

Parental Support for Children to Learn English as a Second Language: Investigating Parents' Perceptions, Involvement, and Their Issues in Hailakandi, India

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Abstract—This article focuses on the parents' perception of their involvement with children at home, the strategies they employ, and the challenges they encounter as they help teenagers learn English as a second language. This study is based on prior research, firsthand experience, and collected data on the basis of pre-arranged interviews with parents who have school-going kids and learning the English language and they are from different sectors of work, living in Hailakandi district in the North East of India. The study uses qualitative and interpretive approaches to determine its findings. Although there are some previous studies on this subject, it is crucial to do a new investigation to learn more about the parents' typical views, participations, and particular concerns in the study area. The study reveals serious flaws in parental perceptions, educational awareness, and involvement strategies in supporting children at home and suggests that parents or guardians manage their time and actively engage the children to create an environment with the aid of contemporary technology that would hasten the learning of English.

Index Terms—English language learning, parents' perceptions, involvement, issues, language skills

I. INTRODUCTION

The modern time enriched and enhanced by the most recent technology differs greatly from the past. With the advent of the internet, education has never been more accessible or enjoyable before (Wheeler et al., 2008). The world has become so competitive and difficult for getting the best position in every aspect of life even in the educational sector. All parents worry about properly educating their kids and supporting them to get a place in one of the best schools or colleges for higher studies and establish their carriers. Parents are constantly looking for the most efficient strategies to help their children learn the English language at home at a young age. The children are very engaged in their daily lives and eager to learn new things. They try to experience and explore new ideas; they feel happy and excited to achieve their targets (Renninger et al., 2008). Their minds are very sharp and strong enough to memorize things by listening to others and observing activities around them. It's vital for parents to create a learning atmosphere at home where children are interested in participating and engaging in various activities to practice English speaking. The choice of efficient teaching and learning tactics will determine the growth and development of the children's linguistic abilities (Kalina & Powell, 2009). Parents play a significant impact in their kids' linguistic development through their interactions with them. Mastery of the mother tongue is the first step in a child's linguistic development before learning a second language (Motseke, 2020). Children who speak English as their first language and young children who are acquiring it as a second language engage in the same kinds of activities. It's important to provide a range of interactions, notably one-on-one and small-group encounters. These regular contacts produce the best effects for language learning and practice. Effective teaching strategies include frequent story-telling and reading, teaching vocabulary, word games, relating words to actions and objects, engaging in conversation, sharing simple rhymes and games, learning rhymes and songs in languages other than English, and extending and modeling conversations (Clarke, 2009).

Imaniah and Nargis (2017) mentioned that children learn in a variety of methods that have been loosely classified by educational professionals into three fundamental learning styles: auditory, visual, and kinesthetic. Learners having an

auditory style learn by hearing what others have to say and discussing what they're learning. Learners having a visual style learn by watching or observing things. Whereas the kinesthetic learners like to be involved in the learning process and learn from their experiences. Parents can help their children learn more efficiently if they are aware of their child's preferred learning style (pp. 34-35). According to Nemati and Taghizadeh (2013), since students use their native language's skills and rules to learn English, having a strong understanding of one's mother tongue is fundamental for learning English as a second or third language. As a result, parents' assistance in helping their kids learn their native language would greatly aid their kids in learning English (pp. 2477-2483).

The social development concept is also utilized in this study. The socialization process and its impact on language development are highlighted by social development theory. According to social development theory, socialization is a process that aids in learning for an individual. This suggests that socialization with peers or adults is necessary for learning to take place. Thus, as a kind of socialization, parent-child interaction at home is essential to a child's language development. Bandura (1969) considered that language acquisition takes place in the classroom when the student engages with the instructor and other students (as a form of socialization). In order for learning to happen more quickly and effectively, each kid should take an active part in the socialization process.

Parents' incorrect perceptions of their children and their own limitations might occasionally have an impact on the linguistic development of young children. Lack of sufficient education and knowledge prevents parents or other adult guardians from understanding how important it is to fulfill their responsibilities for their children's education (Đurišić & Bunijevac, 2017). Usually parents are unable to assist their children in learning a new language because of their lack of interest or inefficiency. They occasionally find themselves unable to support their children adequately due to personal issues like unemployment, unreliable income sources, a lack of spare time, and inadequate resources. Thus, parental issues and lack of awareness play a significant role for the linguistic development of a child (LaRocque et al., 2011).

A. *Background of the Study*

The demand for the English language is increasing globally day by day with the fastest-growing Science and Technology around the world. The popularity of English medium schools is increasing gradually due to more probability of getting good opportunities in future studies and in the job market. The same trend is also observed in my place of study, Hailakandi district that is situated in Barak Valley, a part of Assam province in North East of India. According to the census 2011, the district has a population of 659,296 with an average literacy rate of 74.34 percent, having Bangla (Sylheti) as its main language of communication (Hailakandi district profile, n.d.). It's one of the most educationally and financially backward districts of India (Ministry of Panchayati Raj, 2009).

The parents of Hailakandi district are concerned about their children's academic performance, but they are not getting greater opportunities for high-quality education. Although there are many public and private schools in the area, the majority of them fall short of expectations. Government schools have poorer circumstances than private ones (Haloi et al., 2015). While private schools are making every effort to perform well, they are unable to significantly supply skilled teachers and an educational environment. Private schools are also incredibly pricey and out of reach for parents with low incomes. There is an increasing trend for financially stable families to enroll their kids in private schools. Poor families enroll their children in government schools since their economic conditions are not enough to bear the expenses of private schools. Well-to-do parents also hire private tutors for their children to help them in their studies. Almost every child from a rich family goes to a private tutor for extra support to learn English along with other subjects.

School-going students are taught to read and write English but their speaking and listening abilities remain quite poor. The present school's syllabus prepared by the education department of the Assam Government considers only reading and writing skills in the assessment process, though listening skill has been recently introduced at the higher levels. Therefore, speaking and listening abilities are overlooked in the primary grades of schools in Assam (Awal & Karim, 2021). Additionally, their parents or guardians are not providing them with the necessary support and encouragement to improve their linguistic abilities. As a result, school graduates struggle to adequately communicate in English. They are getting deprived of good opportunities in higher studies and in the current competitive job market due to a lack of English language proficiency (Deshpande & Newman, 2007).

B. *The Objective of the Study*

This study aims to learn more about the perspective, involvement, and contribution of parents to their children's linguistic development, especially when it comes to learning English as a second language. The study also targets to discover the problems they face during parental support in the Hailakandi district of Assam in India. Although there are numerous factors contributing to the children's low English learning performance in that particular field of study, it seems that parents' disregard for their parental duties is one of them. Therefore, this study makes an effort to find out the challenges and ascertain how parents perceive, participate in, and contribute to their children learning English as a second language at home and brings the outcomes into focus for further study in this area for the greater benefit of the students' community.

II. LITERATURE REVIEW

The previous research works done in this field suggest that children's language acquisition starts at home at the first stage of their lives (Jacoby & Lesaux, 2019). The parents have to play a major role to make them learn first their mother tongue and then they can help them to learn English as a second or foreign language. According to Motseke (2020), parents have a tremendous influence on their children's linguistic development through their interactions with them. Mastery of the mother tongue is the first step in a child's linguistic development before learning a second language. To define language Baker (2014) mentioned "Language is much about communication and identity. We need language to communicate information, to build relationships, to play games and tell stories, to make new friends, and to work in groups" (p. 37).

Indriati (2016) discovered after examining parents' efforts to help their kids learn English that most kids cannot be made to do anything they don't want to until we intervene as parents and teachers. We must accept their way of life. It is a known fact that children enjoy listening to stories, singing, playing different games, joking about, and speaking. It is observed that they learn the language easily during the communication process and express their feelings or desires in it. Children's acquisition of a new language is primarily influenced by two things: parenting and schooling. Indriati (2016) concluded that because of their unique curiosity, children pick up any language that is introduced to them in their environment. Therefore, if the parents are unable or reluctant to guide them or at least to speak words related to everyday life at home, the other family members who are able to speak or instruct the kids in English should participate to get them interested in learning the language.

The perception of parents plays a momentous role in supporting their children in language learning. Rahman et al. (2019) specified that the perceptions of parents and their issues to get children involved in their language learning process vary from person to person and place to place. The perceptions mainly depend on the awareness of the parents, their educational standards, financial conditions, cultural influences, and so on. The issues that prevent parents from involvement with their kids are busy work schedules, lack of education, lack of importance, poor time management, lack of interest, wrong perception, etc.

The amount of influence parents can have on their children's acquisition of English or EFAL may be greatly influenced by their level of education. A certain amount of education is required for the linguistically and culturally sensitive interventions since they involve reading, the use of English language, and the encouragement of specific behaviors. Parents who are educated or from middle-class backgrounds typically have better salaries, flexible schedules, and academic English skills that they can employ to support their children's education (Kwenda et al., 2015). Motseke (2020) says parents who are well-educated expose their kids to the English language by reading English newspapers and periodicals, watching English television shows, and listening to English radio stations.

Indriati (2016) suggested that parents, who are children's primary social partners, should promote both the amount and quality of English utterances. Talking about the lessons being learned in classes or at home might help parents who speak little or no English start using it for communication. Along with helping children with their homework, they might also say the names of things that are in the house. If their children's conversational level is appropriate, parents who can speak English with them can engage them in a discussion. These are characteristics of parents who are encouraging and genuinely interested in the betterment of their children as well as themselves.

The available literature is lacking in illuminating the perspectives, modes of engagement, and difficulties faced by the parents of the study region. The field of study, Hailaknadi, differs greatly from other places in terms of culture, society, and economy. Since it is located in the North-East of India, it has a different culture than the rest of the nation. Individuals in the area adhere to unique social customs and traditions that set them apart from people living in other parts of the world. The local people are mainly dependent on agricultural products having a lack of social and educational awareness. Therefore, it carries great importance to find out how the local residents, mainly parents perceive their children's educational support at home, how they assist them, and what issues they find during the process.

III. METHODOLOGY

The study is based on a qualitative method and an interpretive approach. The qualitative research is based on "studying things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Ospina, 2004). The naturalistic method of gathering data—such as through interviews and observations—is the foundation of the interpretive approach (Khan, 2014). Semi-structured interviews were taken to collect information on the field of study. It is a typical method of data collecting when a researcher wants to get qualitative, open-ended information and look at participants' thoughts, feelings, and views about a certain subject (Dearnley, 2005).

The consent of the participants was taken in advance and the objectives of the interviews were stated for their proper information. Formal meetings were arranged to record their responses for data analysis. A question sample (see Appendix) was prepared to ask the respondents. Thirty parents from different fields of work who willingly agreed to cooperate with us were selected from the Hailakandi district in Assam province of India. There were a total of twelve questions out of which three questions were about the background of the parents: their professions, ages, and knowledge of the English language. The next five questions were about their children's age, grades of study, and years of learning English, additional tuition assistance, and the language efficiency at the present stage. The last four questions were

about the parents' perception about their support at home, the ways of support they provide, the problems they face, and their recommendations. Due to the participants' difficulty in effectively communicating in English, discussions with the parents about their engagement and the challenges they had in helping their children learn English were done in the local language, Sylheti. All discussions were audio recorded after obtaining approval from participants via consent forms and verbally informing them of the recordings before the start of each one.

The responses of the participants have been studied thoroughly to understand properly and to get the data precisely. Then it has been translated into English with accuracy with the help of persons having deep knowledge of both the languages (English and Sylheti). With the assistance of specialists in the field, the data was evaluated. Then, the findings have been presented clearly for the easy comprehension of the readers followed by adequate discussions and recommendations based on the research findings.

A. Participants

The total number of participants for this study is thirty. These are parents of school going children selected purposefully from different categories to reflect the accurate picture of the result. The details are shown in the table below.

TABLE 1
DETAILS OF RESPONDENTS IN THE STUDY

Categories	Male		Female	
	Number	Percentage	Number	Percentage
Participants	21	70	9	30
Employed	10	33	2	7
Unemployed	11	37	7	23
Educated above secondary level	8	27	3	10
Educated up to secondary level	10	33	4	13
Uneducated	3	10	2	7

As the details displayed in the Table 1 above there were twenty one (70%) men and nine (30%) women among the people who participated in the study. Ten (33%) men and two (7%) women among the participants have jobs in different public and private sectors. On the other hand, there are eleven (37%) males and seven (23%) females who are unemployed. Regarding the educational qualification of the participants there are eight (27%) males and three (10%) females among the participants have postsecondary degrees, compared to ten (33%) males and four (13%) females who have only qualification up to high school. Three (10%) male participants and two (7%) female participants are uneducated.

B. Ethical Consideration

This study is authorized by the Standing Committee for Scientific Research - Jazan University, Kingdom of Saudi Arabia (Ref: REC-44/06/473). No other permission required for the study from any local institutions/ administration as the participants were met personally to record their responses. The participants were well-informed on the purpose and nature of the study at the outset. They were told that their involvement was entirely voluntary and that it depended on their own free will. If they wish, they could leave the study whenever they wanted. The consent forms were provided to them for their signatures to express their free will to join the study. The participants were also made aware that giving their names was not required and that the information they supplied would be kept in strict confidence.

IV. FINDINGS

Results have been presented in the context of the data gathered from the in depth interviews (IDI) with the parents. Three distinct objectives described below are focused on by the exploratory study's findings.

A. Perceptions of Parents About Their Support for Children

It's found that most of the parents are aware of their roles as guardians for the academic development of their children. They believe that their involvement during learning process encourage the students more to focus on study and achieve their goals easily. A few parents consider picking up and dropping off their children at school to be one of their primary responsibilities. One mother (Respondent E) informed during one of our interview sessions, "Our important function as guardians is to drop and pick the children up from the schools." Few parents claimed that they accompanied their kids to school to ensure their safety. Contrarily, many participants felt that parents had a greater role in their children's educational pursuits. Both at-home and school learning activities require parental participation for the progress of the children. Parents must be in touch with the school teachers, be informed of their children's academic progress, and be aware of how they are doing in the classroom. Some of the respondents mentioned that it's a responsibility for parents to attend the school meetings with the parents to know about different issues related to their children and the school authority. During IDI (in depth interview), a participant (L) said, "I suppose that parental

involvement in learning process is crucial. Parents should routinely visit the respective schools to learn about their children's academic development and participation in a variety of school activities”.

It's observed that the maximum parents know the fact that children are encouraged and inspired to learn by the involvement of their parents. One of the parents stated that if parents are not in contact with their children when they are studying at home, they lose interest in their studies and engage themselves in other activities. "We shouldn't leave our kids with TVs, phones, or any other electronics when they're studying, doing assignments, etc. It is solely our job to constantly check on them to ensure the required improvement", one participant (O) advised. It's mentioned by one respondent that when the guardians help their children to understand their lessons, doing homework or completing projects they find it easy and get involve themselves in learning process. The majority of the parents stated that they participate in a variety of school events, including the annual sports and cultural programs and events relating to national holidays (e.g. Independent Day, Victory day). They believe that if parents attend school events, kids will feel encouraged to participate and perform well.

Most of the respondents consider that parents' engagement in helping their kids learn English as a second language has a significant impact on their linguistic development. Kids learn English more quickly when their parents talk to them in English and involve them in conversation. Respondent B responded that if parents try to converse with their children in English they will gradually develop the skill to respond in the same language. Respondent D said, "I attempt to utilize English vocabulary that helps my kids become familiar with different objects even though I am not sound enough to talk with my kids in English". The other responder M mentioned that although she can't speak English well, she uses her native language to help her child understand difficult English words. One mother said that she is planning to send her children to a tutor so they can learn English.

The interviews reveal that many parents are unaware of parental support and its beneficial effects on children's academic development. They believe that enrolling children in any neighboring school is sufficient for their education. The school will be in charge of monitoring the development of the children. Teachers will encourage students, impart knowledge, assign homework, administer tests, quizzes, and other assessments, and compile progress reports to be sent to parents. They think that certain pupils succeed because they are naturally gifted and that there is nothing to do if someone does not have a high IQ (Intelligent quotient). For example, Respondent Q mentioned, "I suppose deserving students work extremely hard if their teacher is stern and they get good grades, but some students can't since they are mentally fragile from birth”.

The study discloses that many parents consider that additional support is essential for their children learn English quickly, but they are unable to do so because they are not comfortable with the target language. As a result, they let their kids watch English-language videos on their TVs or other electronic devices to expose them to the language. The analysis of the study indicates that parental involvement, in the opinion of the majority of parents, is crucial for children's academic growth, particularly when it comes to helping them acquire English as a second language.

B. How Parents Help Their Kids at Home

It's revealed by the study that parents assist their kids in a variety of ways. Some of the prominent ways are discussed below.

(a). Assisting Kids With Their Homework and School Assignments

Most parents expressed a desire to help their children with their everyday homework or with finishing school projects, but they are unable to do so because of their poor or nonexistent English language skills. It's found that only a few persons can help their kids with their homework and school assignments. Respondent A mentioned during the conversation that despite being busy with his job at a college, he regularly checks his child's homework and assignments. He frequently assists her with finishing school assignments and provides homework support. Parent C mentioned, "I struggle to comprehend English correctly. I consequently cannot support my children with their tasks or homework at home. I intend to arrange a private tutor for them”. The majority of parents claimed that they either encouraged their children to complete their schoolwork or just checked to see if they had done so, despite not helping with the actual work. "I always check with my child to see if she has finished her schoolwork before sleep”, Parent S remarked. "I do insist on checking it regularly. I simply glance at the date, and if it coincides with that day's date, I know the assignment for that day has been finished”. Few parents claimed that they didn't supervise their kids' homework at home. They merely check to see if the child attends school regularly or not. For instance, one parent said, "I get little time at home to help my child in study. I just make sure that he is going to school every day”.

(b). Visiting Schools and Attending Different Events

The study finds that most of the parents don't check on their children's development by visiting the school or meeting their English teacher. Respondent V said, "My commitment to my community service prevents me from attending school. I presume my child is doing well because I haven't heard of any issues at the school”. Parent H remarked, "Due to the distance from my office where I work, I don't have enough time to go to school. I always visit the school to learn about the problems when I receive a call from the institute”. Some parents stated that it is not their duty to visit the school to keep an eye on their child's behavior there. The school is responsible for ensuring a student's overall growth while attending classes. One of the participants (named as V) said, "Why should I visit the school to observe how my

child behaves there? The school is in charge of it". A few parents, however, informed that they occasionally visit the school and attend various events that are hosted there. Additionally, they make an effort to seek feedback on their children's language proficiency from their English teachers. Respondent K reported that he frequently goes to the school and talks to the English teacher about the kids' progress in learning English. One mother (Respondent P) narrated that she is available at home, and she regularly attends all parent-teacher conferences and other events offered at the school to support her children's participation in extracurricular and academic activities.

(c). Involvement of Parents in Other Learning Activities

Regarding participation in other educational activities, it's observed that many parents participate in their children's educational pursuits at home. They encourage them to study at home, watch some English learning videos, give them time to play, sing, and dance, and set up study materials before they head off to school. Respondent A stated that he prefers to dedicate some time to his child each day for the development of his English language. His son is encouraged to sing English rhymes that are available on YouTube. One parent (Respondent P) informed that she occasionally enjoys dancing with her kids while listening to English songs. Another parent (Respondent H) said "I urge my son to watch online instructional videos in English to improve his language abilities". It's a fact revealed in the study that lack of English comprehension of many participants prevents them from giving their children the extra help they need. They regularly permit their kids to watch any English TV program of their choice, including some cartoon networks. "I guess students can strengthen their English by watching English channels on TV or other electronic gadgets," said respondent S. "Consequently, I let my daughter enjoy these things". Some parents claimed to give their children books or other reading materials to help them learn more about English language. Giving students study resources like storybooks, poetry, rhymes, and other materials is a good idea to help children learn English, according to one parent (Respondent D).

C. Problems Faced by Parents Supporting Children at Home

Many participants gave nearly identical answers when asked about the difficulties they encounter while supporting their children at home. They claimed that the primary obstacle is their involvement in professional work. They don't have enough spare time to participate in various school programs or provide opportunities to get them involved in educational activities. Participant Z told that he is too busy running his business to find the time to care for his child. Other parent (Participant R) mentioned, "I work full-time in my office and am unable to participate in any activities with my kids or attend any school events". Some participants mentioned that another challenge to helping kids learn English at home is parents' limited English language skills. Respondent I said, "I am unable to assist my kid at home, as I can't converse in English and am too weak to understand any English writing". One mother (Respondent Y) added that she can't engage her daughter in any English language activity as she doesn't know English.

A few parents acknowledged that lack of awareness is another obstacle with relation to their engagement with children at home. Many of them are unaware of the fact that their efforts to teach their kids English at an early age would enable them to pick up the language so effortlessly, which will serve as the foundation for their higher studies. According to respondent F, the English lessons that the children receive at school are sufficient. As they progress to upper-level classes, they will strengthen their language skills. It's found that the other significant impediment to assist kids in learning English at a young age is parental illiteracy. Many parents confess that they are not educated but they want to provide their children education at any cost. They enroll them in schools but are unable to provide them academic support. Respondent N, for instance, stated, "I never went to school, I don't want my kids to follow my footsteps. I can't help kids at home, so I send them to school every day and occasionally meet their teachers to see how they're doing".

Two of the biggest problems of parents who want to help their kids in school days are unemployment and poverty. A lot of parents confessed during interviews that they don't have a job and have no other reliable source of income. They are having a really difficult time just getting by. They struggle to pay the additional costs associated with their children's schooling. Even basic stationery for their children cannot always be purchased. They are unable to purchase extra study materials or pay for smartphones with internet access so they can learn and improve their English language skills. Respondent G said, "I have no job and no other good earning sources. I can't support my child due to my poverty." The other participant (J) admitted that he drives a car and he barely makes enough money to support his family. For his child's educational support, he has no money to purchase a smartphone and get internet access.

V. DISCUSSION

The study reveals the facts that the majority of parents understand how crucial it is to provide their kids with support at home so they may pick up the English language faster. Parents firmly believe that their assistance will enable their children to comprehend the English text materials properly, complete their homework correctly, turn in projects on time, and communicate in English easily. They accept that if parents can speak to their children in English, then the kids pick up the language and can speak quickly and accurately that is confirmed by earlier research (Fernald et al., 2006). It's found that they make an effort to attend parent-teacher conferences and other school-sponsored events in order to hear about their children and inspire them even more. Nonetheless, it has been marked that many parents find themselves

unable to help their kids in a satisfactory manner because of their personal constraints as it is observed in other study by Hornby et al. (2011).

Also, it has been noted that many parents show a great lack of concern for their children's intellectual advancement and linguistic development. They assume that sending their kids to school is enough and the school teachers are accountable for the poor advancement of the children. They think that their responsibility as parents is to enroll the kids in school and supply the essential supplies, such as uniforms and stationery items. Maluleke (2014) detected that the parents' ignorance and lack of knowledge are to blame for neglecting parental obligations. People from rural backgrounds typically have lower educational awareness, which is to blame for their diminished importance of supplementary support at home (Irvin et al., 2012). They are primarily low-income individuals with scant financial means to support their children for better education. As a result they prefer government schools for their kids, since the government provides the schools with uniforms, books, and lunches. It's true that some kids do well in school, but the majorities of them have trouble understanding English and can't improve their language proficiency.

Regarding the parental involvement with the children it is discovered that the majority of participants exhibited desire in being involved with their children at home. They wish to help them with their everyday academic work, assignment submission, test preparation, and other school-related activities. However because of their inadequate educational backgrounds and inability to grasp English, many of them are unable to offer enough support. They only verify that their kids have completed the assignments and homework assigned by the schools. The study finds that some parents meet with teachers at their children's individual schools to learn more about their children's performance. On the other hand, it has been discovered that many parents don't get enough time to spend with their kids or attend schools as a result of their commitment to outside interests or mandated responsibilities. One intriguing finding of the study is that educated and conscientious parents make every effort to foster their children's linguistic development in a number of ways as it is observed in a previous research work by Vellymalay (2012). For instance, they make an effort to speak to them in simple English and offer them extra study materials like storybooks, vocabularies, spoken English books, etc. Some parents urge their children to watch various English-language TV shows or apps on their phones. The study concludes that parental involvement and how it affects kids' language growth are mostly dependent on the parents' level of education, awareness, interest, and financial stability.

The study on parental concerns shows that practically all parents have problems at varying degrees. These problems include illiteracy, inadequate education, limited or no English language proficiency, poverty, full time involvement with personal things, a lack of enthusiasm, motivation, and educational awareness. Almost the similar findings are revealed by Hornby and Lafaele (2011) in their research work. The educated and conscious parents are not getting free time to spend with their kids and the uneducated people are incapable of supporting their kids due to their inefficiency and economic restraints. Some parents are careless for the progress of their children due to lack of awareness and personal interest. The majority of people in rural areas, according to the report, are indifferent about their children's education. They are largely uneducated and disconnected from the rest of the world. They work all day long merely to provide for their families' basic needs. They don't have any lofty goals for their kids (Cross, 2009). They think that knowledge of reading and writing in local language is enough for them to earn their livelihood by hard work. It's discovered that another barrier that prevents parents in rural regions from focusing on their daughters' scholastic or linguistic development is child marriage or the early marriage of daughters as the same is corresponding to the study by McCleary et al. (2015). They believe that since girls typically get married at a young age, learning English is not at all required for them. They don't require English language skills because they work at home as housewives.

VI. LIMITATIONS

Despite all efforts to produce an accurate outcome, this study does have some limitations, just like every other research project. This study's findings are based on interviews with a small group of parents who expressed an interest in giving up some of their time and sharing some of their thoughts. The study couldn't focus on a vast number of parents due to time and economic constraints. If the data were gathered from rural places where the majority of individuals are illiterate or less educated, poor, negligent, and unemployed, the results might be slightly different. The data found through other methods of research may show a bit different outcome. Therefore, more research is advised in the area taking into account different facets of the subject to focus more in details to find out more issues and solutions for the greater benefits of the student community.

VII. CONCLUSION

According to the study, the vast majority of parents understand the importance of providing their children with parental assistance for their academic development, but most of them are unable to do so because of various personal concerns. As per the findings, most of the parents in India's Hailakandi region are not providing their children with enough support to help them learn English as a second language at the primary and secondary levels. A good number of them lack parental skills, interest, sufficient finances, correct awareness, understanding of the English language, and high expectation for their children. As a result, the kids receive inadequate or no parental assistance at home and outside of the classroom. They largely depend on their teachers at school to learn and practice English that slow down the

progress of the children. However, the government schools experience serious issues like insufficient resources and overcrowding of students makes it difficult for teachers to concentrate on each student's progress. The inefficiency of school graduates to communicate effectively in English due to a lack of practice has an impact on their ability to be chosen for further courses and better employment opportunities. That's why a few people join some private English speaking courses to improve communication skill with a hope to get a suitable job.

VIII. RECOMMENDATIONS

The suggestions that follow can significantly increase parents' involvement in English teaching and learning:

- Adequate awareness program should be organized to encourage parents to actively participate in English language learning process of their children.
- Parents should check on their children's homework regularly to see if it has been done on daily basis.
- Parents should routinely meet with the ESL/ EFL teacher to talk about how they can help their children to progress.
- Parents should select the content that is helpful for developing English skills on TVs or electronic appliances for the children to watch.
- Parents should try to communicate with children in English in everyday life activities or arrange someone for them to do practice of English speaking with.
- Proper initiatives should be taken from the government bodies to ensure the facilities needed for the better educational environment in the public schools.
- Every school should conduct workshop for parents on how to support children learning English at home.

APPENDIX

Parents Questionnaire

1. What is your age?
2. Which occupation do you hold?
3. Are you good at English?
4. How old is/ are your child/ children?
5. What grade does /do your child/ children study in?
6. How long has/ have your child/ children been learning English?
7. Does/ do your child/ children take additional help from tuition?
8. How are their four skills of English: Reading, Writing, Listening, and Speaking?
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9. What do you think about parents assisting kids at home with English language acquisition?
.....
10. How do you help him/ her/ them at home?
11. What problems do you face supporting your child/ children at home?
12. What do you want to recommend?

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