

The nexus between parental involvement and children's interest development in learning English

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This study aims to investigate parental involvement in the development of children's interest in learning English. Previous research found that the earlier influence of parents to their children makes real differences to the children's learning development (Bonci et al., 2008, 2010, 2011). Other studies showed that parents' contributions to their children learning at home have significant effects on their achievement (Henderson & Map, 2002; Harris & Goodall, 2007). In this study, series of investigations were conducted under the framework of a multiple case study to understand any factors and forms of parental involvement in children's English learning and how the involvements are affecting their interest in learning English. The findings of this study revealed five stimulating factors that suggested affecting their forms, types and frequencies of involvements. They are 1) *parent's English educational background*; 2) *parent's English learning experience*. 3) *Parent's motivational beliefs*; 4) *Parent's perceptions of invitation for involvements*; 5) *Parent's perceived life contexts*. Details of the types, forms, and frequencies of parental involvement were also discovered during the investigation. Additionally, the various model of parental involvement mechanism also unveiled in this study comprising *modelling, encouragement, facilitation, instruction, rewarding, and reinforcement*. This study is expected to shed new light on language teaching and learning through critically examining parental contributions on their child's language learning.