



## The Investigation of Constrains Faced by Parents for Introducing English to Young Learner

**Nur Aeni<sup>1\*</sup>, Sunarlia Limbong<sup>2</sup>**

<sup>1</sup> Universitas Negeri Makassar, Indonesia

<sup>2</sup> Politeknik Ilmu Pelayaran Makassar

Corresponding Email: [nur\\_aeni@unm.ac.id](mailto:nur_aeni@unm.ac.id)

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**Abstract.** An increasingly popular practice in education across the globe is teaching young students a second language, primarily English. This study investigates the various constraints and challenges encountered by parents as they endeavor to introduce English to their young children. The research aims to shed light on the multifaceted factors that influence language learning in early childhood. This research was conducted qualitatively by using research instruments in the form of interviews with 8 parents as a method of data collection. This study categorizes several constrains faced by parents in the context of teaching their children English. The results draw attention to a number of important limitations, parents faced some constrains, such as lack of English skill, limited exposure to English, time constrains, cultural barriers, and financial constrain. In addition, parental time limits, restricted access to good language resources, socioeconomic variables, and varying parental language skill levels. The study also explores psychological barriers such as parents' fears of bilingualism, worries about confusing their kids, and misunderstandings regarding early language acquisition.

**Keywords:** *English for Young Learner; the Constrains; Parents*

### Introduction

Due to the significance of English competence on a global scale, teaching English as a second language to young learners has acquired relevance in modern education. The importance of early exposure to English for children's future academic and career prospects is being recognized by parents all over the world. The method of teaching English to young learners is not without its difficulties and limitations, though. This study attempts to explore the several challenges parents encounter when teaching their young children English. English education for early childhood is very important for the development and growth of children. It is crucial to introduce English from an early age because it can help develop the language skills needed to a higher level. Nowadays, English has become a necessary subject of learning in the world of education included in early age school. Early childhood is often categorized as the golden age of learning.

In Indonesia, teaching English in elementary schools has emerged as a key educational policy. The graduates of primary schools should possess the necessary skills to enable them to study English at an advanced level. The goal of teaching English in elementary schools is to help students acquire the foundational language abilities necessary to begin learning English as a second language. English instruction in elementary schools

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may be incorporated into the curriculum as a local content subject, according to Indonesian policies published in Departmen Pendidikan Nasional, No.0487/14/1992, Chapter VIII, and Undang-undang Sistem Pendidikan Nasional, No.060/U/1993. Educators must, however, use the English learning paradigm while appropriately considering the child's developmental stage. Furthermore, instructors have a big influence on students' achievements since they offer elements that affect how students are taught and learn.

According to Santrock (2017), children are probably more receptive to learning foreign languages than adults. Primary school English language instruction is provided in Indonesia. Munawarah (2021) argues in her thesis that because there are not many kindergarten programs in Indonesia, kids usually pick up English language skills outside of the classroom. Malokhat (2022) asserts that infants are more likely than adults to become fluent in a new language's phonological patterns and sound systems. However, it is difficult to successfully execute English teaching and learning at lower school levels in these nations, especially in terms of teaching strategies, teachers' levels of expertise and support of teaching and learning advancements. Teachers are supposed to have engaging approaches, strategies, and methods of teaching English to young children, Wahyuningsih and Afandi (2020).

Parents, educators, and researchers have all paid close attention to the significance of early language exposure and acquisition in recent years. Parents, as their child's earliest and most enduring teachers, play an invaluable role in molding language competency and building the groundwork for good communication skills, even if schools and language programs are essential to a child's linguistic development.

The present study aims to investigate the various obstacles and limitations that parents confront when attempting to teach their young learners the English language. Understanding the unique dynamics, effects, and difficulties of this parenting journey is essential for developing effective language acquisition methods and creating supportive, stimulating settings for early learners.

The research seeks to investigate the diverse experiences of parents who have chosen to begin their children's English language acquisition process. The study will consider factors such as parental backgrounds, linguistic contexts, cultural influences, socioeconomic conditions, and resource availability. These factors can significantly affect the decisions, approaches, and limitations that parents encounter when attempting to teach their young children English.

The research aims to provide valuable insights for educators, policymakers, and other stakeholders engaged in early language development by examining the constraints faced by parents in this context. Furthermore, it offers a platform for parents to engage in dialogue about their achievements, obstacles, and encounters, ultimately enhancing our shared understanding of how to effectively support young learners in their journey towards English language proficiency.

We hope to shed light on the critical role parents play in determining the linguistic path of the next generation as we explore the complex world of parental efforts to introduce English to young learners and, in doing so, contribute to the larger conversation on early language acquisition and education. In the end, this study hopes to help develop more compassionate and successful language learning strategies for young students by providing a thorough examination of the challenges experienced by parents.

For children to achieve well academically, learning at home—especially learning English—is just as crucial as learning in school. It is impossible to separate parents' roles from their children's education. Papalia et al. (2018) contend that parental involvement is essential to the development of their children's language learning. Many parents are trying to introduce their children to English with the help of schools that utilize it as a language of teaching (Oladejo, 2016). This is founded on the way that time has changed, with speaking English in daily settings becoming more and more important. The ability of their children to speak other languages correctly and proficiently is typically the goal of parents. Parents

concur that knowing English is essential in the modern world. In the modern world, when English is used in every facet of global life, parents concur that knowing the language is essential. They see English as the universal language of communication. These explanations are consistent with studies done by Rasyid & Faqihatuddiniyah (2017). Parental learning activities at home should be added to the academic learning that parents are sometimes unduly focused on and dependent upon (Grolnick et al. 2019). According to Lee and Bowen (2016), the causes are ascribed to parents' inexperience and lack of trust in their capacity to instruct their children at home. The most common strategy used by parents to support their children's language development is verbal stimulation. Anggraini (2020) asserts that vocal stimulation from parents has several benefits for language development in children. You can accomplish this linguistic stimulation by telling stories, singing, conversing with the children, and using new phrases frequently.

Parents should begin teaching their children the language at an early age in order to encourage them to use it in their daily life (Epstein et al., 2022). In addition to setting up the required learning conditions, parents should take an active role in teaching their kids. Parents might ask their children to be honest with one another so they can monitor how their learning develops.

## **Theoretical Framework**

### **Parents' Involvement**

Family, school, and community all have an impact on a child's development, according to Rashika (2022). As their kids start school, parents play an even more important role as their first teachers by assisting teachers in the classroom. Prior studies by Kadek et al. (2021) discovered a positive correlation between parents' focus on achievement and personality development and their kids' academic advancement. Conversely, parents that place a strong emphasis on pressure have a negative association with their kids' academic success. Therefore, it should be stressed that while psychological support will result in high success, excessive help and parental pressure may have unintended consequences.

### **Factors that influence parental engagement in their children's education**

The factors that impact parental engagement are also examined in this study. It has been claimed that factors like as socioeconomic status, parents' educational background, the attitudes of teaching and administrative personnel, and culture all had an impact on parents' decisions to get involved in their kids' education. For instance, Calzada et al. (2015) reported that parents with lower incomes showed less interest in their kids' education. Idris et al. (2020) found a positive correlation between academic achievement of their children and educated fathers and moms. They emphasized that parents' educational backgrounds aid in the development of their kids' beliefs and intelligence. Children's performances are shaped by their parents' educational experiences, which helps them along a successful educational route. interactions between parents and kids, including sharing, communication, support, and help in decision-making.

Muraina and Ajayi (2011) posit that parents' level of awareness and concern for their children's education increases with their educational attainment. It's interesting to note that Wulandari, et al. (2022) claimed that because there aren't enough psychological components, parents with low levels of education have minimal effect on their kids' academic achievement. Conversely, Idris et al. (2020) found that parents who made less money and had less education were more eager to assist their kids' education. But as her research revealed, parents were unable to provide their kids information in foreign languages because of financial limitations.

### **Challenges in Teaching English for Young learners**

Young students are still going through a growth and development phase. According to Idris et al. (2020), they are still learning how to control their emotions and behaviors. They will

communicate all of their emotions during this process, even if it means losing emotional control—especially when they're happy or angry. Furthermore, the emotions of young students are still erratic and unpredictable. It can be swiftly altered in any circumstance. Nunan (2005) asserts that the early learners' progress is uneven. Some kids may mature more quickly than others, whether it's in terms of social, emotional, or cognitive immaturity. Certain children are born with the ability to read and write, while others are not able to do so at the same age. They should be conscious of their learners' expansion, traits, and their learners' capacity to make the young learners able to study English well. In addition, they faced certain difficulties in transforming the classroom into a place that is entertaining, social, meaningful, full of practice, purpose, and support (Zhetpisbayeva, et al., 2023). To be purposeful, a teacher must be able to identify the goal of teaching and learning before they can instruct young students. Teachers are then required to assist young students in their learning. They have to inspire their students. Teachers should be able to create a relevant learning environment in the classroom so that younger students would feel comfortable missing lessons. Furthermore, young learners prefer to learn by doing because they are the active learners. In order for young learners to enjoy the lesson, this instance requires teachers to develop the learning processes into complete practices. Finally, educators must to possess social skills. They must be aware of the appropriate behavior for their students. They must comprehend each and every one of their students thoroughly.

## **Materials and Method**

This study combines a qualitative research approach with a descriptive research design. To thoroughly characterize the phenomenon under study, this research examines its occurrences, events, actions, and concepts of individuals as well as groups. These requirements are outlined above. In this case, the researcher wants to clarify how parents use the collected data to expose young learners to English learning. Seven parents participated in the study as respondents, and the research design appears to blend a qualitative methodology with descriptive research. Below is a summary of the essential components: There 8 parents were involved as the respondents for this study. The researchers involved purposive sampling technique to determine those eighth participants of this study. The categories of those respondents were the parents who speak English at home; parents who are working; middle-age parents (30-50).

Researchers are also curious about the strategies parents use to teach their children English. The study's main goal is to clarify how parents use information they've obtained to expose young learners to English language acquisition. This implies that the study's goal is to comprehend how parents make decisions in this situation. The study looks to have two main foci: first, it looks at the methods parents use to get their kids interested in learning English. It also looks at how parents educate their children English. Data gathering techniques in a qualitative study such as this one can involve parent-child interactions observed, documents or materials used by parents to teach English analyzed, and interviews. Following the collection of data, themes, patterns, and insights pertinent to the study's goals would be extracted through the application of qualitative analysis methodologies.

## **Results and Discussion**

### **Result**

The investigation on the challenges parents have when teaching English to young students produced a number of significant conclusions and revelations. Linguistic training and proficiency: Parents who were more proficient in the language had less restriction when it comes to teaching their kids the language. They had greater faith in their ability to foster their child's language development and establish a warm learning environment. Social and cultural influences: Parents' experiences were shaped by their socioeconomic status and cultural traits. Parents from different cultural origins may find it challenging to maintain

linguistic balance at home. Financial limitations also affected the availability of extracurricular activities and materials for language learning.

There were less restrictions placed on parents who had access to resources like educational apps, language programs, and books written in English. Grandparents and other extended family members served as crucial support systems for bolstering English language acquisition.

**Parental Time and Work Commitments:** The study's conclusions suggest that parents' time for English language learning may be restricted by the rigors of their daily schedules and jobs. Time-pressed parents often neglected to provide their kids regular English-speaking environments.

**Consistency Challenges:** One of the most common obstacles for parents was continuing to expose their children to English consistently. Due to their struggles integrating English into their daily lives, many parents' exposure to the language was uneven.

As some of the responders' statements make quite clear:

Extract 1

"It's true that my English isn't really good and it's not fluent, but most of the time when he asks me I answer as best I can."

(ST,14/03/2023)

Extract 2

"Yah maybe the difficulty lies in time management and the concentration of the child who sometimes want to play."

(MD,11/05/2023)

Extract 3

"It's because of the environment where the language used is not English, so it's a bit difficult to introduce it to the child, but I still try to be able to introduce English well."

(ST,12/03/2023)

Extract 24

"The motivation in learning is lacking because English itself is not the language we use but I think it's important so I still introduce it to my children."

(DK,10/03/2023)

Extract 25

"I think the difficulty is in economic problems, because if possible I will send him to an International standard school so that his English can be honed even more."

(HS,13/03/2023)

Extract 26

"Because I also don't have an English background, so I sometimes have trouble understanding her material at school, then I am looking for videos that can support her learning at school."

(RR,12/03/2023)

It can be difficult for parents to teach their young children English, particularly if it is not their first language. Here are some typical restrictions or difficulties that parents encountered, along with recommendations about how to deal with them:

**Absence of English proficiency:** Parents who struggle with the language may find it challenging to instruct their kids. They might not be able to accurately explain grammar rules or pronounce words in the English language. **Lack of English fluency:** Parents who do not possess a high level of competence in English may encounter challenges while attempting to instruct their children in the language. Given this circumstance, parents may consider enrolling their children in English courses or engaging the services of a private teacher. **Child resistance:** If a young individual has feelings of being overwhelmed or irritated due to the complexity of the language, their ability to acquire knowledge in that language may be diminished. In this scenario, parents may endeavor to stimulate their child's curiosity with



games, music, and other activities, ensuring that the process of learning English becomes both pleasurable and captivating.

Parents residing in areas with little English use may have difficulties providing their children with an adequate English education. Given this circumstance, parents may need to seek additional methods to familiarize their children with the language, such as utilizing literature, films, or language courses. Limited resources: Various English-language materials, such as books, movies, and software, may not be accessible to parents. Parents may seek complimentary resources via online platforms or by visiting their local library.

Temporal constraints: Working parents may have difficulties allocating sufficient time to instruct their children in the English language. They can struggle to find time to study the language since they have to juggle employment and other obligations. Time constraints: A lot of parents do not have much time to teach English, particularly if they have other responsibilities or a full-time job. In this situation, parents can play games in English with their kids or attempt incorporating English into their daily lives by using English words before bed or during meals.

Cultural barriers: It may be difficult for parents to encourage their children to learn English because the language may not be valued or useful in some communities. Furthermore, some parents might believe that teaching their kids English goes against their cultural norms and beliefs. Various cultural norms: It may not be typical in some cultures for people to acquire English, which might make it challenging for parents to teach their kids the language. In this situation, parents should look for local organizations or internet discussion boards where they can get in touch with other parents who are also teaching their kids English.

Financial constraints may restrict an individual's access to high-quality English language learning materials, including books, videos, and language courses. To assist their children in learning English, parents might need to look for free or inexpensive options. All things considered, teaching young learners English can be a wonderful experience for parents and kids, but overcoming the obstacles and limitations may call for some work and creativity.

## Discussion

Through exposure to the findings of respondent interviews, the study findings that were previously presented in the results section are described in this section. The objective of the argument is to tackle the study issue and revolves around hypotheses pertaining to parental instruction of children in the English language. The primary objective is to analyze the approaches used by parents in initiating English language instruction for young students. The findings of the study mentioned in the previous section indicate that parents began teaching English to their children at an early age. This aligns with the findings of Anam et al.'s (2020) study, which revealed that parents had the ability to actively participate in English training.

The study's results indicate that parents use several methods to instruct their children in the English language. Parents use these tactics with the expectation that their children will enhance their language proficiency and develop a heightened enthusiasm for learning English. According to the findings, teaching children language was the most popular and effective parenting technique. Before acquiring other language skills, parents first expand their vocabulary in English. This pertains to Muzammil's (2017) findings, which demonstrate that parents can assist their children in learning English at home by imparting on them a general and fundamental vocabulary. Simple concepts like numbers, the alphabet, colors, object names, names of animals and plants, and body parts are frequently taught by parents.

Furthermore, parents with less limits were those who were familiar with effective ways to language training. They were more likely to engage in structured language activities, while non-aware individuals were more likely to engage in informal language exposure.

Parental Confidence and help: Parents reported fewer restraints when they received guidance and help from teachers or language learning professionals. Additionally, it was discovered that a parent's confidence in their own ability to educate was positively correlated with their child's language development.

In addition, external influences: Some parents cited external influences from societal expectations or regional language supremacy that influenced their approach to English language introduction.

To sum up, the findings from the questionnaires and observations demonstrate how complicated the issues parents face while teaching their kids English are. To effectively overcome these obstacles, a comprehensive plan that addresses socioeconomic disparities in language learning opportunities, supports parents with varying degrees of competence, and produces conveniently accessible and cheaply priced language materials is needed. Working together, educational institutions, legislators, communities, and parents can ensure that young learners have fair access to English language instruction.

These findings provide insight into the intricate network of variables influencing parents' attempts to teach English to young students. They stress how crucial it is to give parents assistance, tools, and direction in their capacity as language facilitators. The study's conclusions have applications for teachers, legislators, and language-learning initiatives that help parents foster their children's English language competency.

In light of this situation, teachers should know more about the characteristics of the students they are teaching. Teachers also need more time allotted, textbooks, media, and educational resources to aid parents in bringing English to their children's school experience. All of these tools are meant to assist students in improving their English language skills, especially with regard to syntax and pronunciation. Pujiani, Harsiwi, & Almustafikhah (2022) said, "Innovative teaching techniques are also necessary to inspire students' enthusiasm in studying English".

## Conclusion

The difficult world of early language training has been made clearer by research on the challenges parents face while teaching their kids English. Numerous psychological, financial, and practical challenges parents encounter when attempting to teach their children English have been clarified by this study. Through a combination of surveys and observations, we have gained a comprehensive understanding of these limitations and their implications. In real life, parents are often constrained by time constraints, lack of resources for efficient language learning, and day-to-day responsibilities. It might be more challenging for them to provide their young students with consistent, immersive English language experiences because of these practical constraints. In addition to socioeconomic concerns, unequal access to educational resources and opportunities has an impact on language.

Psychological variables, including parental anxieties about their children being multilingual, concerns about their own bilingualism, and misconceptions regarding early language acquisition, have been shown to impede the effective introduction of language to young learners. These psychological factors may cause parents to feel uncertain and reluctant, which may impact their confidence in their ability to teach their children English. This study's findings have wide-ranging effects. It calls for the development of tools and networks of support to assist parents in overcoming these constraints. By providing guidance and tools, educational institutions may significantly help parents create a nurturing atmosphere that promotes healthy multilingual language development.

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