

EFL Parents' Empowerment: Using Supplementary Videos for Engaging EFL Parents with Their Children in Meaningful Speaking Tasks at Home

Amir Abdalla Minalla¹

¹ Languages and Translation Department, University College of Tayma, University of Tabuk, KSA. E-mail: a-alameen@ut.edu.sa

Correspondence: Amir Abdalla Minalla, Languages and Translation Department, University College of Tayma, University of Tabuk, KSA. E-mail: a-alameen@ut.edu.sa

Received: January 2, 2024

Accepted: September 3, 2024

Online Published: September 19, 2024

doi:10.5430/wjel.v15n1p454

URL: <https://doi.org/10.5430/wjel.v15n1p454>

Abstract

The traditional EFL classroom is no longer enough to provide sufficient possibilities for EFL learners' verbal engagement, which has become one of the most challenging for EFL teachers inside classroom settings. This study aims to extend EFL children's oral interactions outside classroom settings by providing their parents with bilingual explainer videos and video materials designed for this purpose. The study uses interviews, pretests, and posttests as tools for data collection, and participants of the control and experimental groups were taught the same content via the traditional method. However, the supplementary videos (explainer videos & video materials) were only used to be shown to the parents of the experimental group's participants. Data analysis revealed that the experimental group's participants whose parents employed the supplementary videos outperformed much better than the control group's participants whose parents just depended on the students' books. Hence, bilingual explainer videos and material videos are useful tools for helping EFL parents extend speaking practices with their children at home. The children's spoken performance in several areas of the language has improved dramatically. The participants progress from nodding their heads to delivering two complex phrases. Thus, it suggests designing supplementary videos to serve as a guide for EFL parents to engage in verbal interactive tasks with their children at home.

Keywords: explainer videos, verbal, video materials, interaction, parents

1. Introduction

One of the major difficulties faced by EFL teachers is maximizing the amount of time that EFL students spend practicing their English in classroom contexts. Limited language practice arises from the amount of time spent on EFL activities inside classroom settings and pre-made English language scenarios outside of EFL classroom settings. In practice, educational authorities' initiatives have not been shown to be effective because instructors lack time to develop student-centered curricula (Punthumasen, 2007). Early communication abilities in children are the most reliable indicator of their future academic success and cognitive skills (Rosetti, 1996). Furthermore, parental participation in education has been shown to improve the learning competency of children and is one of the most significant indicators of academic achievement (Canō et al., 2016; Davies, 1993; Smit & Driessen, 2007). Although some parents have only rudimentary English, they are the best to encourage and support their learning and studying alongside their children since they are in an ideal position for that (Dunn, 2008). The best way to help children's language development is to work with their parents. Incorporating their child's English language and activities into family life is only one way that parents may impact their young children's attitude toward language learning and other cultures (Dunn, 2008). One of the most crucial things parents can do to support their children in developing good language skills and communication is to engage in conversation with them (Gardner-Neblett & Gallagher, 2013). Parents also want the best for their kids, but to actively participate in and support their social and intellectual growth, they need guidance (National Literacy Trust's Talk to Your Baby campaign, 2005). It has been noted that many parents lack knowledge on how to support their kids' education and are only partially aware of their own part in it (Bonci, 2008). That is the reasons behind conducting this investigation. Supporting pupils cognitively and emotionally at home is one way parents participate in their children's education and academic achievement (Avila Daza & Garabito, 2009; Brannon & Dauksas, 2012). Parents have the potential to be valuable resources for helping their children succeed academically (Forey et al., 2001; Kukk et al., 2015; Widding & Berge, 2014). Therefore, if EFL parents follow pre-planned activities for their interactions with their kids, they could play a more active role. This study attempts to examine the effectiveness of utilizing supplementary videos (explainer videos & material videos) in empowering EFL parents to play the interlocutor's role with their children at home. According to Henderson and Mapp (2002), better learning outcomes for children may be attained via collaboration between parents and schools than through their independent efforts. Improving children's engagement in EFL requires parents and teachers to collaborate to establish connections between the home and school contexts (Goren, 2003). Integrating technology like videos into language learning is becoming increasingly popular. Thus, the focus is how on well video-based tools empower parents and encourage purposeful speaking practice. Through the investigation of creative methods to close the gap between classroom instruction and home practice, this research advances the area of EFL education and eventually improves children's language acquisition results. From an early age, parents and teachers should try to encourage children who are learning English, regardless of any obstacles (Coppola, 2005). Thus,

this study intends to answer the following question: are the supplementary videos (explainer videos & video materials) influential tools in enhancing EFL children's oral interactions at home?. They can pique EFL parents' interest and guide them to understand the learning content that their children had in their classes. In addition, these videos can help parents bridge the gaps between what they are taught inside the classroom and their everyday actions.

2. Literature Review

2.1 Instructional Media in Language Learning

Teachers are not the only ones who can provide effective communication for the learning process. The integration of learning media in EFL instruction can provide meaningful experiences to enhance teaching and learning processes (Permana, 2016). Learning media is a tool used to communicate information and educational materials both in and out of the classroom to enhance and support students' learning (Wahyuni, 2013). Thus, it provides support for the complex processes involved in learning. According to Oktradiksa & Agung (2017) and Karimah et al. (2020), learning media has recently had an impact on students' performance in developing speaking abilities. Therefore, in this regard, selecting appropriate learning media is considered one of the teacher's primary duties in improving the quality of English language instruction for non-native speakers and achieving learning objectives. Using video is one of the most valuable tools in language teaching and learning since it offers vibrant visual presentations that have the potential to pique the interest of younger learners and improve their learning experience. According to Yükselir and Kömür (2017) the use of video enabled teachers and students to combine cultural components of the target language with a favourable learning environment. Thus, utilizing instructional media like videos facilitates language acquisition by providing visual and interactive tools that improve comprehension, engagement, and retention. Two or three minutes of an explainer video can be valuable for EFL parents, especially those with low language skills, which also shortens their attention span.

2.2 Parental Involvement in EFL Homework Tasks

Parental engagement is generally considered to be a factor that supports EFL learners' language development (Xuesong, 2006). Chen and Harris, (2009), pointed out that parents' understanding of their kids aids in the language development of the kids. In addition, supporting students cognitively and emotionally at home is one way parents can help their children succeed academically (He et al., 2015; Necsoi et al., 2013). These authors confirmed that parents' assistance with their children's homework language tasks has a significant impact on their interest in developing their language skills. It has been found that homework assignments can be beneficial because they help students retain the information they have learned in class and form good study habits that will help them develop their cognitive abilities, learning strategies, and independent study skills—all of which will help them deal with errors, difficulties, and setbacks (Sagor, 2008). That means children's attitudes are positively impacted by parents who have a good attitude towards homework, which raises the possibility of better academic results. Feuerstein, (2000) illustrates that, parental engagement includes a wide range of parenting practices, such as monitoring homework, assignments and attending meetings of parent-teacher organizations. Homework is defined as task assigned by the instructor to the students that must be finished outside of class and without the instructor's assistance (Kidwell, 2004). Homework enhances student learning effectiveness by preparing them for tests and encouraging the development of intellectual capacities. Kukk et al. (2015) recommended that parents take on a portion of the duty for homework tasks when they assist their kids in doing homework assignments.

Parent-teacher collaboration is essential to improving the value of homework assignments. In this regard, Dunn (2008) asserts that parental assistance is the best that can be provided in the following ways: (a) Spending quality time with their children one-on-one allows parents to concentrate on them; (b) English lessons may be incorporated into any time of the day, according to what works best for both the parent and the child; (c) the duration of an English language lesson and the activities chosen by parents may be adjusted to suit their children's ability, interests, and needs; (d) parents are the best people to assess what kind of English-speaking conversation is appropriate for their child's language acquisition since they are familiar with their child well; (e) the finest people to read and react to a child's moods are their parents. For instance, certain days are better than others for kids when it comes to how rapidly they learn language.

2.3 Previous Studies

Several studies on parental involvement and English language instruction assert that parents' involvement has a major impact on their children's progress. The benefits of parents being involved in their children's EFL learning have been shown by numerous prior studies on parental influences and parental engagement in EFL learning (e.g., Cojocariu & Mares, 2014; Necsoi et al., 2013; Brannon & Dauksas, 2012; & Widding & Berge, 2014). The studies conducted by (Alam et al., 2018; Kumar, 2012; Lee, 2008; Liu, 2013; Torres & Castañeda-Peña, 2016; Wei & Zhou, 2012) have shown that EFL parents are crucial in helping their kids learn the language, which allows them to reach extremely significant academic goals. Moreover, Boivin et al. (2014) found that the majority of EFL parents are very motivated to assist their kids in learning English. Nevertheless, the parents had no idea how to accomplish this successfully. However, Enever, (2011) found that parents' educational levels significantly related to young learners' grasp of English and other target foreign languages. Furthermore, it was discovered that exposure to the target language outside of school as well as parental usage of the target language at work both had an effect (Enever, 2011; Zou & Zhang, 2011). Even if parents' inability to speak the target language is a concern, Castillo and Gamez (2013) argue they can still help their child acquire their second language. Conversely, several studies have indicated that parental involvement does not impact learners' learning performance. Cooper et al. (2000) discovered that students whose parents help with their homework assignments perform worse academically. However, this could be explained by the fact that these students already obtain worse grades and so need greater parental support. Hakyemez (2015) discovered that although instructors in the Turkish setting valued

family involvement, particularly home support, she also noted that parental involvement was useless since the parents refused to take part.

3. Methodology

3.1 Study Design

The study uses both qualitative and quantitative methods, utilizing a quasi-experimental research design for quantitative data and an interview for qualitative data. This approach enables a thorough investigation of the study problem, providing breadth via quantitative evaluations and depth through qualitative insights (Creswell, 2014). The study used pre- and post-tests with young EFL participants for quantitative data and an interview with the parents of participants for qualitative data. The study uses pre- and post-test assessments to gauge the effectiveness of utilizing bilingual explainer videos and video materials in enhancing oral interaction outside classroom settings. The interview is conducted to obtain the parents' feedback on the treatment.

3.2 Instruments

Three instruments were used to obtain the data for this study: parent interviews, the pre-test, and the post-test. The data collecting process took five weeks. The Cambridge Assessment English Pre-A1 Starters Speaking Test was used for pre- and post-tests. The pre-test is to measure the participants' homogeneity in speaking abilities (EFL beginners), and the post-test is used to show that the children's developmental level in language speaking has improved. The pre- and post-test questions consist of both closed-ended and open-ended questions. The elements that are tested include adjectives, dynamic verbs, nouns, and prepositions.

These elements used to engage participants in a meaningful interaction varied between describing objects in terms of (number, size, color, shape, or place) and expressing themselves in terms of (likes, dislikes, do, don't do, can do, can't do, etc.). The test's reliability was assessed using the test-and-retest method. In this regard, ten youngsters from the population were used as a pilot sample. The two tests' correlation coefficient was found to be 0.84, which is suitable for the study. The items had been rearranged in the post-tests to prevent individuals from experiencing practice effects; this was the sole variation between the tests. Throughout the course of the treatment, a variety of procedures were carried out, such as monitoring the children's progress in the classroom and at home using audio and video recordings and enhancing the performance of parents based on their observations. The purpose of the interview data is to ascertain how parents see the supplementary videos' impact on verbal interactions with their children at home, investigate any challenges, and find any further remarks or recommendations for improved performance.

3.3 Participants

The population of the study is Sudanese parents and their children. The parents' ages vary from thirty to thirty-two for female parents and from thirty-nine to forty-five for male parents; the children's ages range from six to seven. The participating children consist of thirteen males and seventeen females. Similarly, thirty parents—twenty females and ten men—participated in total. The participants of this study (children and their parents) were living abroad in the Kingdom of Saudi Arabia (KSA) in 2023. Thus, the sample for this study was systematically selected. Regardless of their areas of expertise, the parents of the participating children are purposefully chosen from among those holding a bachelor's degree. Their English proficiency was thus assessed as pre-intermediate. Therefore, the proficiency level in English that parents have is sufficient for the study of assisting their children as EFL beginners. It is important to note that the only parents who participated in the study were the parents of the children in the experimental group. The participating children are divided into two groups. Group "A," which consists of fifteen participants, forms the experimental group. Likewise, group "B" had fifteen children who served as the control group. Although both groups were characterized as EFL beginners and had nearly identical prior knowledge of English, the study mainly focused on the development of speaking abilities in the formative learning phases.

3.4 Procedures

Using the traditional method, both groups were given the same lessons, which were prepared for a 35-minute class every day. To fulfill the criteria of the study, bilingual supplementary videos (Arabic/ English) are distributed via a WhatsApp chat group and linked with the regular lessons. All the videos are bilingually created to make EFL parents' interaction tasks at home easier. A workshop was held to familiarize the parents of the experimental group with how to handle the supplementary videos' items and subsequently convert them into actions. Following the administration of the post-test, a follow-up meeting was held to interview the parents to get more information about their experiences and to reveal any recommendations, observations, suggestions, clarifications etc. Both parents and their children use the pre-recorded video materials of their children's EFL lessons that serve as a resource. They can watch them several times. The material in these videos is based on the Cambridge English qualifications books, namely pre-A1-staters. The videos are specifically designed bilingually for EFL beginners (the participants of this study). The video materials' items are figured out from everyday actions. Wh-questions and yes/no questions were used to describe objects and express actions. The video materials are meant to be shared with the experimental group's sole EFL parents. Every video lesson included speaking exercises that had to be completed as homework. The explainer videos have been carefully developed to let parents use video materials to act as an interlocutor with their kids. The explainer videos are only intended for EFL parents whose children are enrolled in the experimental group. Thus, every material video has an explainer video to serve as a guide. The explainer videos are brief videos with straightforward instructions and model examples that guide EFL parents in acting as interlocutor with their children. It is worth noting that EFL teachers remain in touch with EFL parents and offer them feedback as soon as possible, especially when there are challenges. This is done via a WhatsApp chat group. (e.g., audio, video, and text messaging). To improve children's performance, their work is routinely recorded and reviewed. Participants in both the experimental

and control groups took the post-oral test after the four-week treatment period. After then, the interview was held in the participants' mother tongue (Arabic). The interview was conducted only for EFL parents whose children served as participants in the experimental group.

4. Findings

The study's major goal is to broaden EFL children's language practices outside of the classroom environment to improve their verbal interaction outcomes by allowing their parents to perform the role of interlocutor. Supplementary videos are utilized to assist parents in managing the verbal communicative assignment at home. The data obtained will be used to assess if the treatment with the supplemental videos enhanced the performance of the experimental group's participants when compared to the control group's participants who were subjected to classroom procedures. EFL parents help their children at home by having them practice the lessons that are routinely taught in their class.

4.1 Pre- test Analysis

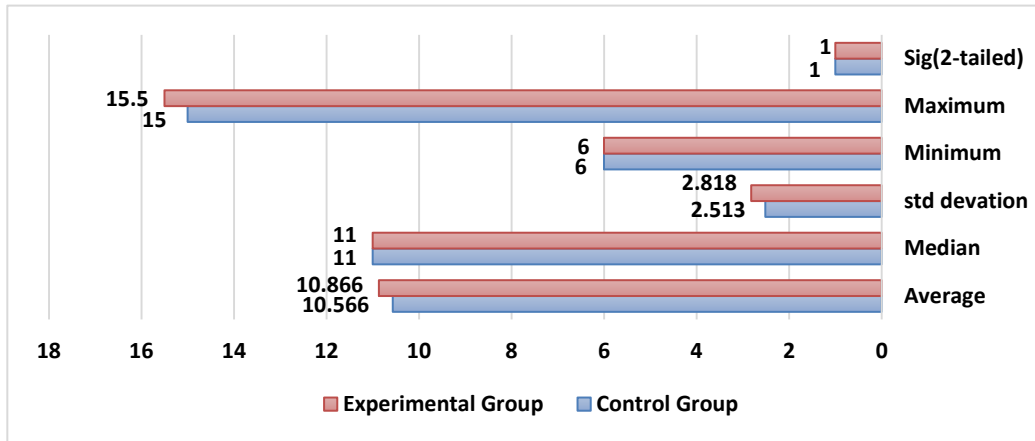


Figure 1. Pre-test

As shown in Figure 1, there was no noticeable difference in the experimental group's (Average =10.866, SD =2.818) and control group's (Average =10.566, SD =2.513) scores (sig =1.000, $p >.05$). The difference in pre-test mean scores between the control group and the experimental group was not statistically significant, as evidenced by a significance (P) greater than 0.05. Even though the participants were beginners who had just recently acquired the English alphabet, the emphasis of the treatment period was on assisting them in learning to communicate. In the same class, where the participants were all EFL beginners, they were also taught how to speak for the purpose of the study. As a result, the pre-tests revealed the same findings in both groups that achieved homogeneity.

4.2 Post-test Analysis

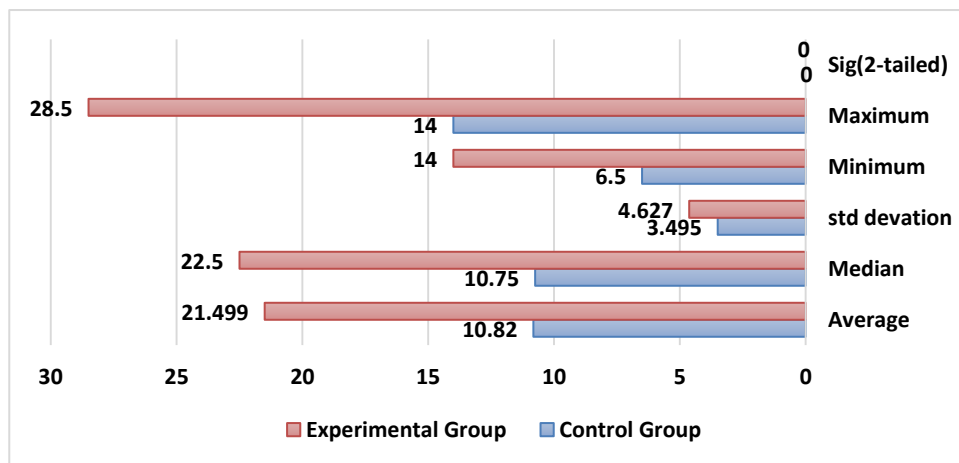


Figure 2. Post-test

There is a statistically significant difference in the means of the scores between the control and experimental groups, as indicated by Figure 2, which includes the post-test statistical data. The results for the control group (Average = 10.82, SD = 3.495) and experimental group (Average = 21.499, SD =4.627), sig = .000, $p <.05$. The noticeable variation that is shown by the significance level (P) being less than 0.05

in favor of the experimental group is due to the utilization of supplementary videos to allow EFL parents to participate in verbal interactive exercises with their children. Providing EFL parents with videos, particularly explainer videos, empowers them and increases their capacity to interact verbally with their children at home.

The children's interactions were observed for five successive weeks. The development of the participating children is monitored on a regular basis over the course of these five weeks, with particular attention paid to any interactions that culminate in spoken activities that are recorded, validated, and examined before feedback is offered. Children who participated reacted to basic instructions and comprehended the fundamental meanings of English words and phrases. The participating children were taught to express their main wants through several techniques. These techniques are gradually applied, such as starting with yes/no questions (Q), true/false, multi-choice, and then using short answers' Q and open-ended Q that allow free answers.

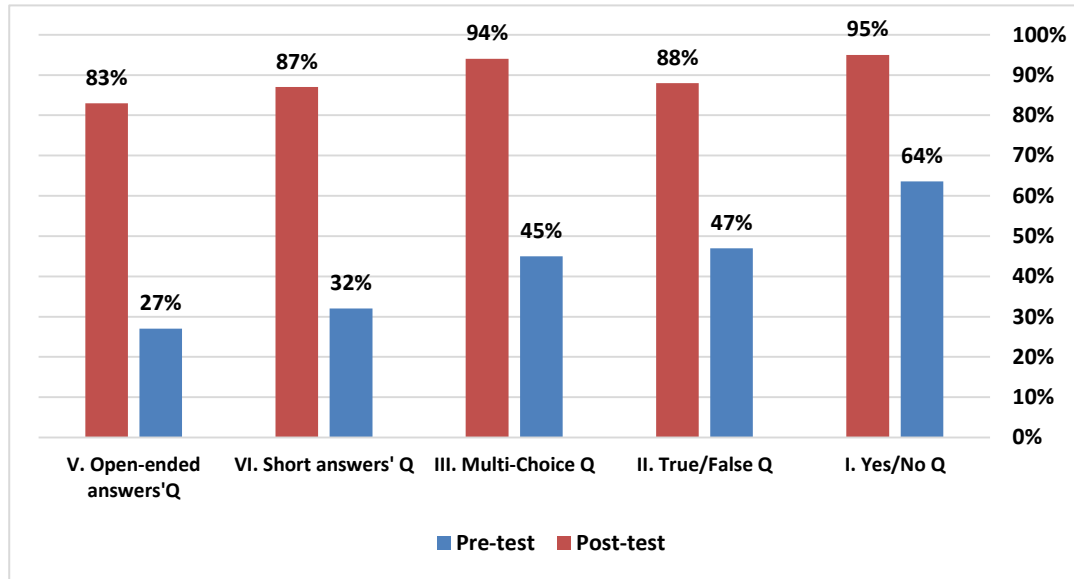


Figure 3. Experimental Group's Oral Test

Figure 3 shows that there are significant differences in the pre- and post-test performances of the participants in the experimental group. The results demonstrated that the participants' performance in the post-test outperformed their performance in the pre-test. The remarkable progress in the post-test is due to the use of supplementary videos that empower EFL parents to engage in verbal interactive exercises with their children at home. The questions are graded from very controlled answers (yes/no questions) to freer answers' questions (open-ended answers). Controlled answers' questions such as yes/no, true/false, and multi-choice questions are used in the early stages of the study to arouse the participants' interest in initiating interaction in oral activities. As for the questions of freer answers, such as short answers and open-ended questions, they are applied in the advanced stages of the study to extend participants' engagement in verbal activities. A variety of questions are used to check different areas of language that children have learned. For example, multi-choice one is used to test the use of some prepositions, such as in/on, above/under, behind/in front of, next to, etc. The other questions were used to test different areas of language, like possession using (has/have), quantity (how many/how much), ability (can/can't), permission (would/can), etc. All questions are used to relate to real objects using nouns, verbs, adjectives, and action verbs.

Enough parental participation with children in at-home speaking activities promotes good classroom engagement, even if, at the beginning, most of the children only nodded their heads in response to the simple questions. Once the children have mastered the essential words and phrases they have learned in class, they begin to practice them at home with their parents. In general, children respond interestingly when asked to name things or objects in the environment or to describe their color. Moreover, reports from teachers and parents on how the children interact at home and in class assist their instructors and parents in improving the children's verbal interaction skills.

4.3 Interview

Parents were asked to consider their observations and personal experiences throughout the interview as they discussed how they saw their child's development over the course of five weeks. The instructional materials for every class the children attend is videotaped (video material) and sent to the parents. They were intended to be a useful tool for parents and children to use at home to help them pick up more fundamental English vocabulary. To help parents better understand how the content of the video material encourages them to engage in speaking activities with their children and how to handle any issues that may arise, each video material contains an accompanying explainer video. Thus, parents and their children collaborated to use new words in various realistic, easy circumstances to increase parent-child engagement in spoken activities. The main themes under which the interview's developing topics are examined include the role of the parent, videos as a resource for parents, and children's reactions.

4.3.1 Parental Role

Because of the provided videos, 82% of parents thought they could be more supportive of their children and establish a pleasant, communicative environment. When their children demonstrate a solid comprehension of the materials they provide to them, parents first assume the role of facilitators before switching to that of interlocutors. Here are some comments from parents:

Parent 1: " All of the things that are meant for learning are accessible as real objects in our immediate surroundings, which helps to expedite the process and adds interest."

Parent 2: " I no longer have any trouble using the video materials and following all their directions. Since the explainer videos go into detail on the many applications and uses for each component of the content."

Parent 3: " The difficult part is when it comes to presenting the material, when I must concentrate on both clearly pronouncing the taught items and their significance. After that, my child actively practiced the new skills in a variety of settings."

Parent 4: " Learning about things that are a part of his daily activities and home culture, such toys, colors of objects, the names of things he uses to draw, cut, and make new things, is something my child likes doing. As a result, I'm attempting to establish a learning environment that links my child with interests of his."

Parent 5: "Anything in our immediate surroundings that my child had previously learned about, he recognized for me by telling me its name, color, and position whenever I pointed to it. His talk and responses to my queries were entertaining."

The parents focus on pronouncing new language acquisition items correctly and explaining the intended meaning of these items in their own language. Parents take on the roles of presenter and informant when presenting new language items to their children, employing a full control method to assure their understanding. Following a new language presentation, parents go from having more control to having less control by acting as the interlocutor and applying what has been learnt thus far. Therefore, if parents receive appropriate guidance, their interaction with their children may be beneficial.

4.3.2 Videos as Supportive Media for Parents

All the parents agreed that using supplementary videos (explainer videos and video material) was a helpful way to engage their children in productive conversation. Here are some of their comments:

Parent 1: I used to mostly utilize the students' books as the main resource when I got my kids involved in speaking exercises. Once I had access to the explainer videos, I realized there was a lot more I could be doing to support my kids.

Parent 2: Since the videos are bilingually videotaped, I was keen to adhere to the instructions in order to improve engagement.

Parent 3: Despite spending some time thoroughly reviewing the video materials and information in the explainer videos, I like working with my child under the guidance of these videos.

Parent 4: The supplementary videos save me time and effort in summarizing, accurately pronouncing terms, and determining what and how to accomplish. The fact that these videos were bilingually videotaped makes my job easier. Previously, I had to spend considerable time and effort exactly interpreting, pronouncing, and discussing the themes I wanted to speak about with my child.

The supplementary videos serve as helpful learning media for EFL parents on how to engage their kids in an effective verbal interaction at home. They simplify the responsibilities of parents to help children's learning processes. Videos serve as a source for precise pronunciation and meaning. The main source from which instructions and directions are obtained is now explainer videos.

4.3.3 EFL Children's Responding to Their Parents' Actions

Most of the parents (88%) report that their kids effectively interact with them. Several parents provided the following comments:

Parent 1: I try to ensure that my child understands the new learning elements. Also, I purposely employ these items in diverse settings incorrectly, and then I ask them to clarify their meanings. This practice is meant to test whether my child can correct me; for example, I point to a blue pen,' and I say, "It is a green pen," or I point to an object such as 'a chair' and say, 'Is this table?'

Parent 2: Whenever I indicate any object's name in the scene, my child points to it and makes a verbal comment on it. Now she can engage well in a variety of contexts around us, responding to the prompts.

Parent 3: My child is relaxed and begins describing everything in his environment, distinguishing their names, colors, places, and so on. When I ask him what this is, he says, "it's a bag," and I ask, "What color is it?" Then he says, "It's blue," or "Where's the pen?" Finally, he says, "On the table."

Parent 4: I noticed that my child would call out the picture's name or describe its color as soon as they spotted it in a situation.

One of the most important findings of the study was that it allowed EFL beginners the opportunity to engage in verbal interaction, which increased their confidence at an early learning stage and enabled them to express themselves confidently. Furthermore, the children's adequate and spontaneous practice with their parents at home prepares them well for feeling at ease throughout any verbal exchange. Parents concluded that their kids enjoyed the practice as much as they did. This practice made their children more interested in verbally communicating their feelings to peers and instructors and more aware of their surroundings and the things with their names. Children can also draw the right connections since they are familiar with basic vocabulary terms.

5. Discussion

Parents can become strong allies in their children's English learning journeys by actively participating in interactive activities that prepare them for success and a lifelong love of the language. When parents are unsure about how to get involved, teachers ought to guide them through the process. EFL teachers ought to organize meetings to encourage parental involvement for their kids. For instance, the purpose of the meeting is to deliberate and reach a consensus on the objectives, procedures, and subject matter of the school's curriculum. A child's initial learning environment is their home, where parents or guardians act as their first teachers and have a big impact on their academic achievement (Robles-Goodwin et al., 2023). For instance, enhance interaction with kids at home and acquire fundamental greetings such as "hello," "good morning," "good evening," and so forth (Lucas et al., 2021). Thus, this study aims to extend EFL kids' speaking practice outside classroom contexts by empowering their parents with explainer videos to play the role of interlocutor. The study's findings revealed that using video material and explainer videos is an effective strategy for enabling parents to have successful conversations with their children. Most of the recent studies that examined EFL parents' role towards their children investigated how to equip EFL parents with tools, techniques, and resources, particularly those related to technology, to effectively help their children's language acquisition. It is necessary to combine technology development with English language instruction (Wahyuningsih & Afandi, 2023). For example, the findings of Wahyuningsih & Mua'dib (2023), promote an implication and encourage an emphasis on the necessity of educating Indonesian parents about the use of technology in English language learning in order to support their children's English proficiency. The main points of these studies' results, such as Wahyuningsih & Afandi, 2022; Putri, et al., 2022; Hemas, et al., 2023; Tavşanlı et al., 2020; and Lefevre et al., 2002, are in line with the findings of this study that focus on the idea of enhancing EFL parents' role for better learning practice with their children.

6. Conclusion

Without a doubt, the majority of parents provide ongoing support in a variety of ways to help their kids advance in their language acquisition; yet motivational support alone is insufficient unless it is accompanied with technical assistance that teaches parents how to assist their kids. This study aims to enhance EFL kids' speaking abilities outside of the classroom by providing their parents with additional bilingual videos as guidance (explainer videos & video materials). Pretests, posttests, and interviews are the methods used in this study to gather data. The analytical data has shown that using video material and explainer videos is a useful method of enhancing conversation between parents and their kids. The children's daily practice of what they have learned in class with their parents at home has resulted in a significant increase in their participation in the classroom. Furthermore, the children's parents express their delight with the development that their kids make in a short amount of time, demonstrating their favorable attitude toward the usefulness of using these videos as supporting media. The kids gained so much self-assurance because they were able to use various items of language to speak. Their growth is marked by their ability to use complicated sentences to describe actions, objects, locations, and activities. Based on the findings, it is recommended that teaching EFL beginners requires engaging their parents using supporting media. The use of supplementary videos assists parents in extending language practice with their children at home.

The study suggests extending the study duration to three or six months in order to confirm the importance of providing video materials and explainer videos to parents in order to encourage their engagement in their children's speaking development, rather than analyzing the data for only five weeks.

7. Limitation and Implications

The limitation of this study is that the treatment was only administered to a small number of individuals in the experimental group and extended for a short period of time (five weeks). Future investigators ought to consider administering the treatment to a larger number of participants over the course of the academic year. In other words, the treatment extended was to an academic year in order to confirm the importance of providing video materials and explainer videos to parents in order to encourage their engagement in their children's speaking development, rather than analyzing the data for only five weeks.

One of the most important implications of this study is that parent-child oral interaction has a significant impact on children's language development in other aspects of language. The learners' improvement in verbal abilities improves their involvement in the classroom. Based on the findings of this study, it can be stated that using videos as a supporting learning media assists parents in generating realistic and relevant learning situations that favorably impact children's learning.

Acknowledgments

The author greatly appreciates the valuable contributions of the families involved in the present study.

Authors' contributions

Dr. Amir Abdalla Minalla did all the work.

Funding

Not applicable

Competing interests

The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Alam, M., Ashikullah, M., & Rahman, M. (2018). The role of the family in English language learning. *International Journal of English Language Teaching*, 6(2), 36-46.
- Avila Daza, N., & Garavito, S. (2009). Parental involvement in English homework tasks: Bridging the gap between school and home. *Issues in Teachers' Professional Development*, 11(2), 105-115.
- Boivin, N., Noraini Albakri, R., & Yunus, Z. (2014). Assessing emergent social and multiliteracy practices in urban Malaysian homes. *Malaysian Journal of ELT Research*, 10(2), 34-54.
- Bonci, A. (2008). "A research review: the importance of families and the home environment" cited in McCoy, E, & Cole, J. (2011). A Snapshot of Local Support for Literacy: 2010 survey. London: National Literacy Trust.
- Brannon, D., & Daukas, L. (2012). Increasing the expressive vocabulary of young children learning English as a second language through parent involvement. *Procedia-Social and Behavioral Sciences*, 69, 1324-1331. <https://doi.org/10.1016/j.sbspro.2012.12.069>
- Canõ, K. J., Cape, M. G., Cardoso, J. m., Miot, C., Pitogo, G. R., & Quinto, C. M. (2016). Parental Involvement on Pupils' Performance: Epstein's Framework. *The Online Journal of New Horizons in Education*, 6(4), 143-150.
- Chen, H., & Harris, P. (2009). Becoming school literate parents: An ESL perspective. *Australian Journal of Language and Literacy*, 32(2), 118-135.
- Cojocariu, V. M., & Mareş, G. (2014). A study on the primary school teachers' view upon the essential factors determining the (non) involvement of the family in the education of primary school students in Romania. *Procedia-Social and Behavioral Sciences*, 142, 653-659. <https://doi.org/10.1016/j.sbspro.2014.07.681>
- Cooper, H., Lindsay, J. J., & Nye, B. (2000). Homework in the home: How student, family, and parenting- style differences relate to the homework process. *Contemporary Educational Psychology*, 25(4), 464-487. <https://doi.org/10.1006/ceps.1999.1036>
- Coppola, J. (2005). English language learners: Language and literacy development during the preschool years. *New England Reading Association Journal*, 41(2), 18.
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Davies, D. (1993). Benefits and barriers to parent involvement: From Portugal to Boston to Liverpool. *Families and schools in a pluralistic society* (pp. 205-216). Albany, NY: SUNY Press.
- Dunn, O. (2008). *Learning Together is Fun*. British Council 2008. <https://doi.org/10.12968/sece.2008.12.1391>
- Enever, J. (2011). *ELLiE: Early Language Learning in Europe*. London: British Council.
- Feuerstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *Journal of Educational Research*, 94, 29-39. <https://doi.org/10.1080/00220670009598740>
- Forey, G., Besser, S., & Sampson, N. (2015). Parental involvement in foreign language learning: The case of Hong Kong. *Journal of Early Childhood Literacy*. <https://doi.org/10.1177/1468798415597469>
- Gardner-Neblett, N., & Gallagher, K. (2013). *More than baby talk: 10 ways to promote the language and communication skills of infants*

- and toddlers. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved from <http://mtbt.fpg.unc.edu/>
- Goren, D. (2003). Preschool second-language acquisition: A parent involvement program to reinforce classroom learning. *Montessori Life*, 15(2), 23-24.
- Hakyemez, S. (2015). Turkish early childhood educators on parental involvement. *European Educational Research Journal*, 14(1), 100-112. <https://doi.org/10.1177/1474904114565152>
- He, T. H., Gou, W. J., & Chang, S. M. (2015). Parental involvement and elementary school students' goals, maladaptive behaviors, and achievement in learning English as a foreign language. *Learning and Individual Differences*, 39, 205-210. <https://doi.org/10.1016/j.lindif.2015.03.011>
- Hemas, M., Padmadewi, N., & Dewi, P. (2023). Parent's Involvement in Children's English Literacy Skills. *The Art of Teaching English as a Foreign Language*, 4(2). <https://doi.org/10.36663/tatefl.v4i2.618>
- Henderson, A., & Mapp, K. (2002). *The Impact of School, Family, and Community Connections on Student Achievement*. Annual Synthesis 2002. Austin, TX: National Center for Family and Community Connections with Schools.
- Karimah, L., Haryono, H., & Ahmadi, F. (2020). The Development of Bolokuncoro Interactive Learning Multimedia for Language Literacy in Children Aged 5–6 Years Old. *Journal of Primary Education*, 9(2), 144-151.
- Kidwell, V. (2004). *Homework*. London: Continuum.
- Kukk, A., Rajalaane, R., Rei, M. L., & Piht, S. (2015). Parents opinions on homework in the II stage of primary school (Estonian example). *Procedia-Social and Behavioral Sciences*, 171, 134-144. <https://doi.org/10.1016/j.sbspro.2015.01.099>
- Kumar, S. (2012). Parental Involvement at Home: Analyzing the Influence of Parents' Socioeconomic Status. *Canadian Research & Development Center of Sciences and Cultures*, 3(1), 1-6.
- Lee, Y. (2008). Parental involvement and support for Taiwanese children's English language and literacy learning. Retrieved July 23, 2023, from <https://api.semanticscholar.org/CorpusID:147681892>
- Lefevre, J., Clarke, T., & Stringer, A. (2002). Influences of language and parental involvement on the development of counting skills: Comparisons of french- and English-speaking Canadian children. *Early Child Development and Care*, 172(3), 283-300. <https://doi.org/10.1080/03004430212127>
- Liu, X. (2013). *Home environment and language development: Home literacy environments' influence on language and reading development*. Master's thesis, University of Michigan, Michigan.
- Lucas, C., Hood, P., & Coyle, D. (2021). Blossoming in English: Preschool Children's Emergent Literacy Skills in English. *Journal of Research in Childhood Education*, 35(3), 477-502. <https://doi.org/10.1080/02568543.2020.1742256>
- Necşoi, D., Porumbu, D., & Beldianu, I. (2013). The relationship between parental style and educational outcomes of children in primary school in Romania. *Procedia-Social and Behavioral Sciences*, 82, 203-208. <https://doi.org/10.1016/j.sbspro.2013.06.246>
- Oktradiksa, A., & Agung, F. (2017). The Influence of Learning Media Through Indonesian Language Lessons in Madrasah Ibtaiyah an-Nur, Magelang Regency. *Academic Forum*, 4(1), 219-235.
- Permana, E. P. (2016). Development of Sock Puppet Teaching Media to Improve Speaking Skills of Grade II Elementary School Students. *Profession of Basic Education*, 2(2), 133-140.
- Punthumasen, P. (2007). *An Approach to Tackling Problems of English Education in Thailand*. Retrieved from <https://www.researchgate.net/publication/265992796>. International Program for Teacher Education.
- Putri, O., Hamamah, H., & Perdhani, W. (2022). The Importance of Parental Involvement on Students' Speaking Achievement. *Journal of Language Teaching and Learning, Linguistics and Literature*, 10(1), 765-776. <https://doi.org/10.24256/ideas.v10i1.2744>
- Robles-Goodwin, P. J., Salazar, J. C., Garza, T., Torres, B. Y., & Martinez, C. (2023). Engaging Parents, Family and the Community for Improving Educational Outcomes for 3rd-5th Grade English Learner Children: A First-year Program Implementation. *Journal of Latinos and Education*, 22(2), 785-792. <https://doi.org/10.1080/15348431.2020.1825960>
- Rosetti, L. (1996). *Communication Intervention: Birth to Three*, London: Singular. National Literacy Trust's Talk To Your Baby campaign, (2005), A discussion paper Why do many young children lack basic language skills? National Literacy Trust, 68 South Lambeth Road, London SW8 1RL. Retrieved from www.talktoyourbaby.org.uk
- Sagor, R. (2008). Cultivating optimism in the classroom. *Educational Leadership*, 65(6), 26-31.
- Smit, F., & Driessen, G. (2007). Parents and schools as partners in a multicultural, multireligious society. *Journal of Empirical Theology*, 20, 1–20. <https://doi.org/10.1163/157092507X188557>
- Tavşanlı, Ö., Sadioğlu, Ö., Onur Sezer, G., & Kaldırım, A. (2020). An Investigation into How Parental Literacy Experiences are Reflected in Literacy Tendencies and Experiences of Preservice Teachers. *International Journal of Progressive Education*, 16(5), 138-159.

<https://doi.org/10.29329/ijpe.2020.277.9>

- Torres, S. & Castañeda-Peña, H. (2016). Exploring the Roles of Parents and Students in EFL Literacy Learning: A Colombian Case. *English Language Teaching*, 9(10). <https://doi.org/10.5539/elt.v9n10p156>
- Wahyuni, A. (2013). *The effectiveness of using the direct method to improve students' speaking ability*. Other thesis: IAIN SALATIGA.
- Wahyuningsih, S. & Mua'dib, M. (2023). The Role of Parents in Enhancing Children's English Skills: Evidence from Indonesia. *Reading: Journal of Education*, 14(2). <https://doi.org/10.31849/lectura.v14i2.14309>
- Wahyuningsih, S., & Afandi, M. (2022). Incorporating English skills in Blended Learning During the Covid-19 Pandemic: A narrative inquiry. *Journal of English Language Studies*, 4(3), 227-239. <https://doi.org/10.31849/elsya.v4i3.9902>
- Wahyuningsih, S., & Afandi, M. (2023). Using Blended Learning in the EFL Classroom During the Covid-19 Pandemic in Indonesia : A Narrative Inquiry. *International Journal of Learning, Teaching and Educational Research*, 22(3), 209-224. <https://doi.org/10.26803/ijlter.22.3.13>
- Wei, M., & Zhou, Y. (2012). Effects of language minority family's activities in early second language writing development. *Tesol Journal*, 3(2), 181-209. <https://doi.org/10.1002/tesj.14>
- Widding, G., & Berge, B. (2014). Teachers' and parents' experiences of using parents as resources in Swedish primary education. *Procedia - Social and Behavioral Sciences*, 116, 1587-1593. <https://doi.org/10.1016/j.sbspro.2014.01.439>
- Xuesong, G. (2006). Strategies used by Chinese parents to support English language learning: Voices of 'elite' university students. *RELC Journal*, 37(3), 285-298. <https://doi.org/10.1177/0033688206071302>
- Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. *European Journal of Education Studies*.
- Zou, W., & Zhang, S. (2011). *Family background and English learning at compulsory stage in Shanghai*. In English language education across Greater China, ed. A. Feng, 189-211. Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847693518-012>