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Home-Based Practical Parents Involvement in Assisting Children Learn English

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Abstract
Increasingly, English is becoming a popular language for young learners. In order to support the learning of English at early age, the involvement of parents is highly important. It is because schools are not the only determinant for success, but parents also have a very huge responsibility to their children education. Nowadays, the role of parents in education in general, and in the learning of English in particular is being questioned. The aim of the study is to analyse home-based parental involvement in assisting their children learn English. A face to face interview was conducted to parents with different gender, level of education, and professions. There are about 6 participants involved in the study. The study shows that parents with different professions provide a variety of ways on how they help their children learn English at home. Educational background and professions of the parents play an important role on how parents provide assistances to their children. Parents with higher level of education are more likely to provide more systematically and more various assistance to their children. The study is expected to encourage schools and parents to work more collaboratively in improving their children with better performance.
Keywords: English; parents; involvement; children at home

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Introduction
The world is changing globally. Rintaningrum, R; Aldous, C; Keeves (2017) argued that these changes have effect on the field of Education in general, and on the way English is taught and learned, in particular. This situation occurs particularly in non-English speaking countries where English is taught and learned as a foreign language (Ratna Rintaningrum, 2016b). In countries such as Indonesia, Vietnam, Japan, Korea, Lao, Cambodia, Thailand, Philippines, and China, English is becoming the most well-known foreign language to be learned (Fang, 2009, p. 1; (Kachru, 2005; McArthur, 2003; Ratna Rintaningrum, 2016a). As the world is becoming more visual, acquiring more than one language other than mother tongue is demanded (Ratna Rintaningrum, 2009b). Therefore, many people in many countries try to develop themselves to be proficient English users. Children in those countries, even, start learning English at early stage with the purposes of introducing a foreign language as early as possible ((Rintaningrum & Rahmatullah, 2021). Butler (2013, p. 2) noted that many countries have begun introducing English as a foreign language at early grade levels by putting English in their curricula.

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The government of Indonesia has introduced English to be taught and learned starting from Primary School since 1994 as a school subject (Rintaningrum, 2018; 2019). Although English is learned starting from Primary schools, some children from certain family start learning English in Kindergarten. Even, English is used as a medium of instruction in the class in some private Kindergartens in Indonesia. Some Government Primary Schools use bilingual, English and Bahasa Indonesia as a medium of academic instruction in the classroom. However, English is not a compulsory subject to be taught at Primary School (Rintaningrum, 2014). English is a compulsory subject to be learned at high school in Indonesia.

Mattsson & Norrby (2013) argued that teaching English for young learners can be started from 3 to 10 years old. It is because the younger children learn English, the more native-like children have (Mayr & Siddika, 2018). Therefore, it is important to learn English as early as possible since children have unique linguistics abilities (Harrison, E., & McTavish, 2018).

In the last few decades, there has been a growing interest in parental or family involvement on children school success (Al-Mahrooqi, Denman & Al-Maamari, 2016; Niehaus & Adelson, 2014; Panferov, 2010) and children development process (Kalaycı, G., & Öz, 2018). Family's, school's, and community's partnership on education has recently obtained in importance. Epstein, et al. (2002)support the idea that school, family and community are the institutions which contribute to children socialization and education and their interaction influences students' learning process directly.

Some parents in Indonesia put a great attention and have positive attitude towards English (R Rintaningrum & Rahmatullah, 2021) due to the potential of English for their children future carrier (Butler, 2013; Wagner, M. M., Newman, L. A., & Javitz, 2016). Moreover, parents are one of important factors in supporting their children academic success (Al-Fadley, A., Al-Holy, A., & Al-Adwani, 2018; (Umami, & Suryono, 2020). Parents' participation in the process of learning English is much needed because school is not the only determinant academic success but the family environment also one of factors contributing to school success (Darling-Hammond, L., Flook, L. & C., Barron, B., & Osher, 2019; Edwards, V., & Newcombe, 2005).

Pugh (1998) suggested that parents' involvement have positive effect on their children's learning and one of important predictors in student's achievement (Erden, M. A., & Knoeppel, 2018; Kalaycı, G., & Öz, 2018). It is because family is to be seen as the most effective system for fostering and for sustaining their long-term improvement. Particularly, in Indonesia where English is learned as a foreign language, parents' participation is to be seen as an effective way to help children learning English. Numerous studies show positive parents contribution on children school success (Alexander, 1997; Docking, 1990; Epstein, 1995) and academic growth (Jeynes, 2007; Fan, 2001; Hosseinpour, V., Sherkatolabbasi M., 2015; Sehee, H. & Hsiu-zu, 2005; Sui-Chu, H. E., & Willms, 1996).

Moreover, some studies show positive relationship between parental involvement and student outcomes recorded from preschool to secondary education such as transition from kindergarten to primary school (Range, B., Holt, C., Pijanowski, J., & Young, 2012), how school is ready to conduct learning (Connell, C. M., & Prinz, 2002), motivation on academic (Epstein, J. L., & Van Vooris, 2001; (Raftery, J., Grolnick, W., & Flamm, 2012; Xu, J., & Corno, 2003), student achievement (Fan, X. & Chen, 2001; Jeynes, 2007b) and competency in social affairs (Fantuzzo, J., Tighe, E., & Perry, 1999; McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H., & Sekino, 2004; Powell, D., Son, S-H., File, N., & San Juan, 2010).

Referring to educational literature, the contribution of parents as well as family on children learning and student outcomes is identified as parental involvement (PI). Parental involvement refers to the way how parents give children attention on their learning, help children learn, guide children learn, and provide literacy tools at home such as books, pens, pencils, dictionary, encyclopaedias, laptop, personal computer, Television etc (Penderi, E.V., Gavriliidou, K, Petrogiannis, 2017; Rintaningrum, 2009a). All are expected to promote children academic learning, socialization, and achievement.

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This study takes a closer look on the dimension of parental involvement practices with regard to English language learning (Penderi, E.V., Gavriliidou, K, Petrogiannis, Z., 2017) and focuses on home-based parental involvement (Jeynes, 2007a). Parental involvement practices refer to what parents do in real life to help their children succeed on their academic life. This starts from asking their children whether or not there is homework, asking school time table, sticking the table on the right place, helping children do their homework, discussing school's affairs with children etc (McNeal Jr, 2014). Home-based parental involvement refers to a positive and secure environment provided by parents at home such as providing time for children, encouraging children to learn, providing children with learning facilities, reading together with children, and studying together with children as well as conducting direct interaction with children (Batram, 2006). Interaction between parents and children is very important because this is able to create a cognitive socialization which helps children to develop their intellectual basic (Ryan, 1995).

This study explores home-based parental involvement practices focusing on foreign language learning. It is because the issue of parental involvement on foreign language learning has not been examined effectively. The bulk of studies emphasize a study of second language learning and much focuses on cognitive theories. Consequently, this study is heavily significant to conduct in order to emphasize that children's success at school does not only rely on teachers' and schools' responsibility but also parents' and family's responsibility. Therefore, this study investigates how parents' attitude towards English is, what parents do to help children learn English at home, and whether there is any difference in parents' profession and parents' educational background as well as whether there is any gender differences in how parents help their children learn English at home.

Methodology

This is a qualitative study employing semi-structured, face to face in-depth interview (Valenzuela & Shrivastava, 2002). The aim of the study is gaining information about participants' experiences and thought concerning issues discussed in the study. Keats (1997) suggests that rich information can be gained from face to face interview because respondents have opportunities to express their ideas as many as they can.

Participants of the study are parents having children attending a Primary School in Surabaya, Indonesia, and having experience in assisting their children learn English at home. Participants are chosen based on purposive sampling , and not representative sampling since respondents are selected to purposively give information (Creswell, 2015) regarding a related issue discussed in the study.

The first step in selecting the sample is collecting parents at certain housing in Eastern Surabaya and telling them about their involvement in the study. The participants are given some information about how they can participate actively in the study. In order that rich information can be obtained, the participants are shown questions to answer. It is necessary to show items to be answered by participants because sample is selected for giving expected information. The study needs participants who are able to give information about a related issue discussed in the study. Finally, they are about 6 (six) participants who are ready to give information needed after selection process. The selection of the participant is based on participants' readiness to provide information needed in the study.

The participants are selected by considering gender, occupation, and educational background in order that rich information can be reached. There are about three women, and three men from different professions such as lecturer, housewife, banker, government officer, retail trader, private company worker. Their educational background also varies such as universities undergraduates, post-graduates, and senior high schools.

After selecting the sample, a list of question is prepared such as what parents' attitude towards English, how parents help their children learn English at home, and what parents' role in helping their children learn English at home.

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An appointment with participants is made before an interview is conducted. Interview is carried out in convenient situation. Participants are allowed to read the list of questions first before interview is undertaken. Agreement is made to record the results of interview to obtain original data. Names of respondent are recorded as Respondent 1, Respondent 2, and Respondent 3 etc. Figure 1 describes the stages of the study.

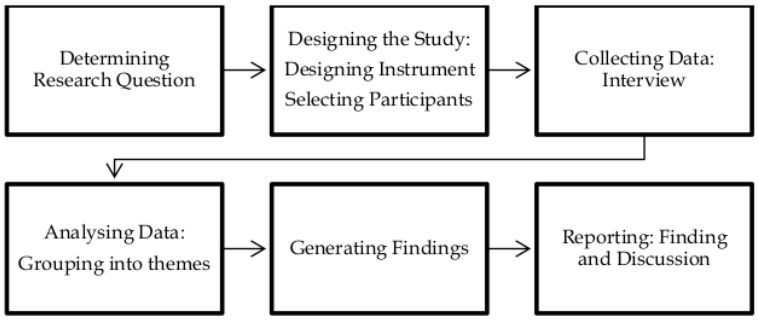

Figure 1 Stages of the Study

Result and Discussion

How is parents' attitude towards English?

This section presents the results of interview concerning parents' attitude towards English. The results of interview presented in Table 1 recorded that 6 out of 6 respondents show their positive attitude towards English. One of the indicators showing respondents' positive attitude is that the respondents like English. The positive attitude towards English that parents have can be used as a bridge to help their children learn English at home.

Table 1. Parents' Attitude towards English

No.	Name of Respondent	Parents' Attitude	Positive	Negative
1.	Respondent 1	Like English English is international language to be learned English is important to be learned	√	-
2.	Respondent 2	Like English Helping children to get a job easier in the future	√	-
3.	Respondent 3	Like English Children have opportunities to study abroad Helping children to get a job easily in the future	√	-
4.	Respondent 4	Like English It is important to introduce English as early as possible	√	-
5.	Respondent 5	Like English Learning English is a demand in globalization era	√	-
6.	Respondent 6	Like English Helping children to get a job easier in the future	√	-

Table 1 shows that parents' positive attitude towards English is indicated by mentioning that English is an important foreign language to be learned, English is language to get a job, English helps children to study abroad, learning English is a demand therefore it is important to introduce English as early as possible. Parents provide a variety of positive attitude to help their children learn English at home.

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What do parents do to help children learn English at home?

The results of study show that parents from different gender, profession and educational background highly support their children learn English at home. Although some of them did not show in detail how they help their children learn English at home, they still assist their children to learn English as much as they can.

Interestingly, one of six parents interviewed showed very strong commitment to help her child to learn English at home. This participant is able to inform and tell in detail about what she has done together with her child during studying English at home. This participant's strong commitment is shown with so many activities that have been done together with her child while these are not mentioned by other participants. This participant's profession is a lecturer that seems to be one reason why this participant is able to do such things like what teachers do at school. Even, this participant creates so many creative ideas and activities that are more likely to be able to not only attract a child to learn English but also it is more likely to improve her child proficiency in English. Moreover, this participant's support to help her child learn English can only be conducted at home (after school hours) due to their characteristics activities. In this circumstance, parents have a big role to help their children learn English at home. Therefore, home-based practical parental involvement is important to conduct since not all activities relating to learning can be done at school.

Table 2 records a variety of practical parents' involvement in assisting their children to learn English at home. The activities provided by parents at home are playing quiz, playing online games together, playing jumble words, parents are reading a story for children, children read a story for parents, translating difficult words in Bahasa Indonesia, watching video through you tube, watching a video through CD, Listening to children talk in English, speak English at home, accompanying children do homework, Helping with homework, checking homework, giving children exercises, checking the exercises, preparing book for tomorrow English lesson, sending children to English course, providing a private teacher at home, providing literacy tools at home, providing learning circumstance that is similar to the circumstance at school, buying extra English book, buying children electronic toys that operate in English, bringing children to bookstore, giving children opportunities to choose books at the bookstore, bringing children to a library, bringing children to places using English, inspiring children by bringing them to a place to see people who are able to speak in English, providing role model at home, involving children in a story telling competition, involving children in a spelling bee competition, involving children in a trivia quiz competition, training children before competition, writing vocabularies in English, asking children to mention vocabularies in English, asking children to mention vocabularies in English and their meaning in Bahasa Indonesia, providing children time to learn English from you tube, providing internet data, setting up Wi-Fi at home, introducing children with laptop and PC, singing a song in English, buying CD song in English, providing children with dictionary, providing children with encyclopaedia in English, chat in English with children, greeting in English, giving rewards to children, giving praise to children, sticking learning media on the wall, and preparing food and drink for children.

Respondents give a variety of information concerning what parents' attitude towards English. Moreover, respondents report various activities how they assist their children learn English at home. Furthermore, respondents explain reasons why they help their children learn English. The results of interview are reported as presented in table 2 (attachment).

Is there any difference between parents' profession and parents' educational background in helping their children learn English at home?

Parents by Profession and Educational Background

Housewife, Retail Trader

Table 2 shows that even though parents from different profession provide various assistances in learning English with their children at home, their profession pronounces different things (Cameron. Lynne, 2002). It can be seen from Table 2 that parents' profession

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explains the way how parents help their children at home. Two respondents with the profession as a housewife and retail trader help their children learn English technically not complicated activities. The housewife and retail trader respondents said that although they did not go to the university, they still had responsibility to assist their children learn English. Moreover, the respondents mentioned that even though they did not understand English much, they would help their children study at home as much as they can. These respondents also mentioned that they were not able to do activities like what other parents do, but they still had commitment to help their children to learn English with their own way and their own capability. It is consistent with a study conducted by (Wati, 2016) explaining that helping children learn English is parents' responsibility.

The activities provided by the profession of housewife and retail trader are much simpler than activities provided by other professions. The activities such as accompanying children do homework, singing a song in English with children, enrolling children to English course, dropping and picking up children from English course, preparing food and drink for children during studying, and providing internet data are types of activities that do not need much energy to think. These professions mentioned that they accompanied their children to do homework that is different from helping children to do their homework. Helping children to do their homework means helping children with some difficulties if they have any. This also means helping children to think to solve their problems with homework.

owever, these parents still pay attention to their children although not as much as other professions do. Moreover, it can be seen from Table 2 that these two professions graduate from Senior High School that are more likely to contribute on how these parents provide assistances to their children at home. Experiences and though those parents have may influence their perspectives in helping their children learn English at home. Parents with lower educational background are more likely to help their children learn differently than parents with higher educational background.

Banker

Table 2 shows that the participant with the profession of banker, in addition to providing his child with some facilities at home, is more creative than the profession of housewife, retail trader, and government officer. The participant also provides his child an opportunity to go to places where English can be used ((Wati, 2016). It is a good idea to show foreign language learners how English can be used. Therefore, besides learning English together at home, the learners of English actually have opportunities to use a foreign language they are learning, for example by speaking with other people or foreigners. It is good to provide children with such facilities as buying children electronic toys that operate in English, providing literacy tools at home, and setting up Wi-Fi/internet connection at home (Weigel,D. & Martin, 2008). However, introducing children with another experience outside home is better. Moreover, it is much better if this experience is connected to the use of English. This will encourage children to learn English better (Pugh, 1998).

Private Company Worker

Table 2 indicates that parent with the profession of private company worker has better general knowledge of English. It can be seen from Table 2 that this parent provides his child not only universal facilities but also dictionary and encyclopaedia in English. Interestingly, such facilities as dictionary and encyclopaedia (High, P. C., Klass, P., Donoghue, E., Glassy, D., DelConte, B., Earls, M., & Schulte, 2014) in English are not mentioned by parents with the profession of housewife, retail trader, banker, and government officer. It is acknowledged that encyclopaedia in English can only be found in big bookstore in big cities since this kind of book is usually published by foreign publisher. Therefore, a certain bookstore must import this kind of book.

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Sometimes, the bookstore selling encyclopaedia is available at the airport. The participant with the profession of private company worker mentioned that sometimes he travelled in another city, even, abroad. Moreover, he mentioned that at the airport he spent his time walking around the bookstore to see if there were some interesting books to buy. He found encyclopaedia and bought it. Busy people who have high frequency travelling may be interested in buying such books.

It is not easy to find such books as Encyclopaedias since these types of book cannot be found in any bookstores. It many times happens that the customers need to order first, and then the bookstores buy from the publishers. The participant also mentioned that when he visited his friend's house, he saw an encyclopaedia, a book that he had never seen before. His friend told him that the book is encyclopaedia and told him where to get the book. The participant with the profession of private company worker may have certain experiences, perspectives, from discussion with other people that leads him to buy his child not only dictionary in English but also encyclopaedia. This indicates that this participant's knowledge and experiences of English may influence on how parents help their children learn English (Ratna Rintaningrum & Aldous, 2016).

Moreover, Table 2 shows that this participant introduces his child how English is used by bringing his child to a place where his child can learn and see the use of English in daily situation. The participant mentioned that he wanted to emphasize children about the importance of learning English. One of the importance of learning English is ability to speak in English not only with people from the same country but also with people around the world.

Government Officer

The respondent with the profession as government officer is combining different activities how he learns English together with their children. Although he does not involve more in helping his child than the profession lecturer does, he does much better than the first two professions, housewife and trader do. The activities start from providing facilities such as providing literacy tools at home and setting up internet connection at home to learning English from technology such as you tube, DVD, and game online (İlter, 2015; Ratna Rintaningrum, 2019b).

Not all participants mentioned that they learn English by playing online game and like playing online game, and using English as the instruction. The participant with the profession of government officer likes playing online game. Apparently, the participant has better understanding of the English. This may be due to his hobby of playing online game with other people around the world. The experiences that the participant has lead him to help his child learn English by playing online game. Moreover, the participant added that he did not allow his child play online game all the time since it is only a media of learning. Furthermore, in order to improve his child understanding of English, the participant also sends his child to English course after school hours (Wati, 2016).

Lecturer

Table 2 shows that the participant with the profession of lecturer provides a variety of ideas and activities to her child. In addition to providing facilities such as literacy tools at home, encyclopaedia, for learning English, the participant provide her child activities that are so detail, structured, and very complex (Docking, 1990; Ratna Rintaningrum et al., 2017). Even this participant does activities that other participants do not. Among other participants in this study, the participant with the profession of lecturer is very active in helping her child learn English at home. From the interview with her, it can be noted that this participant works very systematically with her child. For example before her child went to a competition, this participant herself trained and taught her child about English. The participant mentioned that she wanted her child to be more confident with English by involving her child in an English competition. The participant helped her child by teaching and training in English before competition. From this example it can be seen that the participant has very strong commitment

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and responsibility to help her own child learn English, not only sending children to a competition, and let them learn by themselves or relying on their teacher, but this participant also puts herself as a teacher, peer, a friend, and may be mentor in addition to parents of her child (Ceka & Murati, 1952).

It can be seen in Table 2 that in terms of homework, the participant mentioned that she did not only accompany her child learn English, but she started asking her child any homework or not, opening her child bag to check and to see if there is something to pay attention, opening children English book to see homework given, and then helping her child to do homework given if there were any difficulties (Bartram, 2006). What the participant does to her child is structured and systematic, and not all parents are able to do that due to business or another reason. The participant's educational background is post-graduates, and she has Doctoral degree. This indicates that the higher the educational background the mother have, the more detail the learning assistance given to a child (Ceka & Murati, 1952).

Moreover, the participant did something interesting to her child. She mentioned that she read a book or a story to a child in order to encourage her child to learn English. She did it take a turn with her child. Her child read a book or story to her parents and they had some discussion. This indicates that parent is trying to establish interaction with children with the purpose of improving children's academic performance. Interestingly, interaction is built in convenient situation in order that children enjoy learning English.

In another occasion, the participant asked her child to mention some vocabularies in English explicitly, or doing that implicitly by playing some quizzes. It is a kind of learning by doing that children are not aware that they are actually learning English that is undertaken in fun situation for obtain a lot of knowledge. Children are very happy if they parents give them rewards or just praise them. Children are more motivated to learn English.

This participant tried hard to familiarize her child with English for example by giving her child exercises, asking her child to do those exercises, and checking the work of her child. This participant did not just let her child to do the exercises given, but this parent gave her a responsibility to check the exercises given. It is such a perfect job done by parents. Children know which item in the exercises is correct or incorrect. The parents are more likely to have better understanding of English than other parents are in this study (Wati, 2016). It can be seen how she gave her child exercises, and corrected the exercises after her child did it. If the parents did not have enough knowledge of English, it is less likely to give her child exercises and check what her child did. This indicates that the more knowledge of English the parents have, the more assistance the children obtain from their parents. Parents tend to help their children if they understand the knowledge well (Pugh, 1998). It is because the parents know how to do it that finally the parents are able to help her children. Moreover, the higher commitment the parents have, the more attention their children gain from their parents (Ceka & Murati, 1952).

The participant with the profession of lecturer provides very complete information that is not mentioned by other participants. The participant mentioned that she also provided time to her child for talking in English, only for listening what her child was talking in English, bringing children to a bookstore, allowing her children to choose a book what they like, bringing children to a library. All are conducted to give children more exposure and access to English. The participant added that it is necessary to give children more exposure and access to English in order that children have opportunities to use English. Children are expected to not only understand the forms of English in terms of grammar and structure but they are also expected to be able to use English, for example for speaking and writing. In order to provide opportunities to use English, the participant brought her child to a place where English can be used. This indicates that providing children with some exposure of English is more likely to encourage children to use English and make children feel confident to use English. It is because they have access to use it. Moreover, the educational background the parents have is more likely to influence how parents provide types of assistance for their children.

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Are there any gender differences in how parents help their children learn English? Parents by Gender

Table 2 shows that it is not easy to explore gender differences on how parents help their children learn English at home. It is because types of profession and educational background the parents have play an important role on how parents help children learn English at home, and not gender of the parents. Different professions provide different assistance for their children. Different level of education shows different assistance given to their children. Moreover, the higher educational background the parents have, the more complex and comprehensive assistance the parents give to their children (Ceka & Murati, 1952). In terms of gender differences, there is not much information to tell since profession and educational background of the parents much more dominate the results of the study than gender of the participants. However, one female parent shows her serious concern in helping her child learn English at home, but it is because the higher level of education that the parent has, and not due to her gender. Therefore, the way how parents help their children learn English at home is more influenced by parents' profession and parents' educational background regardless gender of the participants.

Conclusion

The present study shows that parents have positive attitude towards English. This positive attitude is more likely to contribute on how parents involve themselves in assisting their children learn English at home. Parents with different profession and educational background provide different assistance to their children. Parents' education and profession play an important role in helping children learn English at home. The study shows that home-based practical parental involvement is very critical because there is huge practical assistance that can be documented from a lot of activities provided by parents at home. Home-based parental involvement needs to be continuously undertaken because children and their parents have opportunities to work together that in turn it is more likely to influence children academic achievement. Moreover, the study shows that assistance parents provided for their children is well structured, detail, and comprehensive, particularly, assistance provided by parents with high level of education.

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Table 2. How Parents Help Children Learn English at Home by Gender, Profession, and Educational Background

No.	How parents help children learn English at Home	Gender	Profession	Educational Background
1	• accompanying children do homework • singing a song in English with children • enrolling children to English course • dropping and picking up children from English course • preparing food and drink for children during studying • providing internet data	Female	Housewife	Senior High School
2	• asking children any homework or not • opening children bag to check and to see if there is something to pay attention • opening children English book to see homework given • helping children with their homework • accompanying children do homework • watching a video on you tube • watching a video on DVD • enrolling children to English course • dropping and picking up children from English course • asking children to mention vocabularies in English • Sticking learning media on the wall • providing internet data • parents read a story for children • children read a story for parents • speak English at home a bit • bringing children to bookstore • buying extra English book • bringing children to a library • involving children in a competition • giving rewards to children • giving praise to children • preparing food and drink for children during studying • playing quiz, • playing jumble words, • translating difficult words in Bahasa Indonesia • listening to children talk in English • checking homework, • giving children exercises, • checking the exercises, • reminding children to prepare books for tomorrow English lesson • providing literacy tools at home, • providing learning circumstance that is similar to the circumstance at school • buying children electronic toys that operate in English, • giving children opportunities to choose books at the bookstore, • bringing children to places where English is used,	Female	Lecturer	Post-Graduate

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No.	How parents help children learn English at Home	Gender	Profession	Educational Background
	• inspiring children by bringing them to a place to see people who are able to speak in English, • providing role model at home, • involving children in a competition, • training children before competition, • writing vocabularies in English, • asking children to mention vocabularies in English and their meaning in Bahasa Indonesia, • providing children time/schedule to learn English from you tube, • seting up wifi at home, • introducing children with laptop and PC, • singing a song in English, • buying CDs' song in English, • providing children with dictionary, • providing children with encyclopaedia in English, • having a chat in English on the phone with children, • talking on the phone in English • greeting in English			
3.	• accompanying children do homework • Providing internet data • Dropping and picking up children from English course	Male	Retail Trader	
4.	• buying children electronic toys that operate in English, • providing literacy tools at home • bringing children to places where English is used • seting up wifi at home,	Female	Banker	Undergraduates
5.	• buying children electronic toys that operate in English, • providing children with encyclopaedia in English, • providing children with dictionary, • bringing children to places where English is used • providing literacy tools at home • seting up wifi at home,	Male	Private company worker	Undergraduates
6.	• watching a video on you tube • watching a video on DVD • playing online games together, • providing literacy tools at home • seting up wifi/internet connection at home • enrolling children to English course after school hours	Male	Government officer	Undergraduates

Home-Based Practical Parents Involvement in Assisting Children Learn English

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