

Parental Motivation and the Use of Technology in Children's English Language Learning

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Abstract

Parental involvement in children's English learning is vital nowadays, as the ubiquity of technology-integrated learning materials is unavoidable. In the absence of updated research on the topic, the present descriptive qualitative study aims to scrutinize parental motivation and practices in helping their children's English learning by using technological tools. The participants of this study were four parents. The data obtained from the semi-structured interview were analyzed using the interactive qualitative data analysis model: data condensation, data display, and data conclusion. The result showed that the participants were driven to participate in their children's English learning process as they believed that English would benefit their children's future while allowing them to interact with society. Thus, it is important to improve their English ability, achieved by providing their children with adequate English exposure, such as through daily interactions in English, English books, and even using technological tools with a screen-time agreement. Despite difficulties, they managed it by establishing materials selection criteria, setting a screen-time limit, preparing back-up offline materials, and monitoring their children's learning progress and outcomes. The parents leveraged technological tools by providing their children with relevant educational content and platforms, which could be accessed from gadget. The findings of this study serve as technology-integrated learning practices for children's English learning. Ultimately, future research is recommended to include a significant number of parents as participants in the study and investigate the parents' economic factors to gain more comprehensive findings.

Keywords: Digital Technology, English for Young Learners, Learning Applications, Learning Motivation, Parental Involvement

INTRODUCTION

Given the fact that learning motivation is crucial to be had by the English as a Foreign Language (EFL) students, teachers and parents have a vital role in order to foster the motivation during the English learning process. Studies found that there is a positive correlation between students' motivation and students' English learning achievement (Goni et al., 2021; Hu & McGeown, 2020). However, Indonesian

students are considered still in the low-level of learning English motivation, caused by certain aspects (Maruf et al., 2020). According to Muslim et al. (2020), there is a nexus between low learning motivation and several socio-economic factors, including the location of the school, the condition of the classroom, and parental support. Furthermore, a study by Riyanti (2019) added several factors causing students' low motivation in English learning encountered

by the Indonesian students. The first factor is the students' unwillingness to learn English, leading them to learn English by forced, without a strong commitment to learn. Next, the absence of sufficient learning infrastructures, such as classroom facilities and learning materials poses another challenge contributing to the students' motivation. Finally, lack of qualified teachers is also considered crucial, since the teacher may not be able to maintain the learning process running smoothly and being insightful and meaningful for the students when they are learning English. As a result, it could also alleviate students' motivation to learn English as they likely could not see the importance of English use outside the classroom (Riyanti, 2019). Thus, the teachers are responsible to create and foster an appropriate learning condition, particularly inside the classroom, establishing the students' motivation to keep engaged with English everywhere. All in all, it is obvious that having qualified teachers is a must.

In addition to having professional and qualified teachers, parents are likely more responsible for boosting and maintaining their children's English learning motivation outside the classroom. According to Choi et al. (2020), early children's language development—both in their first language and foreign language—is significantly affected by their interactions with their parents. Several previous studies were carried out to scrutinize the impacts of parents' involvement in children English learning, showing how positive the result is as it may elevate students' motivation in learning English, leading to a better achievement in learning English compared to the students who experienced lack of parental involvement. (Moorhouse & Beaumont, 2020; Naite, 2020). On top of that, parental involvement may also allow the parents to assist dealing with any academic and educational problems that their children

overcome during studying in school (Al-Mahrooqi et al., 2016). Nevertheless, not every parent has the motivation to support their child as they learn. A study by Butler (2014) revealed that socio-economic status plays a crucial role in this case. It showed that higher socio-economic parents are able to adjust to their children, for instance, by providing them with a more sufficient and better opportunities to use English outside of school, such as enrolling them into an English course, being ready to be English-speaking partner for their children when they are in house, and so forth. Thus, the children experience an adequate exposure on English. On the other hand, the study also showed that lower socio-economic parents frequently missed encouraging their children's independence and self-determined motivation, leading to the declining of their learning motivation. Fortunately, technology is widely utilized nowadays and is constantly developing. It offers great impacts for all aspects of human life, including educational field. Gjelaj et al. (2020) carried out a study on the parents' attitudes towards their children's early usage of digital technology. It revealed that the majority of parents are in favor of exposing their children to various digital technologies from an early age in their development. Several studies also noted the advantages of the technology employed in English language learning. A study investigated the utilization of technology for language learning in flipped class showed the students believed that technology offered them many essential advantages, encompassing helping them master English language content, being more engaging than traditional methods, and giving them more opportunities to practice their English (Webb & Doman, 2020). The researchers asserted that the students who engaged in online discussions developed the ability to assess one another's ideas or substance in addition to language use. Outside of the classroom,

the students continue to learn from one another. This implies a fundamental principle of the flipped classroom approach, which is the importance of student-generated collaborative feedback rather than teacher-focused evaluative feedback. Furthermore, focusing on utilizing learning application, Ajisoko (2020) examined Duolingo apps in purpose of enhancing students' English vocabulary, and the results showed that the students have good attitudes. Because this application is practical, user-friendly, and engaging in the learning process, students assumed it would motivate them and stimulate their interest in acquiring language. Aligning with this study, examining the similar learning apps in rural school, Guaqueta and Castro-Garces (2018) found that Duolingo, as well as Kahoot!, may increase the students' motivation to learn English vocabulary as shown by their willingness attending to the school to access Wi-Fi in the afternoon after the school time has finished in order to continue practicing English. While most parents did not generally get involved in their children's learning, this project inspired them to contribute since they saw their children practicing at home and attending school in the afternoon. This study indicated how powerful learning application is, particularly in the learning process of the children in the rural area.

Numerous prior studies on topic were conducted to probe how parents get involved in children's language learning. Two studies investigated the topic in Southeast Asia setting. Forey et al. (2016) was in Hong Kong and Chavez et al. (2023) was in Filipina. Moreover, several relevant studies conducted in UAE (Murshidi et al., 2023), in Oman (Al-Mahrooqi et al., 2016), and in China (Butler, 2014) also had been carried out comprehensively. Recently, a study investigated parental involvement in children English-speaking learning in Indonesia

context by Rowiyah et al. (2024) least-explicitly focused on parental involvement and digital technology's utilization in the learning process in a broader sense, covering all aspects of English skills and components. Thus, the role of Indonesian parents especially in utilizing and managing digital technology within their children's English language learning process remains uncertain, given the rapidly evolving landscape of language education in the current digital era, on which technology serves as supportive tools for children English learning. As a result, this study is undertaken to answer the formulated research questions, as follows:

- 1) What motivates the parents to help the English language learning of their children?
- 2) How do parents support their children in learning the English language, and what role does technology play in this process?
- 3) What kind of challenges does technology present in children's English learning? How is the solution?

The present study contributes to the growing knowledge of modern educational practices for parents to effectively utilize technological tools, especially digital platforms and applications, in their children's English learning. It provides practical insights into how parents can enhance their children's language acquisition through the purposeful use of technology, making English learning more accessible and engaging at home. Moreover, future researchers can use this study to explore parental roles in children's English learning, especially in scrutinizing their motivation and practices to support language acquisition nowadays. Thus, this research serves as a foundation for further studies, helping to build a deeper understanding of parental involvement in the technology-assisted learning process.

METHODOLOGY

Researchers conducted a qualitative study by carrying out descriptive qualitative research in order to scrutinize how parents' roles in aiding their children's English language learning. Thus, the researchers should investigate and comprehend occurrences in natural settings (Riadil et al., 2023). To answer the formulated research questions, the researchers employed a semi-structured interview with four parents, whose young learners were pursuing a master's degree in English Language Education (ELE). A convenience sampling was employed; therefore, the participants' willingness to get involved was considered. Moreover, the researchers were concerned with the participants' socio-economic status, influencing attitudes and practices (Butler, 2014). The present study, however, focused solely on how social factors, parents' educational background, due to the inability to examine the economic factors precisely, which reshape their beliefs on the parental involvement in their children's English learning process. A semi-structured interview involves using a predetermined set of open-ended questions while allowing room to delve deeper into responses. Due to its adaptable nature, this method has gained popularity for gathering qualitative data (Kallio et al., 2016). The interview process was carried out in Indonesian to allow the researchers to obtain in-depth participant data. The recordings of the interview session were then analyzed, referring to Miles et al.'s (2014) interactive qualitative data analysis model. Initially, in the data condensation, the researchers underwent a methodical procedure of transcribing, selecting, highlighting, arranging, and/or adjusting the data from the transcripts of the interviews. The data was then translated into English, given that the interview session was in

Indonesian. After that, the researchers organized the data and assembled it to display it in narrative paragraphs, enabling them to draw conclusions in the final step.

RESULT

Table 1. Summarized Findings

Aspect	Results
Motivation	Preparation to future
	Adaptation to globalization
	Educational and career opportunities
	Make an early strong foundation
	Support for independent learning
	Build confidence
Practices	Encouraging bilingualism and communication skills
	Communicating in English daily
	Shared reading and storytelling
	Singing and memorization activities
	Home-based instructional practices
Challenges	Enrollment in Bilingual or English-exposed classes
	Difficulty in selecting appropriate learning materials
	Overuse and gadget reliance
	Paid and expensive learning applications
	Poor internet access
Solutions	Monitoring learning progress
	Seeking recommendations and doing research
	Using child-friendly and flexible applications
	Setting screen time limits and rules
	Parental supervision and engagement

Utilizing free, high-quality content

Conducting simple assessments

Parent's Motivation

From the semi-structured interview, all participants agreed that teaching English to their children at an early age will make it easier for them to acquire it later when they grow up, as they already have the fundamental concepts of English. Moreover, P1 and P3 asserted their motivation to help their children be well-prepared for their future careers, demanding English in the globalization era, particularly in education and the workplace. Hence, they wanted to make their children love English from an early age. Similarly, P3 assumed that mastering English, an international language, would allow her child to increase motivation. In addition, P2 is also motivated to help his child since he thought that learning English only in class is not enough, as the teacher likely did not give comprehensive feedback to his child, particularly in the productive skills. Therefore, his role at the house is to provide complementary knowledge of English. On top of that, P4 deemed that she drew on her child's golden age era, in which children acquire knowledge more easily. She liked that if her child were bilingual, she could become her speaking partner at home. Hence, she established an expectation for her child to go beyond mastering general English, which is to be more communicative. In the interview session, the participants revealed,

".... to prepare him when he grows up. Because it is globalization era ... we must master international languages to blend in with society in this 21st century era ... prepared beginning at early age. Also, he will be easier to acquire English when he grows up later

because when he was a child, he had been given the basics." (P1/M)

"What I prepare for my child's future by teaching English is both for his social life and his future career" (P1/M)

".... with my assistance in learning English, hopefully, he will be an independent English learner ... it eases him to learn English as his teacher at school is likely not providing optimal guidance, particularly in giving feedback on his productive skills ... to supplement what is not provided at school, and I complement it with the knowledge that I understand." (P2/F)

".... given the demand of English in education and workplace in the globalized era, hence, I want to equip my child with English for her future opportunities; to continue her study and have a better career ... English is an international language, so automatically, her confidence will also be increased." (P3/M)

".... I like it if my child is bilingual. I hope that as I get older, I have partner to speaking English. So that my English knowledge will still be useful in the future, especially because she loves English ... it is to make things easier for her in education, so she can handle English courses effortlessly ... I want her to go beyond that, to be more communicative ... I am one of those mothers who teaches children everything during their golden age" (P4/M)

Parental Involvement Practices and Technology Utilization

According to the interview data, all participants showed similar involvement by

providing their children with English-reading materials, such as English storybooks. P1 and P3, furthermore, did read aloud every day, P3 especially usually mixed English and Indonesian; P2 and P4 also noticed to provide the books according to their children's level. Thus, it was done gradually, as P4 revealed, that she provided graded English books for her child, from focusing merely on vocabulary to a story book. On top of that, allowing their children to access digital materials was also undergone. This shows how parents make excellent use of technology. YouTube is a frequent platform accessed, through TV or a gadget, by paying attention to the screen time limit consideration. A few selected YouTube channels, such as BLIPPI, Cocomelon, and the Super Simple Songs channel. Likewise, they also incorporated several appropriate educational applications or platforms for their children to access, such as Khan Academy Kids, Elsa Speak, a talking dictionary, Duolingo, and the British Council. On the other hand, P4 only incorporated one type of digital platform for her child learning English. It is an English storybook integrated with Augmented Reality (AR), offering her child the joy of learning English. In addition to the utilization of technology, P1 and P3 also gave their children English exposure by having daily conversations in English with them. P3, in addition, usually sings English songs along with her child; meanwhile, different activities are carried out by P2 and P4, which include giving their children English tests. P2 gave an English written test, whereas P4 took an inquiry test. P4 also sometimes put her children in a play-bilingual class. The participants stated,

“.... give him exposure to English through myself as a mother ... I talk in English with him even if he does not understand ... I also provide English/bilingual books and read aloud

every day ... from the age of 2 years and above I provide him English watching on YouTube, through TV or gadget with a screen time limit....”

(P1/M)

“TV and gadget are very helpful, but with agreed screen time limit. YouTube is the often-used application with certain channels of children's English learning, such as BLIPPI ... I also install the Khan Academy Kids application ... very useful and child friendly. It is very easy to use, and the language used is easy for children to understand.” **(P1/M)**

“.... providing him some reading English materials according to his level ... give written test to him in English ... I also provide learning video in English that he can watch, for instance, cartoon in English.” **(P2/F)**

“The technology I most often use for my child is game-based technology, like the ones available on the British Council platform, gamification. Secondly, I sometimes use Elsa Speak, and I also use Talking Dictionary.” **(P2/F)**

“.... I accompany her when learning English at house, by singing together, memorizing the English alphabet since she was little, and watching English movies or shows together ... I also practice English daily conversations with her ... I often read English storybooks, in this case, I mix or use two languages, Indonesian and English” **(P3/M)**

“ Duolingo, in which my child usually plays English puzzle, then other mini-English games ... I also utilize YouTube Kids to watch learning

videos ... Cocomelon or Super Simple Songs channels help my child to develop her English ... another channel, which is BLIPPI, that also consists of fun learning activities using English ...” (P3/M)

“ I accompany my child because, since this is an English learning process, when my child gets stuck at a moment, like when they want to ask what ‘three’ means, I pause the video and try to explain the vocabulary. Afterward, I resume the video” (P3/M)

“ because the exposure is only from me ... so I have to spare my time. Second, I provide her with English books. The books are graded, from only one vocabulary to story book ... occasionally playing games, English riddles ... such as drawing ten animals to inquire, like “what is number one?”, then she marks circle on the answer ... then I occasionally enroll her into bilingual class, a play class that has an English aspect to it” (P4/M)

“.... I actually focus only on that, on books integrated with Augmented Reality. So, I use Augmented Reality technology ... These books are in English ... They have barcodes. When scanned, storytelling comes up, along with images and so on. With these Augmented Reality books, my child has become even more interested in English” (P4/M)

Challenges and Solutions of Integrating Technology in English Learning Process

Regarding the challenges in integrating technology within their children’s English learning process, there are two major problems argued by the participants, which are challenges in selecting suitable learning

materials for their children (age, level, need, and price) and in controlling the technology use to ensure it is not overused. They found it complicated to select the appropriate technology materials to be utilized, as there are many things they need to consider carefully to ensure the technology is fit for their children. Moreover, P3 noted several problems that hinder the utilization of technology for her child’s English learning, including an unstable internet connection and an ineffective learning process. In the interview, the participants further explained,

“It is not easy to look for and select the learning materials appropriate with his age and level. The vast choices of technology-based learning materials often confuse me in determining which one is effective for my child.” (P1/M)

“Perhaps the challenge in using technology for learning English is controlling its use. For example, as children want to use YouTube to find English learning materials, sometimes they are not appropriate with what they need.” (P2/F)

“.... First challenge is monitoring the gadget use to ensure it doesn’t become excessive ... selecting appropriate content with her age ... there are sometimes platforms or applications that offer English learning but are paid and very expensive ... unstable internet connection that interrupts learning process ... ensuring English learning effectivity, how far my child understand English” (P3/M)

“.... the challenge is because of scanning barcode using handphone, thus she focuses merely on using handphone ... she found it interesting in scanning her phone to learn English, like listening to storytelling, rather than

listening to people around her speak” (P4/M)

In order to deal with the challenges, all participants had their typical means of doing so. First and foremost, they, P1 and P3, needed to do prior research on technology-integrated learning platforms for their children, to select the appropriate platforms. It was done by asking for references from other parents, then fitting it with the children’s conditions, as P1 experienced. Subsequently, P1, P2, and P3 determined the kinds of platforms to be used. The platforms were Khan Academy Kids (P1), YouTube for Kids (P2), and content provided on YouTube and the app store (P3). This underwent a selection process by paying attention to the criteria they set, including the appropriateness of age, content, display, price, and its flexibility and effectiveness. These items were then elaborated further by P1. Besides selecting the suitable platforms, the parents also established an agreement and screen-time rules for using gadgets for learning English, especially for the P1, P3, and P4. Furthermore, P3 tackled the problems of unstable internet connection by preparing downloaded materials. Thus, it can be accessed as if the internet connection is poor. Also, she established her children’s English learning progress and conducted a simple test to ensure her children’s understanding of the materials. The participant stated,

“To minimize that, initially, I look for references from other parents who work with their children, whose age matches my child. Then I adjust it to our own conditions. For example, the selection of learning applications, there are many choices, and the most suitable for the age and ability of my child is Khan Academy Kids.” (P1/M)

“The characteristics are user and child friendly, music is not too noisy,

pronunciation is clear and from native speakers, colors are not too dominant bright, flexible, can be accessed online and offline, so that in case I am in a condition where there is no network, I can still access it.” (P1/M)

“Before using gadget, we have agreed. I usually set stopwatch for about 30 minutes. Once it rings, he understands he should stop playing gadget.” (P1/M)

“.... what I do is either use YouTube for Kids, providing content appropriate for their age, or find certain videos for them to learn English. Alternatively, I accompany them while they are learning English using technology” (P2/F)

“ creating clear schedule and rules of using gadget ... initially, I usually do research and select the applications or shows, also websites I will give to her, whether it is already suitable with her age or learning progress she has ... I usually utilize high-quality free content provided by YouTube or available in app store ... I prepare the backup for online materials ... creating her learning progress periodically ... by conducting a simple test to measure her understanding. Also, I sometimes ask for her feedback casually” (P3/M)

“Well, over time, we started setting limits. We imposed rules, like she could only scan books at certain times, for example. So now, she is not reliant on it anymore. She just enjoys it occasionally. If she gets bored with oral stories and manual English learning, it is fine, she can scan books.” (P4/M)

DISCUSSION

By unveiling the parents' motivation toward their involvement in their children's English learning process, Chavez et al. (2023) revealed the identical motivation as P1 and P3 have, as learning English is considered a life skill that learners could apply in various areas, including daily communication, competitions, and workplaces, in addition to educational needs. Similarly, Sahiruddin and Manipuspika (2021) discovered that the status of English as a global lingua franca leads parents and teachers to introduce English education at an early stage. Moreover, all parents regarded learning English as a fundamental component of their children's development and competency. Because they acknowledged how important English is, equipping them with the skills needed for the globalised era (Sukarno & Jinabe, 2024). Hence, teaching their children English skills is considered their responsibility. On the other hand, P2 showed his willingness to assist his child due to the school's inability to focus on certain students, including his child. As a result, he decided to help his child enhance his English skills at home by providing complementary knowledge to cater to his child's needs, especially related to productive skills. This is consistent with one participant's answer in Chavez et al.'s (2023) study, who employed a traditional strategy by monitoring his child's assignments. Likewise, Al-Mahrooqi et al. (2016) discovered that parents' motivation was reflected by their involvement in their children's academic, social, and psychological development, which may help solve any problems their children encounter, particularly in an academic setting. This has already been proven by Naite (2020), who revealed that students with significant parental involvement achieved better academic performance and higher test scores than those without parental involvement. On top of that, the parents were also motivated to

help their children learn English due to the children's golden age, during which the children can absorb and grasp various subjects easily, encompassing foreign languages (Sukarno & Jinabe, 2024). As a result, the parents need to foster their children's interest and motivation to learn English during this period. A study by Vatankhah and Tanbakooei (2014) discovered that the students obtained support from their parents and teachers and managed to maintain their intrinsic and extrinsic motivation in learning English. Thus, encouraging their children to value the importance of English could significantly contribute to the escalation of learners' motivation in the English language learning. In addition, it aligns with a study by Farida et al. (2024), where parental involvement could influence children's self-efficacy and motivation to learn English. The study highlighted the need to foster a supportive environment at home in promoting the children's motivation and confidence, depicting that sufficient support and opportunities provided are vital components for their academic success.

Based on the parents' practices in getting involved in their children's English learning process, they generally agreed that giving adequate English exposure to their children is important. It can be both technology- and physical-based, such as English reading materials, which can be physical or integrated into reading apps. P1 and P3 read aloud to their children every day. According to Iftanti (2015), this practice is a crucial factor in fostering good reading habits. Children regularly exposed to positive experiences with books and printed materials are likelier to develop strong English reading habits. It is encouraging to compare this finding with the study of Forey et al. (2016), which discovered that Hong Kong parents also read English storybooks to their children, focusing on supporting their

children's English literacy development. While P1 and P3 valued reading aloud as a method to teach their children, Hong Kong parents did not recognise it as they considered it a Western practice, which they tended not to embrace as a cultural value practically. This inconsistency may be due to how they perceive such cultural value. Besides, most participants asserted that offering adequate exposure to their children through daily conversations is crucial, even though they likely do not wholly understand English. It is akin to what one of the participants in Farida et al. (2024) revealed, if his parents encouraged him to speak English, even though it is only on weekends. The conversation topic was also related to what he did at school, given that his parents did not speak much English. Not only did this regular activity, therefore, enhance his language skills, but it also gave him self-assurance in using English daily. Moreover, engaging in a sing-along activity with English songs and the children is an additional and intriguing finding of this study, considered an interactive practice. This depicts the diversity of means between parent-child interaction, particularly in English practices. Following the present result, Farida et al. (2024) also revealed that one of the participants, whose parents were experienced in administering tests for their children, carried out the vocabulary tests their children had just learned. However, the type of test is somewhat different; P2 conducted written English tests for their child, and P4 used inquiry-based games, like marking answers or solving English riddles. However, it shows that it is still essential to run an English test, even though it is simple, to ensure the children's understanding of the English materials they have acquired. Another distinguishing practice is enrolling children into bilingual play classes, as P4 did, allowing her child to get exposed to English in a fun and interactive way. Due to the

integrative approach of the bilingual approach to English instruction, it is perceived as effective since it considers social and cultural factors (Sahiruddin & Manipuspika, 2021).

On top of that, given that this is a globalized era, in which technological advancement is ubiquitous, the parents also utilize digital platforms and applications in their children's English learning process. This study's parents are willing to employ technology-integrated English materials, as they see the benefits. For example, animated videos employed in the English learning process, such as YouTube and Khan Academy Kids, have been proven to boost young learners' motivation in learning English (Laksmi et al., 2021). Moreover, Guaqueta and Castro-Garces (2018) used Duolingo, in addition to Kahoot!, to conduct gamified activities, which resulted in an alleviated level of students' motivation, as well as their learning autonomy (Nugroho & Mutiaraningrum, 2020; Slamet et al., 2024). This, furthermore, allows the students to have exposure beyond the classroom. Indrayani et al. (2024) showed the positive correlation between the frequency of using technology independently in informal English learning and English proficiency, concluding that the more the learners engage in the digital learning process, the better the English proficiency score they get. Overall, this shows the utilization of technology in language learning is being embraced nowadays, given the potential benefits offered, aligning with what Ivone (2024) pondered, perceived as a medium helping them teach English to their children, as well as for the children to operate it to learn English. Moreover, Chavez et al. (2023) added the ideas of choosing the multimedia resources such as social media content, movies, and music as learning materials can help learners visualize and simulate auditory. These resources are regarded as authentic

materials, in which the learners learn the language clearly from the real use of the language itself. Using authentic materials establishes learners' enthusiasm for learning English (Erlina et al., 2023; Sari, 2016). Another important finding is using an interactive electronic book (e-book) integrated with augmented reality (AR) technology. Making use of interactive e-books had a positive impact on promoting children's English language skills (Gohar, 2017). Moreover, incorporating AR into English books seems captivating for young learners, since it enhances their motivation and engagement in learning English, as well as helping them broaden their English vocabulary, which is deemed a complex problem for young learners (Mafruudloh et al., 2024). Similarly, digital platforms such as Word Wall can significantly broaden learners' vocabulary mastery (Dhaifi et al., 2024), which also utilized by the parents, by using Duolingo, British Council, and talking dictionary applications. These findings indicate how technology-based learning platforms can influence students' motivation in learning. All in all, these implementations show the interplay between technology and English learning, which has been fostered in the English teaching advancement, given that Artificial Intelligence (AI) also plays an essential role in boosting users' interest in utilizing technological tools (Cahyono, 2024).

Nevertheless, this finding justifies previous research by Butler (2014), who asserted that higher socio-economic status plays a vital role in practice. The parents' background is not considered low status, as they are pursuing their master's degree in English Language Education (ELE) in one of Indonesia's well-reputed universities, which bolsters their educational status. Nevertheless, it does not significantly indicate their economic status since this study did not examine the participant

demographic in that area. Butler (2014) revealed that parents of higher socio-economic status can provide their children with sufficient opportunities to use English, especially outside school. Aligning with that, the participants in the present study showed their ability to provide their children with that kind of opportunity, especially at home. It is done by giving their children adequate English exposure through the aforementioned practices. As a result, their children have abundant resources of English materials, allowing them to practice English outside the classroom.

The process of selecting appropriate English learning materials for children and controlling the use of technology when utilizing it for their children's learning English poses such complicated challenges for most parents. Indeed, the excessive use of gadgets leads to addiction and interferes with their health, including physical, psychological, and emotional, which could increase the potential of social isolation, negatively affecting their development (Ardiyani et al., 2021). These results, however, contrast with several previous studies on a similar topic, which indicated that the main problems are the parents' lack of proficiency (Amir et al., 2022; Murshidi et al., 2023; Triutami & Muljani, 2021) and children's motivation (Murshidi et al., 2023). This inconsistency likely happens due to the educational background of the participants involved in the present study, who are the Master of English Language Education students. Therefore, their English proficiency must be beyond par. It subsequently affects the children's learning motivation as their parents can teach them attractively and engagingly. Nasir et al. (2021) revealed the involvement of parents who work as English lecturers, perceiving that English would benefit their children's future careers. The parents are firmly committed to their children's English learning process,

influencing their learning success rate. Philominraj et al. (2022) asserted that the higher the parents' commitment, the higher the children's success rate in English learning. In essence, the parents' educational background influences the children's learning process, particularly regarding the challenges encountered. Furthermore, the problem could be related to a bad internet connection, disrupting the English learning process since it is digitalized materials. Likewise, the finding indicates a problem in measuring the efficacy of children's English learning outcomes, considered the most interesting finding, as the related previous studies have not revealed it.

To overcome, all parents provided some insightful solutions. Related to the first problem, which is determining the suitable learning applications/platforms, it is suggested to take a predominant role, as parents, to select the technology-based materials, referring to the criteria we should establish. It definitely should be hinged on our condition. For instance, Hong Kong parents considered local customs when selecting teaching methods (Forey et al., 2016). Furthermore, Diyanti (2010) provided the considerations in choosing, selecting, and creating English learning materials for young learners. In selection, an evaluation checklist was established by Spratt et al. (2005). It is akin to what P1 did, defining the characteristics of digital learning materials. The researcher, moreover, suggested substituting the learning materials in case the checklist's answer does not cater to the requirements. Nevertheless, parents can also adapt the materials to align with learners' conditions. This study also presented a comprehensive guide for parents to adapt the learning materials. In addition to the means to select the appropriate learning materials, the present study's findings also indicate an agreement made before using the technology to learn English, such as setting a screen-time

limit. The parents and their children should also determine what kind of punishment the children will receive if they neglect the agreed-upon rules. By doing so, the children are expected to be disciplined and responsible when using gadgets for learning English, as well as gradually alleviating the over-reliance on gadgets. It is similar to what Novitasari (2019) asserted, that monitoring the usage time of gadgets is essential to prevent the adverse effects of their excessive use. The researcher, furthermore, noted the importance of maintaining parent-child relationships well by providing alternatives to good activities. For instance, to address the problem in measuring the effectiveness of learners' English learning, the parents who have this problem then engage their children in a simple English test, and even ask for their children's feedback regarding what they have learned. This is one of the factors that influences the use of gadgets and their impact on children (Ardiyani et al., 2021). Besides, the problem of poor internet connection, particularly in certain areas with limited access to a stable internet connection, can be overcome by preparing backup materials that can be accessed offline.

CONCLUSION

As proposed for scrutinizing the parental involvement in children's technology-integrated English language learning, this study discovered notable results. Parents are motivated to get involved in the English learning process of their children due to their belief in the importance of English, which will be fruitful for their children's future life, in addition to improving their children's English ability and enabling them to interact with society. Given the potential benefits from their involvement in children's English learning process, parents offered their children an adequate English exposure, such as from daily talks,

English books, and even utilizing technology with screen-time agreement. Nevertheless, they encountered an issue in selecting the appropriate technology to be used while incorporating technology into the learning process. Hence, they set characteristics to determine which technology-based learning material will be suitable, and an agreement is made before learning using technology to prevent the possible disadvantages. Likewise, monitoring the children's English learning is vital, as it determines what the parents and children should do afterwards. The parents take advantage of technology to their child's English learning by providing him with appropriate educational-purposes content and platforms, accessed from YouTube, British Council, and other learning apps on a gadget, as well as AR-integrated English books.

However, having a shortage of access to involve more participants led the researcher to examine only three participants. As a result, the data obtained may not be genuinely comprehensive. Notwithstanding this limitation, the study suggests that future researchers should recruit more parents as participants in this study, since the topic is still underexplored, particularly in an Indonesian setting. In addition, the researchers may present the participants' demographic information, such as age, education, and economic status, to explore socio-economic factors and attain comprehensive results that this study did not investigate. Besides, the result of this study may be used as a reference for parents in aiding their children in learning English.

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