

# Parental Involvement in English as a Foreign Language Learning: A Systematic Review

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## Abstract

As educational paradigms shift to emphasize collaborative learning, the role of parents in language education has transformed significantly, underscoring the vital intersection between home and school. The objective of this systematic literature review is to analyze the literature on parental participation in their children's education in English as a foreign language (EFL) class in elementary schools in Asian countries. This review entails searching, screening, evaluating, and synthesizing publications on parental engagement from several electronic databases, including Web of Science, Scopus, Taylor & Francis, ERIC, Mendeley, and Google Scholar. The publications included in the analysis were published within the last five years (2020-2024). The results of this systematic review reveal that research across various Asian EFL contexts has consistently highlighted a detailed understanding of parental engagement, spanning emotional support, active involvement in learning activities, and strategic collaboration with educators. The reported results exhibit their children's improved proficiency and motivation in language learning. However, while many parents demonstrate a keen awareness of their crucial influence on their children's language acquisition, barriers such as limited English proficiency, lack of time, and culturally-perceived beliefs constrain their active participation. To mitigate these obstacles, it is necessary to adopt tailored pedagogical approaches and guidance that empower parental engagement and forge stronger support networks, ultimately fostering collaborative educational environments conducive to children's language development.

**Keywords:** EFL children, students' performance, parental engagement, Asian context, engagement challenges.

## 1. Introduction

Education plays a pivotal role in shaping language acquisition, particularly in the context of learning English as a foreign language (EFL). In recent years, the significant influence of parental involvement on children's educational outcomes has been highlighted, especially in Asian EFL contexts, where the educational landscape is often marked by specific cultural and linguistic challenges (Al-Bahri, Ismail, Osman & Khaleel, 2020). The global spread of English and the increasing number of children learning English as an additional language has significantly affected parental involvement in Asian countries where English is not the first language of communication (Latifa, 2020). Consequently, parents today are increasingly concerned about their children learning English at a young age. In response to these developments, the educational sector has accelerated efforts over the past decade to launch hundreds of early childhood education programs that offer bilingual education (Irfan, Mirizon, and Amrullah, 2023; Latifa, 2020).

Despite the universally recognized benefits of parental involvement, the extent of parents' engagement in their children's English language education varies widely and is influenced by several factors. This systematic review examines research focusing on parents' engagement levels, the impact of such involvement on children's language proficiency, the challenges parents encounter, and the pedagogical implications of these findings. Understanding these dynamics is essential for educators and policymakers who strive to enhance parental participation and support effective English language instruction in schools (Latifa, 2020).

### 1.1 Types of Parental Involvement

In contemporary educational discourse, the concept of parental involvement encompasses a broad spectrum of activities that facilitate children's academic success, particularly in English language learning contexts. This discourse extends beyond mere participation in school events to include active encouragement, positive modeling, and meaningful engagement in children's educational experiences at home, thereby demonstrating a partnership between parents and educators (Gross et al., 2020; Kalaycı, & Öz, 2018). Parental involvement in English language education encompasses various dimensions that significantly influence children's linguistic development. Engagement can be classified into academic, socio-emotional, and motivational types, each playing a critical role in fostering language skills. Academic involvement includes direct activities such as reading with children, assisting with homework, and discussing school assignments. In contrast, socio-emotional support involves creating a conducive learning environment that promotes positive attitudes toward English language learning and encourages continuous language learning, as noted by Epstein (1995). Moreover, motivational involvement reflects

parents' encouragement and modeling of positive behaviors related to English language use (Al Bahri et al., 2020). Table 1 illustrates examples of parental engagement activities. These multifaceted types of parental involvement not only improve linguistic competencies but also cultivate a supportive framework for enduring engagement in education.

Table 1. Types of Parental Involvement in English Language Education

Types of Involvement	Description
Home Literacy Activities	Engaging in reading activities, storytelling, and discussions at home to enhance English language skills.
Homework Support	Assisting children with English language homework and encouraging completion of assignments.
Communication with Teachers	Maintaining regular contact with teachers to discuss the child's progress and strategies for support.
Participation in School Events	Attending school functions, workshops, or meetings that focus on English language education.
Encouraging Language Usage	Promoting the use of the English language at home through conversation and exposure to diverse vocabulary.
Providing Resources	Providing books, educational games, and English language learning materials for children.
Cultural Engagement	Involving children in cultural activities that promote English language use, such as theater or literature clubs.

1.2 Impact of Parental Engagement on Language Learning

Parental involvement has a profound positive impact on children's language learning outcomes. Research shows that active parental engagement correlates with increased proficiency and self-efficacy among learners (Seo, 2025). Parental involvement can significantly impact children's motivation and linguistic skills, creating a foundation for effective English competency, which is paramount in navigating today's globalized landscape (Al Bahri et al., 2020; Al-Mahrooqi, Denman, & Al-Maamari, 2016; Chavez, Adalia, & Alberto, 2023; Liu, 2024; Zhang, Lu, & Liu, 2024). Recent research indicates that parental engagement is significantly correlated with improved literacy outcomes, aligning with Epstein's (1995) remark that "when students have support from school, home, and community, they are more likely to feel secure and cared for, build positive attitudes and school behaviors, work to achieve their full potential, and stay in school" (p. 92). Yang et al. (2020) and Chavez et al. (2023) emphasized that children exposed to supportive home environments tend to exhibit higher motivation and improved language skills.

Moreover, children's attitudes towards parental involvement significantly influence their educational experiences. Studies indicate that positive perceptions of parental engagement are associated with enhanced language proficiency among EFL learners (Kalaycı & Öz, 2018; Tong et al., 2021; Liang, Zhou, & Yu, 2024). These findings suggest that when children view their parents as supportive partners in their education, they are more likely to succeed academically.

Furthermore, effective communication between parents and instructors is crucial for maximizing the benefits of parental involvement. Al Murshidi et al. (2023) highlighted that strong partnerships between families and schools can mitigate challenges and foster a collaborative environment that supports children's language acquisition. Thus, fostering parental engagement not only benefits individual learners but also enhances the overall educational framework, promoting a more inclusive approach to language learning (Halommi & Stevens, 2023). This multidimensional involvement encompasses various forms, such as assisting with homework, reading together, and fostering an environment conducive to language practice.

1.3 Challenges Facing Parental Involvement in Language Learning

there are several challenges facing parental involvement in language learning that can hinder effective engagement. One significant issue is the perception of inadequacy among parents. Despite recognizing their crucial role, parents often feel their contributions are limited, attributing their children's success in language learning primarily to teachers (Kalaycı & Öz, 2018). This sentiment is echoed across different cultures, with parents sometimes feeling ill-equipped to support their children's language learning due to their own limited language proficiency (Alejandro, 2020).

Cultural beliefs also play a pivotal role in shaping parental involvement. In Hong Kong, many parents grapple with conflicting educational methodologies, caught between traditional practices and Western approaches to teaching English (Forey et al., 2015; Isakova, 2022). Such cultural disparities can lead to a lack of effective engagement strategies, as parents may hesitate to participate in activities like reading aloud in English, which they perceive as less significant, due to different educational norms (Putri et al., 2025).

Another challenge is the diminishing involvement as children grow older. Poyraz (2020) and Mathekga (2016) noted that parental engagement tends to decline in secondary education, creating a critical gap in support during a crucial phase of language acquisition. This trend highlights the need for continuous strategies to maintain parental involvement throughout a child's learning journey of the English language.

Further studies have continued to delve into these dynamics, with findings indicating that children's attitudes significantly shape the effectiveness of parental involvement, particularly in contexts where English is a foreign language, as outlined in studies involving EFL learners (Yang et al., 2020). Understanding these dynamics is crucial, as factors influencing parental involvement, including socio-economic background and cultural beliefs, play a significant role in shaping effective strategies for supporting children's English language acquisition, as highlighted in Raslie, Deli, John, Mikeng, & Pandian (2020) and Durand and Perez (2013).

1.4 The Context of Asian EFL

In recent years, the Asian EFL context has undergone significant transformation, driven by globalization and the increasing emphasis on English proficiency for educational and professional success. This shift has propelled parents to recognize their pivotal role in supporting their children’s language learning journey, as evidenced by various studies examining parental involvement across the region (Kalaycı, & Öz, 2018; Lai, Jashi, & Zhao, 2024; Ön & Ari, 2024). The complex interplay of social and cultural factors influences parental engagement, with research highlighting that parents’ educational backgrounds and socio-economic statuses significantly affect their ability to assist in English language acquisition (Andrew, Ranjeeva, Rodrigo, & Cerón, 2022; Hosseinpour, Sherkatolabbasi, & Yarahmadi, 2015; Kalaycı, & Öz, 2018; Latifa, 2020; Ön & Ari, 2024). Understanding these dynamics is vital, as fostering robust parental engagement can enhance student outcomes in EFL environments. This approach necessitates the implementation of policies that promote collaboration between schools and families to bridge these gaps (Maunah, 2020; Tayjasanant & Suraratdecha, 2016).

It is noteworthy that while a substantial body of evidence suggests that parental encouragement significantly enhances children’s proficiency and motivation in English (Arsyad, Rasyimah, & Saputra, 2024; Choi, Jung, & No, 2023; Tong et al., 2021), this study also seeks to identify the barriers that hinder effective parental involvement. Although there are different systematic reviews in the field, they mainly focus on one aspect of parental involvement, such as the theoretical explanations of this phenomenon (e.g., Alias, 2024), measuring levels of parental engagement (e.g., Mocho et al., 2025), and its impact on students’ engagement (e.g., Yang, 2023). This study attempts to create a supportive framework that accommodates various family dynamics and contemporary educational needs. Therefore, this study focuses on recent empirical studies in the field conducted on EFL contexts in Asia. This study aims to illuminate the multifaceted roles that parents play in influencing their children’s language acquisition, particularly within the Asian EFL context. Understanding both the benefits and challenges of parental involvement is essential for creating a supportive framework that accommodates various family dynamics and language needs in the context of education. By systematically reviewing literature relevant to this context, the present study provides a deep understanding of the existing literature and identifies gaps that need to be addressed by attempting to answer the following questions:

What is the Asian parents’ level of engagement in their children’s language education?

What is the impact of parental engagement on language learning outcomes in Asian context?

What challenges do Asian parents face during the process of language learning?

2. Methodology

This study used rigorous standards in order to identify, evaluate, and synthesize literature published within the last decade. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 checklist was used to perform this systematic literature review. The 27 components of the PRISMA checklist contribute to increased transparency in systematic reviews. The comparative research methodology, especially descriptive comparison, was applied in this systematic literature review. This review systematically attempts to describe parents’ engagement in their children’s EFL learning, seeking to explain and characterize their involvement in the process. This review conceptually explores these vital aspects by utilizing stringent selection criteria, encompassing studies published between 2020 and 2024, specifically focusing on Asian EFL contexts to ensure relevance and timeliness. By categorizing themes related to levels of involvement, its impact on learning outcomes, and the challenges faced, the review elucidates a comprehensive understanding of how parental engagement impacts language acquisition. This approach ultimately aims to yield both descriptive and prescriptive insights, guiding future interventions and research directions. The strategy employed in this review process was executed through four stages: searching, screening, appraising, and synthesizing.

2.1 Search Stage

The researcher employed several databases, including Web of Science, Scopus, Taylor & Francis, ERIC, Google Scholar, and Mendeley, to find and gather pertinent materials for the review. Web of Science and Scopus cover various topics by integrating scholarly literature, augmented data, and an extensive abstracts and citations database. Conversely, Taylor & Francis is at the vanguard of the global publishing sector, producing open-access research. Additionally, ERIC serves as a comprehensive and user-friendly digital library that facilitates access to educational information. Google Scholar also provides a wealth of scholarly publications about education, including Saudi Arabian-written works. Furthermore, Mendeley offers access to a vast array of papers, books, and theses.

The researcher applied keyword searching and keywords combining, using the operators "AND" and "OR." Further, the researcher employed backward and forward searches for a thorough search following the methodologies outlined by Levy and Ellis (2006) and Webster and Watson (2002). Table 2 presents the combinations of search terms used in the databases.

Table 2. Keyword Searches in the Databases

Database	Keywords
Web of Science, Scopus, Taylor & Francis, ERIC, Mendeley, and Google Scholar	“Parental involvement AND English language learning OR EFL” “Parental engagement AND language learning” “Parent participation, OR parental support, parents-teacher partnership AND English language learning, OR EFL” “Language learning AND parental investment”

2.2 Screening Stage

Five databases, along with backward and forward searches, were included in the identification process, resulting in 257 records. Duplicate articles (n = 74) were removed from the search results yielding a total of 183 unique records.

2.3 Appraisal Stage

To identify articles suitable for the review, the researcher appraised the texts of the records. As shown in Table 3, inclusion criteria adapted from Lim and Yunus (2021) were applied during the appraisal stage.

Table 3. Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Type of article	Journal articles and proceedings	Book, book chapter, and thesis
Year of publication	2020-2024	<2020
Language	English	Non-English
Peer review	Peer-reviewed	Non-peer-reviewed
Context	Preschool, primary school, and intermediate school.	Special education, special needs, and secondary school and above
Setting	EFL Asian countries	ESL countries
Text	Full-text	Not a full text
Method	Teacher and parent	Learner

The inclusion/exclusion process is presented in Table 3. A total of 183 records were reviewed by the researcher, and 89 records were excluded because they were not classified as articles. Nineteen articles were excluded due to time frame, as they were published before 2020. The remaining 72 articles were checked for relevance to setting, resulting in 27 usable articles. Applying the different inclusion/exclusion Criteria, such as context, teacher/parent involvement, peer-review status, and articles written in the English language, 10 articles ultimately met the criteria for this systematic review.

2.4 Synthesis Stage

The synthesis process is completed by determining which records to include and exclude. Therefore, this stage yielded a total of 10 documents.

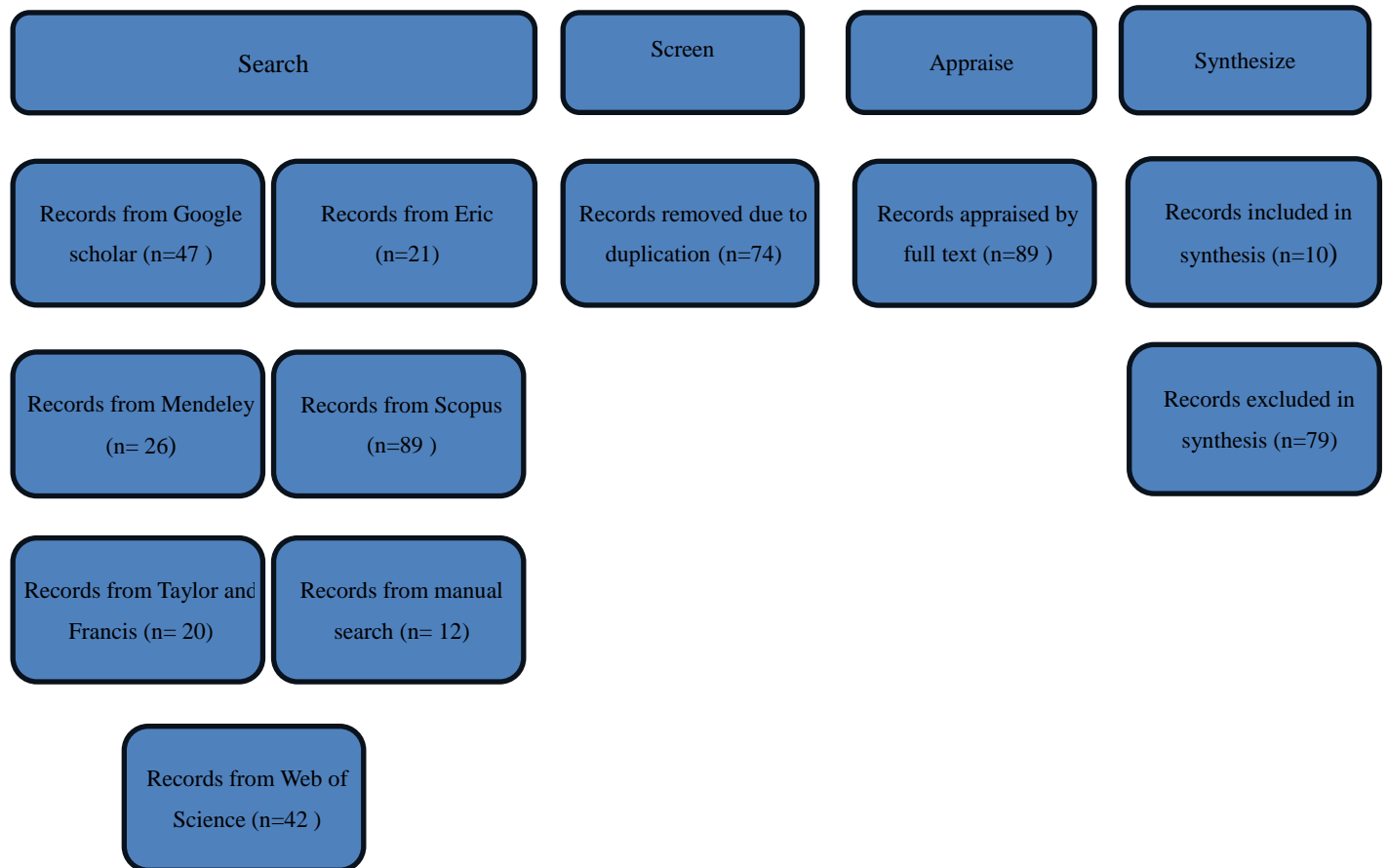


Figure 1. Articles Selection Process

A total of 257 documents were recorded during the search stage, and 74 items were eliminated during the screen stage, as illustrated in Figure 1. After evaluating 89 documents, 10 were deemed appropriate for the review. Table 4 presents a summary of the included papers.

Table 4. Included Papers in the Synthesis

Study	Title	Participants	Methodology	Context	Instrument	Main Findings
Ön & Ari (2024)	Examining Parents' Views on Parental Involvement in Preschool English Teaching	15 parents	Qualitative	Turkey	Semi-structured interviews	Parents hold Positive attitudes towards parental involvement in preschool English language teaching, but remain passive due to limited time and insufficient language level
Choudhury, Hossain, Rana, & Rashid (2024)	Parental Support for Children to Learn English as a Second Language: Investigating Parents' Perceptions, Involvement, and Their Issues in Hailakandi, India	30 parents	Qualitative	India	Semi-structured interviews	The study reveals serious flaws in parental perceptions, educational awareness, and involvement strategies in supporting children at home to learn ESL.
Latifa (2020)	The Role of Parents towards Early Childhood in the Process of Learning English in the Global Era	16 parents	Mixed method	Indonesia	Questionnaire and interviews	Parents' perceptions about English language learning and their involvement in the process of their children's learning of English
Albahrī et al. (2020)	Dimensions of Parental Involvement as Antecedents of Attitude towards Reading English (EFL): A Case Study from Omani Basic Education Schools, Cycle One (1-4)	413 parents	Quantitative	Oman	Questionnaire	Parental encouragement is positively related to attitude towards reading English.
Kalaycı & Ergül (2020)	Teachers' Perceptions of the Role of Parental Involvement in Teaching English to Young Learners	25 teachers	Qualitative	Turkey	Open-ended questionnaire	Teachers are aware of the importance of parental involvement as in assisting young learners in language learning, yet they do not use any specific strategy to foster it.
Al Mursihidi et al. (2023)	Parental Involvement in English as Foreign Language Learners' Education: Challenges and Solutions in a Post-Pandemic Era	28 parents	Qualitative	UAE	Semi-structured interviews	The most significant challenges parents had were their lack of English proficiency and their children's lack of motivation. Several pedagogical implications were drawn.
Alawawda & Razi (2020)	Parental Involvement in Early Second Language Learning: The Role of the Immediate Environment	150 parents	Quantitative	Turkey	Questionnaire	The parents' educational level significantly moderates the relationship between methods employed by parents and their source of motivation in their children's ESL learning stage.

Annisa (2023)	Parental Involvement in Students' English Language Learning: A Case Study at Junior High School 4 Muara Enim	82 parents	Mixed-method	Indonesia	Questionnaire and interview	Parents support their children's English literacy development in various ways that are different from those embraced by Western society.
Raslie et al. (2020)	The Effects of Parental Reading Socialization on the Reading Skill Performance of Rural Primary School Students in Sarawak.	31 parents	Quantitative	Malaysia	Pre-posttest	Mothers' reading socialisation enhances students' reading performance, particularly when using native Bidayuh materials, promoting early literacy, and increasing rural parents' involvement in home-literacy activities.
Irfan, Mirizon, & Annullah (2023)	Parents' Investment in English Language Schooling: A Study at SMP Alam Lubuklinggau	34 parents	Qualitative	Indonesia	Interviews	Parents' perception of English language schooling as investment in children's future language skills is influenced by their characteristics, social roles, and financial status, prioritizing long-term benefits.

The data summarized in the table reveals that the research studies included in this review were empirical in nature, and some were case studies. The study designs for these studies were primarily qualitative (50%), followed by quantitative (30%) and mixed-method (20%). The contexts covered in these studies include Indonesia and Turkey (30% each) and Malaysia, India, Oman, and United Arab Emirates (10% each). These studies reveal significant insights into the various dimensions of parental involvement and its effects on learners.

For the data analysis, thematic analysis was employed. After conducting qualitative thematic analysis, core themes were identified, compared, and validated in relation to the significant themes within the field. Themes and codes were established and verified in collaboration with a field specialist. Interrater reliability was assessed and determined to be 90% consistent across the majority of themes.

### 3. Results and Discussion

The systematic review of the 10 research articles on parental involvement in children's English language learning in Asia delineated the following themes:

#### 3.1 Level of Engagement

Parents' contributions significantly influence successful language acquisition; however, the frequency of their engagement in EFL activities varies widely across different contexts. Studies show that while many parents acknowledge the critical role they play in their children's learning process, their actual participation tends to be infrequent and inconsistent. For instance, prior research has highlighted that despite 95.3% of parents recognizing the importance of involvement, over 67% do not actively engage in home literacy activities, such as playing English games or reading aloud in English (Al Murshidi et al., 2023).

Research has considered the relationship between several factors and the level of parental engagement, yielding contradictory results. For instance, Choudhury et al. (2024) mentioned that the parents' age, gender, occupation, and educational level do not have a significant correlation with their perceptions of parental involvement in their children's language learning. However, some of these aspects may still influence their level of involvement. Additionally, compared to married and never-married parents, divorced and widowed parents tend to be more receptive to new ideas and enhancements regarding their kids' English education (Alawawda & Razi, 2020). In contrast, Choudhury et al. (2024) found that parents' higher financial and educational levels were correlated with higher levels of parental engagement. Further, the study by Al Bahri et al. (2020) highlighted that parents' educational levels correlate with their proactive engagement, ultimately reflecting their capacity to enhance their children's attitudes and capabilities in learning English.

Additionally, the increasing integration of technology into educational frameworks has created unprecedented opportunities for enhancing parental engagement in children's English language learning. Digital platforms not only facilitate communication between parents and educators but also provide resources that empower parents to support their children's language acquisition effectively (Safriyani, Fauzi, & Asmiyah, 2022). For instance, platforms that offer online tutorials or interactive learning modules allow parents to actively engage in their children's education, serving as valuable tools that bridge the gaps between home and school environments. As noted by Al Bahri et al. (2020), parental encouragement significantly shapes students' attitudes toward reading; thus, access to digital resources can help parents create a conducive reading environment at home. Furthermore, systematic reviews have highlighted how technology mitigates barriers to engagement, such as limited proficiency in English, by providing accessible learning materials and guidance, thereby addressing the diverse needs of parents (Latifa, 2020).

#### 3.2 Impact of Parental Engagement on Language Learning Outcome

Parental involvement in students' academic success, particularly in the context of English language learning, has emerged as a crucial factor influencing educational outcomes. Parents recognize the importance of actively participating in their children's education of the English language (Alawawda & Razi, 2020). Furthermore, teachers acknowledge the substantial influence of parental involvement on student outcomes, noting that support from school, home, and community enhances students' sense of security, fosters positive attitudes towards continued schooling, and encourages them to reach their full potential.

Evidence suggests that active participation from parents, characterized by encouragement and positive modeling, significantly correlates with enhanced achievement in language learning (Al Bahri et al., 2020). Research indicated that parental support can explain a substantial portion (up to 78.6%) of the variance in students' reading attitudes, underscoring its importance for academic performance (Al Bahri et al., 2020). According to Annisa (2023), this engagement can take numerous culture-specific forms, such as reading together or discussing English-language media, thereby reinforcing the recognition of English as a valuable tool for communication and academic success. These findings are further supported by Raslie (2023), who indicated that low levels of students' reading performance are associated with low levels of parental involvement.

Furthermore, familial engagement fosters a conducive learning environment, often enhancing students' motivation and persistence in challenging situations. Such support significantly impacts academic achievement and intrinsic motivation, driving students to pursue long-term language learning independently (Irfan et al., 2023). This support, in turn, leads to sustained interest and a positive outlook on students' English education. Parents can foster such environment by actively participating in educational activities. Evidence suggests that when parents encourage English reading and provide a rich linguistic environment, their children are more inclined to develop enthusiasm and self-efficacy in their language skills as well as enhanced self-worth and confidence in their abilities, thereby bolstering emotional development (Al Bahri et al., 2020; Annisa, 2023). Fostering an engaging and supportive home environment is essential for nurturing children's confidence and academic success. This theme clearly illustrates the significant correlation between initial parental involvement and students' favorable attitudes toward learning English, likely leading to sustained academic outcomes.

### *3.3 Challenges Facing Parental Involvement*

Despite recognition of its importance, parental engagement in English language teaching often remains inconsistent and insufficient. The systematic review of studies conducted in Asian contexts emphasized that although parents generally show positive attitudes toward supporting their children's English learning, their practical engagement falls short, particularly in assisting with homework or promoting daily language use at home (Choudhury et al., 2024). Several constraints remain as hinderances to their efficient participation (Ön & Ari, 2024). Identifying and addressing challenges and constraints can effectively help bridge the gap between parents' intentions to engage and actual involvement in English language teaching, promoting an environment conducive to both academic and emotional growth in students.

The complexities of parental involvement in children's language education are significantly influenced by socioeconomic factors, which shape both the opportunities and barriers families encounter. Parents from higher socioeconomic backgrounds often possess greater educational resources and support networks, allowing them to engage more actively in their children's English language learning. For instance, a study highlighted that family income serves as a predictor of students' cognitive abilities and social and cultural capital orientation (Irfan et al., 2023; Maunah, 2020). Conversely, families with lower socioeconomic status frequently experience constraints related to time, financial resources, and educational background, which inhibit their ability to participate meaningfully in their children's academic journeys. This disparity is exacerbated when parents, particularly those from underprivileged backgrounds, are less familiar with the educational system and lack confidence in their ability to support language development.

Additionally, the dynamics of modern life often create formidable barriers to parental involvement in their children's English language education, particularly as time constraints and work-life balance emerge as significant challenges. Many parents, as evidenced by studies across various cultural contexts, struggle to find the time necessary to foster their children's language skills while managing professional responsibilities (Latifa, 2020). Research indicates that nearly 67% of parents refrain from engaging in literacy activities, such as reading aloud or playing educational games, due to these constraints (Al Bahri et al., 2020). Moreover, this situation is echoed in the literature demonstrating difficulties that parents from lower-income backgrounds face when engaging with their children's education (Al-Murshidi et al., 2023).

On the other hand, language barriers can significantly hinder collaborative efforts, particularly among culturally and linguistically diverse families. These barriers often lead to misunderstandings and diminished parental involvement in educational processes. Research findings indicate that culturally and linguistically diverse families typically experience barriers in collaborating with school professionals, leading to feelings of alienation and frustration and a lack of active participation in school activities (Al-Murshidi et al., 2023). For instance, research shows that parents lack of skills directly affects their ability to engage meaningfully with educational resources or activities at home (Al Bahri et al., 2020).

Moreover, a pervasive issue remains: a limited understanding of effective teaching strategies among parents, coupled with a lack of resources and educational materials (Al Murshidi et al., 2023). This gap constrains parents' ability to engage meaningfully in their children's education, as many parents are uncertain about how to effectively support learning outcomes. Moreover, many parents, particularly those from lower socioeconomic backgrounds, report difficulties in providing adequate support due to insufficient access to appropriate learning materials. This issue is exacerbated by the cultural preferences for native language resources over English (Al Bahri et al., 2020). Moreover, Al Bahri et al. (2020) reported that teachers acknowledge the necessity of collaboration; however, they frequently fail to employ methods

that actively encourage parental participation, further compounding the issue.

The interplay of cultural attitudes and misconceptions significantly influences parental involvement in language learning, often leading to reduced engagement in English education for children. Many parents believe that proficiency in English is primarily the responsibility of educational institutions, neglecting their own potential contributions (Choudhury, 2024). This misconception is further worsened by cultural stigma surrounding language learning, where certain societies prioritize native languages over foreign language acquisition. Consequently, this assumption leads to feelings of inadequacy among parents who lack fluency (Kalaycı & Ergül, 2020). Moreover, as highlighted in the study by Ön and Ari (2024), some parents may favor traditional instructional methods, which limits their engagement in modern pedagogical practices, such as collaborative learning and digital literacy (Ön & Ari, 2024). Furthermore, Alawawda and Razi (2020) mentioned that barriers such as limited English proficiency and differing educational philosophies contribute to hesitancy in parental involvement. Such dynamics not only hinder active participation but also diminish the likelihood of fostering a supportive home environment, as seen in various educational landscapes across Asia (Al Bahri et al., 2020).

Furthermore, a noticeable resistance often emerges from students, particularly in the context of English language learning (Alawawda & Razi, 2020). This resistance can be attributed to various factors, including a perceived lack of relevance of parental support to their academic experiences and a desire for autonomy during their formative years of development. Research indicated that when parents actively engage in educational practices, students may feel pressured or monitored, which can lead to resentment and disengagement in learning (Al Murshidi et al., 2023).

Additionally, some institutional barriers often obstruct meaningful participation. A study indicates that while parents recognize the importance of their role in supporting language learning, their engagement is frequently limited by their children's lack of motivation, which is influenced by the teachers' perceptions and pedagogic behaviours (Al-Murshidi et al., 2023). Additionally, teachers' perceptions of parents as secondary players in language development can negatively contribute to this disconnect, leading to a reliance on traditional homework and minimal collaboration (Andrew et al., 2022). Thus, addressing communication issues through comprehensive parental support initiatives is imperative to promote meaningful parental involvement in English language teaching for their children (Ön & Ari, 2024).

#### **4. Conclusion**

This review explored the relatively under-explored area of parental involvement in foreign language learning. This review also highlighted various aspects of parental involvement, identified levels of engagement, and discussed its impact and challenges to implementation. In doing so, this review contributes significantly to the literature by revealing that, in contexts where English is not the first language of communication, such as in many Asian countries, the global spread of English and the rising number of children learning it as an additional language have significantly affected the development of parental involvement.

The examined literature underscores parents' critical role in their children's English language learning and highlights the multifaceted challenges they encounter in this engagement. In Asian EFL contexts, the findings reveal a significant correlation between parental involvement and improved academic performance and motivation, particularly in language acquisition contexts where engagement is paramount. The findings clearly demonstrate that when parents actively support their children's language learning through encouragement and exposure to English, students exhibit more favorable attitudes towards language acquisition. Due to several barriers, the review also highlights a gap between parents' awareness of the importance of involvement and their actual participation. Limited English proficiency, limited access to supportive resources, and time constraints profoundly impact parents' ability to aid their children's education effectively, often leading to a reliance on external tutors (Ön & Ari, 2024). Moreover, cultural factors and institutional barriers significantly shape parental attitudes and their involvement strategies (Ön & Ari, 2024). These findings illuminate the challenges parents face and also underscore the imperative for educational systems to cultivate stronger partnerships with families, thereby enhancing the overall efficacy of English language teaching.

#### **5. Pedagogical Implications**

In conclusion, the synthesized findings suggest essential pedagogical implications, reinforcing the importance of parental support in enhancing children's English language learning. Such support can be grounded in models that emphasize collaboration between educators and families, moving beyond traditional homework assistance to actively involve parents in curriculum development and interactive learning strategies. Integrating parental engagement into teaching methodologies is crucial, as it allows teachers to foster a supportive ecosystem that extends beyond the classroom. For instance, maintaining regular communication with parents about their children's progress and providing resources for home-based learning activities can help bridge existing gaps in parental participation. Furthermore, training teachers to collaborate effectively with families is essential, as many educators feel unprepared to involve parents meaningfully in their children's education.

Additionally, organizing tailored workshops and informational meetings can equip parents with the skills and resources necessary to assist their children's language learning and enhance their confidence in supporting their education. In addition, improved communication initiatives can help clarify misunderstandings regarding parental roles. These efforts should foster a collaborative partnership and address challenges that limit parental participation, such as cultural differences and different levels of English skills among parents. Furthermore, schools should adopt a collaborative approach, where parents are informed and actively involved in decision-making processes related to their children's EFL education. This holistic model can alleviate feelings of isolation that often hinder parental involvement and ensure that

all stakeholders contribute to a supportive learning environment. Additionally, developing robust community resources for language learning necessitates a collaborative effort that integrates parental involvement, educational institutions, and local organizations. Community resources, such as libraries, language centers, and workshops, provide critical support for families seeking to enhance their children's English proficiency. By providing structured opportunities for involvement, educators can facilitate a more inclusive environment that celebrates and utilizes parental contributions throughout the educational journey.

## **6. Limitations and Recommendations for Future Studies**

Despite the growing body of research on parental involvement in English language teaching, various limitations warrant critical examination. These limitations collectively hinder a comprehensive insight into practical strategies for fostering parental involvement. Many studies, including those referenced, tend to focus exclusively on specific demographic groups, such as mothers or affluent families, potentially overlooking diverse parental perspectives and the challenges faced by less advantaged populations. Moreover, the geographical concentration on specific regions, particularly within the Asian EFL context, restricts the generalizability of findings to broader international settings. Furthermore, existing research often employs methodologies that inadequately consider the dynamic interplay of cultural, socio-economic, and educational factors affecting parental engagement. Qualitative insights are typically underrepresented, and many studies fail to incorporate critical narratives from parents. Therefore, conducting qualitative research methods, including interviews and focus groups, would deepen the understanding of parents' challenges and perceptions. This approach would enrich the discussion on pedagogical implications and shape their understanding of engagement in their children's English language education.

Future investigations into parental involvement in cultivating English language skills among children in EFL contexts should prioritize comprehensive longitudinal studies that encapsulate the evolving dynamics of parental engagement over time. Such studies could illuminate how variations in socio-economic status and cultural contexts impact parental participation, particularly in regions where active involvement is inconsistent. Additionally, examining the correlation between specific parental engagement strategies, such as direct academic support versus emotional encouragement, could yield actionable insights for educators. These distinctions are critical for emphasizing the effectiveness of parental encouragement in fostering positive attitudes towards language learning. Furthermore, future research should continue to explore innovative strategies that promote parental engagement in language learning, addressing both the identified challenges and the pedagogical implications necessary for optimizing English language teaching outcomes. Studies should systematically assess the pedagogical impact of these strategies, ensuring that future frameworks consider parents' educational backgrounds and the effects of their engagement on children's academic outcomes in EFL contexts. Finally, cross-cultural studies that examine parental involvement in EFL contexts across different cultural backgrounds would be an outstanding contribution to the field. These studies could compare parental engagement strategies in countries with varying attitudes toward education, allowing for a deeper understanding of how cultural factors influence involvement in language learning.

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Dr. Aldaghri was responsible for study design, data collection, drafting the manuscript and revising it.

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### **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

### **Data sharing statement**

No additional data are available.

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