-2025) (Ministry of Economy, 2021).

PI in children's education is commonly classified into two forms: home-based and school-based (Alias et al., 2023). Home-based PI, encompasses activities such as monitoring academic grades, taking children to educational trips such as visits to museum (Froiland, 2020), engaging, fostering communication with children (Ishak et al., 2020), and helping with homework (Caliskan & Ulas, 2020). On the other hand, school-based PI involves activities like attending school events such as parent-teacher meetings and report card days (Skwarchuk et al., 2022). Regardless of its forms, PI has been demonstrably linked to improved academic outcomes, including proficiency in ESL learning (Grace & Gerdes, 2018).

1.1   Parents' Perceptive towards their Involvement in their Children's ESL Learning

The extent and nature of PI in children's English as a Second Language (ESL) learning were found to be influenced by a combination of factors, including social background, socioeconomic status (SES), educational attainment, and perceived English language proficiency (Lee, 2010). Lee (2010) stated 9 parents, regardless of SES expressed readiness to assist their children's English learning, focusing on oral language competency and fostering a love for learning English. Additionally, 12 parents, with a mix of SES background, considered themselves assistants in their child's learning and partners of their children's teachers, providing resources, facilitating homework, and exposing their children to English through cartoons and songs. Meanwhile, five parents, who were more educated and confident in their English skills, actively participated in their children's EFL learning by teaching vocabulary and utilizing everyday opportunities for English practice. They viewed themselves as facilitators of their children's learning, collaborative partners with the teacher, and providers of resources. In contrast, two parents with only primary education and financial difficulties believed that teaching English was the teacher's responsibility due to their limited resources and time constraints from shift work. Nevertheless, they sought to be resourceful by obtaining learning materials from relatives. Furthermore, parents from middle income and high-income families employed various strategies, such as sending children to after-school programs tailored to their needs, involving themselves in homework, and using multimedia materials. These parents also employed materials such as flash cards, big books and took their children to library. In contrast, low-income parents relied on their children's decisions regarding the use of multimedia materials. Lee

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(2010) concluded that parents' English competency, financial limitations, time constraints, and access to resources influenced their involvement in their children's English learning.

Another study revealed that parents of young English language learners, regardless of education and economic status, had positive attitudes toward English and used various methods to support their children's English learning (Wati, 2016). Through interviews, Wati (2015) discovered that parents believed English was crucial for their children's future tertiary education, acquiring knowledge, accessing information, and communicating overseas for better job prospects. They hoped their children would excel in English, despite their own limitations in the language. Moreover, parents in her study felt that they played a crucial role in motivating and disciplining their children's English learning. Parents were also directly involved, with one parent dedicating 30 minutes daily for their child's revision. Some parents decorated their children's rooms with English vocabulary pictures, bought English stories and DVD cartoons, and enrolled their children in extra lessons.

Those with low income and education levels reviewed topics and provided drilling, while others encouraged their children to join free English courses. Additionally, some parents engaged their older children to help their younger ones with problems encountered in English learning incomplete homework. Socioeconomic status (SES) also hindered parents from meeting with their children's teachers due to their busy work schedules. Despite efforts to motivate students, Kizildag (2009) revealed that parental support in homework is lacking because some parents do not perceive English as necessary, as they do not encounter English being used in their daily environment. This lack of support creates challenges in completing assignments and disrupts the school-teacher-student dynamic. Consequently, teachers must invest additional unplanned time in class to reinforce learning, thereby impacting overall class progress. Majid et al., (2005) conducted a study involving parents from a rural area to explore their involvement in their children's ESL literacy learning. Most of these parents were low-income, often working part-time after regular hours, which left them with limited time for their children. Despite these challenges, nearly all parents recognized the significance of English for their children's future success and believed they played a crucial role in enhancing their children's English skills.

Another study found out that all participating parents from low-income family recognized their role and responsibility in their child's learning, but they believed that teachers knew best for their children (Kamal, 2020). While some did not know how to assist the children, they provided encouragement to their children. Furthermore, the lack of English reading materials, computers, and laptops, along with their underutilization for English education at home, may have hindered the children's ESL learning development.

1.2 Family's Socioeconomic Status in Malaysia

SES has been defined as the family's economic and social position, which encompasses parents' income, poverty, health, and education (Murshidi et al., 2023). Research has underscored the significant impact of parental SES on children's academic achievements (Ahmad & Sulaiman, 2020). They emphasised that parents from high SES backgrounds know how to engage in their children's learning compared to parents from low SES backgrounds, and this involvement leads to improvements in the children's learning. For instance, Lee (2010) highlighted that parents' monthly income influences the comprehension and writing skills of ESL students. The authors explained that parents from high-income family could afford to send children to tuition class and provide the children with the additional revision English books compared to parents from low-income family. Moreover, it has been further argued that parents' SES impacts the types and frequency of PI in children's ESL education (Wati, 2016). It is important to note, however, that this relationship is not always deterministic. Forey et al., (2015) study of parents with young English language learners indicates that, regardless of SES, parents can maintain positive attitudes towards language learning and actively engage in supporting their children's English development.

In Malaysia, households are categorized into B40, M40, and T20 based on income levels. The B40 (lower income) group comprises households earning less than RM4,850 per month, the M40 (middle income) category includes households with a monthly income between RM4,850 and RM10,959, while the T20 (higher income) category represents households with an income exceeding RM10,959 per month (Department of Statistics Malaysia).This implies that parents from B40, M40, and T20 backgrounds may employ different parenting practices leading to varying outcomes in their children's academic performance. Research on PI in ESL learning of primary school children and SES in Malaysia particularly is scarce (Forey et al., 2015). In this study, The M40 group is excluded to provide a clearer comparison between the lower (B40) and higher (T20) socioeconomic statuses, which may exhibit more distinct differences in educational resources, opportunities, and approaches to supporting children's language learning. Therefore, this study seeks to understand how parents from different SES backgrounds view the significance of PI in their children's ESL education. To this end, one main research question has been formulated in this study: How do parents from different SES perceive their roles and the effectiveness of their involvement in their children's ESL learning?

1.3 Gap of the Research

While extensive research has explored general PI in children's education, few studies have specifically investigated PI in the context of ESL learning, particularly with regard to socioeconomic status (SES) differences in Malaysia (Ibrahim, 2012; Ishak et al., 2020; Kamal, 2020). IIn Malaysia, while PI's importance has been examined across various subjects like Science, Mathematics, and Pendidikan Islam (Ghani, 2020; Hanafiah et al., 2024), limited research focuses on PI in ESL learning, despite English's critical role in communication, education, and employment. Questions remain about the specific challenges and strategies employed by parents of differing SES in supporting ESL development, especially under conditions of limited resources or language barriers. Therefore, this qualitative study aims to address these gaps by exploring how parents from distinct SES backgrounds perceive their involvement and the effectiveness of their contributions to their children's ESL learning. By examining parents' perspectives, this study seeks to understand how factors such as motivational beliefs, perceived invitations for involvement, and life context shape PI in Malaysian ESL learning contexts.

1.4   The Green (2007) Model of Parental Involvement: Building on Walker et al. (2005)

The theory employed in this study is illustrated in Figure 1 below. The model Green et al. (2007) which was adapted from Walker et al. (2005) classifies PI into two classifications: school-based and home-based. To elucidate the reasons behind parents opting to participate in their children's learning, three psychological factors are considered: (a) parents' motivational beliefs, (b) how parents perceive invitations for involvement from others, and (c) parents' perceived life context. Parents' motivational beliefs consist of their role constructions, or how they perceive their roles as parents, while parents' self-efficacy refers to their beliefs in how their involvement can positively influence their children's outcomes. Besides, parents' perceptions of invitations from others encompass perceived invitations from the school, teachers, and their own children. Additionally, parents' perceived life context refers to their skills and knowledge, time and energy, as well as their SES.

Figure 1

The Green's Model of Parental Involvement (2007): Building on Walker et al. (2005)
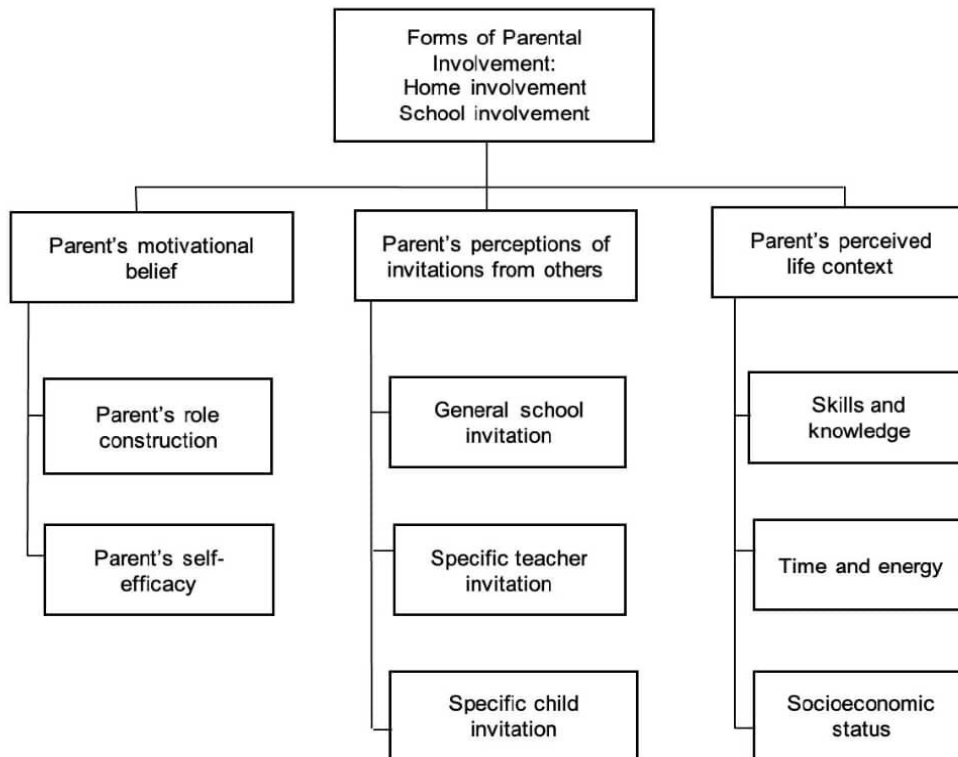
2.0   METHODOLOGY

This study aims to examine PI in the context of children's English as a Second Language (ESL) learning in Malaysia. The research employs a qualitative methodology to comprehensively explore and understand the dynamics of PI (Kamal, 2020) within the parental socioeconomic context. Furthermore, employing a qualitative method to explore PI in their children's ESL learning enhances the inclusivity of the findings, as they are derived from parents' own perspectives and experiences (Creswell & Guetterman, 2018) allowing for an in-depth understanding of a social occurrence. 12 parents, comprising six from the B40 category and six from the T20 category, were selected as participants for the study.

    Purposive sampling has been used to ensure the acquisition of rich and insightful information (Subedi, 2021). A sample of 12 parents is adequate for the qualitative analysis within the scope of this study, as indicated by Vasileiou et al. (2018) to ensure a high quality in the findings. These parents had children attending a public primary school in Malaysia. The children were from primary 4, 5, and 6 to capture a broad spectrum of parental perspectives on ESL involvement, as these students have received the longest exposure to ESL learning within the primary school setting. While each upper primary level (4, 5, and 6) experiences different curriculum expectations and may attract varying levels of parental involvement, these grades collectively represent the most extended cumulative exposure to ESL learning within the primary setting. By including a range of levels, the study acknowledges these variations and aims to capture a broader spectrum of parental involvement that reflects the dynamic and evolving support required as children progress through the later stages of primary school. Thus, this approach provides insights into how PI adapts across these three upper primary years, capturing a more comprehensive view of parental experiences in supporting their children's ESL development. Although the analysis does not focus on age-specific differences, incorporating a range of upper primary levels provides a diverse sample that reflects the general experiences of parents supporting their children's ESL learning. The schools were situated in the Klang Valley area, with the B40 school in rural areas and the T20 school in urban areas.

To gather information, a semi-structured interview was conducted to understand the parents' perspectives (Ruslin et. al, 2022). The interview aimed to explore how the participants' SES could influence their involvement in their children's ESL learning. The interview questions comprised of one demographic part and an additional section addressing their perceptions of their involvement participation in their children's ESL learning. The method enables the researcher to gain deep understanding about their experiences in children's ESL learning. Thematic analysis is used in this study (Kamal, 2020) which involves systematically identifying, analysing, and reporting patterns, and themes within the interview. In this study, the transcript is read a few times to gain familiarity before generating initial codes, which are labels representing key ideas. These codes are then organized into broader themes and capturing the patterns within the interview. The final step involves reporting the findings in a coherent narrative, emphasising the identified themes and their significance in addressing the research questions (Merriam& Tisdell, 2016).

3.0   RESULTS

This section provides an in-depth analysis of the key findings from the study on parental involvement (PI) in their children's ESL learning. The analysis reveals distinct approaches and strategies employed by parents from both B40 and T20 socioeconomic groups, each with unique methods of direct and indirect involvement in their children's ESL education. These forms of involvement are categorized into themes based on the responses collected, offering a nuanced view of how PI varies across socioeconomic backgrounds.

3.1   Theme 1: Importance of PI

Parents from both B40 (lower income) and T20 groups (higher income) held varying perspectives on the necessity of their involvement in their children's ESL learning. Majority of the parents both from B40 and T20 groups expressed the belief that PI is crucial for enhancing English proficiency and creating a supportive learning environment,

"*Yes, I believe it is necessary because it makes learning English easier for them and complements what they study in school*." (B40 Parent, Parent A).

One T20 parent also believes the importance of PI,

"*Yes, it is a must because we need to master the language both at home and in school. If our children only learn the language from their teacher, I believe they might fall behind.*" (T20 Parent, Parent H).

Another T20 parent asserts,

"*I believe that we can truly understand our child's abilities only by directly engaging in their learning. This allows us to discover the most effective ways for them to absorb information. Considering the current educational landscape, with the implementation of KBAT (Higher Order Thinking Skills), it is crucial for us to be directly involved.*"(T20 Parent, Parent J).

In essence, parents from both B40 and T20 groups recognize the critical role of parental involvement (PI) in supporting their children's ESL learning, with both groups emphasizing the need to be directly engaged. This shared belief highlights a common understanding of PI's importance across socioeconomic lines.

3.2   Theme 2: Parental Roles

The roles played by parents also differed between B40 and T20 groups. B40 parents, due to potential language barriers, often acted as facilitators by observing, giving motivations and emotional support. One parent explained her role as a helper with textbooks:

"*It's essential because nowadays, their textbooks are from abroad and can be challenging for them to understand. As parents, we need to provide support and encouragement, assuring them that English is not difficult but rather interesting to learn*." (B40 Parent, Parent C).

Another B40 parent also highlights the role as a helper.

"*As parents, we should encourage our children to learn English so that they don't fall behind in mastering the language for their future.*" (B40 Parent, Parent E).

On the other hand, T20 parents engaged in a wider range of activities. They acted as language learning helpers, collaborators with teachers, and facilitators of language-rich environments. A T20 parent emphasized the importance of creating such an environment:

"*Basically, I always speak English with them because, in today's working environment, many jobs require English proficiency... Therefore, it is crucial for me to help her develop proficiency in the language.*" (T20 Parent, Parent L).

Another T20 parent mentioned.

"*For me, I believe it's important to help her by buying books, turning on the radio, singing together, and engaging in English communication. These activities can contribute to her mastering the language.*" (T20 Parent, Parent G).

In short, parental roles vary significantly, with B40 parents often providing motivational support and guidance within their language abilities, while T20 parents can engage more broadly, collaborating with teachers and creating language-rich environments. This range of roles reflects how socioeconomic status shapes the ways parents support their children's ESL learning.

3.3 Theme 3: Positive Effects of PI

Both B40 and T20 parents expressed confidence in the effectiveness of their involvement. Parents reported positive outcomes such as increased interest, improved language skills, and better grades. A B40 parent highlighted the connection between involvement and improvement:

"*I find it effective because we can see a comparison. If I'm busy and don't spend time with them, I can see their grades dropping. But if I allocate time to study with them, there's improvement in their exam scores.*" (B40 Parent, Parent C).

Another B40 parent stated, "*I believe that my involvement, such as doing homework together, is very helpful*" (B40 Parent, Parent B).

Similarly, T20 parent also highlighted the effectiveness of their involvement.

"*Yes, it has been effective. There has been a noticeable improvement in both understanding and writing, especially in their writing skills.*" (T20 Parent, Parent I).

Another parent of T20 also noticed the improvement of her children by saying:

"*So far, I think it is effective because my children will start to show her interest if for example, I play English music so she will play it too and even memorise the lyric.* (T20 Parent, Parent L).

In summary, both B40 and T20 parents observe positive outcomes from their involvement, such as improved language skills, increased interest, and better grades, showing a strong connection between PI and academic progress regardless of socioeconomic status. This common outcome reinforces the value of PI across different income groups.

3.4 Theme 4: Forms of Involvement

The specific forms of involvement varied depending on the socioeconomic group and individual circumstances. B40 parents, due to constraints, often focused on motivational support and limited help with homework to the extent of their knowledge. Quotes from B40 parents illustrate this:

One B40 parent described her efforts to help with spelling and provided resources,

"*To the extent of my knowledge, it doesn't help much, just a little, because I'm not very proficient. However, I do try to help them. Typically, I help with spelling as far as I can. I also bought them a dictionary.*" (B40 Parent, Parent C).

A B40 parent highlighted the value of daily encouragement conversations,

"*Yes, it does. I spend time with them by offering encouragement and motivation, typically for about 15 minutes to half an hour each day. I engage in conversations with them during this time.*" (B40 Parent, Parent A).

T20 parents, on the other hand, reported a wider range of involvement strategies, including paying for extra classes as mentioned by a T20 parent:

"*I think I can send my child to tuition classes, offer online exercises, and inquire about their school progress from their teachers.*" (T20 Parent, Parent H).

Another T20 parent preparing the children for the globalised world.

"*Basically, I always speak English with them because, in today's working environment, many jobs require English proficiency. Additionally, most communication, information, Google searches, and YouTube content are in English. Therefore, it is crucial for me to help her develop proficiency in the language.*" (T20 Parent, Parent L)

In summary, the forms of involvement differ based on resources, with B40 parents focusing on encouragement and basic support, while T20 parents engage in more varied activities, including extra classes and English-based interactions at home. This diversity in involvement forms illustrates how SES influences parents' capacity to support ESL learning.

3.5 Theme 5: Challenges Faced by Parents

The challenges faced by parents are differ based on the SES and the education's level of the parents. parent spoke about her challenges despite her involvement in spelling and provided resources. Quotes from B40 parents stated that:

"*No, I don't get involved as I have zero knowledge in that area.*" (B40 Parent, Parent A).

Another B40 parent acknowledged her limitations,

"*To the extent of my knowledge, it doesn't help much, just a little, because I'm not very proficient. However, I do try to help them. Typically, I help with spelling as far as I can. I also bought them a dictionary.*" (B40 Parent, Parent C).

Meanwhile, a few parents from B40, particularly those facing language barriers, acknowledged limitations in actively teaching English. For example, one parent said,

"*I'm not sure how to answer that because I'm not proficient in English. Consequently, I find it challenging to actively participate in my child's English language learning. There are times when I attempt to teach, but I struggle due to my lack of fluency in the language.*" (B40 Parent, Parent D)

It was also mentioned by B40 parents that,

"*I find it challenging to help my child with English because I'm not very capable in the language. While I may have assisted a little in the past, I now struggle because I haven't used it extensively, and I haven't read much in English.*" (B40 parent, Parent D).

In essence, language barriers affect B40 parents' ability to assist with ESL learning, as many face limitations in fluency. These challenges underscore the role of language proficiency in shaping parental involvement and highlight specific obstacles faced by lower-income families.

4.0   DISCUSSION

The discussion is organized around five key themes that emerged from the findings: (1) Importance of PI, (2) Parental Roles, (3) Positive Effects of PI, (4) Forms of Involvement, and (5) Challenges Faced by Parents. Each theme highlights distinct aspects of PI in children's ESL learning across different socioeconomic statuses, and these insights are examined in relation to Green's (2007) Model of Parental Involvement.

The findings reveal that parents from both B40 and T20 groups recognise the importance of PI in their children's ESL learning, consistent with Green's model, which highlights that parents' motivation and beliefs drive their engagement in education. Both B40 and T20 parents expressed a commitment to supporting their children's language development, believing that their involvement significantly aids in English language acquisition. This belief aligns with Green's model, where motivational beliefs about the value of education influence parental engagement, irrespective of socioeconomic background (Wati, 2015; Forey et al., 2015; Majid, 2005). This shared understanding reinforces Green's idea that parents' role construction around PI is shaped by their sense of responsibility toward their child's success. The findings are consistent with an earlier study by Rosinah et al. (2019), which found that parents were highly motivated to engage in their children's learning, particularly when they recognized the vital role of parental involvement (PI) and its positive impact on their children's educational experiences.

Parental roles in PI differed significantly between SES groups, as B40 parents primarily engaged by providing motivation and emotional support, whereas T20 parents took on broader roles, such as helping in homeworks, collaborating with teachers and creating language-rich environments. According to Green's model, these differences in role adoption stem from the "life context" component, where resources, time, and skill levels influence how parents perceive their roles. B40 parents may view their role more as observers or supporters due to language barriers, while T20 parents, equipped with more resources, can adopt collaborative and proactive roles, facilitating more extensive language exposure and practice at home (Alias & Kamal, 2024). This comprehensive approach to parental involvement echoes the perspective highlighted by Hills (2020), who emphasized that a parent's role extends beyond assisting with homework to include active engagement with teachers and educational institutions.

The positive effects of PI were noted across both SES groups, with parents from B40 and T20 backgrounds observing improvements in language skills, interest, and academic performance resulting from their engagement. This aligns with Green's concept of self-efficacy in PI, where parents see their involvement as effective when they witness positive outcomes in their child's learning. This self-efficacy reinforces the value of PI for parents across SES levels, as they become more confident in their ability to make a difference in their child's learning, which strengthens their commitment to remaining involved (Hedenbro & Rydelius, 2018; Yin, 2022).

The forms of involvement also varied based on socioeconomic resources, with B40 parents focusing on motivational support and basic academic assistance, while T20 parents could provide additional resources, such as private tuition and structured language activities. Green's model highlights that opportunity structure, shaped by parents' socioeconomic status, impacts the types and frequency of involvement activities parents can pursue. This disparity is seen in the contrasting involvement strategies, where T20 parents' access to resources enables a richer range of support options than those available to B40 parents, who rely on more personal and motivational forms of involvement (Ahmad & Sulaiman, 2020; Lee, 2010).

Finally, challenges faced by parents were significant for B40 families, particularly regarding language barriers and limited resources, which constrained their ability to participate actively in ESL learning. According to Green's model, life context, including socioeconomic factors and parents' perceived skills, directly influences PI. For B40 parents, language limitations create additional obstacles, which may affect their confidence and perceived self-efficacy in supporting their children's ESL learning. These findings underscore Green's perspective on the need to consider parental SES and skill levels to better support lower-income parents in overcoming barriers to meaningful involvement in their children's learning (Kamal, 2020).

5.0   CONCLUSION

This study examined parental involvement in children's ESL learning across socioeconomic groups in Malaysia, highlighting both shared values and distinct approaches shaped by socioeconomic status. Both B40 and T20 parents acknowledged the importance of PI in enhancing learning outcomes. However, T20 parents tended to adopt more diverse strategies, such as fostering language-rich environments, while B40 parents primarily provided motivational support, reflecting certain limitations in their capacity for involvement

in ESL learning. These findings emphasize the influence of socioeconomic status on the effectiveness of PI and underscore the need for targeted interventions to support parents across diverse backgrounds. The study's limitations, including its reliance on self-reported data and a small sample size, suggest that future research could benefit from larger, more diverse samples and longitudinal methods to better capture the lasting impact of PI on ESL learning. Further exploration of schools' roles in empowering parents, particularly those from lower socioeconomic backgrounds, could advance inclusive education and contribute to more equitable educational outcomes. By addressing the unique needs and challenges associated with different socioeconomic statuses, educational policies can foster equitable learning opportunities and enhance children's academic success. This study provides a foundation for future research and policy interventions that harness PI's potential in ESL education, aiming for greater social equity and improved educational outcomes.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTIONS

Siti Soraya Lin Abdullah Kamal (Conceptualisation, Project administration, Supervision, Writing – review & editing)

Nurul Zulaikha Alias (Formal analysis, Investigation, Methodology, Writing – original draft)

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APPENDIX

INTERVIEW GUIDE FOR PARTICIPATING PARENTS

Research Question 1: What are the parents' perceptions of their involvement in their children's ESL learning?
- Do you feel you need to participate in your children's ESL learning?
- Do you think it is effective when you involve in your children ESL learning?
- What are your perceptions in assisting your children in ESL learning?

Research Question 2: What are the parental involvement's factors that affect children's ESL learning?
- Have the school invited you to the programmes related to your child's ESL learning?
- Have your children invited you to ask for your help or invite you to engage in their ESL learning?
- Have your children's teachers invited you to participate in ESL-related activities or discussions?
- Do you think that your knowledge in English helps your children to enhance their ESL learning?
- In your opinion, do you think that the allocation time that you spend with your children will help them to improve their ESL learning?
- Do you face financial issues in supporting your children's ESL learning?

Research Question 3: What are the strategies of parents to get involved in their children's ESL learning?
- Do you provide home learning environment to help your children develop their ESL learning?
- Do you assist your children with their English homework?
- Do you communicate with your children in English?
- Do you provide facilities, such as a smartphone, computers or gadgets for your children's ESL learning?
- What are some specific examples of activities you do with your child to support their ESL learning?
- Do you observe your child while they learn English?
- Do you encourage your children to learn English?
- Have you ever joined any meetings organised by the school and in your opinion, what's the importance of joining those meeting?
- Do you talk about English homework or school activities with your children?