

**PARENTAL INVOLVEMENT IN ENGLISH FIRST ADDITIONAL LANGUAGE
LEARNING BY INTERMEDIATE PHASE LEARNERS FROM SELECTED PUBLIC
PRIMARY SCHOOLS IN THE VHEMBE DISTRICT MUNICIPALITY**

BY

NETSHIPISE LUFUNO

STUDENT NUMBER: 16012879

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SUPERVISOR: DR S.E MADIMA

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DECLARATION

I **Netshipise Lufuno**, hereby declare that this research “Parental involvement in English First Additional Language Learning by Intermediate Phase Learners from Selected Public Primary Schools in the Vhembe District Municipality” submitted for a degree of Master of Arts in Linguistics at the University of Venda, is my own work in design and that all reference materials contained therein have been acknowledged by means of complete references.

Signature:



Date: 12 March 2025

DEDICATION

I dedicate this study to my late brother, Lutendo Netshipise (*Fabulous*), whose unwavering love and support have been the driving force behind my academic pursuits. His encouragement and belief in me have been a constant source of inspiration and I am forever grateful for the love, guidance, wisdom, and time well spent together.

Fhondo la Luvhimba

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- My parents and siblings, thanks for your support and love.

ABSTRACT

The linguistic development of children proceeds from the mastery of the mother tongue to the learning of the second language or rather known as the First Additional Language (FAL). The purpose of this study was to investigate the learning of English First Additional Language (EFAL) by Intermediate Phase learners in selected public primary schools in the Vhembe District Municipality. This study is grounded on two theories called the Social Interaction Theory and Krashen's Second Language Acquisition Theory. The two theories suite well in this study since they address the learning or acquisition of First Additional Language. The study employed a descriptive research design, and a qualitative method was used in data collection and analysis. A qualitative method was considered in the study because it permits openness to ideas, opinions, and views expressed by the participants during data collection. The researcher used non-probability, and its sub-type called purposive sampling method to choose appropriate participants for the study. The population of the study were parents of Grade 4 learners and educators in the selected primary schools at Sibasa Circuit in the Vhembe District Municipality. The study used semi-structured interviews as the method of collecting data. Thereafter, data was analysed using Thematic Analysis, which is relevant to a qualitative study. Research ethics were taken into consideration to avoid some forms of unethical conduct.

Key words: English First Additional Language, Language learning, Intermediate Phase, Public Primary Schools

LIST OF ACRONYMS

CALP	:	Cognitive Academic Language Proficiency
CAPS	:	Curriculum Assessment Policy Statement
Covid 19	:	Coronavirus Disease of 2019
DoE	:	Department of Education
EAL	:	English Additional Language
EFAL	:	English First Additional Language
EFL	:	English Foreign Language
ESL	:	English Second Language
FP	:	Foundation Phase
GET	:	General Education and Training
HL	:	Home Language
LiEP	:	Language-in-Education Policy
LoLT	:	Language of Learning and Teaching
MT	:	Mother Tongue
RSA	:	Republic of South Africa



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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter presents the background information about the parental involvement in learning English First Additional Language by Intermediate Phase learners in selected Primary schools in the Vhembe District Municipality. It also provides the problem statement, aim of the study, objectives, research questions, significance of the study, delimitation of the study, and definition of concepts. Furthermore, this chapter deals with the organisation of the study.

1.2 BACKGROUND OF THE STUDY

Children's development is mainly influenced by their social surroundings, including their family, school, and community groups whose involvement in education has recently grown significantly. Even when children attend school, their primary teachers will serve as their parents or other caretakers. Additionally, parents and educators must work together to create a setting that boosts their children's academic success (LaRocque, Kleiman, & Darling, 2011). According to research, parental participation influences not only learners' academic results but also their social, emotional, psychological, and interactional development (Al-Mahrooqi, Denman, & Aamari, 2016). On the other hand, it should be remembered that parental participation encompasses various aspects beyond parents, including children, teachers, school administrators, or policymakers (Epstein & Sanders, 1998). Parental participation can be summed up as the efforts that parents make to improve their children's academic performance, necessitating entering parent-child, parent-teacher, and parent-parent partnerships (Ralph & McNeal, 2014).

Giving every child a high-quality education that enables them to become literate and contributing to society is the primary goal of education in any democratic society globally. Reaching this objective is difficult in a nation like South Africa, where the

learner body is multilingual and multicultural. Even though only 8.6% of South Africans speak English as their mother tongue (MT) and most learners come from non-English speaking homes, English is still the language that most people speak at school. English is getting more dominant in the field of education (Lemmer, 1995). Bosman (2000) states that English is neither the learner's nor the educator's MT in many South African classrooms.

Educators are particularly concerned about the low level of English competence among Black learners. Black learners frequently fail school exams due to the perception held by some that their mastery of the English language is completely inadequate for achieving results (Bosman, 2000; Roseberry McKibbin & Brice, 2000). The learners' inadequate command of the English language inhibits both their understanding and expression (Roseberry-McKibbin & Brice, 2000; Sarinjeive, 1999). Lack of competence in English "results in poor academic achievement and learners not meeting national standards, from Grade One throughout all the important academic transitional phases, namely the Foundation, Intermediate and Senior Phases, up to Grade 12" (RSA, 2000:15). According to Bosman (2000:221), "the learners' poor proficiency in English is generally viewed as one of the contributing factors to the current unsatisfactory matriculation results of South Africa's Black learners."

Jordaan (1993) argues that the acquisition of MT skills usually proceeds smoothly for most learners in the primary school year. The optimal age for the learning of English as an additional language (EAL) is, however, a more controversial issue. According to August & Hakuta (1998:10), "young learners acquire an additional language (L2) slower than older learners but tend to be more proficient than learners who have acquired an L2 after childhood." Primary school learners need to develop the academic language required for cognitive tasks and discussions and to grasp abstract concepts in class (Renton, 1998). According to Brice and Perkins (1997), a learner in the formal school situation is required to understand the exact meaning of long utterances by educators, spoken over a short period of time, without many opportunities to ask for clarification or help during instruction. The Vhembe District Municipality, established in 2000, is one of the six district municipalities in Limpopo. It encompasses four local municipalities: Makhado, Thulamela, Musina, and Collins Chabane. Located in the northern part of Limpopo Province, Vhembe is bordered to

the south by Capricorn District Municipality, to the east by Mopani District Municipality, and to the north by Bohlabela District Municipality. Its northern borders extend to Zimbabwe, while Kruger National Park lies to the east, and Botswana is situated to the northwest (Vhembe District Municipality: Integrated Development Plan Review for 2005/6:6). The district is primarily inhabited by speakers of Xitsonga, Tshivenda, Sepedi, English, Afrikaans and Primary school learners who do not have full command of the English language and may lack the necessary language skills for formal learning, which can result in difficulties understanding instructions.

1.3 PROBLEM STATEMENT

When children enter school, their parents or other primary caregivers serve as their initial teachers. Parents need to become collaborative partners with educators to provide an environment that assists their children's performance at school (LaRocque, Kleiman, & Darling, 2011). Parental involvement is defined by Hill, Castellino, Lansford, Nowlin, Dodge, Bates, and Petit (2004) as the culmination of all interactions between parents and schools to support learners' academic achievement. In Turkey, most parents support the idea that they could create significant difference for their children's education when they get involved in the process and reflect to the idea that they must engage in the process actively (Tekin, 2011). Similarly, the research conducted by Erdener and Knoepfel (2018) suggest that parents accept that parental involvement is an important factor influencing children's educational success without giving up the idea that education is a school's responsibility. The current situation in South African schools is such that learners who are in the process of acquiring English First Additional Language (EFAL), are using English as a language of learning and teaching in primary schools, where they must think and solve problems in English. This may create academic and emotional problems if the learners are not proficient in English (Diedricks, 1997). All learners who start learning English for the first time in Primary school may experience some degree of difficulty. The medium of instruction in Foundation Phase is a home language, that is Tshivenda in most public primary schools under Vhembe District Municipality. The transition into English as medium of instruction in the Intermediate Phase could need parental involvement to assist their children acquire English proficiency, hence this study.

1.4 AIM OF THE STUDY

This study seeks to investigate the parental involvement in learning English First Additional Language by Intermediate Phase learners in selected Primary schools in the Vhembe District Municipality.

1.5 OBJECTIVES OF THE STUDY

The objectives of this study are:

- To identify the role played by parents in the learning of EFAL by Intermediate Phase learners from selected public primary schools in Vhembe district.
- To identify challenges faced by parents in assisting Intermediate Phase learners to acquire EFAL from selected public primary schools in Vhembe district.
- To find strategies that could be used to facilitate parental involvement in the learning of EFAL by Intermediate Phase learners from selected public primary schools in the Vhembe district.

1.6 RESEARCH QUESTIONS

The research questions are:

- What are the roles played by parents in learning EFAL by Intermediate Phase learners from selected schools of Vhembe District?
- Which challenges are faced by parents in assisting Intermediate Phase learners to acquire EFAL?
- Which strategies could be used to facilitate parental involvement in learning EFAL?

1.7 SIGNIFICANCE OF THE STUDY

This study is positioned in the field of educational linguistics, and it seeks to address the challenges that are faced by Grade 4 learners in rural schools where they use English First Additional language for learning and teaching. Education is the foundation of development and learners are expected to apply what they have learnt

in class in the real-life situation. If they learn in a language that they understand better, they stand in a better position to apply that in their environment. This study may help policymakers to change or revisit the language policy in education. The study may benefit communities in the Vhembe district as well as other municipalities in South Africa.

1.8 DELIMITATION OF THE STUDY

This is an Educational Linguistics study that is conducted in selected four public Primary schools at Sibasa circuit under Vhembe District Municipality. This study deals with parental involvement although there are other factors such as educators' involvement and teaching methods which could be used to enhance the learning of English FAL by Intermediate Phase learners in the Vhembe District Municipality. The study focuses on Grade 4 learners who are transitioning from being taught in their home language Tshivenda to English as their LoLT.

1.9 DEFINITION OF CONCEPTS

1.9.1 Additional language

An additional language refers to a language which is not a mother tongue but is used for certain communicative functions in a society, for example, as a medium of learning and teaching in education (DoE, 2012). DoE definition of Additional language relates to this study as the intermediate phase learners in Vhembe District uses English Additional language as their language of learning and teaching.

1.9.2 Code-switching

Code-switching is a method described by Bock and Mheta (2014) that entails the use of more than one language during a single communicative event to emphasise something, repeat information, clarify information, or translate. Bock and Mheta definition of code switching relates to this study as parents needs to switch from English to Tshivenda so that they can help their children to understand things better.

1.9.3 Intermediate Phase

According to the DoE (2008), the Intermediate Phase is the phase that involves Grades 4-6, where the emphasis is still on establishing foundations. However, learners are led into more abstract thoughts and independent work. The Intermediate Phase spans from Grade 4 to Grade 6 and builds on the skills acquired in the Foundation Phase. In this phase, learners are introduced to more complex subject matter, focusing on enhancing their literacy, numeracy, and problem-solving skills. This study focused on English Additional language learning by Intermediate Phase learners in the Vhembe District Municipality.

1.9.4 Language attitudes

Language attitudes are generally defined as beliefs, feelings, and behavioural intentions towards different language varieties (Dragojevic, 2016). “Language attitudes are a disposition to react favourably or unfavourably to a class of objects” (Garret, 2010:20). According to Smith (1971) language attitudes are linked to motivation (instrumental or integrative) and emotion (positive or negative). Garret’s (2010) definition of language attitude relates to this study as most parents from rural areas do not interact with their children using English language because they are not fluent enough and take it as a foreign language which makes it hard for them to express themselves using it.

1.9.5 Language preference

Dyers (1997) defines that language preference as something that is usually made explicit through mention of a preference to conduct a specific interaction in a particular language and not another. Most language preference reveals a liking for an individual’s own MT, and historical pedigree, aesthetic judgement, and logic have been identified as factors that influence language preferences individuals hold (Edwards, 1994). Dyer’s (1997) definition of language preference relates to this study as most parents from rural areas do not interact with their children using English language because they prefer using their mother tongue which they are fluent in.

1.9.6 Learning and teaching

Mwamwenda (1995) defines learning as continuous process lasting from the moment a person is born to the end of his life; it also involves a change in behaviour as a result of what a person has experienced which is depicted by the way a person think (cognitive), acts (psychomotor) or feels (effective). Learning is a change in what you know caused by experience. Meaningful learning is a generative activity in which the learner actively seeks to make sense of the presented material (Fiorella & Mayer, 2015). “Learning is defined as a process of Individual construction of knowledge ‘from within’ through assimilation and accommodation of ideas” (Piaget, 2016). Learning is a reflective activity that enables the learner to draw upon previous experience to understand and evaluate the present, to shape future action, and to formulate new knowledge (Moreno Bernal, 2004). Mwamwenda (1995) definition of learning relates to this study as learning is a lifetime process, and this study looks for strategies that could be used to facilitate parental involvement in the learning of EFAL by Intermediate Phase learners.

Teaching refers to a process which facilitates transfer of knowledge, skills, and attitudes from experts to learners (Saiyad, Mishara, Rimal, George, and Kaur, 2018). Teaching is about helping students of any age learn stuff (Ball & Forzani, 2009). Feiman-Nemser and Buchman (1985) define teaching as helping people learn worthwhile things. Cohen (2011) points the deliberate nature of teaching, to the intentionality and effort involved in being simultaneously tuned to the perspective of the student, which may be different from that of the teacher, and to the knowledge teachers possess and are willing to mediate to the student. Ball & Forzani’s (2009) definition relates to this study as it looks at how parents assist their children in learning English additional language.

1.9.7 Linguistics competence

Linguistic competence is the system of unconscious knowledge that one knows when they know a language. Chomsky (1987) defines linguistics competence as an idealizing understanding of the rules and construction of a given language. It includes the distinct sounds used in the language, the combination of these sounds, the

creation of sentences, and the interpretation of a sentence. "Linguistic competence is defined as the native speakers' ability to formulate "well-formed sentences" (Thornbury 2006: 37). Thornbury (2006) definition relates to this study as one needs to have the ability to formulate well-formed sentences to interact with others.

1.9.8 Mother tongue

Mother tongue refers to the language first learned by a person, the native language, or a parent language (Heugh 2006). This is the language children are usually capable of communicating comfortably and effectively, even before entering formal schooling (Ball, 2010). Heugh (2006) definition of mother tongue relates to this study as mother tongue helps in the teaching and learning of EFAL by parents. Mother tongue is essential in the learning of a second language as one can codeswitch.

1.9.9 Parental involvement

Parental involvement is defined by Hill, Castellino, Lansford, Nowlin, Dodge, Bates, and Petit (2004) as the culmination of all interactions between parents and schools to support learners' academic achievement. According to Hornby and Lafaele (2011) parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parent's meeting and education workshops. Jeynes (2007) defines it broadly as parental participation in the educational processes of their children. Hornby and Lafaele (2011) definition of parental involvement relates to this study as it explores how parental involvement is essential in the learning of English as an additional language by intermediate Phase learners.

1.10 ORGANISATION OF THE STUDY

This study is divided into five chapters as follows:

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter offers background to the study, statement of the research problem, aim of the study, objectives of the study, research questions, significance of the study, the delimitation of the study and definition of concepts and lastly organisation of the study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter offers the study two significant theoretical frameworks in understanding the language learning process: Social Interaction Theory and Krashen's Second Language Acquisition Theory. The chapter also reviews literature related to parental involvement in learning EFAL in Grade 4 at Vhembe District. The chapter concludes with a summary of findings in the literature.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter offers descriptive research design and the qualitative methodology used for data collection. It further discusses research instruments, population and location and ethical issues and explains how the study was conducted.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

This chapter provides an interpretation of the analysed data towards having a comprehensive conclusion on the research objectives.

CHAPTER 5: SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the results, a discussion of the findings, a conclusion of research questions and objectives, contributions of the research, recommendations, and directions for future research.

1.11 CHAPTER SUMMARY

This chapter offered background information about parental involvement in learning English First Additional Language by Intermediate Phase learners in selected Primary schools in the Vhembe District. It also provided the problem statement, aim of the study, objectives of the study, research questions, significance of the study, delimitation of the study, and definition of concepts. Furthermore, this chapter dealt

with the organisation of the study. The next chapter deals with the theoretical framework and literature review.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter presents a comprehensive literature review on the topic of parental involvement in the learning of English as an additional language. The chapter explores various studies and findings that demonstrate how parental engagement can influence and support children's language development, providing a broader understanding of the factors that contribute to effective language learning in multilingual contexts. The chapter also delves into the theoretical framework essential for understanding the study at hand. It draws on two significant theories: the Social Interaction Theory and Krashen's Second Language Acquisition Theory. The Social Interaction Theory emphasises the importance of social context and interaction in language learning, suggesting that learners acquire language through meaningful communication with others. Meanwhile, Krashen's Second Language Acquisition Theory highlights the role of comprehensible input and the distinction between learning and acquisition.

2.2 LITERATURE REVIEW

The learning of the English language in primary school, particularly during the Intermediate Phase, represents a crucial juncture in a child's educational trajectory. This literature review focuses on an area of increasing scholarly interest and educational importance: the role of parental involvement in learning the English language by learners in selected public primary schools. The need for a comprehensive understanding of this dynamic is underscored by the growing linguistic diversity in schools and the recognised importance of English proficiency in educational and later life outcomes. Moreover, the review pays special attention to the context of public primary schools. These institutions often serve a diverse student body with varying linguistic, cultural, and economic backgrounds.

2.2.1 The purpose and Significance of parental involvement

The involvement of parents in education has been defined in several ways over the years. For example, according to Dearing, Kreider, Simpkins and Weiss (2020:45), “parental involvement is described by the collective efforts of parents and teachers to improve the educational experience and results for children.” They highlight that such involvement is important in nurturing mutual understanding and making collective decisions concerning children's education. On the other hand, Jeynes (2021:102) defines “parental involvement as the active engagement of parents in their children's education both at home and in the school environment”. This definition highlights the pledge and commitment necessary from parents to impact their children's educational experiences completely.

In a similar manner, Chao and Peng (2022:78) describe “parental involvement as a process through which parents apply their skills and resources to support their children's education and welfare”. They note that this participation can manifest in different forms, such as collaboration and active participation, which eventually lead to a partnership between parents and teachers. In addition, Walker *et al.* (2023) elaborates on the different behaviours caused by parental involvement, including communication, volunteering, and decision-making, stressing how these activities contribute to a supportive educational setting.

Griffith (2022) contends that different types of parental involvement can produce varying results for learners, parents, and teachers, which shows the importance of accepting the exact nature and impact of each involvement type. Additionally, Epstein (2021) expands on parental involvement by describing a collection of parenting practices, from engaging in discussions about projects to attending school meetings, showing the wide-ranging choice of involvement practices. According to Smith (2023:102), “parental involvement is an active process where parents and teachers cooperate on educational matters, define goals, and work together to achieve and assess these goals, thus promoting trust and improving the learner's general development”.

Hoover-Dempsey and Sandler's (2023) context on parental involvement offers a complete interpretation of the variables prompting parental engagement. They explore

why parents engage in their children's education, the types of involvement they choose, and the progressive impacts of such involvement on learner results. Recent studies, such as those by Larsson and Saracostti (2021), have constantly proved that parental involvement is a significant predictor of academic success. On the other hand, the effects of parental involvement on language attainment, mainly in the framework of learning English as a First Additional Language, need further investigation.

For instance, Makhathini and Singh (2022) highlight the critical role of parental involvement in the learning of English during the intermediate phase, a time when learners move from learning to read to reading to learn. They claim that parental support is important during this transitional period as learners' language skills become vital for understanding subjects. Factors such as social and economic status, educational background, and cultural attitudes can considerably influence how parents facilitate English language learning (Garcia, 2023).

The Centre for Child Well-Being (2021) reports that active parental involvement improves learners' conduct, social adjustment, and overall academic performance. It further suggests that such involvement is important for developing responsible and productive adults. This highlights the importance of schools engaging parents to foster learners' success. Equally, Mouton and Meyer (2023) emphasise that parental participation clearly influences school performance and encourages schools to motivate parents to become more involved.

A study by Thompson and Jenkins (2022) shows that children whose parents are actively engaged in their education tend to have superior academic results and increased determination. The presence of involved parents improves learners' attention spans and nurtures a sense of accountability and organisation in their academic work. In addition, Hall and Loughlin (2023) propose that parental involvement in education contributes to improved school attendance and positive behaviour amongst learners.

Finally, according to Peterson and Davis (2024), although some parents might demand focus and effort from their children to overcome academic challenges, others see improved confidence and improved school attendance as important benefits of their involvement. Sivertsen (2022) highlights that parental engagement is closely related

to better behaviour and positive academic attitudes, particularly in learning contexts like English as a First Additional Language.

2.2.2 Types of parental involvement

According to Epstein *et al.* (2019), there are six main categories of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These categories are crucial in creating a connection between schools and various stakeholders in education.

2.2.2.1 Parenting

Educational institutions must actively offer guidance that enables parents to support their children's educational journey. According to Hill and Tyson (2021), the involvement of families plays a major, yet often ignored, role in the learning and growth of children. This involvement spread out beyond the classroom, impacting on different features of children's lives both at home and in school.

The duty of schools goes outside traditional teaching; they must foster an atmosphere where parents feel prepared and motivated to participate in their children's education (Lo, 2023). Actual communication networks are necessary, including workshops, informational sessions, and regular updates about child development. Through providing these resources, schools can improve parental involvement and make a supportive educational system (Smith & Harris, 2022).

Schools are expected to offer resources and strategies to help parents in improving their children's learning experience at home. This comprises guidelines on making a favorable learning environment, helping with homework, and suggesting educational activities for family engagement (Johnson & Carter, 2020).

2.2.2.2 Communicating communication methods

To achieve educational goals, teachers need to apply several communication methods to enable them to have effective engagement with parents. Consistent and effective communication is vital in forming robust home-school partnerships (Greenwood *et al.*, 2020). Sonntag (2019) stresses that parents must comprehend their children's academic development throughout the school year. Lunts (2021) highlights the

implication of mutual school-family communication, noticing its impact on improving parental participation. Two-way communication keeps parents well-versed and allows for active involvement in their children's learning journey. Sheldon (2022) expands on this by discussing the need for schools to address the challenges families could face. By recognising these challenges, schools can change and implement programs tailored to the necessities of both learners and their families, hence nurturing a supportive educational environment (Williams, 2023).

2.2.2.3 *Volunteering*

An active and important relationship between parents and their children's school is a key factor in enhancing parental involvement in their children's education. This involvement is not just beneficial but necessary for children's educational journey. Therefore, schools actively encourage parents to participate in various school activities and events (Emerson., Fear., Fox & Sanders, 2012). This engagement allows parents to gain a deeper understanding of the school's educational approach and culture, fostering a stronger relationship between home and school environments. Henderson and Redding (2011) argue that one effective way for parents to expand their involvement is through participating in training programs organised by schools. These programs are designed to equip parents with the basic skills and knowledge to successfully support their children's learning journey. By engaging in these activities, parents can become more effective in guiding and supporting their children's academic pursuits.

On the contrary, Lunts (2003) investigates another aspect of parental involvement, volunteering. Lunts (2003) emphasises that the willingness and ability of parents to volunteer in school activities is notably influenced by the quality of communication between the family and the school. Effective communication establishes a foundation of trust and mutual understanding, which in turn encourages parents to participate more actively in school-related activities. This involvement not only benefits the children but also contributes to a more vibrant and supportive school community, fostering an environment where learning thrives.

2.2.2.4 *Learning at home*

Parental involvement in a child's education mainly unfolds in the home environment. This concept gains support from Walberg's (2011) findings, that accentuate a striking

inequality in how children spend their time. In the first eighteen years of life, a mere 8% is allocated to school attendance, leaving 92% under the indirect or direct guidance of parents. This statistic underscores the pivotal role parents play in their children's educational journey.

Flecha (2012) further highlights this point by suggesting that meaningful learning interactions often happen during collaborative activities between parents and children at home. These activities can range from joint study sessions to assisting with homework. Such relations are not just about academic support; they are also crucial opportunities for bonding and understanding each other's perspectives on educational matters.

2.2.2.5 Decision-making

The process of children's language learning is influenced by many factors, extending beyond the role of the teacher to include the critical involvement of the family. This complex relationship between schools and family environments plays a key role in shaping a child's linguistic development. As posited by Flecha (2012), a significant stride towards enhancing this learning process can be achieved by integrating families more actively into the decision-making framework of schools. By allowing families to serve as representatives on decision-making bodies, there is a direct channel for their concerns, perspectives, and insights to influence educational policies and practices.

Additionally, the research by Schneider, Avis, and Leighton (2007) highlights the commanding influence parents hold in the educational sphere, mainly in advocating for and shaping the services provided by schools. Their voices are not just heard but are helpful in determining the nature and scope of educational services. This aspect is mostly vital when considering policies related to language education. The decisions made at an institutional level, influenced by parental contribution, have far-reaching implications on the effectiveness and relevance of language learning programs. Such mutual engagement guarantees that educational policies are not only aligned with the best educational practices but also resonate with the different needs and cultural backgrounds of the student population, eventually contributing to a more effective and inclusive language learning environment for children.

2.2.2.6 *Collaborating with the community*

The success of a child's educational journey is considerably influenced by a combination of factors, including the roles played by parents, teachers, and, particularly, the surrounding environment. This complex influence was highlighted by Flecha (2012), who referred to it as educative participation. This concept highlights the idea that learning extends beyond the traditional classroom setting, involving different aspects of a child's daily life and environment.

By promoting a pleasant relationship and open lines of communication between the home, school, and community, a supportive and cohesive educational environment can be cultivated (Doll., Brehm & Zucker, 2014). This method not only strengthens the lessons and values taught at school and home but also guarantees that these teachings are reflected and supported in the daily experiences of children in their community. Such a collaborative and inclusive approach is crucial in realising the full potential of children's educational development and achieving the desired educational results effectively.

2.2.3 Advantages of parental involvement in education

The collective efforts among educational stakeholders are vital in increasing academic results for learners. These partnerships do not only foster increased parental involvement but also add considerably to learners' academic achievement. This subdivision explores the benefits of parental involvement from the views of parents, learners, and teachers.

2.2.3.1 *Parents' advantages*

Involvement in their children's education offers many benefits to parents, complementing the gains made by learners and teachers. Engaging in school activities helps parents develop skills and knowledge through teachers' training sessions and discussions on how to monitor and support their children's educational development. Improved parental involvement aids parents in forming supportive community networks and nurturing positive relations with school staff while also adjusting them to school standards (Smith & Lee, 2021). Increased engagement allows parents to

increase their self-confidence, improve their understanding of academic materials, and become more well-informed about school policies, thus allowing them to participate actively in decision-making processes (Brown & White, 2022). According to Miller *et al.* (2023), involving parents in curriculum-related training not only enriches their understanding of the subject but also positively influences their attitudes towards learning, leading to better support for their children's academic endeavours.

2.2.3.2 *Learners' advantages*

Studies consistently show that parental involvement considerably develops learners' social and academic achievements (Martin & Walker, 2020; Rodriguez & Lee, 2021; Green *et al.*, 2023). For instance, Taylor and Jordan (2022) demonstrated that active parental engagement fosters greater ambition, commitment to studies, and a lifelong learning attitude among students compared to their peers with less involved parents. Moreover, increased parental involvement can be linked to reduced cases of violence, crime, and drug use amongst learners, promoting their active participation in school activities (Harris & Grant, 2019). In addition, parental support in homework and school activities has been linked to improved academic performance, lower dropout rates, and reduced non-attendance (Nguyen & Adams, 2021). Epstein and Sanders (2023) noted that well-structured parental engagement and school-community partnerships lead to higher graduation rates, better test scores, reduced truancy, and more positive attitudes towards school.

2.2.3.3 *Educators' advantages*

Teachers benefit from positive parental involvement, which supports their efforts to improve learners' learning experiences. Effective communication with parents offers teachers valuable understanding into learners' social upbringings, allowing them to better comprehend their learners' cultural and educational needs (Wilson & Davis, 2022). This understanding eases more personalised academic support and helps bridge the gap between home and school, increasing parental involvement (Johnson *et al.*, 2024). Teachers also play a key role in guiding parents on how to support educational improvement at home and in the school setting. According to Hughes and Thompson (2021), successful partnership between parents and teachers results in enhanced learner development and intensified job fulfilment for teachers. Effective

training for teachers on communicating with parents, particularly those from different backgrounds, and nurturing positive attitudes towards different cultural views is important (Williams & Green, 2023).

2.2.4 Schools' role in fostering parental involvement

Schools are crucial in creating a conducive environment for parental involvement, mainly for learners with English as an Additional Language (EAL). A welcoming school environment is essential for boosting parental engagement (Kumar & Patel, 2022; Roberts & Nelson, 2023). According to the National School Climate Council (2023), schools ought to promote an environment that reflects motivational values, clear goals, and operational teaching methods. Schools need to actively communicate with parents, introduce them to school systems, and involve them in policy making and resource access (Adams, 2020; Morris & Clark, 2024). Therefore, encouraging teachers to engage parents in educational platforms and methodologies is also vital (Jackson & Lee, 2022).

In a study by Brown *et al.* (2023), it was found that although parents in isolated areas showed positive attitudes towards English learning, their inadequate education and work commitments delayed their involvement. The study suggested increased parental training and superior parent-teacher cooperation to improve community-based educational activities. Equally, the study on Omani parental involvement reveals a preference for home-based support over school-related activities, with many parents valuing the role of teachers as educational authorities (Al-Haraasi & Al-Mahrooqi, 2024). This view highlights the need for operational teacher training and an understanding of cultural standards influencing parental involvement.

2.2.4.1 *Characteristics of successful school-home partnerships*

Successful school-family partnerships are marked by specific features that contribute to improved educational quality and learner achievement. Eden., Chisom and Adeniyi (2024) summarise six key structures of effective partnerships: a) fostering positive attitudes and respect among all stakeholders; b) extending parental involvement beyond the school to include the family and community; c) integrating these

partnerships into school policies and plans; d) focusing on task-oriented goals; e) assisting parents in supporting their children's learning at home; and f) establishing clear and purposeful two-way communication.

Algozzine *et al.* (2019) categorise four important features of home-school partnerships: a) familiarizing families with ways to support their children's learning; b) keeping families updated on school activities; c) providing access to school information and resources; and d) teaching families how to use these resources well. Considering these features helps create healthy school-parent partnerships aimed at increasing educational results. Thus, parental involvement in learners' education is a complex process involving schools, families, and communities. Effective partnerships across these spheres address challenges and create supportive learning environments that foster academic success.

2.2.5 Parental involvement and learners' learning outcome

Parental involvement in children's academics and its effects on educational results remains a major topic in educational study. Current studies confirm that parental engagement positively influences learners' academic achievement. According to a study by Huang and Wong (2020:175), "parental involvement is a key determinant in students' academic success, and its impact is evident across different educational contexts." This statement aligns with findings from recent research, which stresses the critical role of parental participation in promoting academic growth.

A study by Alivernini and Lucidi (2019) provides further support to the view that parental involvement is important for educational results. Their study found that parents who actively engage in their children's learning activities- such as helping with homework and attending school events tend to see better academic performance in their children (Alivernini & Lucidi, 2019). In the same way, Grolnick and Ryan (2022) highlight that supportive parenting, characterised by warmth and involvement in educational activities, positively affects students' motivation and achievement.

On the other hand, the connection between parental involvement and academic success is multifaceted. A study by O'Connor and McCartney (2021) proposes that

not all forms of parental involvement are useful. They acknowledged that overly intrusive parental practices, such as extreme monitoring of homework, can lead to negative results, including increased learner stress and reduced motivation (O'Connor & McCartney, 2021). This finding highlights the importance of balancing support with independence.

The impact of parental expectations on children's cognitive results is also well-documented. For example, studies by Lee and Bowen (2020) show that high parental expectations and involvement in educational activities are strongly linked with higher academic achievement, especially when measured through standardised assessments rather than specific subject grades (Lee & Bowen, 2020). A wide-ranging assessment by Wainwright and Williams (2023) reveal that although parental involvement in general has a positive effect on children's academic performance, the level of this effect can differ depending on the child's age, the type of involvement, and socio-economic factors. This suggests that although parental involvement is helpful, its success could be dependent upon different related factors. In contrast, parents with lower educational background or limited English proficiency often face challenges in supporting their children's education. For instance, a study by Ramirez and Garcia (2024) found that parents with limited English skills are less likely to engage in school activities and may struggle to assist with homework, impacting their children's academic success.

Equally important, a study by Mensah and Gachago (2023) in Ghana shows that even parents with low levels of formal education can positively influence their children's learning through daily interactions and high expectations. This highlights the notion that parental involvement relies not only on educational background but can be demonstrated through other supportive behaviours. Although the impact of parental involvement on academic success is mostly positive, it is necessary to recognize the variability and context-dependent nature of this influence. Schools can play a key role in capitalising on the benefits of parental involvement by fostering an inclusive environment and providing training to parents, tailored to their needs and the specific context of their children's education.

2.2.6 Learning English language for education system

Learning English in the education system is a dynamic and complex process that includes several educational strategies, cultural contexts, and linguistic challenges (Smith & Johnson, 2023). The importance of English, particularly in fields such as academia, business, and international relations, highlights its critical role in educational programs internationally. Central to English language attainment are the development of four key skills: reading, writing, speaking, and listening (Wang & Lee, 2021). These skills are connected, and each contribute to overall language proficiency.

Reading in English offers access to a wealth of global knowledge, literature, and academic research. It requires decoding text and understanding cultural references, idiomatic expressions, and varied writing styles (O'Reilly, 2022). Writing extends beyond mastering grammar and vocabulary to include the ability to express thoughts clearly and persuasively, which is vital for both academic achievement and professional communication (Harper, 2023).

Speaking and listening skills are important for effective personal communication. Mastery of speaking involves correct pronunciation, a robust vocabulary, and the ability to convey ideas clearly (Morris *et al.*, 2022). For many learners, especially those in non-English-speaking regions, speaking can be mainly challenging. Listening, on the other hand, involves more than just hearing words; it requires interpreting tone, pace, and idiomatic language, making it a complex skill to develop (Adams & White, 2024).

The styles for teaching English have changed greatly. Traditional approaches often relied on rote memorisation and grammar exercises (Thompson & Hughes, 2019). In contrast, modern methods emphasise communicative and interactive techniques that focus on the practical use of language. Technological developments, including language learning apps, online platforms, and interactive software, have become integral in providing learners with flexible and diverse ways to enhance their English skills (Nguyen & Patel, 2023).

Cultural involvement remains a key aspect of language learning. Exposure to English-speaking environments, whether through travel, media, or interaction with native speakers, significantly improves language attainment (Liu, Zhang, & Wang, 2021). Such involvement helps learners understand idiomatic expressions, slang, and cultural subtleties that are often not fully addressed in traditional classroom settings.

Internationally, the role of English as a second language (ESL) or foreign language (EFL) differs. In non-English-speaking countries, English is frequently introduced as a compulsory subject from an early age, based on the belief that younger learners acquire languages more naturally (Wilson, 2022). On the other hand, in English-speaking countries, ESL programs are important for learners who speak other languages at home, ensuring they do not lag academically due to language barriers (Smith & Johnson, 2023).

Assessment and evaluation in English learning have also changed. Even though traditional tests remain widespread, there is a growing focus on evaluating oral skills and practical language use. Modern assessments increasingly stress general approaches, assessing not just grammatical correctness but also effective communication skills (Green & Edwards, 2024). Challenges in learning English comprise differences in phonetics, syntax, and script from learners' native languages, which can complicate the acquisition process. In addition, the diversity of regional accents and dialects in English can present further difficulties for learners (Williams & Brown, 2023).

Therefore, learning English in the education system is a wide-ranging process comprising many teaching methods, learning strategies, and cultural experiences (Tieocharoen & Rimkeeratikul, 2019). Its universal implication makes it an important factor of educational programs, preparing learners with important skills for academic and professional success. Regardless of its challenges, the benefits of understanding English are intense, opening opportunities for universal opportunities and cross-cultural interactions.

2.2.7 Parents' involvement in children's learning of English additional language

Given the important role of parental involvement in education, Hoover-Dempsey and Sandler's (1995) framework has been utilised to address contemporary understandings of this process. Their model, which explores why and how parents engage in their children's education and the results of this involvement, remains foundational. They highlight that understanding parental involvement requires examining: (a) the reasons behind parental engagement, (b) how parents select specific involvement types, and (c) the positive effects of parental involvement on educational outcomes (Hoover-Dempsey & Sandler, 2020).

In contrast, Epstein *et al.*'s (2002) theory of overlapping spheres of influence has been expanded upon by recent studies to highlight the necessity of collective efforts between schools, families, and communities. This method states that the collaboration of these institutions is vital for achieving educational goals. Epstein and her colleagues propose six types of involvement, including parenting, communication, volunteering, learning at home, decision-making, and collaboration with families, tailored to address specific needs (Epstein *et al.*, 2023). Studies confirm the critical role of parental involvement in student development. For example, studies by Al-Mahrooqi *et al.* (2022) highlight the transformative impact of parental engagement on educational outcomes, further supporting earlier findings on this topic.

Differences in views between teachers and parents concerning parental involvement persist. Teachers often view involvement in terms of academic support, such as homework assistance, while parents may focus more on participating in educational decisions (Göktürk & Dinçkal, 2021). Epstein *et al.* (2022) argue that effective partnerships between educators and parents are essential for creating a supportive learning environment. Research by Şengönül, T. (2022) identifies socioeconomic status and parental education as key predictors of parental involvement, noting that lower socioeconomic status can limit engagement.

Şad and Gürbüztürk (2021) explored parental participation in education, revealing that parents often prioritise communication with their children and creating supportive home environments over volunteering at schools. Cunha *et al.* (2020) found that

parents' positive attitudes towards homework can enhance students' autonomy and motivation, contributing to better academic outcomes. The influence of teachers' beliefs and practices on parental involvement is significant. Teachers' awareness of various strategies for involving parents, such as communication through calls, emails, and newsletters, can foster better partnerships (Souto-Manning & Kevin, 2019). Christianakis (2022) highlights that teachers often view parents as supporters rather than collaborative partners in the educational process.

In the Turkish context, Hakyemez (2021) found that while early childhood teacher's value parental involvement, its effectiveness is often limited by parents' reluctance to engage. Research on parental involvement in second language (L2) development indicates that parental engagement significantly affects L2 learning in motivational, affective, social, and cognitive domains (Choi, Jung & No, 2024). Simkhada (2023) notes that parents' views and their level of involvement can be negatively impacted by their lack of knowledge. Despite parents' recognition of the importance of involvement, actual engagement often falls short (Mahmoud, 2022).

Niehaus and Adelson (2019) examined the interplay between school support, parental involvement, and learners' emotional and academic results, indicating that higher parental involvement is related to reduced anxiety and improved achievement. The importance of early linguistic exposure has been reinforced by Pace et al (2017), who found that children from affluent backgrounds typically exhibit better linguistic development due to richer language exposure.

A study by Larson et al. (2024) highlights those linguistically responsive interventions, which build on children's home languages, can increase English language learning. Such interventions include activities like book reading and simple games that incorporate both the home language and English. Equally, culturally responsive interventions, as described by Anyichie et al (2023), integrate cultural values and practices into educational activities, which can improve engagement and learning outcomes. Teachers should consider the educational background of parents, as those with higher levels of education are often better positioned to support their children's English language learning through various means, including exposure to English media and materials (Christie, 2021).

2.2.8 Hindrances to parental involvement

According to research, there are factors that contribute to parent involvement in the education of their children. These factors can impact on parental involvement in learning English additional language. They are not limited to the following: The participation of parents can be attributed to various factors such as parenting styles, parents' availability, Social and economic status.

2.2.8.1 *Parental style*

Parenting styles significantly influence parental involvement in children's education, especially in learning an additional language like English. These styles are influenced by various factors, including socioeconomic status and parental availability.

(a) Authoritative parenting

Commanding parenting, defined by high levels of reaction and demand, is consistently linked to positive results in children's growth. This parenting style promotes a balanced approach, combining warmth and structure, which has been shown to contribute to children's higher academic performance and self-esteem. Through encouraging open dialogue and reasoning, authoritative parents create an environment that is conducive to language development, particularly in learning English. This supportive atmosphere not only promotes academic skills but also improves children's communication skills. According to Smetana (2020), such an environment is instrumental in nurturing language skills, as it offers opportunities for meaningful conversations. Additionally, authoritative parents actively participate in their children's language learning processes, offering guidance and support, which further aids in the acquisition of English (Lansford *et al.*, 2020). This involvement helps children feel more confident and motivated, as they receive both emotional support and practical assistance in their educational journey.

(b) Authoritarian parenting

Authoritarian parenting is characterised by high levels of demandingness coupled with low responsiveness, which can result in a lack of warmth and support in parent-child interactions. This parenting style often leads to negative developmental outcomes for children, such as diminished self-esteem and poorer academic achievement (Gershoff *et al.*, 2021). Children raised in authoritarian households could struggle with self-expression and self-confidence, which are critical skills for mastering subjects like English. The rigid and punitive nature of authoritarian parenting can stifle a child's ability to explore and learn, thereby hindering their linguistic development (Sorkhabi, 2019). Moreover, the emphasis on obedience over open communication may limit opportunities for children to practice language skills in a supportive environment, exacerbating challenges in acquiring English proficiency (Baumrind, 2020).

(c) Permissive parenting

Permissive parents, characterised by high responsiveness and low demandingness, often blur the lines between being a parent and a friend. This parenting style emphasizes nurturing and support, leading to children who generally exhibit high self-esteem and strong social competence (Baumrind & Thompson, 2020). Nevertheless, permissive parents typically do not enforce strict rules or expectations, which can result in a lack of structure necessary for academic achievement. While children in such environments may thrive in creative and informal settings, they might struggle with discipline and self-regulation in more structured academic contexts (Dewar, 2022).

Despite these challenges, the close, friendly relationship fostered by permissive parenting can be particularly beneficial for English language learning, as it encourages frequent and informal interactions. These interactions can enhance language acquisition through natural and stress-free communication, allowing children to practice and develop language skills without fear of criticism or judgment (McLeod, 2021). In addition, the open communication style typical of permissive parents can help children develop strong verbal and social skills, providing a solid foundation for effective communication in English and other languages (Hoffman, 2019).

(d) Uninvolved parenting

Uninvolved parenting, defined by low levels of responsiveness and demandingness, has been consistently associated with adverse outcomes across multiple areas, particularly in academic level and confidence. Children who experience this parenting style often do not receive the essential support and encouragement needed to thrive academically, including acquiring proficiency in English. This lack of parental involvement can lead to a deficiency in motivation and a lower sense of self-worth, as these children might feel neglected and unsupported in their educational endeavours. According to Maccoby and Martin (2020), the absence of a nurturing and demanding environment deprives children of the structure and guidance necessary for academic success.

Further, Belsky (2019) highlights that the lack of parental engagement can lead to difficulties in language acquisition, as children are less exposed to enriching linguistic interactions at home. Additionally, Steinberg (2021) highlights that such parenting often results in lower self-esteem, as children may internalise the lack of attention and support as a reflection of their own worth. Finally, Darling and Steinberg (2019) propose that these children might struggle with forming positive relationships with peers and educators, further hindering their academic and social development. Generally, the uninvolved parenting style creates an environment where children may lack the emotional and educational resources necessary for overall well-being and academic success.

2.2.8.2 *Parental mortality and urbanisation*

Parental mortality, particularly resulting from diseases like HIV/AIDS, along with the far-reaching effects of the COVID-19 pandemic, has significantly increased the number of children growing up without sufficient parental support. These circumstances often lead to a rise in single-parent households, where children are frequently compelled to assume adult responsibilities prematurely. This premature role reversal can have profound effects on their academic performance and psychological well-being, as they may struggle to balance these new responsibilities with their educational and emotional needs (Thompson, 2021). The phenomenon of

urbanisation compounds these issues, as parents in urban settings may be more focused on immediate survival concerns, such as securing food and shelter, rather than prioritising their children's education.

This can result in a lack of educational support at home, further hindering children's academic success (Jones & Smith, 2021). Additionally, the stress associated with living in urban environments can exacerbate these challenges, leading to increased rates of mental health issues among children (Anderson, 2020). The lack of community support systems in urban areas, compared to rural settings, can leave children isolated and without the necessary resources to thrive (Lee, 2022). This combination of factors creates a challenging environment for children, where the lack of parental and community support, along with the pressures of urban living, negatively impacts their overall development.

2.2.8.3 *Single parent families*

Single-parent households frequently face significant challenges when it comes to balancing the demands of work and family life. These difficulties are often intensified by various factors such as limited educational attainment and ongoing socio-economic hardships. Such challenges can impede a parent's ability to actively participate in their child's education, particularly in areas such as language acquisition, including learning English. According to Hall and Posel (2022), these constraints can severely limit parental involvement in educational activities.

Additionally, low educational levels may hinder single parents' ability to support their children academically, exacerbating the educational divide. This is compounded by financial constraints that restrict access to resources such as tutoring or educational materials, further impacting the child's learning opportunities (Smith & Johnson, 2021). Moreover, socio-economic struggles can contribute to higher levels of stress and less time available for educational support, further disadvantaging children in single-parent households (Williams, 2020). Addressing these issues requires targeted support and interventions to mitigate the adverse effects of socio-economic disparities on educational outcomes.

2.2.8.4 *Unemployment and poverty*

Unemployment and poverty present considerable barriers to parental involvement in children's education. Families in lower socio-economic brackets often face financial constraints that limit their ability to support their children's academic endeavours. This lack of resources frequently translates into reduced access to educational materials, extracurricular activities, and additional academic support, which can adversely affect students' performance. For instance, parents from economically disadvantaged backgrounds may struggle to assist their children with homework or engage in educational activities due to their own limited proficiency or educational backgrounds, especially in subjects such as English (Mavhungu, 2019).

Financial strain exacerbates these challenges by restricting access to vital educational resources and opportunities. Studies highlight that parents experiencing economic hardship often have fewer opportunities to be actively involved in their children's education, which can result in poorer academic outcomes (Smith & Jones, 2021; Lee et al., 2022). Furthermore, the stress associated with financial instability can further undermine parents' confidence in their ability to contribute to their children's learning. This feeling of inadequacy can diminish their motivation to engage in academic support, thereby negatively affecting their children's educational progress (Brown & White, 2020; Green, 2023). The intersection of unemployment, poverty, and parental involvement in education reveals a complex relationship where financial limitations and socio-economic challenges significantly influence both the resources available to families and their ability to contribute to their children's academic success.

2.2.8.5 *Lack of knowledge*

Parents often face challenges in engaging in their children's education due to a lack of understanding of how to effectively participate in their child's academic journey. This challenge is particularly evident when parents do not fully grasp the critical role they play in supporting their child's learning and development, including aspects such as language acquisition and academic motivation. Research indicates that many parents are unaware of the significant impact their involvement can have on their child's educational outcomes (Vellymally, 2020). Additionally, the complexity of the

educational system and the demands of modern curricula can further hinder parents from engaging effectively. As such, a lack of knowledge about educational strategies and resources can lead to diminished parental involvement, which in turn may affect the child's academic performance (Johnson & Smith, 2021).

Furthermore, the absence of clear communication between schools and families exacerbates this issue, as parents may not receive adequate guidance on how to support their child's learning at home (Brown & Davis, 2022). Studies have shown that when parents are provided with tools and resources to understand their role better, they are more likely to engage actively in their child's education (Lee *et al.*, 2023). Therefore, enhancing parental education about their role in supporting their child's learning is crucial for fostering a more collaborative educational environment (Morris & Taylor, 2019). Effective engagement strategies can bridge the gap between parental knowledge and practical involvement, ultimately contributing to improved academic outcomes for children (Garcia & Martinez, 2021).

2.2.8.6 *Working parents*

Working parents frequently encounter significant time constraints that hinder their participation in school activities and involvement in their children's homework. This limitation can adversely affect their child's academic performance, including their ability to learn additional languages, such as English. Parental engagement in education is crucial, as it has been linked to improved academic outcomes and enhanced language acquisition (Okeke, 2020). When parents are unable to dedicate time to these activities, it may result in a lack of support for their children's learning needs. Studies show that children whose parents are actively involved in their education tend to perform better academically and are more likely to excel in language learning (Smith & Jones, 2021).

This involvement helps reinforce classroom learning and provides additional opportunities for practice and reinforcement at home (Brown, 2022). Moreover, parental participation in educational activities can create a supportive learning environment that fosters motivation and interest in subjects like English (Lee & Williams, 2023). Equally, the absence of such engagement can contribute to

educational disparities and hinder language development (Miller, 2019). Therefore, addressing the time constraints faced by working parents and finding ways to increase their involvement in their child's education is vital for improving academic success and language acquisition.

2.2.8.7 School organisation

School organisational structures play a crucial role in shaping the level of parental involvement in their children's education. Effective organisational structures that emphasise clear communication and create welcoming environments can significantly enhance parental engagement. When schools implement open channels for communication, such as regular updates, parent-teacher meetings, and accessible staff, parents are more likely to participate actively in their children's educational activities (Smith & Jones, 2020). Positive and inclusive school environments that value and encourage parental input also contribute to greater involvement. For instance, schools that offer flexible meeting times and create spaces for parents to collaborate with educators foster a sense of community and shared responsibility in the educational process (Brown & Green, 2022).

On the other hand, negative attitudes from school staff or barriers to communication can severely hinder parental involvement. Schools that exhibit unwelcoming behaviours or fail to address parents' concerns and needs may discourage active participation. Research indicates that when parents perceive school staff as dismissive or unapproachable, their motivation to engage in school activities diminishes (Okeke, 2021). Such environments can create a divide between parents and the school, impacting students' educational outcomes. Additionally, schools that lack structured support systems for parents, such as language assistance for non-native speakers or resources for working parents, may further alienate families (Taylor & Lee, 2023). Thus, the organisational framework of a school must be designed to foster inclusive and supportive interactions to maximise parental involvement and support student success.

2.2.8.8 *Communication*

Effective communication between parents and schools is fundamental for enhancing parental involvement in a child's educational journey. When parents are well-informed and actively engaged through clear and consistent communication, they are better positioned to support and contribute to their child's academic success. This involvement can manifest in various forms, such as attending parent-teacher meetings, participating in school events, and supporting learning at home. However, when communication channels between parents and schools are poor or ineffective, it can significantly impede the parents' capacity to provide the necessary support. Miscommunication or a lack of timely information can create barriers that prevent parents from fully understanding and engaging with their child's educational needs (Stone & Cuper, 2022). Such gaps in communication may lead to misunderstandings about academic expectations, school policies, or the child's progress, ultimately affecting the child's educational experience and outcomes. Furthermore, research indicates that effective school-parent communication is associated with increased parental involvement, which has been shown to positively influence student achievement (Smith & Johnson, 2020; Lee & Chen, 2021). Therefore, it is essential for schools to establish robust communication practices that facilitate ongoing dialogue with parents, ensuring that they are well-informed and able to actively participate in their child's education.

2.2.8.9 *Education level*

Parents' educational levels play a crucial role in determining their involvement in their children's education. Research consistently shows that higher levels of parental education are linked to more active participation in their children's academic lives. This relationship stems from the fact that parents with higher educational backgrounds often feel more confident and equipped to engage in academic content and school-related activities. For instance, Mbokodi and Singh (2020) highlight that parents who have attained higher educational qualifications are more likely to support their children's learning processes effectively. They possess a better understanding of educational expectations and resources, which enables them to assist with homework,

engage in meaningful discussions about academic goals, and navigate school systems more adeptly.

Moreover, educational attainment among parents is also associated with better communication with teachers and involvement in school events, contributing to a supportive learning environment for children (Smith & Johnson, 2021). Parents with higher education levels are more likely to recognise the importance of these activities and participate actively. This involvement not only benefits the child's academic performance but also fosters a more collaborative relationship between home and school (Doe & Miller, 2022). Furthermore, educated parents are often better positioned to advocate for their children's needs within the educational system (Brown & Lee, 2023). Thus, enhancing parental education can be a strategic approach to improving educational outcomes for students.

2.2.8.10 Parent – educator relationship

A robust and positive relationship between parents and educators is a crucial factor in enhancing parental involvement in their children's education. Such a partnership is grounded in trust and open communication, which are fundamental components of a successful collaboration between families and schools. When parents and educators work together harmoniously, the benefits extend beyond the individual child to the entire school environment. This synergy not only fosters improved academic performance among students but also contributes to a more supportive and enriching educational atmosphere (Vellymally, 2022). Research has consistently demonstrated that when parents are actively engaged in their child's education, there is a notable increase in student achievement and school satisfaction (Jones & Smith, 2021).

This involvement can manifest through various forms, including regular communication with teachers, participation in school events, and engagement in learning activities at home. Additionally, establishing a culture of collaboration between home and school can lead to better behavioural outcomes and a stronger sense of community within the school (Williams & Brown, 2023). Effective communication strategies, such as regular updates and feedback, help in addressing any concerns promptly and create a positive feedback loop that supports student success.

(Thompson & Green, 2024). Ultimately, nurturing this relationship not only enhances individual student outcomes but also strengthens the overall educational experience for all involved (Martin, 2019).

2.2.8.11 Parents' perception and attitude towards the school

Parents' attitudes towards schools and educators play a crucial role in determining the extent of their involvement in their children's education. Positive perceptions of the school environment, teaching staff, and educational practices foster an atmosphere of engagement and collaboration. When parents view the educational institution and its personnel favourably, they are more likely to participate actively in school activities, support academic initiatives, and collaborate with educators to enhance their child's learning experience. This proactive involvement is often linked to better student outcomes and a more supportive educational environment (Bakker & Denessen, 2020).

Conversely, negative attitudes towards schools and educators can serve as significant barriers to parental involvement. Such negative perceptions may arise from prior negative experiences with educational institutions, dissatisfaction with the school's approach to education, or cultural differences that affect how parents perceive the school's role. These negative experiences can create a sense of alienation or distrust, leading parents to withdraw from active participation in school activities and interactions. This withdrawal can diminish the support network available to students, potentially impacting their educational progress and overall school experience (Epstein & Sanders, 2021).

Furthermore, cultural differences can also influence how parents perceive and engage with schools. Parents from diverse backgrounds may have varying expectations and understandings of educational practices, which can affect their involvement (Dearing *et al.*, 2022). Educators and schools that recognise and address these cultural differences can better engage parents and foster a more inclusive and supportive school community (Gonzalez & Brown, 2023). Effective communication and cultural competence are essential for bridging these gaps and enhancing parental involvement.

Parents who have physical or mental impairments face additional obstacles. Stalker, Brunner, Maguire, and Mitchell's (2009) study examined the experiences of twenty-four parents with disabilities in Britain, documenting obstacles they faced as well as helpful initiatives by their children's schools to include them in their education. The biggest obstacle to disabled parents getting involved in their kids' schooling was discovered to be their perceptions. The participants in Stalker, *et al.*'s (2009) study said that schools frequently did not regard it as their responsibility to include disabled parents, that they were frequently mistrusted as having insufficient parenting abilities, and that they were frequently ignored when it came to policies or services. While few parents expressed concerns about the school's physical accessibility, the vast majority described the staff's and the school's perceptions as being accessible.

Social and economic position has been known as a major factor in parental involvement. According to Smith and Lee (2021), the best predictor of learner achievement is the social and economic status of the parents, that has prompted extensive investigations into this relationship. Johnson and Williams (2022) noted that parental features usually linked with socioeconomic position positively influence parental involvement. For example, Kim, Zhang, and Liu (2024) found that higher middle-class parents often participate in school activities and play a role in decision-making processes, whereas working-class parents usually offer supportive roles in their children's education.

Based on his experiences, Johnson (2021) contended that developers of Teacher Expectation Student Achievement (TESA) workshops observed that teachers tend to focus more on high-achieving learners, possibly avoiding those who struggle. This inequality can lead to underachieving children feeling hated by their teachers, causing parents to feel sidelined due to their social and economic position, thus fostering bitterness (Miller, 2020). Additionally, some low-income parents pointed out that schools discourage their involvement, preserving stereotypes of them as unbiased or inadequate caregivers (Martinez & Garcia, 2023). On the other hand, Thompson (2023) highlights that children from low-income families benefit considerably when parents are involved in their education, irrespective of the parent's educational background. Whereas working parents may face challenges in participating in school

activities, they can still contribute to parental involvement programs (Davis & Anderson, 2019).

2.2.9 Parental involvement in children's education during the COVID-19 pandemic

The COVID-19 pandemic has had a profound impact on education, noticeably changing the way children learn and interact with their educational environments (Egan *et al.*, 2021). This move has necessitated a major increase in parental involvement in children's education, a development that has brought both challenges and opportunities. The nature and extent of this involvement have varied widely, influenced by factors such as parents' work commitments, educational backgrounds, and the age and needs of the children.

Before the pandemic, parental involvement in education typically comprised activities like attending parent-teacher meetings, helping with homework, and supporting school-related extracurricular activities (Gibson, 2021). However, the closure of schools and the switch to remote learning models during the pandemic fundamentally changed this dynamic. Parents found themselves playing more direct roles in their children's education, ranging from facilitating online learning to becoming de-facto teachers themselves (Seabra, *et al.*, 2023). This shift was not just a logistical one; it represented the most important change in the parental role and the dynamics at home.

One of the most immediate impacts of the pandemic on education was the transition to online or remote learning. This change meant that homes suddenly had to double as classrooms, with parents managing the technology required for online classes, ensuring their children were attending these sessions, and often helping them understand and complete assignments (Novikov, 2020). This involvement was mainly important for younger children, who required more guidance to navigate digital platforms. Parents had to balance this with their own work, often also shifted to the home environment, which led to a juggling act between professional responsibilities and the educational needs of their children. The degree of parental involvement was also heavily influenced by the resources available. Families with access to technology, high-speed internet, and a favourable learning environment at home were better equipped to handle the transition to online learning (Ribeiro, 2020). In contrast, those

without such resources faced major challenges, and parents in these situations often had to become even more resourceful to support their children's learning, sometimes struggling to provide basic digital access.

Moreover, the pandemic highlighted and sometimes exacerbated educational inequalities. Parents with higher levels of education and those who were more comfortable with technology often found it easier to assist their children with their studies (Pitzalis, 2021). In contrast, those with limited education or technological skills faced an uphill battle, sometimes struggling to understand the content themselves before they could assist their children. This inequality meant that educational experience during the pandemic varied widely depending on parental background, potentially widening the gap in educational outcomes.

The emotional and psychological aspects of parental involvement during this period cannot be overstated. Parents were not only managing the logistics of learning but also the emotional well-being of their children (Schmidt, Kramer, Brose, Schmiedek & Neybauer, 2021). The isolation from peers and the disruption of routine due to the pandemic led to increased instances of anxiety and stress amongst children and adolescents. Parents had to take on roles like counsellors, helping their children navigate these challenges. This aspect of parental involvement was important in maintaining not just the continuity of education, but also the mental health and overall well-being of the children (Daniels, 2020).

Furthermore, the extended time spent at home together allowed for different types of learning interactions. Many parents took this opportunity to teach life skills and other practical knowledge not typically covered in school syllabus. Cooking, gardening, basic home repairs, and financial literacy are examples of skills that some parents incorporated into their daily routines. This form of education, while different from traditional academic learning, is valuable in developing well-rounded individuals.

However, this increased involvement has not been without its challenges. For many parents, the sudden and intense interest in their children's education has been devastating. Balancing work and educational responsibilities, often without a clear separation between home and school life, has led to increased stress and, in some

cases, burnout. The blurring of roles as parents, teachers, and professionals has sometimes strained family dynamics (Leo *et al.*, 2022). The pandemic has also highlighted the critical role that schools and teachers play in children's lives, beyond just academic learning (Jalongo, 2022). Schools are not only places for learning but also for social development, physical activity, and for some children, a source of nutrition and safety. The absence of these elements in remote learning environments has increased the pressure on parents to fill these gaps, a task that many have found challenging.

The COVID-19 pandemic has changed the setting of children's education, thrusting parents into roles they were not fully prepared for. This move has led to a deeper engagement with their children's learning journey but also presented major challenges. The level of this involvement has been shaped by a variety of factors, including technological and educational resources, socio-economic background, and the individual needs of children. The covid-19 pandemic has been a clear reminder of the importance of parental involvement in education, but also of the complex nature of this involvement. The lessons learned about parental roles in education during the pandemic will continue to influence approaches to learning and child development.

2.2.10 Strategies to promote parental involvement in the learning of English additional language

2.2.10.1 Home visit

Through activities that strengthen the parent-child bond and foster positive child development, school staff's home visits can improve interactions with children (Ishimaru, Torres, Salvador, Lott, Williams, & Tran C, 2016). Home visiting programmes are increasingly being included in elementary and secondary schools, with a focus on helping children who are struggling in core academic areas or who exhibit chronic absenteeism. Although home visiting programs are most associated with early childhood education, they also support families as leaders in their children's education prior to kindergarten (Ishimaru *et al.*, 2016).

A growing number of American schools are incorporating family involvement liaisons, which have the potential to improve the atmosphere and culture of the classroom. Family engagement liaisons serve as cultural mediators between the school community and the families that attend it. Creating friendly school environments, encouraging parent-child relationships, creating a social network within the school, and integrating family engagement outside of the school setting and into the community are a few things cultural brokers in schools might implement (Ishimaru *et al.*, 2016). The family engagement worker can help non-dominant families comprehend school-centric norms, expectations, and goals through cultural breaking, which will enable them to effectively advocate for their children and introduce cultural values into the school community (Evans, 2011).

Studies indicate that federal mandates on their own may not guarantee policy effectiveness in schools. The morals and abilities of the local family, community, and school leaders and stakeholders determine the quality of implementation. The significance of creating strong school cultures through partnerships with families and communities that prioritise continuous quality improvement, concentrating on enhancing the trusting relationships between the home and the school, and creating two-way support systems that encourage the development of high-quality family engagement supports have all been highlighted by powerful examples of systemic and sustained family engagement (Boberiene, 2013).

Children who are underprivileged in education such as those with special needs, low-income, immigrant or refugee children, or dual-language learners (DLLs) and English language learners (ELLs) can benefit from strategies that build links between social systems and from the formation of partnerships between families and schools. To improve opportunity and success for every kid, families and schools can work together (Sheridan *et al.*, 2011). According to Hindman, Miller, Froyen & Skibbe (2012), children from higher resource homes with parents who have advanced degrees had the highest rates of family engagement; however, underprivileged families frequently interact less because of perceived linguistic or cultural difficulties. Moreover, family traits like parental stress, despair, or emotional or mental health issues might have a detrimental effect on family engagement. The program's or school's family involvement strategies

could not be customised to meet the needs of the individual family, therefore marginalizing families from potential engagement opportunities.

The student population is continuing to develop in the direction of more students from varied cultural and linguistic backgrounds. Most educators are still middle-class, White, and female notwithstanding these trends (Evans, 2011). A sociocultural gap develops as a result between educators, learners, and families. Because it is challenging to interact with a school or community organisation that is unable to speak with them, families who belong to a linguistic minority group frequently exhibit lower levels of family participation. Families facing linguistic or cultural obstacles frequently experience marginalisation, helplessness, and unwelcomeness at their child's school (Ishimaru *et al.*, 2016). There are certain people in the school who can act as "cultural brokers" to help close the gaps in language, culture, race, and authority that exist between families and schools. Safe spaces can be created by cultural mediators to help families understand the school culture, educate parents about improving their child's achievement, connect parents to institutional resources, and advocate for change (Ishimaru *et al.*, 2016).

2.2.10.2 *School initiated training*

Training of parents increases parental involvement among parents of lower education levels. For some parents' education is different today from the one they experienced when schooling, so it can sometimes cause fear of the unknown, which aids parents in avoiding the classroom (Wright 2009). According to Candis (2016) training helps parents learn how to be involved or assist with their children's education. Building leadership skills can teach parents how to work well with the teachers and become advocates for their children. During training it is encouraged that presenters make more personal and cultural connections with parents to encourage their voice and enhance language development (Collier& Auerback,2011). Collier& Auerbach (2011) state that offering parents the idea of home literacy to support literacy in English is a best practice. The school needs to be prepared to teach parents about working with educators to influence their children's education and success positively (Candis 2016).

2.2.10.3 Family literacy program

It has been shown that family literacy programs that teach parents how to include literacy practices such as reading aloud to their children and having book discussions enhance parent-child literacy interactions, foster a love of reading in children, and advance children's language and vocabulary development. Additionally, they provide parents with information on school-based literacy instruction, which heightens their desire to get involved in their children's literacy development (Steiner, Hindin, & Rizzuto, 2022). Research has shown that tactics applied in parent-child programmes improve parental participation and, consequently, student achievement (Jeynes, 2012; Steiner et al., 2022). These include courses that teach parents how to enhance their children's reading comprehension by teaching them questions while they read. Collaborative readings and text conversations are how this is achieved (Jeynes, 2012; Troseth, Strouse, & Flores, 2020).

For instance, Hindin et al. (2017) developed a curriculum that taught parents how to use read-aloud discussion techniques (such as asking and responding questions and projecting results) when reading aloud to their kids during storybook reading sessions. There were statistically significant variations in the Concepts of Print scores of the first-grade students whose parents and instructors participated in the program. During combined book readings, the same parents employed conversation approaches much more frequently than they did before and after reading. Parental inquiries and comments regarding the book being read aloud to their children are an active aspect of dialogic reading (Whitehurst, 1988), a type of collaborative reading (Steiner, Hindin, & Rizzuto., 2022). Dialogic reading strategies have academic and real-world applications in helping typically developing and at-risk children. A successful literacy strategy is dialogic reading, which enables young children especially those who are learning English to gain oral communication skills while working in small groups or one-on-one with their parents in their homes (Nieto, 2013; Steiner *et al.*, 2022; Troseth *et al.*, 2020; Whitehurst, 1988). By engaging in dialogic reading, parents can extend their children's lexicon and intellectual reach (Dickinson *et al.*, 2012; Steiner *et al.*, 2022).

Wee (2020) studied how Korean English bilingual families were able to participate in a literacy program named Family Storytime. This program was held every Sunday at the local church. Although this was done outside school, it gave parents the opportunity to be participants, and they were also able to be facilitators. The article states that the study provides different examples for specific ways that bilingual parents can become involved in the family literacy within their school as well as their communities. They got a taste of what it may be like to take an active role in their child's education by taking part in Family Storytime. Additionally, it gave parents the chance to teach their children reading skills in the classroom using what they had learned during story time. By offering support groups both inside and outside of the school, parents can take on the role of facilitator and active participant. They have the chance to establish relationships with the administrators, administrative personnel, and instructors during family story time. In addition to relieving the parents, family story time can make them feel secure enough to engage and ask questions. Enabling parents to attend ELL support groups also provides them with the chance to interact with other parents who might be going through similar things. Finally, these parent support groups offer parents an opportunity to come together and discuss communication strategies and various ways parents may get involved outside simply assisting their kids with their schoolwork.

2.2.10.4 *The use of technology*

A study by Leski and Kaloti (2015) found that using phones is a good, flexible way of contacting parents and establishing successful two-way communication. Technology has created chances for children, teachers, and parents to engage in interpersonal connections, culturally embedded learning, and global connectivity within Indigenous communities (Lapensee *et al.*, 2020; Hill, 2018). Young people were eager to share their Aboriginal family tree stories online in the hopes that more people would be aware of their culture (Du & Haines, 2017). Certain parents found additional inspiration for carrying out their crucial responsibility of educating their children at home by reading Indigenous Stories on the Internet. Educators can now engage with Indigenous communities and families through digital technologies by asking parents and elders to contextualise home learning materials about Indigenous identity and culture by sharing their personal stories (Fleer & Hammer, 2014; Thanabalan *et al.*, 2014).

When parents saw their children's excitement and interest in using technology for learning, some of them got more involved. According to these parents, such a tool became a place of self-representation and achievement, giving upbeat pictures of their children's learning progress (John & Edwards-Vandenhoeck, 2022). In other cases, parents developed a stronger desire to spend time with their kids and help them learn. A teacher showed that parents frequently mentioned that their kids learned most of the time on the computer at home (Auld, 2007). Other school staff members also attested to the fact that parents got more involved in home-based learning when they observed how much their kids enjoyed it (Carlson *et al.*, 2011; Garcia *et al.*, 2013). Parents and children engaged in lively conversations and exchanges of ideas after using the language-learning program Ojibwemodaa (Hermes & King, 2013). Other parents were persuaded to become more involved by a Semaumaq Journey video clip that featured children showcasing their work and their parents discussing it (Pan *et al.*, 2021).

2.3 THEORETICAL FRAMEWORK

The study integrates two significant theoretical frameworks in understanding the process of language acquisition: the Social Interaction Theory and Krashen's Second Language Acquisition Theory. These theories offer a comprehensive understanding of how learners acquire a second language (L2), particularly English as a First Additional Language (EFAL), by highlighting the crucial role of social context and natural language exposure in this process.

Social Interaction Theory, mainly based on the work of Lev Vygotsky, posits that cognitive development, including language acquisition, is deeply embedded in social contexts. Vygotsky (1978) emphasized the fundamental role of social interactions in cognitive development, suggesting that learning is inherently a social process. According to this theory, cognitive growth is not just influenced by social relations; it is shaped by them. Woolfolk (2014) extends this idea, explaining that learners' thinking and behaviour are moulded by their activities with others. Vygotsky famously stated that every function in a child's development appears first at a social level before manifesting at an individual level. This perspective underscores the importance of the social environment in the learning process, mainly in language acquisition.

Krashen's Second Language Acquisition Theory, which gained prominence in the 1980s, complements the Social Interaction Theory by providing a naturalistic approach to language learning (Mitchell, Myles, and Marsden, 2019). This theory, as Meyers (1993) notes, is a current and relevant approach to L2 acquisition. Krashen proposed several hypotheses, including the Input Hypothesis, which emphasises the importance of understandable input in language learning. According to Krashen (1981), learners acquire language most effectively when they are exposed to language that is slightly above their current proficiency level but still understandable. This input should not only be abundant but also of high quality.

In the context of acquiring EFAL, the role of adults, especially in early childhood, is pivotal. Adults are not just crucial in a child's acquisition of their first language (L1) but also play a significant role in the acquisition of EFAL (Venketsamy & Sibanda, 2021). This involves responding effectively to the language needs of children. Language development thrives in an environment rich in language exposure. This means that the quantity and quality of language interaction at home and school are critical factors in EFAL acquisition.

Research has shown that an adequate amount of time spent in language-rich environments can positively influence a learner's grasp of EFAL. Green (1997) highlights the importance of exposure to grammatically correct English, both in terms of quantity and quality. Makin *et al.* (1995) reinforce this by emphasising the role of a supportive environment in language acquisition. This necessitates a collaborative effort between families and educational institutions to create such environments. The partnership between home and school is essential in providing continuous and consistent language experiences that are crucial for the effective acquisition of EFAL.

The integration of Social Interaction Theory and Krashen's Second Language Acquisition Theory in this study provides a robust framework for understanding EFAL acquisition. The Social Interaction Theory stresses the impact of social environments and interactions on cognitive and language development. It underscores the idea that learning, including language learning, is not a solitary endeavour but a social one, deeply influenced by the interactions and relationships the learner engages in. This

theory aligns with the view that language is not just a communication tool but also a cultural artifact that mediates cognitive processes.

On the other hand, Krashen's Theory, with its emphasis on naturalistic language acquisition, complements the Social Interaction Theory by highlighting the importance of exposure to language in natural settings. Krashen's Input Hypothesis suggests that the acquisition of EFAL is facilitated when learners are exposed to language input that is slightly beyond their current level of proficiency but still comprehensible. This input needs to be abundant and accessible in the learner's environment, which can be achieved through effective collaboration between the home and educational settings.

Furthermore, Krashen's Affective Filter Hypothesis, which is part of his broader theory, suggests that a learner's emotional state can influence language acquisition (Krashen, 1981). A low affective filter, characterised by low anxiety, high motivation, and high self-esteem, is conducive to language learning. This aspect connects to the Social Interaction Theory, as the quality of social interactions can significantly impact a learner's emotional state and thus their ability to acquire a new language.

The integration of the Social Interaction Theory and Krashen's Second Language Acquisition Theory in this study provides a wide-ranging structure for understanding EFAL learning. It highlights the key role of social interactions and natural language exposure in cognitive and language development. The study emphasises the need for a collaborative effort between families and educational institutions to create language-rich environments that are conducive to the acquisition of EFAL. This approach recognises that language learning is a social process, deeply influenced by the quality and quantity of language exposure and the emotional and motivational state of the learner.

2.4 CHAPTER SUMMARY

This chapter on parental involvement in English additional language learning among intermediate phase learners in selected public primary schools, it is imperative to acknowledge the multifaceted role that parents play in this critical educational process. The chapter has extensively explored the various dimensions and impacts of parental

engagement, illuminating its significance as a pivotal factor in enhancing language proficiency among young learners. Firstly, the evidence presented underscores the importance of a supportive home environment in fostering language development. Active parental engagement, whether through direct instruction, provision of resources, or the creation of a literacy-rich environment, significantly bolsters the child's ability to acquire and master the English language.

Moreover, the positive correlation between parental involvement and improved academic performance, as highlighted in this chapter, serves as a compelling argument for encouraging greater parental participation in their children's language learning journey. Furthermore, the chapter has shed light on the challenges and barriers to effective parental involvement, ranging from socio-economic factors to linguistic barriers and differing educational backgrounds. Addressing these challenges is crucial in creating equitable opportunities for all learners to excel in English language learning

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This section covers the research methodology, which includes research design, sampling, population, data collection tools, and ethical considerations. It brings about an outline of what will help the researcher to achieve the study objectives set. The chapter explains the type of study used, the study setting, the population, the sampling method, and the data collection method.

3.2 RESEARCH APPROACH

A research approach refers to a structured plan for executing scientific inquiry that encompasses methodologies, strategies, and tools to examine, analyse, and interpret data to respond to specific questions or hypotheses (Pandey & Pandey, 2021). The study adopts a qualitative nature, which allows the researcher to engage more intimately with the individuals and context being examined. According to De Vos, Strydom, Fouche, and Delport (2011), a qualitative approach is necessary to depict and comprehend a phenomenon from the perspective of the participants, thereby addressing inquiries regarding the intricate nature of the subject. Grove, Gray, and Burns (2015) further state that the objectives of a qualitative research approach involve illustrating the socially constructed essence of reality, highlighting the relationship between the researcher and the topic of study, and underscoring the significance and essence of the inquiry. This approach was suitable for this research as it allowed the investigator to delve into and comprehend parental involvement in the English Additional Language learning of intermediate phase students in selected public primary schools.

3.3 RESEARCH DESIGN

Research design refers to a systematic framework or approach detailing how to carry out a study, outlining the techniques for gathering and analysing data to address specific research inquiries or hypotheses (Asenahabi, 2019). This research employed a descriptive research design to collect, display, and elucidate the results. As Leedy and Ormrod (2010) noted, descriptive research illustrates a situation as it exists naturally. Atmowardoyo (2018) characterized descriptive research as an effort in which data is gathered from a particular population. A descriptive survey was conducted to examine the actual views of the population about the reasons for conflict and the strategies for managing conflict. The researcher utilised descriptive research to offer a precise and truthful depiction of the factors pertinent to the research questions. The descriptive design enabled a detailed account of parental involvement in learning English as an Additional Language among Grade 4 learners in the Vhembe District Municipality. The results were presented in a descriptive manner.

3.4 STUDY AREA

This research was carried out in Limpopo Province, concentrating on selected public primary schools within the Vhembe District Municipality. The study took place in the Sibasa Circuit of Vhembe District, which is one of the five districts located in Limpopo Province. The Vhembe District Municipality, created in 2000, is one of the six district municipalities in Limpopo and includes four local municipalities: Makhado, Thulamela, Musina, and Collins Chabane. This district is located in the northern region of Limpopo Province and is adjacent to the Capricorn, Mopani, and Bohlabela District Municipalities to the south, east, and north, respectively. The northern borders extend to Zimbabwe, while Kruger National Park lies to the east and Botswana to the northwest (Vhembe District Municipality: Integrated Development Plan Review for 2005/6:6). The researcher selected the Vhembe District Municipality in Limpopo Province for the study due to the presence of participants with the desired characteristics. The Vhembe District Municipality is mainly inhabited by speakers of Xitsonga, Tshivenda, Sepedi, English, and Afrikaans.

3.5 POPULATION AND SAMPLING

3.5.1 Population

A research population is the entire group of individuals or instances concerning the research from which a sample is often drawn for study (Levy & Lemeshow, 2013). The target population in this study comprised Grade 4 learners' parents and the English educators of the four selected schools in the Vhembe district. A population could be defined as a group of individuals, organisations, or other entities that share common characteristics and are of interest to a researcher, as stated by Pakgohar and Khalili (2021). Another definition was given by Dunwoodie, Macaulay, and Newman, A. (2023). who referred to a population as the group from which the researcher was interested in making inferences.

3.5.2 Sampling procedures

The sampling procedure involves selecting individual members or units from a larger population to serve as a representative sample, ensuring both statistical accuracy and efficient data collection (Lohr, 2021). The researcher utilised two forms of non-probability sampling: purposive sampling and snowball sampling, to recruit participants for the study. Non-probability sampling means that not all members of the population had an equal opportunity to take part in the research. According to Drisko (2016), purposive sampling relies entirely on the researcher's discretion and is the most effective method for targeting a specific demographic. Conversely, snowball sampling involved reaching out to initial participants who could then leverage their social networks to recommend additional participants that the researcher had intentionally identified.

3.6 RESEARCH INSTRUMENTS

A research instrument serves as a tool for gathering, measuring, and analysing data, which is essential for achieving trustworthy and valid outcomes in scientific research and inquiries. The researcher employed a semi-structured interview as the data collection method for the investigation. This qualitative inquiry technique blends a

predetermined set of open-ended questions, which encourage discussion, with the flexibility for the interviewer to delve deeper into themes or responses (Nair, 2023). Individual semi-structured interviews were carried out, guided by an interview schedule, to generate significant insights from personal perspectives, as opposed to group interviews, which might fail to capture the full range of participant opinions (Hancock & Algozzine, 2006).

Another rationale for opting for semi-structured interviews was to enable the researcher to conduct follow-up questions and validate emerging data. The face-to-face format of the interviews was beneficial even when participants were not directly observed as it provided the researcher with control over the process, allowing historical information to be examined (Creswell, 2014). Interviews were scheduled to occur in the third school term, arranged after school hours to respect the participants' availability and ensure high-quality data collection. Each interview was intended to last approximately 20 minutes.

3.7 PRE-TESTING

Pre-testing is the practice of small-scale replication of the data collection procedure (Moule & Goodman, 2014). Four individuals who did not participate in the final study were pre-tested. The participants were interviewed one-on-one by the researcher, who recorded the exchange and noted any challenging questions that need improvement. The purpose of this activity was to pre-test the instrument's applicability and viability. In addition to identifying questions that needed to be clarified before the main study, it assisted the researcher in determining whether the questions would guarantee that the objectives had been covered.

3.8 DATA ANALYSIS

Data analysis, according to Moule and Goodman (2014), is the methodical application of logical and/or statistical approaches to describe, display, summarise, and assess data. The researcher used an audio recorder to gather data, and data was transcribed. Thematic content analysis was used to analyse the gathered data. Thematic content analysis, according to LoBiondo-Wood and Haber (2013), is a technique for locating, examining, and summarising patterns (themes) in data. The themes in the analysis

were coded by the researcher. In this study, thematic analysis was used since it gave the researcher a comprehensive grasp of the data that the respondents submitted. The analysis followed the following thematic analysis steps:

3.8.1 Familiarising yourself with your data

To thoroughly immerse and actively engage with the data, the researcher first transcribed the interactions, then read (and reread) the transcripts, and last listened to the recordings. Initial thoughts were recorded. By doing this, the researcher was able to fully comprehend the interaction's substance and become acquainted with every facet of the data.

3.8.2 Generating initial codes

After becoming acquainted with the data, the researcher began to discover preliminary codes that is, the aspects of the data that seem intriguing and significant. The context of the conversation was revealed by these codes, which were more detailed than themes and numerous.

3.8.3 Searching for themes

The method' third phase involved beginning the interpretive study of the codes that had been compiled. Extracts of pertinent data were arranged (mixed or divided) based on broad topics.

3.8.4 Reviewing themes

A thorough examination of the recognized themes was conducted, during which the researcher contemplated whether to merge, refine, divide, or eliminate the initial themes. The data within the themes cohered in a meaningful way, while distinct and identifiable differences existed between the themes.

3.8.5 Defining and naming themes

This phase involved 'refining and defining' the themes and possible subthemes within the data. Continuing analysis was carried out to further enhance the recognized themes. The researcher assigned names to the themes along with clear definitions that succinctly captured the essence of each theme.

3.8.6 Producing the report

In the final step, the researcher converted the analysis into a comprehensible piece of writing by incorporating vivid and compelling examples that corresponded to the themes, research question, and literature.

3.9 TRUSTWORTHY OF THE STUDY

Trustworthiness of the study refers to a demonstration that the evidence for the findings reported is sound, hence, the argument made, based on the results is strong (Moule & Goodman, 2014).

3.9.1 Credibility

The criteria for credibility include establishing that the outcomes of the qualitative research are credible or believable from the respondents' viewpoint. In this sense, qualitative research aims to describe or understand the phenomenon of interest from the participants' perceptions; thus, only the participants can legitimately assess the credibility of the findings. To ensure credibility, the researcher employed well-established research methods, conducted debriefing sessions with participants, and explained the phenomenon being investigated. The researcher utilised field notes and audio recordings during data collection to ensure that no information was overlooked.

3.9.2 Transferability

Transferability refers to the method through which a qualitative researcher proves that the research's findings are applicable to various context. (Janghorban et al., 2014). The researcher used triangulation to demonstrate how the research study's findings

can be applied to certain environments, conditions, and situations. This implies that the triangulation method provided the premise for the researcher to illustrate that the findings of this study or the conclusions of this research may be applied to various contexts (Janghorban *et al.*, 2014). It is also important to highlight that assuring transferability refers to the study results' applicability to other settings or environment.

3.9.3 Conformability

Conformability refers to the quality of the results produced by research in terms of how well they are supported by people who were involved in the study and events that were independent of the researcher (Aurini *et al.*, 2021). Marshall and Rossman, (2016) further explain that conformability refers to the degree to which the results could be confirmed or corroborated by others. To improve conformability, the researcher meticulously documented the processes of checking and rechecking the data throughout the study, provided a detailed description of the methods employed and the manner of data collection to facilitate comparisons with existing studies. Additionally, the researcher noted the number of participants involved in the study (sample size) and the number of researchers participating in the study (in this instance, one researcher conducted the study with guidance from a supervisor). Following the study, the researcher performed a data audit to review the data collection and analysis processes, making assessments regarding potential biases or distortions.

3.9.4 Dependability

Dependability pertains to the stability of data across similar conditions (Polit & Beck, 2012). This was achieved through the utilization of audio recordings, field notes, and the support of a supervisor to validate decisions at every stage of the research process. Dependability indicates the extent to which other researchers could replicate the analysis and achieve consistent results (Yin, 2011). Techniques such as audit trails and triangulation enhance the dependability of the research and assist the researcher. The extent to which other researchers can duplicate the analysis and obtain consistent results is termed dependability (Yin, 2011). Strategies like audit trails and triangulation provide guidance to the researcher regarding the dependability of the study.

3.10 ETHICAL CONSIDERATIONS

Ethics refer to a set of moral standards that guide a researcher's interactions with participants. According to De Vos et al. (2011), ethical principles serve as the foundation for researchers to assess their conduct. There are crucial ethical considerations that researchers must recognise when carrying out their studies. It is essential to keep in mind that every research endeavour must be grounded in ethical principles, which the researcher must follow to ensure the study's ethical integrity. Both the researcher and the participants face several significant ethical issues. The ethical considerations pertinent to this research include informed consent, obtaining permission, providing information, minimizing harm, confidentiality, and anonymity

3.10.1 Permission to conduct research

Prior to data collection, the researcher applied for ethical clearance certificate from the University of Venda Research Ethics Committee and the Limpopo Provincial Research Ethics Committee. The researcher explained the nature of the study to the participants. Participants were allowed to choose their preferred and comfortable settings for the interviews. The interviews were conducted in Tshivenda and English. The researcher also asked for permission from the participants to record and take notes during the interviews.

3.10.2 Informed consent

It is essential to emphasize that researchers must ensure participants are clearly informed that they are taking part in a research project (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). This entails that participants need to be briefed about the study, and their consent must be obtained (Du Plooy-Cilliers et al., 2014). The responsibility lies with the researcher to make certain that participants understand what will be required of them during their involvement, as well as how their identities will be protected and how the collected data will be used (Du Plooy-Cilliers et al., 2014). The researcher provided an explanation of the study's nature and ensured informed consent was secured prior to the participants' involvement in the research.

3.10.3 Avoiding harm

In relation to avoiding harm, it is important to note that researchers must not inflict any harm on their participants (Reijers, Wright, Brey, Weber, Rodrigues, 2018). For instance, in the social sciences, researchers should be cautious about issues like causing participants to relive distressing emotional experiences and putting them in situations that could jeopardize their prospects (Reijers et al., 2018). This necessitates that the nature of the research is clearly communicated to respondents before they engage in the study, and the researcher must ensure that the research does not cause harm to the participants in any way (Reijers et al., 2018). In this research study, the researcher took steps to ensure that participants were not harmed under any circumstances. The researcher was diligent in making sure that the study did not cause any harm.

3.10.4 Confidentiality and anonymity

Confidentiality refers to the safeguarding of personal data (Haahr et al., 2014). The researcher assured participants that any information that could be life-threatening or may disrupt the participants' social and psychological well-being would be protected, and their identities would remain concealed; in the event of publishing the study, anonymity would be granted to the participants. Anonymity means safeguarding a participant's identity, so they remain unrecognizable (Lapan, Quartaroli & Riemer, 2011). Participants were identified through numerical designations, such as educators designated as "E" and parents as "P," to maintain their anonymity. The researcher ensured that the real identities of the participants were not disclosed to anyone to protect them from possible victimisation.

3.10.5 Deception

Deception can vary from minor omissions, like failing to share the complete details of the study, to outright falsehoods concerning the researcher's identity and the nature of the research (Lapan et al., 2011). To prevent deception, the researcher maintained transparency with participants, providing them with all relevant information about the

study, its purpose, and how the data would be utilised, while assuring them of their anonymity.

3.11 CHAPTER SUMMARY

This chapter presented the research methodology employed to investigate the research questions and achieve the objectives of this study. The main goal of this section was to outline the strategies and procedures used to collect, analyse, and interpret the data. By adopting a well-structured and systematic approach, the research methodology aimed to enhance the reliability and validity of the findings, ensuring the credibility and rigor of the study.

CHAPTER 4

DATA PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

This chapter provides data presentation and data analysis that examines parental involvement in learning EFAL in four schools: School A and School D, located in urban areas, and School B and School C, situated in rural regions. To gain a deeper understanding of parental engagement's nuances, the researcher interviewed sixteen participants, eight educators (designated as "E") and eight parents (designated as "P"). This mixed-group analysis aims to highlight the unique perspectives and experiences of these two important stakeholder groups in the educational landscape.

SCHOOL	EDUCATORS	PARENTS
School A	E1 & E2	P1 & P2
School B	E3 & E4	P3 & P4
School C	E5 & E6	P5 & P6
School D	E7 & E8	P7 & P8

4.2 EDUCATOR'S RESPONSES

4.2.1 What is the current level of parental involvement in supporting intermediate Phase learners with EFAL learning in your school?

E1: "From my view, the current level of parental involvement is reasonable. We have some parents who are keen and attend meetings a lot, showing a genuine interest in their children's EFAL development. On the other hand, there are a lot of others who do not engage much, which makes an unreliable support system for the learners."

E2: "I have noticed that constant involvement from parents is a great challenge. Even though some parents do show up for school events and meetings, many remain completely disconnected. This consistency affects learners' learning experience."

E3: "In my experience, there is a group of parents who are very engaged and active in their children's EFAL learning. Unfortunately, there are also a considerable number of parents who do not participate at all. This divide generates a clear gap in the support that learners receive at home."

E4: "From my view, the current level of parental involvement is mixed. We have a group of parents who are really committed, attending meetings often and showing honest interest in their children's EFAL progress. However, there are also many parents who barely engage, and this lack of consistent involvement makes it challenging to make a reliable support system for the learners. The difference between these two groups impacts the overall success of the support we can make available."

E5: "Reliable parental involvement is the main challenge here. Although a few parents are actively involved and attend school events and meetings, there is a lot that is completely divided. This contradiction in parental support tends to affect the learning experience for learners. The differences in engagement levels mean that some learners are getting the support they need from home, while others are missing out, which can make differences in their educational results."

E6: "From my view, the current level of parental involvement in supporting intermediate Phase learners with EFAL is mixed. We have a small group of parents who are very engaged, attending meetings often and showing a sincere interest in their children's EFAL development. On the other hand, there are many others who are not involved, which makes an inconsistent support system for the learners."

E7: "In my knowledge, parental involvement in EFAL support varies greatly. Although some parents are very hands-on, participating in school events and meetings, a great number remain divided. This lack of consistent involvement from many parents affects the complete learning experience for the students, creating disparities in the support they receive at home."

E8: "The level of parental involvement here is quite polarised. We have a dedicated group of parents who actively engage with their children's EFAL learning, but there is

also a significant number who do not participate at all. This divide creates a gap in the support provided to learners, with those having engaged parents benefiting more compared to those whose parents are less involved."

4.2.2 How do parents assist their children with EFAL learning outside of the classroom?

E1: "Parents assist their children with EFAL learning outside of the classroom in a number of ways. Some parents actively assist with homework through discussing the reading materials or practicing words with them. Others might use learning applications or websites to support their children's language growth. Nonetheless, the level of involvement differs greatly. However, some parents are hands-on, regularly reviewing and supporting what their children learn in class, others might not get involved as much, which can affect the general growth."

E2: "I have seen that parents support their children with EFAL learning in different ways depending on their own understanding in the language. Those who are comfortable with English usually assist by having regular conversations in English at home or by assisting their children through EFAL projects. They might also read books together or engage in educational activities that develop language skills. On the other hand, parents who are less confident may find it challenging to offer this kind of support."

E3: "Parents assist their children with EFAL learning outside of the classroom through a number of methods. Some are very active, dedicating specific times for reading and practicing language skills. They might also involve their children in activities that use English, like watching educational programs and engaging in discussions about stories. Unfortunately, not all parents are capable to do this and the lack of support from some can leave gaps in the children's EFAL development."

E4: "The way parents help their children with EFAL learning can be quite diverse. For some parents, it involves actively participating in reading sessions or reviewing vocabulary lists together. They might also use resources such as flashcards or language games. In addition, some parents encourage their children to use English in everyday situations, like writing letters. Nonetheless, there are also parents who struggle to find time or resources, which can limit the support their children get."

E5: "In my experience, parents help their children with EFAL learning outside of the classroom in many ways. Some are hands-on, helping with homework, reading together, or discussing English language concepts. They might also seek out extra resources like tutoring or online exercises. However, the level of support differs. Some parents may not have the time or skills to offer this kind of support, which can affect their children's development in EFAL."

E6: "Parents play an important role in their children's EFAL learning outside of the classroom by making a language-rich atmosphere at home. This can include things like labelling household items with their English names, promising their children to keep a journal in English or even setting up playdates with peers where English is spoken. As a result of integrating English into daily routines and activities, parents can help their children practice and reinforce their language skills in a practical and engaging way."

E7: "I have noticed that some parents use multimedia resources to support their children's EFAL learning. This can range from interactive language applications to English-language podcasts and audiobooks. These tools can offer additional practice and make learning more entertaining. Parents who hold these technologies often find that their children become more motivated and engaged in their EFAL studies. On the other hand, access to these resources can differ and not all parents may have the means or knowledge to utilize them effectively."

E8: "Many parents support their children's EFAL learning by combining language practice into their daily conversations. They might encourage their children to discuss their day in English or ask them to explain something they learned at school. Furthermore, some parents set aside time for educational activities, such as visiting English-speaking environments like the library. These methods help to build practical language skills and make learning a natural part of their children's lives, although success can depend on the parents' own ability and commitment."

4.2.3 In your experience, what are the challenges faced by parents when supporting their children with EFAL acquisition?

E1: "Language barrier is a major challenge in our communities. Many parents are not fluent in English, which makes it hard for them to engage with their children's

education. They often feel lost and disconnected from what is happening in the school."

E2: "One of the major problems we face is that a lot of parents do not have access to books or online resources. This lack of access limits their ability to support their children's education at home. It is not just about having the materials; it is also about knowing how to use them well."

E3: "I have noticed that some parents really struggle with understanding what the syllabus involves. It is not their fault; the syllabus can be difficult for them to comprehend. This misunderstanding can considerably limit the kind of support they can offer their children at home. For example, if parents don't understand the goals of a specific lesson, they might not be able to support it well with their children."

E4: "Lack of knowledge about the syllabus goals and objectives."

E5: "One major challenge is the lack of time many parents face due to work and other commitments. When parents are managing many responsibilities, it can be difficult for them to devote time to assist with their children's EFAL attainment. This lack of time can mean that even if parents are willing to help, they may not have the chance to provide the consistent support their children need to prosper."

E6: "Also, the major challenge is the variability in parental education levels. Some parents may not have strong educational backgrounds themselves, which can make it difficult for them to provide effective academic support. This is particularly true in areas where educational attainment is low, and the parents might not be familiar with the current teaching methods or strategies used in schools."

E7: "Cultural differences can also pose a challenge. In some cases, parents come from backgrounds where educational expectations or practices differ from those in the English-medium schools. This cultural gap can lead to misunderstandings about what is expected in terms of supporting their children's language acquisition and can impact their ability to engage effectively with the school system."

E8: "Emotional factors can be a barrier as well. Parents who are stressed or overwhelmed by their own personal circumstances may struggle to provide the emotional support their children need. This stress can affect their ability to be patient

or proactive in helping with EFAL acquisition, making it harder for their children to stay motivated and engaged in learning English."

4.2.4 Have you observed differences in the academic performance of students who receive parental support in EFAL compared to those who do not? Explain.

E1: "From my observation, there is a clear difference in learner's performance based on parental involvement. For instance, learners who receive constant support and encouragement from their parents usually show higher levels of confidence and academic success."

E2: "In my knowledge, learners who benefit from regular parental support are notably more engaged during class activities. This active participation often turns into better understanding and remembering of the material being taught."

E3: "From my experience, consistent and constant support plays an important role in long-term language attainment and greatly increases learners' academic performance. When teachers and parents work together for over a period of time, learners not only know language skills well but also show improved general academic outcomes."

E4: "The educational foundation they receive at home has long-term effects on a learner's future academic journey. A supportive and nurturing atmosphere at home sets the stage for continual educational successes and fosters a positive attitude towards learning."

E5: "There is a clear link between academic success and the level of parental involvement. When parents are actively engaged in their children's education, it often leads to measurable growths in academic results and general learner's performance."

E6: "I have noticed that students who receive parental support in EFAL tend to have better understanding skills and improved written and oral expression. Parents who help with homework or engage in language-related activities generate a more immersive learning environment that benefits the students."

E7: "In my view, students with parental support in EFAL often show better time management and study habits. When parents are involved, they help structure their

child's study time and provide a conducive environment for learning, which translates into more effective academic performance."

E8: "The difference is quite striking. Students who have parents actively involved in their EFAL learning often show more resilience and motivation. Parental support can boost a learner's confidence and persistence, which are important for overcoming academic challenges and achieving better results."

4.2.5 What can parents do to assist Intermediate Phase learners with EFAL learning?

E1: "Parents can play a key role in supporting their children with EFAL by making a structured atmosphere at home that inspires regular English practice. This can comprise setting aside specific times for reading English books, watching educational programs portrayed in English, and engaging in discussions where English is the main language. In addition, parents can be of assistance to their children with English homework and offer opportunities for them to use English in real situations, such as during family visits or whilst interacting with English-speaking peers."

E2: "One effective way parents can help is by being actively involved in their children's learning process. This involves discussing what their child is learning in English class and supporting those concepts at home. For instance, parents can ask their children to explain what they have learned, use English in everyday activities, and encourage them to practice writing short stories. Such involvement not only supports their children's learning but also helps them build self-confidence in using English."

E3: "Parents can increase their children's EFAL learning by providing them with different and engaging English language resources. This comprises reading educational online applications, online games, and communicating websites that are intended to improve English skills. As a result of integrating these resources into their children's routine, parents can make learning English more enjoyable and effective. Moreover, parents must generate a positive and positive environment that celebrates growth, no matter how small it is in order to keep their children interested and engaged."

E4: "It is also useful for parents to encourage their children to participate in English-speaking activities outside of school. This can involve joining local clubs, attending

English language workshops or participating in community events where English is used more often. Such experiences offer hands-on language use and help children become more comfortable with English in several situations. Through exposing their children to English in different situations, parents can help bridge the gap between classroom learning and practical application."

E5: "Another important way parents can support their children's EFAL learning is by being role models for language use. When parents actively use English in their own daily discussions, whether at home or in social surroundings, they set an example for their children. This modeling helps support the importance of language practice and makes English a normal part of their children's life. Furthermore, parents can share their own experiences with learning languages, showing that perseverance and practice lead to progress."

E6: "Parents can also support EFAL learning by incorporating English into daily routines and activities. For instance, they can label domestic items with their English names, use English during cooking or shopping trips, and practice English through common chores. As a result of integrating English into daily responsibilities, parents make the language a normal part of their children's life and support learning in a practical and engaging way."

E7: "Generating a language-rich environment at home can broadly benefit EFAL learners. Parents can generate a dedicated space for English activities, such as a reading nook with English books or a corner with English educational games. Regularly updating this space with new materials and resources can keep the learning process dynamic and stimulating. In addition, parents can set up regular family reading sessions or storytelling times in English to further increase their children in the language."

E8: "Encouraging children to participate in English language media, such as podcasts, audiobooks, or English-language music, can be very useful. Parents can introduce their children to different types of media that align with their interests and age level. Discussing the content with their children, asking questions, and sharing opinions about what they listen to, or watch can enhance comprehension and language skills in a fun and interactive way."

4.2.6 How do you communicate with parents regarding their children's EFAL learning at your school?

E1: "We use a combination of methods to communicate with parents about their children's EFAL learning. We hold regular parent-teacher meetings wherein we discuss learner's progress and areas where they may need extra support. Moreover, we send out newsletters and progress reports that detail the syllabus, upcoming assessments, and strategies parents can use at home. For more updates, we also use phone calls and emails to guarantee that parents are kept well-informed and can address matters quickly."

E2: "In our school, we maintain open lines of communication with parents through a number of ways. We organize information sessions that focus on EFAL strategies and how parents can support their children's learning at home. These sessions are intended to be interactive, allowing parents to ask questions and get useful advice. We also use online platforms like school applications to send regular updates and feedback on learner's performance, which helps parents stay engaged and informed about their children's EFAL progress."

E3: "We mainly communicate with parents through planned meetings where we provide thorough feedback on their children's EFAL development. These meetings are often complemented with written reports that outline specific strengths and areas for development. To improve understanding, we also offer guidance documents and resources that explain EFAL learning objectives and effective support strategies. Our goal is to guarantee that parents feel confident in their ability to help their children and are aware of how they can contribute to their language development."

E4: "Our communication approach includes a combination of formal and informal communications. We hold parent-teacher meetings every term to discuss their children's EFAL growth and provide feedback. In addition, we make use of school newsletters and online portals to share general information about EFAL strategies and future events. We also encourage parents to reach out if they have any questions, guaranteeing that there is always an open line of communication between the school and home."

E5: "To successfully communicate with parents about their children's EFAL learning, we use a number of methods. We have regular parent-teacher meetings where we discuss each child's progress and areas for improvement in detail. We also offer written reports and use the school's online platform to share updates and educational resources. Moreover, these meetings also focus on strategies parents can use to support EFAL learning at home, which help them feel more involved and well-versed about their children's education."

E6: "We prioritize keeping parents informed about their children's EFAL learning through a number of means. We conduct regular parent-teacher meetings where we discuss each child's successes and challenges in EFAL. Moreover, we distribute monthly newsletters that offer updates on curriculum changes, upcoming assessments and practical guidelines for parents to support their children at home. We also have an open-door policy, encouraging parents to visit the school or reach out through phone or email when they have problems or questions."

E7: "Our method of communicating with parents about EFAL learning involves a mixture of digital and face-to-face approaches. We use a school application that allows parents to track their child's progress and access important resources related to EFAL. We also schedule bi-monthly meetings where we review students' performance and discuss any concerns. To further support parents, we provide online tutorials and resources that explain EFAL concepts and offer strategies for home reinforcement."

E8: "We maintain effective communication with parents through regular updates and personalized feedback. In addition to holding parent-teacher meetings, we send out detailed progress reports and educational tips through email. We have interactive sessions that focus on enhancing EFAL learning at home, and we use emails to provide ongoing resources and updates about the EFAL curriculum and students' progress. This multi-channel approach ensures that parents are well-informed and actively engaged in their children's learning journey."

4.2.7 In your opinion, how can the school administration facilitate and encourage greater parental involvement in EFAL acquisition?

E1: "The school management can play a key role in nurturing greater parental involvement in EFAL acquisition by organizing regular informational sessions. These

sessions must focus on effective strategies for supporting EFAL at home and offer practical tools that parents can use. Furthermore, the management must generate a friendly environment by actively engaging parents through newsletters and community events that highlight the importance of EFAL and showcase the progress of learners. Providing resources and generating opportunities for parents to learn together with their children can considerably increase their involvement."

E2: "To encourage better parental involvement, the school management can implement a method of regular communication and feedback. This might include monthly updates on learner's EFAL development and recommendations for home activities. The schools can also create a parents' relationship role dedicated to working with families to address any concerns and offer support. Therefore, hosting sessions where parents can witness EFAL instruction and participate in learning activities might also help them feel more connected and motivated to support their children's language development."

E3: "One effective way for the school management to facilitate parental involvement is to add parental feedback into the school's EFAL programs. As a result of conducting surveys and focus groups, the school can gather understandings on what parents need and modify their support services accordingly. Moreover, the management can offer motivations for active participation, such as recognition programs and small rewards for parents who regularly engage in EFAL-related activities. Providing clear, accessible information on how parents can contribute to their children's EFAL success can also be very helpful."

E4: "The school administration must focus on making collaborative partnerships between teachers and parents. This can be realized by setting up regular parent-teacher meetings to discuss EFAL goals and strategies. Schools may also offer resources like multilingual guides to help parents support their children's learning. Moreover, organising family learning nights where parents and children engage in EFAL activities together can nurture a strong sense of community and highlight the importance of their participation."

E5: "In order to boost parental involvement, the school administration can provide targeted training sessions for parents on how to support EFAL learning well at home. Generating a parent resource center with materials and guides on EFAL strategies can

also be useful. Additionally, involving parents in school-based EFAL events, such as reading programs or language clubs, can make more opportunities for them to contribute and feel invested in their children's learning journey. Through regular celebration of learner achievements in EFAL can also stimulate parents to stay engaged."

E6: "The school management can critically improve parental involvement in EFAL attainment by implementing a volunteer program that allows parents to actively participate in classroom activities related to EFAL. For example, parents can be invited to help with reading sessions, assist in organizing language games, or even share stories in their own language, which can be translated into EFAL. Moreover, providing online resources and virtual meetings for parents who might not be able to attend in person can ensure that all parents have access to support and training opportunities."

E7: "A practical approach for the school administration to encourage parental involvement in EFAL is to generate a structured parent engagement plan that includes specific goals and action items. This plan can involve setting up a sequence of workshops that address different features of EFAL learning, from phonics to improved language usage. Schools can also offer parents with a toolkit that involves of activity suggestions, educational applications and prescribed books which they can use at home. Regularly updating parents on their children's progress and involving them in goal-setting discussions can further improve their participation."

E8: "The school management can improve higher parental involvement in EFAL attainment by integrating a cultural exchange component into the school's curriculum. Encouraging parents to share their cultural settings and languages through school events can assist in building a more inclusive environment that values different linguistic contributions. Furthermore, the school may establish a parent advisory board focused on EFAL, allowing parents to have a voice in shaping language programs and providing feedback on what support is most effective for their families."

4.2.8 What are the strategies you used to involve parents in supporting their children's EFAL learning?

E1: "In order involve parents in supporting their children's EFAL learning; I have used several strategies. For example, I hold workshops to show effective ways to help with

reading and vocabulary at home. I also send home regular updates about what we are teaching in class and suggest activities parents can do with their children. In addition, I encourage parents to join reading groups or volunteer in the classroom to get more involved."

E2: "One effective strategy I often use is regular communication through newsletters and emails. I include guidelines and resources for parents to help their children with EFAL at home. I also organise parent-teacher seminars where I can directly discuss their children's progress and suggest specific activities. Another approach is to make a list of suggested books and educational websites for parents to use."

E3: "I have found that organising workshops for parents on how to support EFAL learning has been very useful. We go over hands-on techniques, such as using educational applications or engaging in daily English dialogues. I also try to generate a supportive atmosphere through encouraging parents to share their own experiences and strategies with each other. This noble support helps build a stronger community around the learners."

E4: "One strategy I use is to involve parents through regular feedback sessions. I offer them with wide-ranging reports on their children's progress and specific areas where they can help at home. Additionally, I have started a 'parent resource center' with guides and activities for EFAL learning. I also try to make myself available for one-on-one meetings in order to discuss any questions parents might have."

E5: "I involve parents by organizing collaborative sessions where they can learn about the EFAL curriculum and how to support their children's learning. I also use social media and school applications to share educational resources and guidelines. The regular invitation of parents to participate in classroom activities and special events helps them feel more involved and better prepared to support their children's learning at home."

E6: "I make a monthly newsletter that consists of tips and events for parents to do with their children at home. In addition to this, I host regular parent-teacher conferences where I offer personalized advice and strategies based on each child's progress. I also offer a list of recommended children's books and educational games that can be used to strengthen EFAL skills outside of school."

E7: "In order to engage parents, I have implemented a home-school partnership program where we set up regular check-ins to discuss their children's growth and ways to support learning at home. I also distribute simple, bilingual educational materials that parents can use to help their children. I find that offering online tutorials and resources help parents who could be unfamiliar with English or who need additional guidance."

E8: "I run collaborative sessions where parents can observe and participate in classroom activities. This helps them comprehend the teaching methods and learning goals. I also make and share video demonstrations of effective strategies for supporting EFAL learning at home. Moreover, I encourage parents to participate in making a 'learning corner' at home with suggested materials and resources, which they can use to support their children's learning."

4.2.9 What do you think should be done to enhance parental involvement in learning EFAL by Intermediate Phase learners?

E1: "To improve parental involvement in EFAL learning, I think schools must offer more workshops for parents. These workshops can provide hands-on strategies for supporting their children's language progress at home. Furthermore, growing communication between teachers and parents through regular updates and feedback can help keep parents engaged. Schools can also produce more opportunities for parents to participate in classroom activities and learning events."

E2: "I believe increasing parental involvement necessitates better outreach and education for parents about the importance of their role in EFAL learning. Schools could implement regular information sessions that show how parents can assist with their children's language skills. In addition, providing resources like toolkits for parents would make it easier for them to support their children's learning well."

E3: "In my view, schools must focus on generating a more inclusive environment. This means offering flexible meeting times to accommodate parents' schedules and providing materials in different languages if needed. Additionally, involving parents in setting learning goals and celebrating their children's progress can raise a greater sense of partnership. Also, recognizing and rewarding parental efforts in supporting EFAL can also be encouraging."

E4: "One way to increase parental involvement is to integrate EFAL support into daily activities. Schools may possibly encourage parents to incorporate English into their daily routines, like during family meals and leisure activities. Providing parents with detailed, and ideas on how to do this would be helpful. Equally, nurturing a strong school-community partnership through organizing regular family engagement events can make parents feel more connected and involved."

E5: "To increase parental involvement in EFAL learning, I suggest schools form clear, consistent communication channels with parents. This could include regular newsletters, parent-teacher conferences, and digital platforms that offer tips and updates. Moreover, generating parent volunteer programs where they can actively participate in EFAL-related activities might help. Making parents feel more included in their children's education process can considerably increase their involvement and support."

E6: "Improving parental involvement in EFAL can also be achieved by integrating technology effectively. Schools can develop online platforms where parents can track their children's progress, access learning resources, and receive advice on supporting EFAL at home. Hosting virtual meetings can also make it simpler for parents to participate, particularly those with busy schedules and limited transportation options."

E7: "It is important to generate a welcoming and supportive environment where parents feel comfortable engaging in their child's EFAL learning journey. Schools must consider setting up mentorship programmes where experienced parents can guide others on how to support their children. Moreover, offering incentives or recognition for parental involvement can motivate more parents to take an active role in their children's education."

E8: "Schools might also focus on building better community partnerships that involve local libraries, community centres, and businesses. Partnerships with these entities could offer extra resources and support for parents, such as access to EFAL learning materials, tutoring services, or educational events. Encouraging these partnerships can extend the learning environment beyond the school and involve the broader community in supporting EFAL education."

4.3 RESPONSES FROM PARENTS/ GUARDIANS

4.3.1 What are the ways in which you support your child's EFAL learning at home?

(Ndi ndila dzifhio dzine vha dzi shumisa u thusa n'wana wavho kha u guda EFAL musi e hayani?)

P1: *"Ndi thusa vhananga musi vhe hayani u guda EFAL nga u ita tshifhinga tsha u vhala bugu dza English. Ri dovha ra shumisa zwishumiswa zwa thikhedzo dza zwa pfunzo u ita ndowendowe ya divhaipfi na girama. Ndi ita uri ri ambe nga zwine vha khou guda tshikoloni nda dovha nda ita uri vha tou tamba ngazwo sa mutambo."* (At home, I support my children's EFAL learning by setting aside specific times for reading English books together. We also use educational applications to practice vocabulary and grammar. I make sure to discuss what they are learning in school and support it with activities like playing word games.)

P2: *"Ndi thusa vhananga nga u amba English sa luambo lune ra amba ngalwo hayani. Ri vhona mbekanyamishumo dza English kha thelevishini na u vhala zwiṭori roṭhe. Ndi dovha nda vha thusa kha u n'wala tshun'wahaya na u mu ṭuṭuwedza u n'wala nganea pfufhi nga English. Tshin'we tshifhinga ndi a sedza zwishumiswa zwa u guda kha inthanethe. Ndivho khulwane ndi ya uri ri shumise luambo lwa English tshifhinga tshothe."* (I try to help my children with EFAL by incorporating English into our daily conversations. We watch English TV shows and read stories together. I also assist with their homework and encourage them to write short stories in English. Sometimes, I look up online resources to find extra practice materials. My goal is to make learning English fun and integrated into our daily life.)

P3: *"U tikedza vhananga kha u guda English, ndi dzula navho musi vha tshi khou n'wala tshun'wahaya. Ndi dzulela u vha ṭuṭuwedza u guda English nda ita uri maipfi maswa e vha a guda musi vhe tshikoloni vha mmbudze one saizwi na n'ne luambo ulu lu tshi nkondela."* (To support my children EFAL learning, I often sit with them as they write their homework. I always motivate them to learn the language and allow them to teach me new words they learnt from school as I also struggle with the language.)

P4: *"Ndi thusa vhananga u guda English nga u vha tendela vha tshi vhona Coco Melon. I vha thusa u pfesesa maipfi maswa na u guda u bula nga ndila yo teaho."* (I

assist my children with EFAL by allowing them to watch Coco melon. It helps them understand new words and practice pronunciation.)

P5: *"Kha u tikedza vhananga u guda English zwi katela ṭhanganyelo ya mishumo. Ri dzulela u guda English nga u vhala, u ita nyambedzano nga ha bugu dza luambo ulu kana u vhona filimu dzine dza shumisa luambo lwa English. Ndi lingedza u ita nyambedzano nga zwe vha guda tshikoloni na u amba English ri hayani misi yothe. Ndivho yanga ndi u itela uri vha dzulele u ṭṭuwedza na u ita English sa tshipiḁa tsha vhutshilo hashu."* (Supporting my children EFAL learning involves a combination of activities. We often practice English together by reading and discussing books or watching English movies. I try to engage them in discussions about what they have learnt at school and use English as much as possible during family activities. My aim is to keep them motivated and make English a part of our daily life.)

P6: *"Ndi tikedza vhananga u guda English nga u vha ṭṭuwedza u i shumisa vha tshi hambela zwithu kana u ṭahisa vhuḁfiwa havho. Ndi dovha nda vha na tshifhinga tsha u anetshela zwiḁori nga English hune ra amba nga ha mafhungo ane a ri kwama. Hedzi nḁila dzi thusa u engedzedza nḁivho yavho ya luambo."* (I support my children's EFAL learning by encouraging them to use English when asking for things or expressing their feelings. I also make time for English storytelling sessions where we make and share our own stories. This co-operative method helps improve their language skills.)

P7: *"U thusa vhananga kha u guda ha EFAL, ndi amba nga English kha mishumo yashu ya ḁuvha liḁwe na liḁwe. Sa tsumbo, ri bika rothe na u tevhela risipi dzo ḁwalwaho nga English, zwine zwa thusa kha u pfesesa u vhala na u shumisa maipfi a shumaho. Ndi dovha nda ṭṭuwedza vhananga uri vha dzhene kha kiḁabu dzine dza amba English kana kha puḁatifomo dza inthanethe u itela u ḁiḁowedza u ḁwala na vhutsila ha u daviḁzana. Nga u ita uri English i vhe tshipiḁa tsha maitele ashu a ḁuvha liḁwe na liḁwe zwine ra zwi takalela, ndi ṭoḁa u ita uri u guda luambo zwi vhe zwo teaho na u ṭṭuwedza."* (To assist my children's EFAL learning, I include English into our daily activities. For example, we cook together and follow recipes written in English, which helps with reading comprehension and practical vocabulary. I also encourage my children to join English-speaking clubs or online platforms to practice writing and communication skills. Through making English a part of our daily routines and interests, I aim to make language learning both relevant and engaging.)

P8: *"Ndi tikedza u gudiswa ha vhananga kha u guda luambo lwa English sa luambo lwa vhuvhili nga u shumisa thekinołodzhi na zwishumiswa zwa pfunzo. Ri dzulela u tamba mitambo ya zwa pfunzo ine ya sedza kha vhukoni ya luambo lwa English, nda dovha nda shumisa zwishumiswa zwa u guda luambo u thusedza mushumo wavho wa tshikolo. Zwiñwe hafhu, ri ita tshifhinga tsha u guda nyambedzano dza English nga u amba na u sedza mushumo wavho wa tshikolo ri rothe. Nga ñwambo wa u tanganyisa thekhinołodzhi na maitele a kale a u guda, ndi thusa vhananga u dzula vhe na dzangalelo na u didzhenisa kha mvelaphanda yavho ya luambo."* (I support my children EFAL learning by using technology and collaborative tools. We often play educational games that focus on English language skills, and I use language-learning applications to complement their schoolwork. In addition, we set aside time for practicing English through conversation and reviewing their classwork together. As a result of mixing technology with traditional methods, I assist my children stay motivated and engaged in their language growth.)

4.3.2 How do you communicate with your children educator regarding their EFAL learning?

(Vha davhidzana hani na mudededzi wa ñwana wavho malugano na u guda EFAL?)

P1 *"Kanzhi ndi davhidzana na mudededzi wa vhananga nga mitangano ya tshifhinga tshothe ya vhabebi na vhadededzi. Ndi ita vhungoho ha uri ndi dzhenele mitangano iyi u itela u haseledza nga ha mvelaphanda ya vhananga kha EFAL na mbilaelo dziñwe na dziñwe dzine nda nga vha nadzo. Zwiñwe hafhu, ndi rumela email nahone nga zwiñwe zwifhinga ndi founa arali hu na mafhungo o tsvhanyiswaho kana arali ndi tshi toda u tsvhanya u divhadzwa. Hezwi zwi nthusa uri ndi dzule ndi tshi divha na u dzhenelela kha u guda ha ñwananga."* (I usually communicate with my children's educator through regular parent-teacher meetings. I make sure to attend these meetings to discuss my children's progress in EFAL and any concerns I might have. Moreover, I send emails and sometimes make phone calls if there are urgent issues or if I need quick updates. This helps me stay informed and involved in my child's learning.)

P2: *"Ndi dzula ndi tshi kwamana na vhadededzi vhavho zwihuluhulu nga kha pulatifomo ya inthanethe ya tshikolo, hune ra fhiriselana milaedza nga ha*

mvelaphanda ya EFAL. Ndi dovha nda ya kha khonfarentse dza vhabebi na vhadededzi na u tola marifhi a tshikoloni u itela u wana zwiswa. Arali ndi na mbudziso kana mbilaelo dzo khetheaho, a thi timatimi u founela mudededzi thwii! u itela u wana phindulo." (I keep in touch with their educators mainly through the school's online platform, where we exchange messages about EFAL progress. I also attend parent-teacher conferences and check the school's newsletter for updates. If I have specific questions or concerns, I don't hesitate to call the teacher directly for answers.)

P3: *"Ndi vhona uri nyambedzano dza tshifhinga tshothe ndi dza vhuṭhongwa, ndi ngazwo ndi tshi vha tshipiḁa tsha miṭangano ya vhabebi na vhadededzi ndi dovha hafhu nda vha muraḁo kha tshigwada tsha whatsapp hune ra wana hone tshuṅwahaya na dziṅwe ndivhadzo."* (I find that regular communication is important, so I reach out to my children's educator during scheduled meetings, and I am also on the WhatsApp group where we get homework and other announcements).

P4: *"Ndila ine nda shumisa u amba na vhadededzi vha ṅwananga ndi ya miṭangano tshikoloni. Marifhi a tshikolo a thusa uri ndi dzule ndi khou ḁivha nga ha magudele a vhananga na zwiṅwevho zwi no kwama ngudo dzavho."* (My main way of communicating with my child's educators is through face-to-face meetings at school. The school newsletter helps me stay updated on my children's progress and any upcoming activities related to their learning).

P5: *"Ndi kwamana na vhadededzi vha vhananga miṭanganoni. Ndi vhona whatsapp i yavhuḁi ngauri ndi a kona u vhudzisa mbudziso kana mafhungo ano khou itea. Heyi ndila i thusa uri ndi dzule ndi khou ḁivha nga ha magudela a vhananga zwa ḁovha zwa konisa uri ndi vha thuse zwavhuḁi hayani."* (I mainly communicate with my children's educators through scheduled meetings. I find it useful to use WhatsApp for more detailed questions or matters that arise. This approach keeps me informed about my children EFAL progress and allows me to offer better support at home).

P6: *"Ndi kwamana na vhadededzi vha vhananga vha English miṭanganoni na nga WhatsApp. Ndi vhona uri u dzulela u tola vhananga tshifhinga tshothe zwi nthusu u pfesesa uri vhananga vha khou tshimbila hani na zwine nda nga zwi ita u itela u thusa hayani."* (I stay in touch with my children's EFAL teacher through face-to-face meetings and the WhatsApp. I find that scheduling regular check-ins helps me understand how my children are doing and what I can do to help at home.)

P7: “*Vhudavhidzani na mudededzi wa EFAL wa vhananga vhu dzulela u itea nga kha pulatifomo ya didzhithala ya tshikolo hune ra haseledza nga ha mvelaphanda na u tandulula mbilaelo dziñwe na dziñwe. Ndi dovha nda zwi ita zwa ndeme u shela mulenzhe kha khonfarentse dza vhabebi na vhadededzi u itela u wana kupfesesese kwo fhelelaho kwa lwendo lwavho lwa u guda na ndila ine nda nga khwaṭhisa ngayo vhukoni havho ha luambo hayani.*” (Communication with my children’s EFAL educator usually happens through the school’s digital platform where we can discuss progress and address any concerns. I also make it a point to participate in parent-teacher conferences to get a more detailed understanding of their learning journey and how I can reinforce their language skills at home.)

P8: “*Ndi funa u davhidzana na mudededzi wa EFAL wa vhananga nga kha vhudavhidzani ha luṅgo thwii u itela u wana vhuṭfiwa na nyambedzano nga u ṭavhanya. Ndi dovha nda shumisa maitele a inthanethe ya tshikolo u itela u tevhela mveledziso yavho na u ṭola vhuṭfiwa vhuñwe na vhuñwe vhune mudededzi a vhu ñea. Maitele haya o ṭanganelanaho a khwaṭhisedza uri ndi dzula ndi tshi ḍivha nahone ndi nga tikedza nga vhuḍalo ṭhoḍea dza u guda dza vhananga.*” (I prefer to communicate with my children’s EFAL teacher through direct phone calls for more immediate feedback and discussions. I also use the school’s online system to track their development and assess any feedback the teacher provides. This combination of methods guarantees that I stay informed and can actively support my children’s learning needs.)

4.3.3 What support do you feel would help you better to assist your child with EFAL learning?

(Ndi ifhio thikhedzo ine vha vhona i tshi nga vha ya khwine kha u thusa ñwana wavho kha u guda EFAL?)

P1: “*Ndi ṭoda dziñwe khonfarentse dzo dzudzanywaho dza vhabebi na vhadededzi. Nga tshifhinga tsha miṭangano iyi, ndi kona u haseledza nga ha mvelaphanda ya vhananga kha EFAL, vhuleme vhuñwe na vhuñwe vhune vha nga vha vho sedzana naho, na ndila dzine ra nga dzi shumisa hayani.*” (I need more scheduled parent-teacher conferences. During these meetings, I can discuss my children’s EFAL progress, any difficulties they might be facing, and strategies we can use at home).

P2: “Ndi *ṭoda tshifhinga tsho khetheaho na mudededzi uri ndi vhudzise nga ha u guda ha EFAL. U sedza mvelaphanda ya vhananga nga vhubalo na mudededzi ndi zwa ndeme.*” (I need special time with the educator for questions or concerns about EFAL learning. Going over my children’s progress thoroughly with the educator is important).

P3 “Ndi *humbula uri u funza vhabebi ndila ya u thusa vhana hayani zwi nga thusa, ngauri ndi khou kongelwa, hu si na muthu ane a ntikedza, ngauri a thi koni u pfesesa luambo lwa English zwavhudi.*” (I think training for parents on how to assist children at home can help as I struggle on my own without any assistance as am unable to understand the English language well).

P4: “Ndi *nga takalela u funzwa ndila ya u funza vhananga hayani ngauri hu na tshifhinga tshine nda lingedza u vha funza vha sa sumbedzi dzangalelo, ndi tshi vhona u nga ndi ngauri a thi pfesesi kharikhulamu.*” (I would like to be taught how to teach my children at home because whenever I try, they do not focus, and I think it is because I do not understand the curriculum).

P5: “Ndi *takalela u tangana na mudededzi wa vhananga nga tshifhinga tsha khonfarentse dzo dzudzanywaho u itela u haseledza nga ha mvelaphanda ya vhana ya EFAL na mafhungo maṁwe na maṁwe ane ra nga vha ri nao hayani. Kha mbilaelo dzine dza khou bvela phanda kana u divhadzwa, ndi nga takalela u shumisa email kana WhatsApp. U tangana uhu ha vhudavhidzani ho livhaho na ha didzhithala zwi nga nthusa u dzula ndi tshi divha thodea dza ṁwananga na zwine mudededzi a zwi lavhelela.*” (I prefer to meet with my children’s educator during scheduled conferences to discuss their EFAL progress and any issues we might be having at home. For ongoing concerns or updates, I would prefer to use email or WhatsApp. This combination of direct and digital communication can help me keep up with my child’s needs and the teacher’s expectations).

P6: “Ndi *vhona uri nyambedzano ya tshifhinga tshothhe nga u shumisa imeili na milaedza kha luṭingo zwi nga shuma khwine u ya nga ha nṁe ngauri zwiṁwe zwifhinga ndi shuma kule na hayani, ngauralo ndi nga kundelwa u vha hone kha miṭangano. Ndi a kona u tandulula thaidzo thukhu nga u rumela milaedza na u shumisa imeili kha nyambedzano na mbudziso dzo tangavhuwaho.*” (I think that regular communication through a combination of email and text messages could work best for me as I sometimes work far from home and might not be available for scheduled meetings. I

can quickly address small concerns via text and use email for more detailed questions or discussions).

P7: *“U shumisa dziñwe puḽatifomo dzo dikumedzelaho hune nda nga kona u tevhela mishumo ya vhananga ya EFAL na mvelaphanda zwi ḁo thusa vhukuma. Naho ndi tshi shumisa imeḽi na u ṽangana kha miṽangano ya vhabebi na vhadededzi, u vha na fhethu huthihi hu wanalaho mafhungo oṽhe na mafhungo maswa zwi ḁo ita uri zwi leluwe u dzula ndi na nḁivho na u shela mulenzhe kha maitele a u guda a ṽwananga.”* (Using some dedicated platforms where I can track my children’s EFAL assignments and progress would be incredibly useful. Although I do use email and attend parent-teacher meetings, having a centralized place for all information and updates would make it easier to stay informed and involved in my child’s learning process).

P8: *“Ndi vhona u nga u vha na zwishumiswa zwinzhi kana dzi wekishopho nga ha uri hu nga tikedzwa hani u guda ha EFAL hayani zwi nga vhuedza. Musi ndi tshi shumisa imeḽi na u ya miṽanganoni, zwishumiswa zwo engedzeaho zwi ngaho tsumbandila kana nyeletshedzo dzi shumaho zwi bvaho tshikoloni zwi nga nthusa u tikedza khwine mveledziso ya luambo lwa English lwa ṽwananga nḁḁa ha tshikolo.”* (I think having more resources or workshops on how to support EFAL learning at home would be beneficial. While I use email and attend meetings, additional resources like guides or practical tips from the school would help me better support my child’s English language development outside of school).

4.3.4 Have you encountered any difficulties in collaborating with your children’s school to support them in learning EFAL? Explain.

(Vhono ṽangana na vhuñwe vhuleme kha u shumisana na tshikolo tshine ṽwana wavho a dzhena khatsho zwi tshi kwama u guda EFAL? Kha vha ṽalutshedze).

P1: *“Ee, ndo sedzana na dziñwe khaedu kha u shumisana na tshikolo tsha vhananga u tikedza u guda havho ha EFAL. Inwe thaidzo khulwane ndi u ḁivhadzwa ha zwithu zwiswa tshifhinga tshoṽhe zwi bvaho tshikoloni, zwine zwa ita uri zwi konḁe u ṽhogomela mvelaphanda ya vhananga. Hafhu, tshiñwe tshifhinga vhudavhidzani ha tshikolo vhu vha ha thekhinikhaḽa nga maanda, nahone zwi a konḁa u pfesesa uri nyeletshedzo dzavho dzi nga shumiswa hani hayani. Vhudavhidzani ho engedzeaho ha tshifhinga tshoṽhe na vhu pfalaho vhu ḁo thusa vhukuma.”* (Yes, I have faced some

challenges in collaborating with my children's school to support their EFAL learning. One major problem is the irregular updates from the school, which makes it hard to keep track of my children's progress. Also, sometimes the school's communication is too technical, and it is difficult to understand how to implement their suggestions at home. More regular and clearer communication would really help).

P2: *"Ndi țangana na dzi khaedu, zwiĥulu kha u thusa kha maitele a guda EFAL na zwine ra khou zwiitisa zwone hayani. Tshiĥwe tshifhinga nđila ine tshikolo tsha itisa zwone zwo fhambana na zwine nda zwine nda zwi pfesesa kana zwine nda nga zwi ita hayani. Izwi zwi ita uri muthu a sa pfesese na u ita uri zwi konđe u fha thikhedzo ya tshifhinga tshoțhe. Zwi nga vhuedza arali ha vha na u shumisana zwavhuđi vhukati ha tshikolo na vhabebi."* (I have faced problems, mostly with supporting the school's EFAL strategies with what we are doing at home. Sometimes the school's approach differs from what I understand, or I can do at home. This creates confusion and makes it difficult to provide consistent support. It would be beneficial if there were more collective planning between the school and parents).

P3: *"Inwe ya thaidzo dze nda țangana nadzo ndi u sedzelwa fhasi musu ndi tshi vhudzisa nga ha ngudo dza vhananga uri dzi khou tshimbilisa hani. Vhadededzi avha vhuyi vha đidina vha dzula na nne vha nťalutshedza khaedu ngauri vha mmbona sa muthu a so ngo funzeaho a si na zwine a nga thusa ngazwo"*. (One problem I have experienced is being looked down on when I ask for updates on my children's progress. Educators do not even bother to sit down and explain things to me as they view me as the illiterate person who has nothing to offer.)

P4: *"Ee, ho vha na khaedu dza u shumisana na tshikolo. Sa tsumbo, tshiĥwe tshifhinga tshikolo tshi nea themendelo dzine dza konđa u dzi tevhela nga řwambo wa u shaya zwishumiswa kana tshifhinga kha riņe. Zwiĥwe hafu, u dzudzanya mbekanyamushumo dza miťangano zwi nga konđa. U tendelana huhulwane na nyeletshedzo nnzhi dzi no fhaťa dzi bvaho tshikoloni zwi nga ita uri vhushaka uhu vhu tshimbile zwavhuđi."* (Yes, there have been challenges in collaborating with the school. For instance, sometimes the school offers recommendations that are difficult to follow due to lack of resources or time on our part. In addition, coordinating schedules for meetings can be complicated. Greater flexibility and more hands-on advice from the school can make this partnership smoother.)

P5: *"Ndo wana zwi tshi konḡa u wana thikhedzo i fhulufhedzeaho tshikoloni. Hu na zwifhinga zwine vhudavhidzani ha vha vhu si havhuḡi, nahone musi ri tshi wana mafhungo, a zwi dzuli zwi khagala. Zwi nga vha zwi tshi khou dina u sa ḡivha nḡila ya khwine ya u tikedza vhananga ho sedzwa kha zwilavhelelwa zwa tshikolo. Vhudavhidzani ha khwine na tsumbandila yavhuḡi zwi ḡo khwinisa tshumisano yashu ya tshigwada."* (I have found it challenging to get reliable support from the school. There are times when communication is scarce, and when we do get information, it is not always clear. It can be frustrating not knowing how to best support my children based on the school's expectations. Better communication and clearer guidance would certainly improve our teamwork.)

P6: *"Vhuḡwe vhuleme he nda ḡangana naho ndi u sa vha na vhushaka vhukati ha kharikhulamu ya EFAL ya tshikolo na zwishumiswa zwine ra vha nazwo hayani. Nga zwiḡwe zwifhinga tshikolo tshi eletshedza mishumo kana zwishumiswa zwine zwa sa swikelelee nga hu leluwaho kana zwine zwa sa shume kha riḡe. U sa tendelana uhu hu ita uri zwi konḡe u tevhela themendelo dzavho."* (One difficulty I have encountered is the lack of association between the school's EFAL curriculum and the resources we have at home. The school sometimes suggests activities or materials that are not easily accessible or practical for us. This inconsistency makes it hard to follow through on their recommendations.)

P7: *"Ndi lwisana na nḡila ine tshikolo tsha shumisa ngayo EFAL ngauri kanzhi i pfala i tshi angaredza vhukuma nahone a i dzhieli nḡha ḡhodea dza vhananga. Nga zwiḡwe zwifhinga, nyeletshedzo dzavho dzi vhonele dzi tshi shuma zwavhuḡi kha vhaḡwe vhagudiswa fhedzi kha nḡe a dzi shumi zwavhuḡi. Ndi tama arali ho vha hu na nyeletshedzo kana zwiḡirathedzhi zwo khetheaho zwo livhaho kha tshitaila tsha u guda tsha ḡwananga na khaedu."* (I have struggled with the school's approach to EFAL because it often feels too general and does not consider of my children's needs. At times, their suggestions seem to work well for other students but not for mine. I wish there was more personalized advice or strategies that are specific to my child's learning style and challenges).

P8: *"U ḡanganelana vhukati ha tshikolo na hayani zwo vha khaedu, zwihuluhulu ngauri tshikolo tshi anzela u sedza kha zwipikwa zwo ḡandavhuwaho nḡhani ha u tandulula mafhungo o khetheaho ane ḡwananga a sedzana nao na EFAL. U fhandekana uhu*

nga zwiṁwe zwifhinga hu ita uri hu vhe na u sa tendelana ha zwilavhelelwa na thikhedzo. U khwiniswa ha vhukwamani na vhupfiwa ho ṭanḁavhuwaho, ho khetheaho zwi ḁo vala tshikhala itshi na u ri thusa u tikedza khwine ṁwana washu." (Coordination between the school and home has been a challenge, particularly since the school tends to focus on broader goals rather than addressing specific issues my child faces with EFAL. This divide sometimes leads to a mismatch in expectations and support. Improved coordination and more detailed, individualized feedback would bridge this gap and help us better support our child).

4.3.5 How do you balance supporting your children's EFAL learning with other responsibilities and commitments?

(Vha zwi kona hani u thusa ṁwana wavho kha u guda EFAL ngeno vhe na miṁwe mishumo na vhuḁifhinduleli?)

P1: *"U linganyisa u guda ha ṁwananga EFAL na miṁwe mishumo ndi khaedu vhukuma. Ndi lingedza u dzudzanya zwifhinga zwo khetheaho vhege iṁwe na iṁwe zwo ḁikumedzelaho kha u shuma kha EFAL na ṁwananga. Ndi dzhenisa u ḁiḁowedza luambo kha maitele ashu a ḁuvha liṁwe na liṁwe nga u shumisa English musi ri tshi khou ḁa na musi ri tshi khou ita mishumo. Zwoṭhe zwi kwama u shumisa tshifhinga tshi re hone nga vhuḁalo na u dzula ro dzudzanyea."* (Balancing my child EFAL learning with other duties is challenging. I try to carve out specific times each week dedicated to working on EFAL with my child. I incorporate language practice into our daily routine by using English during meals and while running errands. It is all about making the most of the available time and being organized).

P2: *"U linganyisa thikhedzo ya EFAL na miṁwe mishumo zwi katela u pulana huhulwane. Ndi vhetshela thungo tshifhinga ḁuvha liṁwe na liṁwe tsha u vhalahaho tshi tshi tou vha lwa mimunithi ya fumi fhedzi. Ndi dovha nda lingedza u katela ṁḁowelo ya EFAL kha mishumo ya ḁuvha liṁwe na liṁwe, u fana na u haseledza nga ha thero dza tshikolo nga tshifhinga tsha zwiliwa zwa nga madekwana. Zwi ṭoḁa u tendelana na zwiimo, fhedzi zwi a langea nga maitele avhuḁi."* (Balancing EFAL support with other duties involves a lot of planning. I set aside time every day for reading even if it is just for only ten minutes. I also try to include EFAL practice in daily activities, like discussing school topics during dinner. It necessitates some flexibility, but it is manageable with a good routine).

P3: *"Zwi a konḁa u tikedza u guda ha vhananga ha EFAL na mushumo na vhuṅwe vhuḁikumedzeli, fhedzi ndi lingedza u dzula fhasi na ṅwananga na u vhala bugu dzawe."* (It is difficult to juggle supporting my children's EFAL learning with job and other commitments, but I try to sit down with my child and go through her books).

P4: *"Zwi a konḁa vhukuma u linganisa thikhedzo ya EFAL na miṅwe mishumo. Ndi ita vhungoho ha uri ṅwananga muhulwane u thusa vhaṭuku nga tshuṅwahaya. Ndi vha lavhelesa musi vha tshi khou vhala vhoṭhe vha sa athu eḁela."* (It can be very difficult to balance EFAL support with other tasks. I make sure that my eldest child helps the younger ones with homework. I watch them as they read together before they sleep).

P5: *"U langa u guda ha EFAL khathihi na vhuṅwe vhuḁikumedzeli zwi amba uri ndi fanela u vha na vhuṭali vhukuma. Ndi badela kilasi dza u guda dza English, ḁuvha ḁiṅwe na ḁiṅwe musi tshikolo tshi tshi bva vha ya kha kilasi ya u engedza hune vha thuswa nga u ṅwala asainimente na tshunwahaya."* (Managing EFAL learning alongside other commitments means I must be very tactical. I pay for English extra classes, every day after school they attend extra class where they are assisted with assignment writing and homework).

P6: *"U linganyisa thikhedzo ya EFAL na vhuṅwe vhuḁifhinduleli zwi nga vha na vhukwila. Ndo badela uri ṅwananga a dzhene kilasini yo engedzeaho hune vha mu thusa nga u vhala na nga tshuṅwahaya."* (Balancing EFAL support with other responsibilities can be tricky. I paid for my child to attend extra class where they assist them with reading and homework writing.)

P7: *"U langa EFAL khathihi na miṅwe mishumo yanga zwi ṭoḁa vhukoni ha u sika. Ndi ḁivhetshela zwipikwa zwituku zwine zwa nga swikelelea vhege iṅwe na iṅwe zwa mishumo ya EFAL na u dzhenisa ṅwananga kha u ḁivhetshela zwenezwi zwipikwa. Nga heyi ṅḁila, u guda hu pfala hu si mushumo wa hayani nahone hu pfala hu sa mushumo wo ṭanganelanaho. Ndi dovha nda ḁitika nga thikhedzo ya mirado ya muṭa musi ndi tshi tsikeledzea nga maanḁa nga tshifhinga."* (Managing EFAL alongside my other duties requires some creativity. I set small, achievable goals each week for EFAL activities and involve my child in setting these goals. By this way, learning feels less like a chore and more like a shared project. I also lean on support from family members when I'm particularly pressed for time).

P8: *"U linganyisa u guda ha nwananga ha EFAL na vhuñwe vhuḍikumedzeli zwi katela u shumisa tshifhinga nga ndila ya tshīṭirathedzhi. Ndi dzudzanya sesheni dzo ḍikumedzelaho dza EFAL nga madekwana na u shumisa mafhelo a vhege u itela ndowelo yo khwaṭhaho. Ndi dovha nda khwaṭhisedza uri u guda hu dzule hu tshi takadza na u ṭanganelana, zwine zwa thusa u fara dzangalelo la nwananga naho mbekanyamushumo yanga yo ḍala."* (Balancing my child's EFAL learning with other commitments involves strategic use of time. I schedule dedicated EFAL sessions in the evenings and utilize weekends for more intensive practice. I also ensure to keep learning fun and interactive, which helps maintain my child's interest even if my schedule is hectic).

4.3.6 Have you attended any workshops aimed at enhancing parental involvement in their children's EFAL learning? If so, what were your experiences?
(*Vho no vhuya vha pfumbudzwa nga ha u dzhenelela ha vhabebi kha u guda ha vhana EFAL? Arali zwo ralo, tshenzhemo yavho ndi ifhio?*)

P1: *"Ee, ndo dzhenela wekishopho dzi si gathi dza u engedza u dzhenelela ha vhabebi kha EFAL. Tshenzhemo yanga yo vha i yavhuḍi. Wekishopho dzo nea tsumbandila yavhuḍi ya uri ndi tikedza hani nwananga kha u guda English hayani, hu tshi katelwa na mishumo na zwishumiswa zwine ra nga zwi shumisa. Zwo vha zwi tshi dovha zwa thusa u ṭumana na vhañwe vhabebi na u kovhelana zwiṭirathedzhi."* (Yes, I have attended a few workshops on increasing parental involvement in EFAL. My experience was positive. The workshops provided practical guidelines on how to support my child English learning at home, including activities and resources we could use. It was also useful to connect with other parents and share strategies).

P2: *"Ndo no ḍi ya kha wekishopho dzo vhalaho dzo livhiswaho kha u thusa vhabebi uri vha dzhenele nga vhuḍalo kha ngudo dza vhana vhavho. Yo vha i na mafhungo avhuḍi fhedzi ndi vhona u nga vho itela vhabebi vho funzeaho fhedzi."* (I did attend a couple of workshops aimed at helping parents get more involved in their children's learning. They were informative but I feel like they are suitable for the educated parents only).

P3: *"Ndo no vha kha wekishopho dzo vhalaho dzo itelwaho u ṭuṭuwedza u dzhenelela ha vhabebi kha EFAL. Vho katela zwithu zwi ngaho u shumisa dzi app dza pfunzo u*

sika vhupo ho pfumaho nga luambo hayani fhedzi a thi koni u zwi shumisa sa izwi ndi si na vhukoni na zwishumiswa.” (I have been to several workshops intended to boost parental involvement in EFAL. They covered things like using educational apps to create a language-rich environment at home but am unable to apply them as I do not have the skills and resources).

P4: *"Ee, ndo dzhenela wekishopho dzo livhiswaho kha u khwinisa thikhedzo ya vhabebi. Sesheni dzo vha dzi tshi tũtũwedza, nahone ndo guda zwinzhi nga ha thekiniki dzi shumaho na zwishumiswa. Thaidzo yo vha i ya uri dziñwe dza workshop dzo vha dzi tshi dzudzanywa nga zwifhinga zwine vhathu vha vha vho farakanea, zwe zwa ita uri zwi nkondle u ya tshifhinga tshoñhe.” (Yes, I attended workshops focused on improving parental support. The sessions were engaging, and I learned a lot about active techniques and resources. The only problem was that some of the workshops were scheduled during busy times, which made it difficult for me to attend on a regular basis).*

P5: *"Ndo dzhenela wekishopho dzo itelwaho u khwinisa mushumo washu kha u tikedza EFAL. Vho vha vha tshi thusa vhukuma kha u ñetshedza zwiñirathedzhi zwo khetheaho na zwishumiswa zwa u thusa kha u guda English ha vhananga. Vhañetshedzi vho vha vhe na ñdivho yavhuñi, fhedzi ndi humbula uri wekishopho dzi nga vhuelwa nga u katela zwithu zwinzhi zwa u shumisana na zwikhala zwa uri vhabebi vha ñidowedze ñdila.” (I have attended workshops intended at improving our role in supporting EFAL. They were quite useful in providing specific strategies and tools to help with my children’s English learning. The presenters were well-informed, but I think the workshops could benefit from including more collaborating elements and opportunities for parents to practice the methods).*

P6: *"Ee, ndo dzhenela wekishopho dzi si gathi dzo livhiswaho kha u engedza u dzhenelela ha vhabebi kha EFAL. Tshenzhemo yanga yo vha i tshi funza. Wekishopho dzo ri ñivhadza nga ha mishumo yo fhambanaho i takadzaho na mitambo ye ya ita uri u guda English zwi takadze kha ñwananga. Ndo livhuwa vhukuma zwishumiswa zwa u tevhela na zwishumiswa zwa inthanethe zwo ñetshedzwaho, zwe zwa nthusa u isa phanda na maitele a u guda hayani.” (Yes, I have attended a few workshops aimed at increasing parental involvement in EFAL. My experience was educational. The workshops introduced us to a range of engaging activities and games that made*

learning English fun for my child. I mostly appreciated the follow-up materials and online resources provided, which helped me continue the learning process at home).

P7: *"Ndo no vha kha wekishopho dzi si gathi dzo sedzaho kha u tũtũwedza u dzhenelela ha vhabebi kha EFAL. Sesheni nga u angaredza dzo vha dzi dzavhũdi, ho ombedzelwa vhukuma kha thekhiniki dza u guda nga u tũnganelana. Kha lĩnwe sia, ndo wana uri zwiĩnwe zwi re ngomu zwo vha zwi zwa mutheo vhukuma kha tũhoĩea dzanga. Zwo vha zwi tshi ġo vhuyedza u vha na zwiĩtirathedzhi zwo bvelaho phanda kana nĩdila ya u tũnganya nyeletshedzo na zwikalo zwo fhambanaho zwa vhutsila."* (I have been to a handful of workshops focused on boosting parental involvement in EFAL. The sessions were generally good, with a lot of emphasis on interactive learning techniques. On the other hand, I found that some of the content was too basic for my needs. It would have been beneficial to have more advanced strategies or a way to tailor the advice to different levels of proficiency.)

P8: *"Ee, ndo dzhenela wekishopho dzo livhiswaho kha u engedza thikhedzo ya vhabebi kha EFAL. Wekishopho dzo vha dzi tshi shuma vhukuma nahone dzo katela mishumo minzhi ya zwanda, zwe zwa vha zwi zwavhũdi vhukuma. Naho zwo ralo, ndo pfa uri wekishopho dzo vha dzi tshi nga netshedza vhupfiwa ho khetheaho nga ha khaedu dzine ra tũngana nadzo sa vhabebi. zwo vha zwi tshi ġo thusa u vha na tshifhinga tshinzhi na vhatshimbidi u tandulula mafhungo o khetheaho."* (Yes, I have attended workshops aimed at increasing parental support in EFAL. The workshops were quite practical and included a lot of hands-on activities, which were great. However, I felt that the workshops could have provided more personalized feedback on individual challenges we face as parents. It would have been helpful to have more time with the facilitators to address specific issues.)

4.3.7 Are there any specific areas of EFAL learning where you feel your child needs additional support?

(Ndi kha sia lĩfhio kha guda EFAL lĩne vha vhona nĩwana wavho a tshi tea u wana iĩnwe thikhedzo khaĩ?)

P1: *"Ee, ndi pfa nĩwananga a tshi khou lwisana nyana na ġivhaipfi na u pfesesa kha EFAL. Ro vhona zwauri naho a tshi kona u vhala zwavhũdi, u na vhuleme ha u pfesesa na u shumisa maipfi maswa kha mafhungo. Ro lingedza u shumisa flashcards na u*

vhala rothe, fhedzi zwi vhonala u nga u toda u didowedza ho livhiswaho ho engedzeaho khamusi na thikhedzo ya muthu nga muthu u itela u fhaṭa fhuḽufhelo laawe." (Yes, I feel my child struggles a bit with vocabulary and understanding in EFAL. We have noticed that despite being able to read well, he has difficulty understanding and using new words in context. We have tried using flashcards and reading together, but it seems like he needs more targeted exercises and maybe some one-on-one support to build his confidence.)

P2: *"Nwananga u khou toda thuso yo engedzeaho ya u nwala nga EFAL. U khou tshimbila zwavhuḽi kha u vhala na u amba, fhedzi vhukoni hawe ha u nwala vhu khou salela murahu. Ndi humbula uri a nga vhuyelwa nga thikhedzo yo engedzeaho, zwi nga itea nga u funzwa kana mishumo yo livhiswaho kha vhukoni hawe ha u nwala."* (My child needs extra help with writing in EFAL. She is doing well with reading and speaking, but her writing skills are lagging. I think she might benefit from extra support, possibly through tutoring or more focused activities that target her writing skills).

P3: *"Ee, nwananga u a konḽelwa u pfesesa girama na tshivhumbeo tsha mafhungo kha EFAL. Ro vha ri tshi khou shumisa bugu u shumela dza girama na pfunzo dza kha inthanethe, fhedzi mvelaphanda yo vha i tshi khou lenga. Ndi vhona u nga u vha na ṭhalutshedzo i pfalaho i bvaho kha mudededzi kana zwishumiswa zwinzhi zwine zwa shumisana zwi nga mu thusa u pfesesa khwine mihumbulo iyi."* (Yes, my child finds it difficult to understand grammar and sentence structure in EFAL. We have been using grammar workbooks and online exercises, but the improvement has been slow. I feel that having a clearer explanation from a teacher or more interactive tools might help her understand these concepts better).

P4: *"Ndi tenda uri nwananga a nga shumisa thikhedzo yo engedzeaho nga u amba na u bula maipfi kha EFAL. Naho a tshi vhala na u nwala zwavhuḽi, u a timatima u amba nahone kanzhi u lwisana na u ṭalutshedza zwavhuḽi."* (I believe my child could use more support with speaking and pronunciation in EFAL. Although she is reading and writing fine, she hesitates to speak up and often struggles with articulation).

P5: *"Nwananga u vhonala e na thaidzo ya vhukoni ha u thetshesela kha EFAL. U a kona u vhala na u nwala, fhedzi kanzhi u xeḽelwa nga zwidodombedzwa kha ndaela dza oraḽa kana zwiṭori. Ro lingedza u thetshesela bugu dza u thetshesela dza English na u haseledza nga hadzo, fhedzi zwi pfala zwi tshi nga ndi ndowelo ya u thetshesela*

yo dzudzanyeaho vhukuma na u thetshesela zwine zwa tanganelana zwo vha zwi tshi do mu thusa vhukuma uri a bevele phanda." (My child appears to have trouble with listening skills in EFAL. She can read and write, but she often misses details in oral instructions or stories. We have tried listening to English audio books and discussing them, but it feels like more structured listening practice and interactive listening exercises would really help her develop).

P6: *"Nwananga u vhone vha tshi lwisana na u shumisa EFAL kha nyambedzano dzashu dza duvha linwe na linwe. U a kona u vhone na u hwala zwavhuḁi, fhedzi musi zwi tshi da kha u amba nga ndila yo dowealeho, kanzhi u a timatima na u lwisana na u amba mihumbulo yavho vho vhofoholowa. Ndi humbula uri vha nga vhuyelwa nga u didowedza u amba, u fana na u tanganela kha nyambedzano na vhaambi vha luambo lwa damuni kana u shela mulenzhe kha zwigwada zwa nyambedzano u itela u fhaṭa u amba hawe nga u tou elela na u difhulufhela."* (My child seems to struggle with using EFAL in our daily conversations. They can read and write well, but when it comes to casual speaking, they often hesitate and struggle to express their thoughts openly. I think she could benefit from more hands-on speaking practice, such as engaging in conversations with native speakers or participating in discussion groups to build fluency and confidence).

P7: *"Ndo zwi vhone uri nwananga u na vhuleme ha u pfesesa na u shumisa maipfi a maidioma. Naho zwa u divha maipfi nga tou u angaredza zwi tshi khou khwinisea, masia anea manwe o khetheaho a luambo ndi khaedu khae. Zwi nga thusa u vha na mishumo minzhi yo livhiswaho kana mishumo ine ya sedza kha thalutshedzo dza maidioma na maipfi a nyito u itela u khwinisa u pfesesa na tshumiso."* (I have noticed that my child has difficulty with understanding and using idiomatic expressions. Even though her general vocabulary is improving, these specific language aspects are challenging for her. It might be helpful to have more focused activities or exercises that specifically target idiomatic expressions and phrasal verbs to enhance her comprehension and usage).

P8: *"Nwananga u vhone a na thaidzo ya u vhone nga u tou elela na u kona u dibvisela khagala kha EFAL. Naho a tshi kona u vhone maipfi, kanzhi u vhone nga ipfi lithihi nahone ha na maipfi ane a bvisela khagala zwine a amba. Ndi humbula uri o vha a tshi do vhuyelwa nga u didowedza u vhonele nṭha, zwi nga itea zwavhuḁi nga u*

eletshedza u shumisa maipfi na thoni nga ndilade u itela u khwinisa u pfesesa havho na u ita uri u vhalazwi takadze. (My child seems to have trouble with reading fluency and expression in EFAL. Although she can read the words, she often reads in a monotone and lacks the intonation and expression that convey meaning. I think she would benefit from practice with reading aloud, possibly with guidance on how to use expression and tone to improve their understanding and make reading more engaging).

4.3.8 In your opinion, what role should schools play in facilitating and encouraging parental involvement in EFAL learning? Explain in detail.

(U ya nga vhone vha vhona u nga tshikolo tshi tea u shuma mushumo ufho kha u tshimbidza na u tshuwedza u shela mulenzhe ha vhabebi kha Ngudo dza EFAL? Kha vha tshutshedze nga vhudalo).

P1: *"U ya nga nne, zwikolo zwi tea u tamba mushumo u vhoneaho kha u leludza kha u tshimbidza zwa u shela mulenzhe ha vhabebi nga u netshedza mafhungo a pfalaho, a swikeleleaho nga ha u guda EFAL. Vha tea u dzudzanya wekishopho dza tshifhinga tshothhe dzine dza gudisa vhabebi ndila ya u tikedza u guda ha vhana vhavho hayani, u netshedza zwishumiswa zwi ngaho gaidi na zwishumiswa, na u vhulunga ndila dzo vuleaho dza vhudavhidzani nga kha gurannha ya mafhungo na mitangano. Zwikolo zwi tea u dovha zwa tshuwedza vhabebi u shela mulenzhe kha mishumo ya klasini na mishumo ya tshikolo i tshimbilelanaho na EFAL."* (In my opinion, schools should play an active role in facilitating parental involvement by providing clear, accessible information about EFAL learning. They must organize regular workshops that teach parents how to support their children's learning at home, offer resources like guides and toolkits, and maintain open lines of communication through newsletters and meetings. Schools should also encourage parents to participate in classroom activities and school events related to EFAL).

P2: *"Zwikolo zwi tea u dzhenisa vhabebi nga vhudalo nga u sika zwikhala zwa uri vha pfesese na u shela mulenzhe kha pfunzo ya EFAL ya vhana vhavho. Hezwi zwi nga katela u fara sesheni dza mafhungo na wekishopho dzine dza sumbedza vhabebi ndila ya u thusa kha tshuwahaya na u dxdowedza luambo hayani. Zwikolo zwi tea u dovha zwa netshedza mvelaphanda ya matshudeni tshifhinga tshothhe na u netshedza*

zwitirathedzhi zwa u kunda khaedu dzo dowealeaho kha u guda EFAL." (Schools need to actively engage parents by creating opportunities for them to understand and participate in their children's EFAL learning. This can involve hosting informational sessions and practical workshops that show parents how to help with homework and language practice at home. Schools must also provide regular updates on student progress and offer strategies for overcoming common challenges in EFAL learning).

P3: *"Ndi tenda uri zwikolo zwi tea u vha didzhenisa tshothe kha zwa u dzhenisa vhabebi kha u guda ha vhana vhavho EFAL. Vha tea u netshedza zwifhinga zwa vhugudisi tshifhinga tshothe na zwishumiswa zwine zwa livhisa vhabebi kha ndila ya u tikedza mveledziso ya luambo lwa nwana wavho zwavhudi. Zwikolo zwi tea u dovha zwa tutuwedza mupo wa tshitshavha hune vhabebi vha dipfa vho tangedzwa na u tutuwedzwa u shela mulenzhe, hu nga vha nga u dinedzwa kana u shela mulenzhe kha zwiitea zwa pfunzo zwi tshimbilelanaho na EFAL."* (I believe schools must be very hands-on in involving parents in their children's EFAL learning. They must offer regular training sessions and resources that guide parents on how to support their child's language development well. Schools must also foster a community atmosphere where parents feel welcome and encouraged to contribute, whether through volunteering or participating in educational events related to EFAL).

P4: *"Zwikolo zwi tea u leludza u dzhenelela ha vhabebi nga u dzulela u daviidzana na vhabebi nga ha mvelaphanda ya EFAL ya nwana wavho na u netshedza nyeletshedzo i shumaho nga ha u tikedza u guda hayani. Hezwi zwi nga katela u thoma wekishopho, u rumela gaidi dzi leluwaho u dzi tevhela musi u hayani, na u dzudzanya zwithu zwine zwa katela vhabebi na vhana kha mishumo ya EFAL. Nga u bveledza zwikhala izwi, zwikolo zwi nga thusa vhabebi uri vha dipfe vhe na fhulufhelo na u dzhenelela kha pfunzo ya vhana vhavho."* (Schools must facilitate parental involvement by regularly communicating with parents about their child's EFAL progress and providing useful advice on supporting learning at home. This can involve setting up workshops, sending home easy-to-follow guides, and organizing events that involve both parents and children in EFAL activities. Through generating these opportunities, schools can help parents feel more confident and engaged in their children's education).

P5: *"U ya nga n̄e, zwikolo zwi tea u vha na mushumo wa ndeme kha u t̄ut̄uwedza u dzhenelela ha vhabebi nga u n̄etshedza thikhedzo na ngelotshedzo yo fhelelaho. Vha tea u dzudzanya wekishopho dzine dza t̄alutshedza kharikhulamu ya EFAL na u eletshedza n̄dila dzi shumaho dza uri vhabebi vha thuse vhana vhavho. Zwiñwe hafhu, zwikolo zwi tea u dzula zwi na vhudavhidzani vhu bvelaho phanda nga kha u divhadza na u n̄ea vhupfiwa, na u sika vhupo vhu tikedzaho hune vhabebi vha dipfa vho n̄ewa maanda a u shela mulenzhe nga vhudalo kha lwendo lwa u guda lwa n̄wana wavho lwa EFAL."* (In my view, schools must play a key role in encouraging parental involvement by offering complete support and guidance. They must organize workshops that explain the EFAL curriculum and suggest effective ways for parents to assist their children. Additionally, schools should maintain ongoing communication through updates and feedback, and create a supportive environment where parents feel empowered to actively participate in their child's EFAL learning journey).

P6: *"Zwikolo zwi tea u shuma sa buroho vhukati ha vhabebi na maitete a u guda a EFAL nga u n̄etshedza zwishumiswa zwo fhambanaho na thikhedzo. Vha nga vhea vhukwamani ha vhabebi kana mudzudzanyi o khetheaho wa EFAL, ane a nga n̄ea thuso yo khetheaho na u fhindula mbudziso. Zwikolo zwi tea u dovha zwa dzudzanya mishumo tshitshavhani ine ya pembelela u guda luambo na u sumbedza mvelaphanda ya matshudeni, zwine zwa ita uri zwi lelutshele vhabebi u dzhenelela na u vhona mbuelo dza u dzhenelela havho."* (Schools must act as a bridge between parents and the EFAL learning process by offering wide-ranging resources and support. They might set up a parent liaison or coordinator specifically for EFAL, who can offer personalized assistance and answer questions. Schools must also organize community events that celebrate language learning and showcase student progress, making it easier for parents to engage and see the benefits of their involvement).

P7: *"U itela u leludza nga n̄dila i bvelelaho u dzhenelela ha vhabebi kha u guda ha EFAL, zwikolo zwi fanela u t̄anganya pfunzo ya vhabebi kha n̄dila yazwo ya u dzhenelela nga u angaredza. Hezwi zwi nga katela u sika pulatifomo dza inthanethe hune vhabebi vha nga swikelela pfunzo, u t̄alela vidio dza ndaela, na u t̄anganela kha zwigwada zwa nyambedzano dza virtual nga ha u tikedza u guda ha EFAL. U engedza kha zwenezwo, zwikolo zwi tea u ramba vhabebi uri vha shumisane kha u vhea zwipikwa zwa u guda na zwiṭirathedzhi, zwi tshi vha ita vhashumisani vha fhiseaho kha lwendo lwa pfunzo lwa n̄wana wavho."* (To successfully facilitate parental

involvement in EFAL learning, schools ought to integrate parent education into their general engagement approach. This could include creating online platforms where parents can access tutorials, watch instructional videos, and join virtual discussion groups on supporting EFAL learning. In addition, schools should invite parents to collaborate on setting learning goals and strategies, making them active partners in their child's educational journey).

P8: *"Zwikolo zwi tea u fhaṭa vhushaka ho khwaṭhaho na vhabebi nga u ita uri u guda ha EFAL hu vhe tshumisano ya vhoṭhe. Vha tea u thoma khonfarentse dza vhabebi na vhadededzi dza tshifhinga tshoṭhe dzo sedzaho kha mvelaphanda ya EFAL na u vhea sisiteme ya uri vhabebi vha kone u kovhelana nga hu leluwaho mbilaelo dzavho na u bvelela havho. U netshedza zwishumiswa zwa nyambo nnzhi na tshumelo dza vhubvo ha luambo lwavho, vha dipfa vho katelwa nahone vha nga shela mulenzhe nga ndila i bvelelaho kha u guda ha ṛwana wavho ha EFAL."* (Schools need to build a strong partnership with parents by making EFAL learning a collaborative effort. They should establish regular parent-teacher conferences focused on EFAL progress and set up a system for parents to easily share their concerns and successes. Providing multilingual resources and translation services can also help ensure that all parents, regardless of their language background, feel included and can contribute effectively to their child's EFAL learning).

4.3.9 What are the challenges you face when assisting your child with EFAL learning?
(Ndi vhufhio vhuleme vhune vha ṭangana naho musu vha tshi khou thusa ṛwana wavho kha u guda EFAL?)

P1: *"Inwe khaedu khulwane ine nda sedzana nayo ndi u linganyisela mbekanyamushumo yanga ya mushumo na u thusa ṛwananga nga EFAL. Nga murahu ha duvha lilapfu mushumoni, zwi a konḁa u wana maanda a u livhisa ṭhogomelo kha mishumo ya luambo lwa English. Zwiṇwe hafhu, nga zwiṇwe zwifhinga ndi dipfa ndi si na vhungoho ha uri ndi nga thusa hani nga hu bvelelaho kha zwiṇwe zwipiḁa zwa kharikhulamu, zwihuluhulu samusi vhutsila hanga ha English vhu songo fhelela."* (One major challenge I face is balancing my work schedule with helping my child with EFAL. After a long day at work, it is difficult to find the energy to focus on English language activities. Moreover, sometimes I feel uncertain about how to

successfully assist with certain features of the curriculum, particularly since my own English skills are not perfect).

P2: *"Vhuleme vhuhulwane vhune nda ṭangana naho ndi u pfesesa kharikhulamu ya EFAL na ndila ya u tikedza vhananga nga zwipikwa zwo khetheaho zwa u guda. Nga zwiñwe zwifhinga, zwishumiswa zwine zwa ñekedzwa nga tshikolo zwi a konḁa vhukuma kana a zwi pfali zwavhuḁi. Zwenezwi zwi ita uri zwi nkondele u thusa vhananga nga tshuñwahaya kana u ita mishumo ya u ḁiḁowedza nga ndila i pfalaho."*
(A major difficulty I encounter is understanding the EFAL curriculum and how to support my children with the specific learning objectives. At times, the resources provided by the school are too difficult or not very clear. This makes it challenging for me to help my children with their homework or practice activities in a meaningful way).

P3: *"Khaedu yanga khulwane ndi u sedzana na ndivho yanga ṭhukhu ya English. Kanzhi ndi wana zwi tshi nkondela u thusa ñwananga nga mihumbulo miswa ya luambo kana maipfi maswa. Ndi dovha nda lwisana na u wana zwishumiswa zwo teaho zwa pfunzo hayani zwine zwa tshimbilelana na zwine vha khou zwi guda tshikoloni."* (My main challenge is dealing with my own limited knowledge of English. I often find it difficult to help my child with innovative language concepts or new vocabulary. I also struggle with finding the right educational resources at home that align with what they are learning in school).

P4: *"Fhungo lihulwane line nda sedzana naḁo ndi u wana tshifhinga na zwishumiswa zwa u tikedza u guda ha EFAL ha ñwananga nga ndila i bvelelaho. Vhukati ha mushumo na vhuḁifhinduleli ha hayani, zwi a konḁa u vhetshela thungo tshifhinga tsho ḁikumedzelaho tsha u ḁiḁowedza luambo. Zwiñwe hafhu, nga zwiñwe zwifhinga ndi shaya tswikelelo kha zwishumiswa zwo teaho zwa pfunzo kana dzi-app dzine dza nga thusa u khwaṱhisa zwine vha khou zwi guda tshikoloni."* (The biggest issue I face is finding the time and resources to support my child's EFAL learning effectively. Between work and household responsibilities, it's challenging to set aside dedicated time for language practice. In addition, I sometimes lack access to the right educational materials or apps that could help strengthen what they are learning in school.)

P5: *"Ndi wana zwi tshi konḁa u ita uri vhananga vha dzule vho ṭuṭuwedzea nga u guda EFAL, zwiuhuluhulu musi vha tshi lwisana na dziñwe ṭhalutshedzo. Zwi a konḁa u*

vhulunga dzangalelo lavho na dzangalelo musi vha tshi dipfa vho dinalea. Ndi dovha nda lwisana na u langula tshifhinga tshavho tsha tshikirini tsha dzi-app dza pfunzo musi ndi tshi vhambedzwa na miñwe mishumo, zwine zwa engedza vhuñwe vhuleme ha u netshedza thikhedzo i sa shanduki.” (I find it challenging to keep my children motivated with EFAL learning, mainly when they struggle with certain concepts. It is difficult to maintain their interest and interest when they feel frustrated. I also struggle with managing their screen time for educational apps versus other activities, which adds another level of difficulty in providing consistent support).

P6: *"Inwe khaedu ine nda sedzana nayo ndi tshithivheli tsha luambo musi ndi tshi thusa nwananga nga EFAL. Sa musi English i si luambo lwanga lwa u thoma, tshiñwe tshifhinga ndi vha na thaidzo ya u talutshedza miñwe milayo kana mihumbulo. Hezwi zwi nga ita uri zwi nkondele u nea thikhedzo ine nwananga a i toda, zwi huluhulu na girama yo serekanaho kana maipfi a nthesa.”* (One challenge I face is the language barrier when helping my child with EFAL. Since English is not my first language, I sometimes have trouble explaining certain rules or concepts. This can make it hard for me to provide the support my child needs, especially with complex grammar or advanced vocabulary).

P7: *"U tshimbila nga ndila dzo fhambanaho dza u funza dzine dza shumiswa kha EFAL zwi nga konḡa. Ndila na thekhiniki dzine dza shumiswa kijasini kanzhi dzo fhambana na dzine nda dzi divha kana dzine nda dzi shumisa musi ndi tshikoloni. U dowela enea maitele maswa na u pfesesa ndila ine a shuma ngayo ndi khaedu i dzulaho i hone.”* (Navigating the different teaching methods used in EFAL can be difficult. The approaches and techniques used in the classroom often differ from what I'm familiar with or what I used when I was in school. Adapting to these new methods and understanding their effectiveness is a constant challenge).

P8: *"Ndi lwisana na u wana ndila dza u tanganya maitele a EFAL kha maitele ashu a duvha linwe na linwe. Zwi a konḡa u ita uri u guda luambo zwi vhe tshipiḡa tsha mvelo tsha mishumo ya duvha linwe na linwe hu si na u dipfa zwi tshi kombetshedzwa kana u didina. Ndi toda nwananga a tshi didowedza English nga ndila ine a pfa i tshi takadza hu si u sokou inga tshuñwahaya”* (I struggle with finding ways to integrate EFAL practice into our daily routine. It's hard to make language learning a natural part of

everyday activities without it feeling forced or overwhelming. I want my child to practice English in a way that feels enjoyable and not just like extra homework.)

4.3.10 What strategies do you think could encourage more parents to actively engage in their children's EFAL learning?

(Ndi zwifhio zwine zwa nga itwa u *tuṭuwedza* vhunzhi ha vhabebi uri vha shele mulenzhe kha uri vhana vhavho vha gude EFAL?)

P1: *"Ndi humbula uri zwikolo zwi nga *netshedza* wekishopho nnzhi dzine dza dza sumbedza vhabebi zwavhuḍi nḍila ya u tikedza EFAL hayani. Ngeletshedzo i re khagala, nga ha u shumisa zwishumiswa na u dzhenelela kha mishumo ya luambo zwi nga thusa. Hafhu, u dzulela u humbudzwa tshifhinga tshoṭhe, nga ha ndeme ya u shela mulenzhe havho zwi nga *tuṭuwedza* u shela mulenzhe hu sa shanduki."* (I think schools can offer more hands-on workshops that show parents exactly how to support EFAL at home. Clear step-by-step guidance on using resources and engaging in language activities would be helpful. Also, regular, friendly reminders about the importance of their involvement could encourage more consistent participation).

P2: *"U *nea* vhabebi zwiko na zwishumiswa zwine zwa pfesesea zwi nga ita phambano khulwane. Sa tsumbo, arali zwikolo zwa *netshedza* gaidi dzo leluwaho ha nḍila ya u thusa kha EFAL kana zwa ita na u fara miṭangano mipfufhi, dza u *tanganelana* nga ha hezwi, ndi tenda uri vhabebi vhanzhi vha *do dipfa* vhe na fhulufhelo na u *tuṭuwedzea* u dzhenelela."* (Providing parents with easy-to-understand materials and resources can make a big difference. For example, if schools gave out simple guides on how to help with EFAL or even held short, interactive sessions on this, I believe more parents would feel confident and motivated to get involved).

P3: *"Zwikolo zwi nga humbula u thoma miṭangano ya tshifhinga tshoṭhe, i si ya fomaḷa hune vhabebi vha nga kovhelana tshenzhemo dzavho na zwiṭirathedzhi zwa u tikedza EFAL. U bveledza tshitshavha tshi tikedzaho vhukati ha vhabebi zwi nga thusa muṅwe na muṅwe uri a *dipfe* o dzhenelela na u sa *diṭalula* kha u *didina* hawe ha u thusa vhana vhawe."* (Schools might consider setting up regular, informal meetups where parents can share their experiences and strategies for supporting EFAL learning. Generating a supportive community among parents could help everyone feel more engaged and less isolated in their efforts to help their children).

P4: *"U tšutšuwedza vhabebi u shela mulenzhe kha u guda ha vhana vhavho zwi nga khwiniswa nga u tšanganya mishumo minzhi ine ya vha na vhukonani ha muṭa ine ya katela EFAL. Sa tsumbo, u dzudzanya masiku a u vhala a muṭa kana mitambo ya luambo zwi nga ita uri u guda hu takadze na u tšutšuwedza, zwa thusa u tšutšuwedza u dzhenelela ha vhabebi."* (Encouraging parents to participate in their children's learning could be improved by integrating more family-friendly activities that involve EFAL. For example, organizing family reading nights or language games could make learning fun and engaging, helping to boost parental involvement).

P5: *"Ndi humbula uri u vha na vhudavhidzani ho livhaho u bva kha vhagudisi nga ha uri vhabebi vha nga tikedza hani u guda ha vhana vhavho ha EFAL zwi nga thusa. Sa tsumbo, arali vhagudisi vha tshi rumela hayani zwithu zwiswa tshifhinga tshoṭhe na nyeletshedzo dzo livhaho dza zwine vha fanela u shuma khazwo vhege inṱwe na inṱwe, zwi nga ita uri vhabebi vha shele mulenzhe nga u fhisea."* (I think having more direct communication from educators about how parents can support their children's EFAL learning would help. For example, if educators sent home regular updates and specific suggestions on what to work on each week, it might make parents more likely to actively participate).

P6: *"U ita sisiteme ya pfufho kha matshudeni na vhabebi zwi nga tšutšuwedza u shela mulenzhe. Sa tsumbo, u dzhiela nṱha na u pembelela vhabebi vhane vha dzulela u shela mulenzhe kha mishumo ya EFAL ya vhana vhavho zwi nga tšutšuwedza vhaṱwe uri vha shele mulenzhe. U khwaṱhisa nga nḽila kwayo zwi nga thusa vhukuma kha u fhaṱa u shela mulenzhe hu sa shanduki."* (Making a reward system for both students and parents might incentivize participation. For example, recognizing and celebrating parents who regularly engage in their children's EFAL activities might motivate others to join in. Positive reinforcement can go a long way in building consistent involvement).

P7: *"U ṅea khetho dzi tendelaho na zwiimo dza u tšanganelana ha vhabebi zwi nga vhuyedza. A si vhabebi vhoṭhe vhane vha vha na zwishumiswa zwi fanaho, ngauralo u ṅetshedza zwishumiswa zwa inthanethe, wekishopho dzo rekhodiwaho, kana zwipiḽa zwa nga madekwana zwi nga thusa u tšanganedza mbekanyamushumo dzo fhambanaho na u tšutšuwedza u shela mulenzhe ho phaḽalalaho."* (Offering flexible options for parental engagement could be beneficial. Not all parents have the same availability, so providing online resources, recorded workshops, or evening sessions

could help accommodate different schedules and encourage more widespread participation).

P8: *"U fhaṭa vhufarisani na madzangano a tshitshavha apo u tikedza vhukando ha EFAL zwi nga khwinisa u dzhenelela ha vhabebi. Sa tsumbo, u shumisana na dzilaiburari kana senthara dza tshitshavha u netshedza mbekanyamushumo na zwishumiswa zwi tshimbilelanaho na EFAL zwi nga ita uri zwi lelutshele vhabebi u swikelela thikhedzo na u dzhenelela nga maanḁa kha u guda ha vhana vhavho."*

(Building partnerships with local community organizations to support EFAL initiatives could enhance parental involvement. For example, collaborating with libraries or community centres to offer EFAL-related programs and resources might make it easier for parents to access support and become more engaged in their children's learning).

4.4 EDUCATOR'S DATA ANALYSIS

4.4.1 What is the current level of parental involvement in supporting intermediate Phase learners with EFAL learning in your school?

Parental involvement in supporting learners with EFAL shows notable inequalities. All the educators mentioned that parental involvement is mixed at their schools as they have parents who are keen and attend meetings frequently, showing a genuine interest in their children's EFAL development. On the other hand, many others do not engage much, which make them an unreliable support system for the learners. This result confirms the finding of a study by Masten and Wright (2019), highlighting that active parental involvement is crucial for enhancing learners' language skills.

A response by Participants E2 from School 1 and E5 from School C revealed that constant involvement from parents is a great challenge as some parents attend school events and meetings, but many remain entirely disconnected. This consistency affects learners' learning experience. This is congruent with the findings of Roberts and Lovaas (2020), who reveal how the lack of regular parental participation can adversely affect students' educational experiences.

Furthermore, Participants E3 and E4 from School B, E6 from School C, and E7 and E8 from School D revealed mixed parental involvement in supporting Intermediate

Phase learners with EFAL. The division created a gap in the support provided to learners, with those who have engaged parents benefiting more compared to those whose parents are less involved. Similarly, Johnson and Smith (2021) argue that while some parents are highly engaged, many remain disengaged, creating gaps in support. This polarised involvement impacts the overall educational outcomes for learners, highlighting the critical need for strategies to increase consistent parental engagement.

4.4.2 How do parents assist their children with EFAL learning outside of the classroom?

Participants E1 and E2 mentioned that parents assist their children with EFAL learning outside the classroom in many ways. Some parents actively assist with homework by discussing the reading materials or practicing words with them, having regular conversations in English at home, or assisting their children with EFAL projects. Others might use learning applications or websites to support their children's language growth. This is supported by Choi *et al.* (2019), who state that parental involvement significantly impacts language development, with some parents actively engaging in their child's learning through homework assistance and discussions, while others use educational applications or websites to support language growth. Equally, Naidoo (2020) highlights that the extent of parental involvement often depends on their language proficiency and confidence.

Whereas Participants E3, E4 from School B, and E6 from School C stated that the way parents help their children with EFAL learning can be diverse. For some parents, it involves actively participating in reading sessions or reviewing vocabulary lists together. They might also use resources such as flashcards or language games. This aligns with the findings of Naidoo (2020), highlighting that parents who are comfortable with English tend to engage more actively in language-rich activities at home, such as reading together. In contrast, those with less proficiency might struggle to provide similar support.

An important aspect was raised by Participants E7 and E8 from School D who highlighted that some parents use multimedia resources to support their children's EFAL learning as they make learning easy and entertaining. This corresponds with the

findings of Lee and Wong (2021), noting that creating a language-rich environment at home, including using multimedia resources and incorporating English into daily routines, can enhance children's EFAL skills.

Participant E5 from School C stated that some parents seek extra resources like tutoring or online exercises. However, the level of support differs. Some parents do not have the time or skills to offer this kind of support, which can affect their children's development in EFAL. This is supported by Lee and Wong (2021), as they also acknowledge that disparities in resources and time constraints can limit the effectiveness of such support. This diverse involvement in EFAL learning underscores the need for targeted strategies to address the gaps in parental support and maximise children's language development.

4.4.3 In your experience, what are the challenges faced by parents when supporting their children with EFAL acquisition?

A response by Participant E1 from School A revealed that a language barrier challenge leads to parents not being able to support the learning of EFAL. This aligns with the findings by Jones and Jones (2020) who highlighted that parents with limited English proficiency often feel disconnected from their children's educational processes, leading to lower involvement in school activities.

The concern raised by Participant E2 about access to educational resources is supported by findings that a lack of books and online tools restricts parental ability to support learning at home (Lee & Kim, 2021). Participants E3 and E4 from School B revealed that some parents lack insight regarding the complexity of the syllabus, and it limits the support they offer their children at home. This corresponds with the finding by Martin (2019) research on how difficult-to-understand curricula can impede parental support. Participants E4's emphasis on resources explaining syllabus goals is corroborated by studies showing that such tools significantly enhance parental engagement (Nguyen & Patel, 2022). Participant E5 from School C added the challenged of time constraint as one of the impediments. This is supported by literature indicating that working parents often struggle to balance educational support with other responsibilities (Taylor, 2021).

A response by Participant E6 from School C on educational disparities reflects research showing that lower parental education levels can limit the effectiveness of academic support (White, 2020). Participant E7 from School D's point about cultural differences is consistent with findings that cultural gaps can hinder effective parental involvement in English-medium education (Zhang & Robinson, 2022). Participant E8 from school D's discussion of emotional factors is supported by literature linking parental stress to reduced support for children's academic needs (Brown & Miller, 2023). When parents are stressed and overwhelmed, they cannot offer emotional and physical support to their children, affecting the learner's performance.

4.4.4 Have you observed differences in the academic performance of students who receive parental support in EFAL compared to those who do not? Explain.

All the educators noted that they have seen a difference in the academic performance of learners who receive parental support in EFAL learning compared to those who do not get support. They also mentioned that learners who get support show a higher level of confidence, participate in class, have a positive attitude to learning, and achieve better results. Consistent parental support is linked to improved learner confidence and academic success. This matches with the findings in a study by Epstein and Sanders (2020) that highlighted that parental involvement enhances students' academic performance by providing emotional support and fostering a positive learning environment. Similarly, Jeynes (2019) demonstrated that regular parental engagement increases classroom participation and comprehension, leading to better academic achievement. This also aligns with Krashen's Affective Filter Hypothesis, which is part of his broader theory, suggesting that a learner's emotional state can influence language acquisition (Krashen, 1981).

Responses by Participants E3 and E4 from School B note that children receive long-term benefits of sustained parental support. This is highlighted by Fan and Chen (2022), who argue that collaborative efforts between parents and teachers improve overall academic outcomes, including language skills. Furthermore, the foundational support provided at home is crucial for future academic success, as Hill and Tyson (2021) noted, emphasising that a nurturing home environment contributes to sustained

educational achievements. Overall, these studies confirm the critical role of parental involvement in enhancing various aspects of student performance.

4.4.5 What can parents do to assist Intermediate Phase learners with EFAL learning?

Participant E1 from School A suggested that parents should play a key role in supporting their children with EFAL by creating a structured atmosphere at home that inspires regular English practice. This can comprise setting aside specific times for reading English books, watching educational programmes broadcasted in English, and engaging in discussions where English is the main language. This aligns with the findings of (Kumar, 2021), demonstrating that structured home environments, including scheduled reading and discussion times, positively impact language acquisition. Participant E2 from School A emphasises active parental involvement, corroborated by research showing that active engagement and discussions about school content foster language development and boost self-confidence (Smith & Brown, 2020; Johnson, 2019). Participant E3 from School B supports using diverse resources like educational apps and games. This corresponds with the findings in a study by Lee (2020 and Petal (2021), reflecting that varied and engaging materials enhance language skills.

A response by Participant E4 from School B advocates for participation in English-speaking activities, consistent with literature suggesting that practical language use in varied contexts improves proficiency (Morris, 2023; Choi, 2020). Participant E5 From School C suggested parental role modelling, which aligns with research indicating that parents' active language use positively influences their children's learning (Williams & Davis, 2021; Rogers, 2019). Whereas Participants E6 from School C and E7 from School D emphasis incorporating English into daily routines and creating a language-rich environment, supported by studies that link daily exposure and structured environments to better language outcomes (Adams, 2022; Smith, 2020). Participant E8 from School D's recommendation to engage with English media is backed by research showing that multimedia resources can enhance language skills and comprehension (Taylor, 2023; Garcia, 2021).

4.4.6 How do you communicate with parents regarding their children's EFAL learning at your school?

All the educators noted that they communicate with the parents mostly during parent-teacher meetings, where they discuss the progress of learners and areas where they may need extra support. This is supported by studies revealing that regular parent-teacher meetings are widely acknowledged as crucial for discussing learner progress and addressing areas needing improvement (Smith, 2021; Brown & Green, 2022). Participants E1 from School A, E3, E4 from School B, and E5 from School C noted that they communicate with parents using newsletters, sharing announcements, upcoming assessments, and strategies parents can use at home. This aligns with the findings from a study by Jones (2020) that demonstrate that Newsletters and progress reports, which detail syllabus and assessment strategies, are proven to keep parents informed and involved.

Participants E2 from School A and E8 from School D revealed that they have interactive sessions focusing on enhancing EFAL learning at home, which corresponds with the findings from a study by Taylor (2023), showing that workshops and interactive sessions are emphasised for their role in engaging parents and providing actionable strategies for home support. Participants E1, E2 from School A, and E8 from School D also noted that they use online platforms to communicate with parents. This is supported by White and Black (2021), stating that digital tools such as school applications enhance communication by offering real-time updates and resources. These methods collectively ensure that parents are well-informed, engaged, and equipped to support their children's EFAL learning.

4.4.7 In your opinion, how can the school administration facilitate and encourage greater parental involvement in EFAL acquisition?

Participant E1 from School A suggested creating a supportive environment through active parental engagement and practical resources. This aligns with research indicating that organising regular workshops and sessions is highlighted as effective in equipping parents with strategies and tools for supporting EFAL learning at home (Smith, 2022).

Furthermore, establishing consistent communication channels, such as monthly updates and dedicated parent liaison roles, helps maintain parental involvement and addresses concerns (Jones & Lee, 2021). This supports E2's idea of regular feedback and parental engagement in EFAL instruction. Integrating parental feedback into EFAL programs and offering incentives for active participation are also effective strategies (Brown, 2023). Participant E3 from School B focuses on feedback mechanisms, and motivation aligns with these findings. In addition, creating collaborative partnerships between parents and teachers and organising family learning events are emphasised as methods to strengthen the EFAL learning community (Taylor, 2020). This resonates with Participant E4's call for regular meetings and multilingual resources.

Providing targeted training sessions and creating resource centers for parents are recommended strategies (Wilson, 2019), supporting Participant E5 from School C's suggestions for targeted parent training and involvement in EFAL events. Moreover, involving parents in classroom activities and offering online resources cater to diverse parental needs (Davis, 2022). This corresponds to Participant E6's proposal for volunteer programs and virtual support.

Structured engagement plans and toolkits for EFAL support, as proposed by Participant E7 from School D, are endorsed by literature highlighting the benefits of specific, actionable strategies for parental involvement (Green & Adams, 2021). Integrating cultural components and establishing parent advisory boards enriches the EFAL learning environment by valuing diverse linguistic contributions (Miller, 2024). This supports E8's emphasis on cultural exchange and parent advisory roles.

4.4.8 What are the strategies you used to involve parents in supporting their children's EFAL learning?

Participant E1 from School A supported the use of workshops to show effective ways to help with reading and vocabulary at home, sends home regular updates, and suggests activities parents can do with their children. This is supported by research highlighting the efficacy of workshops and direct communication with parents (Williams, 2019). Another strategy was suggested by Participant E2 from School A on the use of regular newsletters and parent-teacher seminars. This corresponds to the findings by Johnson and Lee (2020), highlighting that newsletters and seminars are

also effective in keeping parents informed and involved. The importance of workshops and a supportive community for sharing strategies, as noted by Participant E3 from School B, aligns with findings on fostering parental involvement through interactive learning opportunities (Smith & Brown, 2021). Participant E4 from School B's use of feedback sessions and a resource center reflect recommendations for comprehensive support structures (Garcia et al., 2019).

Collaborative sessions and the use of social media, as described by Participants E5 and E6 from School C, are supported by research emphasising modern communication tools (Miller & White, 2022; Thompson, 2020). The home-school partnership program and bilingual materials mentioned by Participant E7 from School D are consistent studies promoting accessible support for diverse families (O'Connor & Patel, 2021). Lastly, a response by Participant E8 from School D highlights strategies that include video demonstrations, echo recommendations for practical engagement methods (Adams & Clark, 2023).

4.4.9 What do you think should be done to enhance parental involvement in learning EFAL by Intermediate Phase learners?

Response by Participants E1 and E2 from School A and E5 from School C suggested that to improve parental involvement in EFAL learning, the school must offer more workshops for parents as they can provide hands-on strategies for supporting their children's language development at home. Recent literature has widely supported the improvement of parental involvement in EFAL learning. Research highlights that workshops for parents effectively equip them with strategies to support their children's language development (Smith & Johnson, 2022). Participants E1 from School A and E5 from School C also suggested that the school must form clear, consistent communication channels with parents. This could include regular newsletters, parent-teacher conferences, and digital platforms that offer tips and updates. This aligns with the findings of (Brown, 2021), reflecting that Improved communication between parents and schools through regular updates can significantly increase parental engagement.

Additionally, Participant E7 from School D suggested that the school consider setting up mentorship programs where experienced parents can guide others in supporting

their children. Moreover, offering incentives or recognition for parental involvement can motivate more parents to take an active role in their children's education. This corresponds with the findings in a study by Lee, *et al.* of (Lee et al., 2020), showing that outreach programs and educational sessions about the role of parents in EFAL learning are essential.

Participants E3 from School B and E6 from School C suggested offering flexible meeting times to accommodate parents' schedules and providing materials in different languages if needed. This is supported by Nguyen and Patel (2023), who argue that Schools offering flexible meeting times and multilingual materials contribute to a more inclusive environment.

Similar views were raised by Participants E4 from School B and E8 from School D who suggested that Schools build better community partnerships. Encouraging these partnerships can extend the learning environment beyond the school and involve the broader community in supporting EFAL education. This aligns with the findings by Wilson (2021), indicating that Integrating EFAL support into daily routines and fostering strong school-community partnerships have also been suggested as effective strategies.

Lastly, Participant E6 from School C proposed that develop online platforms where parents can track their children's progress, access learning resources, and receive advice on supporting EFAL at home. Hosting virtual meetings can also make participation simpler for parents, particularly those with busy schedules and limited transportation options. This aligns with the findings from a study by Kumar (2022) stipulating that technology integration, such as online platforms for tracking progress and virtual meetings, help accommodate busy parents.

4.5 PARENTS ANALYSIS

4.5.1 What are the ways in which you support your child's EFAL learning at home?

A response by Participant P1 from School A stated that she supports her children's learning by setting time for reading English books. She also uses educational applications to practice vocabulary and grammar. This is supported by Smith (2021),

who states that creating a structured routine for reading and using educational apps improves vocabulary and grammar skills.

Participants P2 from School A, P3 from School C, P6 from School C, and P7 and P8 from School D all mentioned that they support their children's EFAL learning by incorporating English into their daily conversations. They watch English TV shows, read stories, discuss social matters in English, cook together, and follow recipes written in English, which helps with reading comprehension and practical vocabulary. This is supported by findings from studies by White (2019) and Lee, *et al.* (2022) who argue that incorporating English into daily conversation and activities aligns with research on contextualised learning, which boosts engagement and comprehension. This also aligns with the Social Interaction Theory by Vygotsky (1978), which underscores the idea that learning, including language learning, is not a solitary endeavour but a social one, deeply influenced by the interactions and relationships the learner engages in.

Only Participant P2 from School B struggles to help the children because of the language barrier but supports their EFAL learning by sitting with them as they write their homework, motivating them. This is supported by a study by Mensah and Gachago (2023) in Ghana, showing that even parents with low levels of formal education can positively influence their children's learning through daily interactions and high expectations. Participant P4 from School B mentioned that she assists the children with EFAL by allowing them to watch *Coco Melon* as it helps them understand new words and practice pronunciation as she is not educated. This is supported by the findings by Mavhungu (2019), revealing that parents from economically disadvantaged backgrounds struggle to assist their children with homework or engage in educational activities due to their own limited proficiency or educational backgrounds, especially in subjects such as English.

4.5.2 How do you communicate with your children's educators regarding their EFAL learning?

All the parents revealed that they communicate with their children's educators regarding EFAL learning during parent-educator meetings. Response by Participants

P1 from School A, P3 from School B, P5& P6 from School C, P7 and P8 from School D mentioned that they use emails and WhatsApp to interact with the educators to be informed and actively support their children's learning needs. This is supported by Smith (2020) and Lee (2021), who highlight that regular interaction through parent-teacher, emails, and online platforms significantly impacts students' outcomes.

Participants P2 from School A and P4 from School B use the school newsletter as it helps them to stay updated on their children's progress and upcoming activities related to their learning. Participants P1 and P2 from School A and P8 from School D mentioned that they use phone calls for more immediate feedback and discussions; it helps them in being informed and involved in their children's learning. Participant P6 from school C uses scheduling regular check-ins as it helps in understanding how children are doing and what the parents can do to assist. The parents mentioned using communication methods, such as face-to-face meetings, newsletters, check-ins, and digital tools. Studies show that using a combination of communication methods such as face-to-face meetings and digital tools, helps parents stay informed and engaged with their children's education (Brown & Taylor, 2022; Willams, *et al.* 2019).

4.5.3 What support do you feel would help you better to assist your child with EFAL learning?

Response by Participants P1 from School A and P5 from School C feel that they need more parent-educator meetings to discuss their children's EFAL progress, difficulties they might face, and strategies they can use at home to assist their children with EFAL learning. Participant P5 from School C mentioned she needs special time with the educator for questions or concerns about EFAL learning and going over the children's progress with the educator.

In addition to the above contribution, P3 and P4 from School B and P8 from School D mentioned that they need training on how to assist children with EFAL learning at home. Participants P6 from School C and P7 from School D stated that regular communication through dedicated platforms such as email and text messages could assist them with all information and updates about their children's learning. This aligns with Johnson (2011), who stated that emails and school portals are also valued for

their convenience in addressing immediate concerns. P8 from school D suggested that additional resources like guides or practical tips from school would help to better support children's English language development outside of school. Some studies support that some parents express a need for more centralised information platforms and additional resources to support better their children's education needs (Williams & Zhong, 2023; Clark, 2024).

4.5.4 Have you encountered any difficulties in collaborating with your children's school to support them in learning EFAL? Explain.

Responses by Participants P1 and P2 from School A, P4 from School B, and P5 and P6 from School C are similar as they mentioned that they find it challenging to collaborate with the school as the school communication is not always clear, and it gets frustrating not knowing how to support the children based on the school's expectations. This corresponds to the findings of Doe and Lee (2022), which show that discrepancies between school strategies and home practices create confusion, reducing parental engagement.

Participant P1 stated that from School A spoke about a major problem of irregular school updates, making it hard to keep track of the children's progress. This matches the findings by Brown (2022), showing that delays in school responses further exacerbate this issue, impacting timely interventions. Participant P3 from School B mentioned that she is looked down on when asking for updates on the children's progress; the educators do not bother themselves with her as she is illiterate. This is supported by a study by Okeke (2021) indicating that when parents perceive school staff as dismissive or unapproachable, their motivation to engage in school activities diminishes while Participants P7 and P8 from School D expressed that the school's approach to EFAL learning is too general and does not consider specific issues a child faces. They also added that it leads to a mismatch in expectations and support. This is congruent with the findings by White (2019), which suggests that general recommendations without personalised advice or consideration of available resources can limit the effectiveness of home support.

4.5.5 How do you balance supporting your children's EFAL learning with other responsibilities and commitments?

All the participants revealed that balancing supporting their children's EFAL learning with other responsibilities and commitments is difficult and tricky. It requires much planning. Two of the Participants, P1 from School A and P8 from School D assert that they schedule dedicated EFAL sessions in the evening but keep learning fun and interactive, which helps their children's interest even if their schedules are hectic. This is supported by the findings of Gonzalez et al., 2021), indicating that parents often use strategic scheduling and integrate language practice into daily routines to manage this balance. Participant P2 from School A mentioned that she set aside time for reading daily and discussing school topics during dinner. This is supported by Smith and Lee, 2022), stating that incorporating language exercises into regular activities, such as meals or commutes, can effectively use available time. Participants P5 and P6 from School C pay for extra classes where children get assisted with reading and homework writing. Participants P3 and P4 from School B and P7 from School D showed that they also lean on support from family members to help children learn EFAL when they are busy.

4.5.6 Have you attended any workshops aimed at enhancing parental involvement in their children's EFAL learning? If so, what were your experiences?

Responses by Participants P3 and P4 from schools revealed they had attended workshops but were not for EFAL learning only. Participant P3 also revealed that the workshops are suitable for educated parents, and the illiterate ones feel out of place. This is supported by research indicating that when parents perceive school staff as dismissive or unapproachable, their motivation to engage in school activities diminishes (Okeke, 2021). Such environments can divide parents and the school, impacting students' educational outcomes.

The following participants share similar experiences; Participants P1 and P2 from School A and P5 and P6 from school C revealed that they had attended workshops aimed at increasing parental involvement in EFAL learning, and they were informative as presenters were well informed and introduced them to a range of engaging activities

and games that make learning fun for children. Studies show that effective workshops offer practical guidelines and interactive activities to support children's English learning at home (Smith & Brown, 2021; Johnson et al., 2020).

Both Participants P7 and P8 from School D stated that they had attended the workshops, which were great; however, they felt that they should have provided more personalised feedback on individual challenges parents face and discussed more advanced strategies to tailor the advice to different proficiency levels. This corresponds to the findings of some studies that critique workshops for being rushed or lacking personalised feedback (Miller & Adams, 2022; Taylor, 2023). Guaranteeing adequate time for hands-on practice and personalised support can enhance the effectiveness of these workshops (Jones & White, 2024; Robinson, 2021).

4.5.7 Are there any specific areas of EFAL learning where you feel your child needs additional support?

Responses by Participants P1 from School A and P3 from School B highlighted that their children need additional support as they struggle with vocabulary and grammar. They need support to be able to understand using new words in different and context sentence structures. This aligns with the findings by Krashen (1981), revealing that learners acquire language most effectively when they are exposed to language slightly above their current proficiency level but still understandable. This input should not only be abundant but also of high quality. Participants P2 from School A, P4 from School C, and P6 from School C mentioned that their children can read and write well but struggle with using English to express their thoughts openly. Learners lack speaking skills, and they can benefit more when they are supported individually. This is supported by Smith and Jones (2021), who state that vocabulary development often requires more than just reading and flashcards; targeted exercises and individualized support are essential for improvement.

A response by Participants P7 from School D mentioned that the child struggles with understanding and using idiomatic expressions. Participants P5 from School C stated that her children often miss details in oral instructions or stories. This aligns with the

finding by Black and Lee (2023) indicating that listening skills and idiomatic expression understanding also require structured practice and exposure. Participant P5 from School C mentioned that the child seems to have trouble with reading as she reads, she often reads in a monotone and lacks the intonation and expression that convey meaning. Children need to learn to read with understanding. Nguyen and Patel (2023) recommended the use of technological developments, including language learning apps, online platforms, and interactive software, which have become integral in providing learners with flexible and diverse ways to enhance their English skills (Nguyen & Patel 2023).

4.5.8 In your opinion, what role should schools play in facilitating and encouraging parental involvement in EFAL learning? Explain in detail.

Both Participants P1 and P2 from School C stated that the school should play an active role in facilitating parent involvement by organising workshops that show how parents can help with English learning and provide regular updates on learner's progress and offer strategies for overcoming common challenges in EFAL learning. This view is supported by Miller (2020) who state that regular communication and updates on student progress are crucial for effective parental engagement.

Participants P3 and P4 from School B and P5 and P6 from School C mentioned that the schools must play a key role in encouraging parental involvement by offering support and guidance of the EFAL curriculum and suggest effective ways for parents to assist their children. This is in line with Jones and Smith (2021), who emphasize that schools should provide accessible information and resources, such as workshops and toolkits, to support parents.

Whereas responses by Participants P7 and P8 from School D revealed that schools need to build a strong partnership with parents by making learning a collective effort by creating online platforms where parents can access tutorials, virtual discussion groups on supporting EFAL learning. This aligns with the findings by Brown and Williams recommending that creating opportunities for parents to participate in educational activities and offering practical strategies for supporting homework are essential. The role of schools in fostering parental involvement in EFAL learning is

important and they should provide accessible information and resources, such as workshops and toolkits, to support parents. By integrating these practices, schools can enhance parental involvement and support students' EFAL development (Davis, 2022).

4.5.9 What are the challenges that you face when assisting your child with EFAL learning?

Responses by Participants P8 from School D and P4 from School B mentioned that the major challenge is balancing their work schedule with helping their children EFAL; after a long day at work, it is difficult to find the energy to focus on English language activities, with the uncertainties about the features of the curriculum. This is supported by Smith (2020) argues that balancing work and EFAL support is a common issue, with parents reporting exhaustion and uncertainty about curriculum assistance

Only Participant P2 from School A mentioned that a major challenge is not understanding the EFAL curriculum and how it supports the children with the specific learning objectives. The resources provided by the school are not clear and easy to follow and it makes it challenging to help children with their activities. Parents do not understand the curriculum and that makes their job difficult as they do not know how to assist their children with learning. These findings are the same as with those of Jones and Brown (2021) who stated that difficulty in understanding and utilising EFAL resources have been noted particularly when resources are too complex or unclear.

In a similar vein, Participants P3 from School B and P6 from School C mentioned that the challenge they face is language barrier when helping with EFAL learning since English is not their first language, they concurred that they have trouble when explaining certain rules or concepts and this makes it hard for them to provide the support their children need especially with complex grammar or advanced vocabulary. This aligns with the findings by Al Murshidi et al. (2023), indicating that limited English proficiency further complicates parents' ability to aid in language learning, with challenges in vocabulary and educational resource availability.

Moreover, Participant P5 from School C stated that she struggles with managing the children's screen time for educational apps versus other activities, and that makes the support inconsistent. This is supported by the findings from a study by Mpuangnan et al. (2024) that revealed that integrating EFAL into daily routines and maintaining motivation for children can be demanding.

4.5.10 What strategies do you think could encourage more parents to actively engage in their children's EFAL learning?

Responses by Participants P1 and P2 from School A and P4 from School B suggested that schools should offer more hands-on workshops that guide parents on how to support EFAL learning at home; they also mentioned that the school should give clear guidance on using resources and activities that are helpful for EFAL learning. This aligns with the findings by Smith (2020) indicating that offering hands-on workshops and clear guidance has been shown to improve parental support and engagement. P3 from School B suggested that the school must consider setting up regular informal meetups where parents can share their experiences and strategies for supporting EFAL learning. This supportive structure can help parents feel more engaged and less isolated in their efforts to help their children. This is supported by Brown (2021), who states that Informal meetups foster a supportive community and mitigate feelings of isolation among parents.

Participant P5 from school C alluded that more direct communication from educators about how parents can support their children's EFAL learning may help enhance parental involvement. Studies Support that Integrating family-friendly activities and direct communication from educators boosts participation and makes learning engaging (Davis, 2021; Miller, 2022). Participant P6 from School C recommended that creating a reward system for learners and parents as positive reinforcement goes a long way in building consistent involvement. Rewards may work well as all learners and parents will look forward to winning, which means more parents will participate in helping their children with EFAL learning as there is a catch. Studies show that reward systems and flexible engagement options further motivate parental involvement (Patel & Singh, 2022; Nguyen, 2023).

In addition, Participant P7 from School D suggested that the school can enhance parental involvement by offering flexible options such as online resources, recorded workshops, or evening sessions that accommodate different schedules and encourage more widespread participation. This corresponds to the findings by Johnson and Lee (2019) indicating that providing simple materials and interactive sessions increases parents' confidence in aiding EFAL learning

The last comment by Participant P8 from School D mentioned that building partnerships with local community organisations to support EFAL initiatives could enhance parental involvement. Collaborating with libraries or community centres to offer EFAL-related programs and resources can make it easier for parents to access, support, and become more engaged in their children's learning. This aligns with the finding by (Lee et al., 2024), showing that collaborations with community organisations offer additional support.

4.6 CHAPTER SUMMARY

The chapter highlighted the importance of parental involvement in EFAL learning and its effectiveness. Several participants expressed a desire for greater engagement but cited challenges like language barriers, lack of resources, and time constraints. On the other hand, some participants stressed the need for improved communication and suggested strategies such as workshops and community resources to enhance parental support. Observations from both parents and teachers showed that consistent parental involvement positively influences learners' academic performance, supporting the need for collaboration between schools and families to facilitate better results in EFAL learning.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the findings, conclusions, and recommendations derived from the study. The study aimed to explore the extent and impact of parental engagement on the English learning experiences of intermediate-phase learners within this specific educational context. The findings are synthesised to highlight key trends, patterns, and insights from the research data. Based on these findings, the chapter concludes the effectiveness of current parental involvement strategies and their influence on learner's performance. Finally, practical recommendations are offered to enhance parental participation and improve English language learning outcomes. This chapter serves as a comprehensive summary of the study's contributions and proposes actionable steps for future educational practices and research.

5.2 FINDINGS

The study revealed major insights into nature and the impact of parental involvement in the EFAL learning process. Based on the responses from both educators and parents, several key findings have emerged, shedding light on the current state of parental engagement and highlighting areas for improvement.

5.3 FINDINGS FROM EDUCATORS

5.3.1 The current level of parental involvement in supporting intermediate Phase learners with EFAL learning in your school?

Participants noted that parental involvement in supporting intermediate-phase EFAL learners is inconsistent. While a few parents are actively engaged, most are not, creating a support gap that impacts students' educational outcomes, with engaged

learners benefiting and others struggling. The researcher believes engaged learners tend to benefit, while those without this support often struggle.

5.3.2 Parents assisting their children with EFAL learning outside of the classroom

Participants noted that parents support their children's English as a First Additional Language (EFAL) learning through various means, such as helping with homework, practicing vocabulary, and providing educational resources. The level of parental involvement varies depending on their English proficiency levels, available time, and resources. Some parents incorporate English into their daily routines, while others offer less support. This variation illustrates the unique approaches each family takes to foster language learning.

5.3.3 Challenges faced by parents when supporting their children with EFAL acquisition

Educators identified several challenges parents face in supporting their children's EFAL education, including language barriers, limited resources, and difficulty with the syllabus. Time constraints, lack of educational background, cultural differences, and emotional stress hinder parental involvement, highlighting the need for better resources and support systems. Addressing these challenges is essential for enhancing children's educational outcomes. Schools should actively collaborate with parents, offering workshops and resources that empower them to engage more effectively in their children's learning. By breaking down language barriers and providing tailored support, we can create a more inclusive and supportive environment that fosters both parental involvement and learner success.

5.3.4 Differences in the academic performance of students who receive parental support in EFAL compared to those who do not

Educators found that parental involvement greatly enhances learner performance in EFAL. Regular parental support boosts students' confidence, understanding, and time management, leading to active class engagement, improved language skills, and better academic outcomes. It fosters resilience and motivation, making collaboration

with teachers essential for educational success. Fostering a strong partnership between parents and educators can create a nurturing environment that not only supports academic achievement but also promotes a love for learning. When parents are actively involved, students are more likely to feel supported and encouraged to reach their full potential.

5.3.5 Parents assist Intermediate Phase learners with EFAL learning

The results show that parents can support Intermediate Phase learners with EFAL by establishing a structured, language-rich home environment. This involves scheduling English activities, using English daily, and providing engaging resources. Active involvement, role modelling, and encouraging participation also boost learners' confidence and language skills. Being actively involved, modelling good language use, and active participation can really boost learners' confidence in learning and using English.

5.3.6 The methods used to communicate with parents regarding their children's EFAL learning at the school

Educators use parent-teacher meetings, newsletters, progress reports, workshops, digital platforms, and personalised feedback to communicate EFAL learning, track progress, and engage parents in their children's education. This finding highlights the essential role of parental involvement in the learning process. When parents are informed and engaged, it fosters a supportive environment that encourages children to thrive. Effective communication reinforces the partnership between home and school, ultimately benefiting learner's academic achievements and overall development.

5.3.7 The school administration should promote, and support increased parental involvement by implementing strategies and providing resources that encourage active participation

Educators emphasised that boosting parental involvement in EFAL requires workshops, regular communication, and direct engagement through resources,

activities, and collaborative events, including cultural exchanges and advisory boards, to support children's language development. Enhancing parental involvement in EFAL is crucial for fostering a supportive learning environment. In addition to workshops and regular communication, it's important to create a community where parents feel empowered to participate actively. Providing resources that are easily accessible at home can also make a significant difference. Furthermore, encouraging parents to share their own cultural experiences can enrich language learning for children, making it more relatable and engaging. It is about building a partnership between educators and families to ensure that children receive the support they need for their language development.

5.3.8 Strategies used to involve parents in supporting their children's EFAL learning

Educators use various strategies to involve parents in supporting EFAL learning, including workshops, newsletters, regular updates, parent-teacher meetings, educational resources, and collaborative sessions. These methods aim to provide parents with tools and knowledge to enhance their children's learning at home. Through these approaches, parents acquire the necessary and knowledge they need to enhance their children's learning at home. This partnership between educators and parents is essential in creating a supportive learning environment, ultimately leading to better outcomes for learners.

5.3.9 Parental involvement in learning EFAL by Intermediate Phase learners

To boost parental involvement in EFAL learning, educators stressed that schools should offer workshops, enhance communication, provide resources, create flexible meeting times, integrate EFAL into daily routines, and leverage technology. Building community partnerships and recognising parental efforts can also increase engagement. These findings highlight the importance of collaboration between schools and families. By actively involving parents in the learning process, we can create a more supportive environment for learners. The suggested strategies not only foster a sense of community but also empower parents to take an active role in their

children's education. Ultimately, this partnership can lead to better outcomes for learners in their EFAL learning journey.

5.4 FINDINGS FROM PARENTS

5.4.1 Ways in which you support your child's EFAL learning at home

Parents stressed using diverse strategies to support their children's EFAL learning, including daily English conversations, reading together, using educational apps, engaging in word games, and incorporating English into routine activities. These approaches are essential for building a solid foundation in the language. Daily conversations not only enhance vocabulary but also boost confidence in speaking. Reading together exposes children to new words and ideas, while educational apps make learning interactive and engaging. Word games add an element of fun, which can motivate children to learn more. Overall, integrating English into everyday life makes the language more relatable and easier to grasp.

5.4.2 Ways to communicate with learner's educator regarding their EFAL learning

Parents use various communication methods with their children's EFAL educators, including parent-teacher meetings, emails, phone calls, and school online platforms. They aim to stay informed, as well as to address concerns, and effectively support their children's language learning. This open line of communication is essential for fostering a strong partnership between parents and educators, which ultimately benefits the child's educational journey. When parents are actively involved, they can better understand their child's needs and provide the necessary support at home.

5.4.3 The support to assist the child with EFAL learning more effectively

The results in this section show that parents support Intermediate Phase learners with EFAL by establishing a structured, language-rich home environment. This involves scheduling English activities, using English daily, and providing engaging resources. Parents communicate with educators through parent-teacher meetings and email for

updates and concerns about their children's EFAL progress. They also use school communication tools and online portals, valuing direct and digital methods to stay engaged and informed. The active involvement of parents is essential not only for enhancing language skills but also for fostering a positive attitude towards learning. When parents prioritise English in the home and collaborate with educators, they create a supportive network that benefits the child's educational journey. It is inspiring to see how a structured approach and open communication can effectively boost a learner's confidence and success in learning a new language.

5.4.4 Difficulties in collaborating with children's school to support them in learning EFAL

Parents revealed that they face challenges in supporting their children's EFAL learning due to irregular updates, technical communication, differing strategies, delayed responses, and lack of personalised advice. Addressing these issues is crucial for fostering a supportive learning environment. Improved communication, clearer guidance, and better coordination between schools and homes are essential to help parents effectively support their children's EFAL learning.

5.4.5 Balancing the support of children's EFAL learning with other responsibilities

The results reveal that parents manage their children's EFAL learning by integrating it into daily routines, setting aside dedicated times, using educational tools, and seeking family support. They emphasise planning, flexibility, and making learning enjoyable to balance it with other responsibilities. This approach not only enhances the children's language skills but also fosters a positive attitude towards learning. When learning is woven into everyday life, it becomes more relevant and engaging, helping children retain what they learn while feeling supported in their educational journey.

5.4.6 Experiences with workshops aimed at increasing parental involvement in their children's EFAL learning

The results revealed that parents struggle to balance their child's EFAL learning with other responsibilities, using strategies like scheduling specific times, integrating

language practice into daily routines, and utilising online resources. They emphasise planning, flexibility, and involving their children to manage effectively. It is crucial for parents to recognise that integrating language learning into everyday activities not only supports their child's development but also makes the process more enjoyable and less overwhelming. By fostering a supportive environment, parents can enhance their child's EFAL skills while maintaining a healthy balance with other commitments.

5.4.7 Parental engagement in their children's EFAL education

The parents generally found workshops aimed at enhancing parental involvement in EFAL to be beneficial, providing practical strategies, activities, and resources. However, they noted some issues, such as rushed sessions, scheduling conflicts, and a lack of personalised feedback or advanced content. Tackling these concerns could significantly improve the effectiveness of these workshops. Ensuring that sessions are well-paced, scheduling them at convenient times, and providing tailored feedback would enhance the overall experience and benefit both parents and learners.

5.4.8 Areas of EFAL learning where learners need additional support

Parents noted several challenges their children faced with EFAL, including vocabulary, writing, grammar, speaking, listening, idiomatic expressions, and reading fluency. They recommended specific exercises, individual support, interactive tools, and practice with native speakers to enhance these skills. Addressing these areas is crucial for improving overall language proficiency. Personalised support can significantly boost a child's confidence and motivation. Additionally, using interactive tools can make learning more engaging, while regular practice with native speakers can provide invaluable real-world experience. By focusing on these strategies, we can create a more effective learning environment for EFAL students.

5.4.9 The roles schools play in facilitating and encouraging parental involvement in EFAL learning

The parents highlighted that schools should actively involve parents in EFAL education by offering workshops, resources, and regular updates on student progress. They

should foster communication, provide support tools, and encourage parental participation in classroom activities and school events related to EFAL. Parental Involvement is crucial for creating a supportive learning environment. When parents are informed and engaged, it does not only benefit the learners' learning experience but also strengthens the school community. By working together, schools and parents can help children achieve greater success in their language development.

5.4.10 Challenge faced when assisting the child with EFAL learning

The results show that parents face challenges balancing work and EFAL support, struggling with curriculum understanding, limited English knowledge, and finding time and resources. Their difficulties include maintaining motivation, navigating new teaching methods, and effectively integrating language practice into daily routines. It is crucial for schools to provide more support and resources for parents. Conducting workshops or informational sessions could help them better understand the curriculum and effective teaching strategies. Additionally, creating a supportive community where parents can share experiences and tips might alleviate some of the challenges they face. This collaboration could ultimately enhance children's language learning and ensure that parents feel more equipped to assist their children.

5.4.11 Strategies used to encourage parents to engage in their children's EFAL learning

Most parents suggest enhancing parental support for EFAL by offering hands-on workshops, clear resources, informal meetups, family-friendly activities, direct communication, reward systems, flexible engagement options, and partnerships with community organisations to boost involvement and motivation. Enhancing parental support for EFAL is essential for fostering a conducive learning environment for children. Many parents recommend offering hands-on workshops, clear resources, informal meetups, family-friendly activities, direct communication, reward systems, flexible engagement options, and partnerships with community organizations to boost involvement and motivation. By implementing these strategies, we can encourage parents to actively participate in their children's education, creating a collaborative atmosphere that benefits everyone.

5.5 RECOMMENDATIONS

Based on the findings of the study, several recommendations were made to increase parental involvement and support effective English language acquisition among intermediate phase learners. These recommendations aim to address the identified challenges and build on the positive aspects of parental engagement observed during the study.

5.5.1 Implement targeted workshops for parents

To prepare parents with practical strategies for supporting their children's EFAL learning, schools should organise targeted workshops. These workshops should focus on providing actionable techniques and resources for reinforcing English language skills at home. Topics could include effective reading strategies, using educational apps, and integrating English practice into daily routines. Workshops should be interactive and tailored to address the specific needs and challenges faced by parents. This hands-on approach will help parents feel more confident in their ability to support their children's learning and bridge the gap between home and school.

5.5.2 Enhance communication and feedback channels

Effective communication between schools and parents is crucial for fostering involvement and ensuring alignment between school and home practices. Schools should establish regular communication channels that can provide parents with updates on their child's progress in EFAL. This can include periodic newsletters, progress reports, and feedback on specific areas where additional support may be needed. Alternatively, schools may use digital platforms to facilitate real-time communication, enabling parents to receive timely information and engage in ongoing discussions with educators. Clear and consistent communication will help parents stay informed and better support their child's learning.

5.5.3 Provide comprehensive resources and support

Schools should develop and distribute comprehensive resources that detail the EFAL curriculum and offer practical guidance to parents. These resources could include bilingual guides, instructional materials, and online tools designed to support language development at home. By providing parents with clear, accessible resources, schools can help them better understand the curriculum and implement effective strategies for supporting their child's EFAL learning. Additionally, creating a parent resource center within the school can offer a physical space where parents can access materials and receive assistance as needed.

5.5.4 Address language barriers and accessibility issues

To support parents who face language barriers or have limited access to educational resources, schools should offer translation services and provide materials in multiple languages. This will help non-English-speaking parents better understand the educational content and participate more effectively in their child's learning process. Schools could also partner with local community organisations to provide additional resources and support for families in need. Ensuring that all parents have access to the necessary tools and information is essential for fostering an inclusive and supportive learning environment.

5.5.5 Create opportunities for parental engagement

Schools should actively involve parents in school activities that focused on EFAL learning. This can include inviting parents to participate in school events, such as literacy nights or language clubs, where they can engage in activities alongside their children. By creating opportunities for parents to be actively involved in school-based activities, schools can strengthen the home-school connection and enhance the overall support system for learners. Engaging parents in these activities not only supports their child's learning but also helps build a sense of community and shared responsibility for educational success.

5.5.6 Ongoing support and professional development

Schools should provide ongoing support and professional development opportunities for both educators and parents. For educators, training sessions on effective strategies for engaging parents and supporting EFAL learning can enhance their ability to communicate and collaborate with families. On the other hand, parents need continuous support through follow-up workshops and one-on-one consultations can help them adapt to new strategies and address any challenges they may encounter. Schools can create a more effective and collaborative approach to supporting student language acquisition by investing in educational and parent development.

5.6 GENERAL CONCLUSION

The study provides valuable insights into the role of parental engagement in supporting EFAL acquisition. The study highlighted the difficulty and variability of parental involvement and its significant impact on students' language learning outcomes. The findings revealed a dichotomy in parental involvement. This inconsistency in engagement results in clear inequalities in learners' academic performance and overall learning experiences. Inequality highlights the crucial role of consistent parental involvement in enhancing learners' language acquisition and academic success.

Parents who actively support their children often engage in practices that foster a robust language foundation. They incorporate English language use into everyday activities, discuss reading materials, utilise educational apps, and encourage English practice outside of school hours. These efforts are associated with improved student performance and engagement, demonstrating the positive impact of parental involvement on language development. In contrast, many parents face barriers that inhibit their ability to provide such support. Language barriers, lack of access to educational resources, and demanding work schedules are significant obstacles that contribute to gaps in parental engagement.

The study also highlights the educators' perspective on the relationship between parental support and student outcomes. Educators observe that students receiving regular and meaningful parental support show better language skills and higher

engagement levels. To address the challenges and enhance parental involvement, several recommendations have been proposed. These include organising targeted workshops to equip parents with practical strategies for supporting EFAL learning, improving communication channels between schools and parents, and providing comprehensive resources that clarify the curriculum and offer guidance.

Additionally, addressing language barriers and creating opportunities for active parental engagement are essential for fostering a more inclusive and supportive educational environment. Schools should also invest in ongoing professional development for both educators and parents to strengthen collaboration and support for student language acquisition.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

RESEARCH APPROVAL CERTIFICATE		RESEARCH AND INNOVATION OFFICE OF THE DIRECTOR
NAME OF RESEARCHER/INVESTIGATOR: Ms I. Netshipise		
STUDENT NO: 16012879		
PROJECT TITLE: <u>Parental Involvement in the English Language Acquisition by Intermediate Phase Learners Selected Public Primary School of Vhembe District.</u>		
ETHICAL CLEARANCE NO: FHSSE/24/EMS/04/1405		
SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS		
NAME	INSTITUTION & DEPARTMENT	ROLE
Dr SE. Medema	UNIVEN, English, Media studies, and Linguistics	Supervisor
Ms I. Netshipise	UNIVEN, English, Media studies, and Linguistics	Investigator – Student
Type: Masters Research Risk: Straightforward research without ethical problems (Category 1) Approval Period: May 2024 – May 2025		
The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.		
General Conditions: While this ethics approval is subject to all declarations, understandings and agreements incorporated and signed in the application form, please note the following: - The project leader (principal investigator) must report in the prescribed format to the RESSC: - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project. - Within ethics in case of any adverse event or any matter that interrupts sound ethical principles during the course of the project. - An orally a number of projects may be pending review for an additional audit. - The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes to the RESSC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited. - The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the RESSC and new approval received before or on the expiry date. - In the interest of ethical responsibility, the RESSC retains the right to: - Request access to any information or data at any time during the course or after completion of the project. - To ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process. - Withdraw or postpone approval if: - Any unethical practices or practices of the project are revealed or suspected. - It becomes apparent that any relevant information was withheld from the RESSC or that information has been false or misrepresented. - The required annual report and recording of adverse events were not done timely and accurately. - New institutional, rules, national legislation or international conventions & instruments.		
ISSUED BY: UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE Date Considered: April 2024		
Name of the RESSC Chairperson of the Committee: Prof. M. Nwale-Matjara		
Signature: 		 UNIVERSITY OF VENDA OFFICE OF THE DIRECTOR RESEARCH AND INNOVATION 2024-05-11 Private Bag X5050 Tlohoengwe 0950

APPENDIX B: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE LETTER

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: MS. MABOGO MG

FROM: PROF I SWARTS

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

REVIEW DATE: 08 AUGUST 2024

SUBJECT: PARENTAL INVOLVEMENT IN ENGLISH FIRST ADDITIONAL LANGUAGE
LEARNING BY INTERMEDIATE PHASE LEARNERS FROM SELECTED PUBLIC
PRIMARY SCHOOLS IN THE VHEMBE DISTRICT

RESEARCHER: NETSHIPISE L

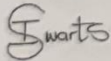
Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the methodological and ethical soundness of the proposed study.

Decision: The proposal is granted full approval

Regards

Chairperson: Prof I Swarts



Secretariat: Ms J Mokobi



Date: 03/10/2024

APPENDIX C: LIMPOPO PROVINCE RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier
Research and Development Directorate
Private Bag X9483, Polokwane, 0700, South Africa
Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

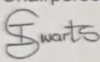
**LIMPOPO PROVINCIAL RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

Review Date: 08 AUGUST 2024

Project Number: LPREC/78/2024: PG

Subject: Parental involvement in English first additional language learning by intermediate phase learners from selected public primary schools in the Vhembe district

Researcher: Netshipise L

Chairperson: Prof I Swarts


Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.
- iv. The researchers will be required to make presentations of the study findings and recommendations at the Provincial Research Conference/Departmental Research Day.
- v. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX D: CONSENT FORM FOR PARENTS

Parental Involvement in the learning of English Additional Language by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District

Dear Parent/Guardian

I am writing to seek your permission to conduct research titled "Parental Involvement in the learning of English additional Language by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District." This study aims to explore the role of parental involvement in the English language acquisition process of intermediate phase learners in public primary schools in the Vhembe District.

You have been selected as a potential participant in this study. The purpose of this study is to gain a better understanding of the ways in which parental involvement impacts the English language learning outcomes of intermediate phase learners. Your participation in this study is voluntary and your decision will not affect your child status at school in any way.

Potential risks and benefits

There are no anticipated risks linked with participating in this study. Your participation will contribute to the advancement of knowledge in the field of education, especially concerning the role of parental involvement in language learning. The results of this study might also inform educational policies and practices aimed at improving English language learning outcomes amongst intermediate phase learners.

Confidentiality

Your participation in this study will be kept confidential. Your responses will be anonymous and ensure the confidentiality of your personal information. Only the researcher will have access to the raw data and all identifiable information will be removed from any publications or presentations resulting from this study.

Permission

As a result of signing this consent form, you are granting permission for your child to participate in this study. You are also acknowledging that you have read and understand the information provided in this consent form. If you have any questions or concerns about the study, you may contact me at 0672471484 Lufuno.Netshipise@univen.ac.za or my supervisor at 0681130269 and eric.Madima@univen.ac.za)

Consent

I, hereby consent to my participation in the research titled "Parental Involvement in the English Language learning by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District." I understand that my participation is voluntary, and I may withdraw my consent at any time without any consequences for my child.

Thank you for considering participating in this study. Your contribution is greatly appreciated and will contribute to the progression of knowledge in the field of education.

Sincerely,

Netshipise Lufuno

0672471484 or Lufuno.netshipise@univen.ac.za

APPENDIX E: EDUCATORS CONSENT FORM

Parental Involvement in the learning of English Additional Language by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District

Dear Educators

I am writing to seek your permission to conduct research titled "Parental Involvement in the learning of English additional Language by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District." This study aims to explore the role of parental involvement in the English language acquisition process of intermediate phase learners in public primary schools in the Vhembe District.

You have been selected as a potential participant in this study. The purpose of this study is to gain a better understanding of the ways in which parental involvement impacts the English language learning outcomes of intermediate phase learners. Your participation in this study is voluntary.

Potential risks and benefits

There are no anticipated risks linked with participating in this study. Your participation will contribute to the advancement of knowledge in the field of education, especially concerning the role of parental involvement in language learning. The results of this

study might also inform educational policies and practices aimed at improving English language learning outcomes amongst intermediate phase learners.

Confidentiality

Your participation in this study will be kept confidential. Your responses will be anonymous and ensure the confidentiality of your personal information. Only the researcher will have access to the raw data and all identifiable information will be removed from any publications or presentations resulting from this study.

Permission

As a result of signing this consent form, you are granting permission for your child to participate in this study. You are also acknowledging that you have read and understand the information provided in this consent form. If you have any questions or concerns about the study, you may contact me at 0672471484 Lufuno.Netshipise@univen.ac.za or my supervisor at Eric.Madima@univen.ac.za

Consent

I,hereby consent to my participation in the research titled "Parental Involvement in the English Language learning by Intermediate Phase Learners in Selected Public Primary Schools of Vhembe District." I understand that my participation is voluntary, and I may withdraw my consent at any time without any consequences.

Thank you for considering participating in this study. Your contribution is greatly appreciated and will contribute to the progression of knowledge in the field of education.

Sincerely,

Netshipise Lufuno

0672471484 or Lufuno.netshipise@univen.ac.za

APPENDIX F: INTERVIEW GUIDE



DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS
FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

INTERVIEW GUIDE

INTERVIEW QUESTIONS FOR EDUCATORS

- 1.1 What is the current level of parental involvement in supporting Intermediate Phase learners with EFAL learning in your school?
- 1.2 How do parents assist their children with EFAL learning outside of the classroom?
- 1.3 In your experience, what are the challenges faced by parents when supporting their children with EFAL acquisition?
- 1.4 Have you observed differences in the academic performance of students who receive parental support in EFAL compared to those who do not? Explain.
- 1.5 What can parents do to assist Intermediate Phase learners with EFAL learning?
- 1.6 How do you communicate with parents regarding their children's EFAL learning at your school?
- 1.7 In your opinion, how can the school administration facilitate and encourage greater parental involvement in EFAL acquisition?
- 1.8 What are the strategies you used to involve parents in supporting their children's EFAL learning?
- 1.9 What do you think should be done to enhance parental involvement in learning EFAL by Intermediate Phase learners?

INTERVIEW QUESTIONS FOR PARENTS/ GUARDIANS

- 1.1 What are the ways in which you support your child's EFAL learning at home?
Ndi ngila dzifhio dzine vha dzi shumisa u thusa ngadzo n'wana wavho kha u guda EFAL musi e hayani?
- 1.2 How do you communicate with your child's educator regarding their EFAL learning?
Vha davhidzana hani na mudededzi wa n'wana wavho malugano na u guda EFAL?
- 1.3 What support do you feel would help you better to assist your child with EFAL learning?
Ndi ifhio thikhedzo ine vha vhona i tshi nga vha ya khwine kha u thusa n'wana wavho kha u guda EFAL?
- 1.4 Have you encountered any difficulties in collaborating with your child's school to support them in learning EFAL? Explain
Vho no tlangana na vhuñwe vhuleme kha u shumisana na tshikolo tshine n'wana wavho a dzhena khatsho zwi tshi kwama u guda EFAL? Kha vha talutshedze.
- 1.5 How do you balance supporting your child's EFAL learning with other responsibilities and commitments?
Vha zwi kona hani u thusa n'wana wavho kha u guda EFAL ngeno vhe na miñwe mishumo na vhuḍifhinduleleli?
- 1.6 Have you attended any workshops aimed at enhancing parental involvement in their children's EFAL learning? If so, what were your experiences?
Vho no vhuya vha pfumbudzwa nga ha u dzhenelela ha vhabebi kha u guda ha vhana EFAL? Arali zwo ralo, tshenzhemo yavho ndi ifhio?
- 1.7 Are there any specific areas of EFAL learning where you feel your child needs additional support?

Ndi kha sia lifhio kha guda EFAL line vha vhona n'wana wavho a tshi tea u wana thikhedzo khalo?

- 1.8 In your opinion, what role should schools play in facilitating and encouraging parental involvement in EFAL learning? Explain in detail.

Uya nga vhone vha vhona unga tshikolo tshi a tutuwedza naa u didzhenisa ha vhabebi kha pfunzo dza vhana vhavho? Kha vha talutshedze nga vhudalo.

- 1.9 What are the challenges you face when assisting your child with EFAL learning?

Ndi vhufhio vhuleme vhune vha tangana naho musi vha tshi khou thusa n'wana wavho kha u guda EFAL?

- 1.10 What strategies do you think could encourage more parents to actively engage in their children's EFAL learning?

Ndi zwifhio zwine zwa nga itwa u tutuwedza vhunzhi ha vhabebi uri vha shele mulenzhe kha uri vhana vhavho vha gude EFAL?

APPENDIX G: CONFIRMATION LETTERS



MAKWARELA PRIMARY SCHOOL

Knowledge is power
Mphephu Drive, Miluwani Unit C, Sibasa
Email address: makwarelaprimaryschool@gmail.com

P.O. Box 55
SIBASA
0970
Tel/Fax: 015 9631751

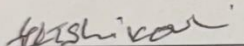
ENQ: RAMABULANA M.D
CELL: 082 339 8373

TO WHOM IT MAY CONCERN

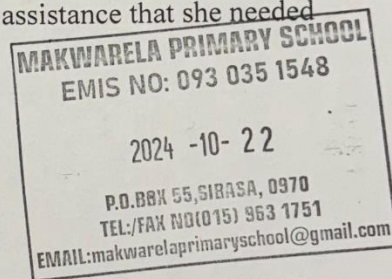
This is to certify that **NETSHIPISE LUFUNO** of **student no. 16012879** collected data for her study titled Parental involvement in the learning of English Additional Language by Intermediate Phase Learners at the above mentioned school.

I therefore confirm that she got all the assistance that she needed

Yours truly



Ramabulana M.D (Principal)





TSHILAMBUVHE PRIMARY SCHOOL
PHYSICAL ADDRESS: MBILWI THONDONI, SIBASA, 0970
POSTAL ADDRESS: P.O.BOX 59, 0970
Emis: 093 035 1173
Mobile: 0713254790
Email: tshilambuvhe.ps@gmail.com

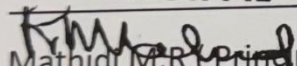
To whom it may concern.

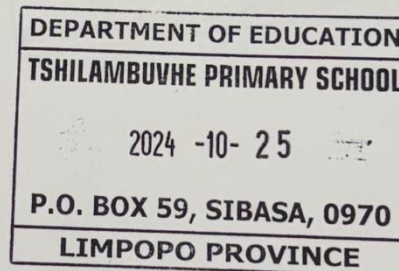
This is to certify that Netshipise Lufuno of I.D No. 9804130445089 and student No.16012879 was collecting data (Parental Involvement in the learning of English Additional Language by Intermediate Phase Learners) at the above mentioned school on the 17th September 2024.

I therefore confirm that she got all the assistance that she needed.

Yours faithfully

PRINCIPAL


Mathidi M.R. (Principal)



MBALENI PRIMARY SCHOOL

Enq: TSHIVHASE T.G
Cell: 072 252 5236
Tel: 071 658 6279
Email:
mbaleniprimary78@gmail.com



P.O. Box 301
SIBASA
0970

EMIS NO: 930351074

To whom it may concern

Confirmation Of English FAL Research Conducted AT Mbaleni Primary School

1. The matter above refers
2. Kindly receive this confirmation to confirm that Netshipise Lufuno indeed was granted permission to and ultimately did a research interview on 15 October 2024 to Mr Tshilongamulenzhe R.T, the intermediate language DH on the subject "parental involvement" on English FAL learning as it happens in Mbaleni Primary School

Hoping this letter and confirmation will be received well.


Tshivhase T.G (Principal)



LUTANDALE PRIMARY SCHOOL

Enq: Ratshalingwa H.T
072 934 5015



P.O. Box 2290
SIBASA
0970
Limpopo Province
South Africa

Humbu7@gmail.com

lutandalepri@gmail.com

CONFIRMATION LETTER

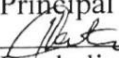
I hereby wish to confirm that **Netshipise Lufuno** of student no :
16012879 was permitted to conduct research at our Institute.

The topic of her research is parental involvement in the learning of
English Additional Language by intermediate phase learners in
selected public primary schools in VHEMBE DISTRICT .

Hoping that you will find the above in order.

Yours Faithfully

Principal

 28/10/2024
Ratshalingwa H.T.



APPENDIX H: EDITORS LETTERS



University of Venda

FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS

Enquiries: Dr MJ Maluleke

10 December 2024

Cell No : 0680707323

To whom it may concern

This serves to certify that I have edited a full dissertation for Netshipise Lufuno, Student Number 16012879 for Master of Arts in Linguistics. The student is attached to the Department of English, Media Studies and Linguistics in the Faculty of Humanities, Social Sciences and Linguistics. The editing entails correcting grammatical errors, rephrasing sentences, ensuring consistency in British English and improving readability.

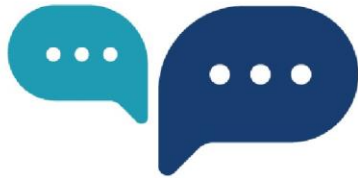
The title of the study is: **Parental Involvement in English First Additional Language Learning by Intermediate Phase Learners from selected Public Primary Schools in the Vhembe District Municipality**. I have read the whole document and made suggestions reflected through track changes, as well as effecting changes in some areas.

Yours Sincerely



Mzamani J. Maluleke

^^Approved



EMT LANGUAGE
HUB
OUR LANGUAGE OUR PRIDE



Phone
064 540 6018
Address
1401C Sibasa 0970
E-Mail
emt.languagehub@gmail.com
SATI Membership No. 1002401

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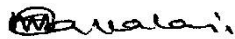
"PARENTAL INVOLVEMENT IN ENGLISH FIRST ADDITIONAL
LANGUAGE LEARNING BY INTERMEDIATE PHASE LEARNERS FROM
SELECTED PUBLIC PRIMARY SCHOOLS IN THE VHEMBE DISTRICT."

by

NETSHIPISE LUFUNO

Has been edited by EMT Language Hub Team for proper language, grammar,
punctuation, spelling, and overall style.

The substantive content of the article remains the full responsibility of the author.


.....

ME Takalani

BA, BA Hons, MA Language Practice , PGCE.

SATI No: 1002401

Date Issued: 09/12/2024

APPENDIX I: TURN IT IN REPORT

LUFUNO NETSHIPISE

ORIGINALITY REPORT

17 %	14 %	12 %	9 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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