

EFFECTIVE HOME-BASED PARENTAL INVOLVEMENT FOR YOUNG CHILDREN'S
EFL IN CHINA

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A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

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2017

ACKNOWLEDGEMENTS

I would like to thank Dr. Wonim Son who provided insightful and expertise guidance for advising me through my work on this paper. It would have been impossible to complete without her professional recommendation and patient instruction.

I would also like to thank Dr. Yuanyuan Hu for assistance with choosing research methods and comments on an earlier version of the manuscript, which greatly improved this paper. I would like to thank all professors who taught me in the MSEE program.

Abstract

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Under the Supervision of Dr. Wonim Son

Multidimensionality of parental involvement and its critical role in students' learning attracted both educational exploration and parental concerns. In China, English as a foreign language education encounters a controversial problem: higher parental involvement and investment but lower outcomes. In fact, Chinese parents decide to send their children to language training centers to begin EFL study in their earlier childhood. However, students' English knowledge and proficiency are not merely measured by beginning time and learning duration. This study found that research on parental involvement in China primarily documented what western countries have achieved in this field. Few studies have focused on English learning for young children in the Chinese mainland. Authoritarian or permissive home-based parental involvement inhibits young children from taking advantage of positive parental facilitating and bewilders parents themselves as well. This paper suggests how parents could maximize the effectiveness of home-based parental involvement and call for more research on young children' EFL in China.

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Chapter I Introduction

Globalization and internationalization, since the 1980s, stimulated the Chinese to realize that English is a basic tool of interacting with the world, and deserves the national focus. In 1986, the Chinese government implemented a law of nine-year compulsory education, which required all school-aged children (six years old) to attend school, where they would receive a free-tuition education for a minimum of nine years (Zhuo, 2009). In order to strengthen English knowledge of general people nationwide, Chinese students began to accept EFL (English as a Foreign Language Learning) in middle school, usually at 11-12 years old. Several years after this law was implemented, students were required to take the English course at grade three in their elementary school when they are about nine years old. EFL received more emphasis on primary education, but besides primary education, there are various national examinations in higher level education. These examinations include the English test in Gaokao for university entrance admission, College English Test Band 4, and Band 6 to test college students' English ability, and National Professional and Technical Personnel of Foreign Language Grade Title Examination to test professional English level. All of these indicate that English proficiency becomes decisive criteria in measuring personal competency. Consequently, emphasis on English education has greatly improved students' English ability.

A question was raised to the public argument on EFL: why do Chinese students have difficulty with communicating in English after more than ten years language studying? The current English education in China is being challenged by a heated debate on the lower outcome with higher investment (Wen, 2014). Chen (2008) stated that test-oriented education failed to stimulate language learners' motivation. In terms of foreign language acquisition, inappropriate teaching approaches improve ineffectively on students' pragmatic competence as well. Scholars review the

EFL circumstance critically and advocated for more Chinese-English education innovation (Cai, 2010; Wang, 2013).

Statement of the Problem

Currently, the Chinese students are troubled with various learning problems, including vocabulary building, listening comprehension, pronunciation and communication obstacles, which have drawn not only educators' attention, but also parents' worries. Parental anxiousness on children's preschool preparation pushes more parents to devote themselves to their children's education because it is a critical period in young children's acceptance of a foreign language. Some parents label themselves as useless in assisting their children's EFL because they themselves are not good at English. To compensate for their inadequacy of English knowledge, parents eagerly send their children to extra English classes, and have a higher expectation of teachers or training institutions. Some educators argue that parents spend more time and energy in encouraging their children to study English as a foreign language, yet unsatisfactory outcomes still occur. This paper addresses the following research questions:

1. What are the developmental characteristics of children that should be noticed in home-based parental involvement?
2. Can the theory of parental involvement in western countries be applied in Chinese context?
3. How could Chinese parents maximize home-based parental involvement for young children's EFL?

Definition of Terms

Home-based parental involvement: Generally, parental involvement refers to that parents supporting children academic learning and regulation that needs to be obeyed in school, parents assist students in doing homework and design family activities to facilitate their personal integrated

skills. Parents engage in their community by being a part of administration and policy making (Epstein, 1995). This study focuses on home-based parental involvement, which emphasizes on learning activities are conducted by parents at home. Parents are involved in supporting school teaching by monitoring children's homework such as preventing them from being distracted, creating a favorable learning environment according to their child's personality, and providing children a wider learning resource (Hoover-Dempsey, et al., 2001).

EFL in China: Learning English as a foreign language in the Chinese mainland.

Preoperational thought: Piaget's theory of cognitive development. It is a period for young children which begins around age two and last until approximately age seven. The child's thinking during this stage is pre operations. This means the child cannot use logic or transform, combine, or separate ideas (Piaget, 1951, 1952).

Learning attitude of young children: Ajzen (2005) validates attitude using a model including three components: cognition, affect, and conation. However, most documented research collects data from primary school students or college students, who can clearly communicate their learning preferences and attitudes towards EFL, while younger learners have difficulty expressing their thoughts.

Purpose of the Study

This study is designed to investigate development characteristics of early childhood to help Chinese parents notice some basic limitations of young children's ability during the learning procedure. It also aims at persuading parents, who desire to implement an effective home-based parental involvement during their children's early age, to educate their young children appropriately.

Significance of the Study

Chinese parents place a higher emphasis on their children's English learning because of various reasons such as English learning being a priority in Chinese compulsory education system, English being the basic international language, and even peer competitive pressure (Iresearch, 2016). The social context prompts Chinese parents' enthusiasm to engage in their children's EFL. This paper confirms the positive parental involvement in children's well-rounded development. It also equipped parents with the knowledge of home-based parental involvement. Through introducing psychological knowledge of bringing young children up, this review can help anxious parents with weak English knowledge to rebuild their confidence on exerting an appropriate home-based parental involvement. Information and knowledge about young children's developmental characteristics has been discussed in this paper to help their children's EFL effectively and efficiently. Authoritarian or permissive parents will also benefit from perceiving the problems of educating their children's attainment in EFL. In addition, the result of this study offers more evidence for further research and contributes to studies exploring home-based parental involvement in young Chinese learners' EFL.

Methodology

This paper examines resources through a review of the different versions of parental involvement. According to the research, parental involvement is summarized in general and the focus of home-based parental involvement is acknowledged.

Numerous resources of studies on parental involvement both in the United States and China were listed. The research found in the databases such as ERIC and EBSCOHOST discussed the significant impacts of home-based involvement on children's academic outcomes and behaviors. In the light of the particularity of early childhood in personal development, this

paper consults studies of children's basic psychology and related references. It carries out a comprehensive review of the literature on children's psychological development. This paper also has information of the second language acquisition and development of Chinese context from the CNKI (Chinese National Knowledge Infrastructure) database. The articles offered recommendations for teachers and schools to innovate their teaching.

Chapter II Review of Literature

Based on the research on parental involvement in English speaking countries, the positive effects on students' academic achievement and integrated social competency are confirmed. However, home-based parental involvement for young children has not been discussed by educators often because young learners are immature. In China, learning English as a foreign language meets a challenge of high investment but lower outcomes. For young children's EFL, authoritarian parents burden their children with a harsh home-based parental involvement while permissive parents empower their children more with freedom with fewer rules and orders. Both of them impact young children's EFL negatively.

Parental Involvement and Home-based Parental Involvement

Decades of research on parental involvement in children's education indicated that students' academic outcomes are related closely to parental engagement. Therefore, since the 1980s, more educators and scholars have focused on conducting studies and offering parental guidance (Christenson, Rounds, & Gorney, 1992; Toren, 2013; Goodall & Montgomery, 2014). Early studies attempted to discuss what should be included in parental involvement. Epstein (1988) began to define this term by introducing five types of involvement in education. First, basic responsibility of parents at home, including taking care of children's physical conditions and building a behavior of obeying school principals. Secondly, school's primary obligation, which means teachers should design various forms to communicate with parents about children's performance at school, to strengthen parents' awareness of the importance of education, and to persuade parents to help their children to meet requirements of school. Third, school-based parental involvement refers to the frequency of participation and assisting teachers at school, such

as observing in the classroom and attending parenting training programs. The fourth one is home-based parental involvement, which encourages parents to make contributions to children's homework and initiate family activities based on their understanding of school policy and experiences they have in school programs, which allows parents to help children meet school requirements and make more progress. Lastly, community-supported parental involvement aims at persuading parents to participate more actively in community administration of public education for children. Various programs were also implemented to help teachers and administrators to test practical strategies for involving parents in school programs, provide parents with skills for tutoring their children at home, and improve community support in children's education. Participants in Head Start, a national program, showed better outcomes with positive parental involvement. The National Association for the Education of Young Children (NAEYC) provides parents with valuable resources online, making a contribution to improving their knowledge, skills, and practices. However, when teachers and parents apply the theoretical suggestions into practice, new challenges and complicated problems arose so it was difficult for more scholars to explore further in this field to get a better understanding of parental involvement.

Later, Epstein (1995) added volunteering into her model. She also highlighted parents' leadership in school administration. Other researchers tried to interpret parental involvement in terms of intervention on students' home behavior and school performance, partnership, and collaboration with teachers, schools and community, integration of building tutoring competency, and participation in activities and administration (Fisher & Kostelitz, 2015). Despite this, Epstein's framework of six types of involvement included parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community was widely accepted and has been tested in different level schools (Núñez, et al., 2015; Mac Iver, Epstein, Sheldon, & Fonseca,

2015). Additionally, she called for a closer relationship between the three spheres of parents, schools, and communities because it composed a network for educating children. Students benefit not only from each single sphere at their best, but collaborative networks as well. Ramirez (2001) supported this partnership model. Communication between school and parents is a two way mechanism to build a trustful relationship. However, according to Ramirez's observation, when teachers reported to parents on their children's performance at school, during their meeting or while communicating through phone call, parents claimed that the feedbacks they received about their children were troubles students made in class and negative comments on their performances. Schools initiated programs and workshops aiming at training parents to learn their children's learning style and educating them how to implement parental involvement at home. But parents also were concerned about teachers' capabilities of training them to be competent educators for their children at home. On the other side, teachers and schools argued that a large number of students were beyond their ability to cover everyone's needs. After the governmental policy "No Child Left Behind" drew an argument on its requirements for family involvement, more studies put emphasis on how parental involvement exerts its impacts on education rather than what the definition is (Esptein, 2005).

The complexity of parental involvement has attracted scholars to study its multiple dimensions. Bronfenbrenner (1979), co-founder of Head Start, interpreted personal development and emphasized the significant influence of environment on children's development by formulating an ecological system theory. Seginer (2006) employed Bronfenbrenner's ecology framework to define involvement. He categorized his parental involvement research into four systems: micro, macro, meso, and exosystem. Microsystem includes home-based involvement, education-relevant family environment, family structure, family size, and physical aspect of the

home learning environment. Macrosystem focuses on ethnic and socio-cultural effects on parental involvement. Mesosystem relates to school-based parental involvement, parent-teacher interaction, and factors affecting school-based involvement. Exosystem contains the following factors: parents' social network, workplace, neighborhoods, and legislation and policy making.

Not surprisingly, in spite of communication and collaboration with the same teachers, volunteering in the same classroom, attending parents' conferences and participating administration of the same school, and living in the same community, children produce different achievements and outcomes. Therefore, home-based parental involvement has received increasing research attention. Hoover-Dempsey and Sandler's (1997) model constructed parental involvement in assisting children's development through modeling, reinforcement, and instruction. Findings of children from various families in the same community indicated children's learning abilities and academic outcomes are influenced by parental monitoring and guidance at home. So in order to establish a sustaining relationship with the school and teachers, parents choose personal involvement in children's homework as an influential intervention (Hoover-Dempsey et al., 2001). Usually, parents are expected to assist students in their school assignments by guiding learning activities and spending time with children on building integrated social skills outside of school (Hoover-Dempsey et al., 2001; Núñez et al., 2015). Bloom (1980) added to this idea by stating that parental involvement impacts children's academic achievement by parental aspirations. There is a shift in scholars' focuses from coordination between parents and school to the role of parents in facilitating their children's learning at home (Goodal & Montgomery, 2014).

Therefore, it is important to explore different variables of parents' social backgrounds and their educational level. Parents' self-efficacy, which is related to their personal characteristics, socioeconomic position, educational experiences, professions, and income impacts children's

achievement in school directly or indirectly. Following Epstein's collaboration model, Hill and Taylor (2004) highlighted the role of the family socioeconomic foundation. Parents from a lower class, who are living with a heavy burden, reduce their investment and time in children's education. Compared with families in higher economic status, impoverished parents present fewer concerns about parental involvement. Since mothers spend more time in taking care of children, researchers D. S. Kaplan, H. B. Kaplan, and Liu (2000) stated that the negative school experiences of mothers are related to their children's negative school performance. Empirical studies suggested that the negative impact of the divorced family cannot be ignored in children's development because the separation between parents causes children to suffer a broken family structure with little parental care. Furthermore, the divorce rate is increasing gradually and it worsens this problem. Children meet developmental difficulties in behaviors and academic outcomes as a result of being forced to accept the abrupt change of family structure and adapt to a separated home environment (Cherlin, 1991). According to Cherlin's longitudinal survey, these problems were more distinctive in boys than in girls. Within the field of parental involvement research, a substantial portion of exploration on home-based parental involvement indicates that the more the parents are involved in home activities, the better children will benefit from it, by being more engaged in their learning process and focused on their school completion (Menal, 2011).

Developmental Characteristics of Young Children's Learning

Epstein focused on clarifying parental involvement using the overlapped model of partnership, while Bronfenbrenner (1979) stressed studying a child within a context. No matter what ways parental involvement are defined, children and students are the core objective of numerous studies. Multiple types of definitions of parental involvement explore children's

developmental characteristics, in an attempt to gain a thorough understanding in this field (Berk, 2007).

Children's education is a special foundation period in personal development, which differs from teenagers and older youths because of young children's immature cognition (Núñez, et al., 2015). Usually, besides caregiving to ensure children's safety, parents tend to seek strategies to parent their preschool aged children and provide a positive home environment for children to build essential learning skills for school readiness. Children benefit from parents' help and support at an earlier age on developing an autonomic learning behavior. Therefore, parental involvement in this period functions as a cornerstone for children's learning. Public primary education attached importance to it by initiating parental involvement activities; for example, 97% of elementary schools offered an open house, 92% held parent-teacher conferences, and 90% provided volunteering programs (Englund, Lunkerner, Whaley, & Egeland, 2004). However, from the educators' points of view, there are few studies on parental involvement for pre-school aged children which supplied adequate suggestions for the parents (Bramsfeld, et al., 2013).

Fortunately, psychologists made contributions to this subject to help parents understand their children objectively. Necessarily, scholars suggested parents keep the developing characteristics of young children in mind when they implement home-based parental involvement. Berk pointed out the limitations of children's characteristics of cognitive development in their beginning period by demonstrating the example of a false-belief task which operated as a classical tool for testing children's prediction and comprehension ability, especially for the four-six age group. Language is listed on the top of factors contributing to indicate preschoolers' theory of mind. Berk explained, "Understanding the minds requires the ability to reflect on thoughts, which is made possible by language" (2007, p. 343). Young children acquire knowledge and skills to

represent the world in their own way. For native speakers, children begin to speak, read, and write because they have accepted adequate comprehensive input. Parents improve, explicitly and implicitly, children's language proficiency by various syntactic bootstrapping, semantic bootstrapping and pragmatics approaches. Examples of these approaches are frequent repetition and word games to learn sight words, absorbing adequate contextual information and comprehensible input to enlarge vocabulary, and organized utterance to strengthen grammar knowledge and interactive conversations with recasts and expansions.

According to Berk (2007), from two to six, children's physical and mental capability start to expand. Until six years old, children's body growth is ready for building learning ability. They also begin to experience materials to improve basic skills on "physical coordination, perception, memory, language, logical thinking, and imagination." Though children's brains at the preschool age are the same weight as an adult's brain, it is still at the very beginning step of mental development. In the case of motor development, most children need more than two years to acquire pencil grip for drawing and writing (p. 316). It is critical for parents to notice children's limitations, which Piaget (1952) defined as preoperational thought in early childhood. It provided new references for parents involved in children's development. The process of first language acquisition discussed here strengthens the understanding of English as a foreign language acquisition in non-English speaking countries and leads parents to reflect on children's foreign language learning.

Early childhood is a crucial period for children to form a positive attitude towards learning and prepare for their primary school education (Kurtulmus, 2016). Attitude, a kind of mental energy which guides students' preferential behaviors and achievement in performance, cannot be ignored in learning. Allport (1935) defined attitude as "a mental or neural state of readiness,

organized through experience, exerting a directive, or dynamic influence on the individual's response to all objects and situations with which it is related." Scholars reached an agreement that it is the internal factor impacting personal external reaction. Rokeach (1968) viewed attitude as a "relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner." To highlight the significance of attitude in learning, Smith (1971) summarized Rokeach's attitude formation into four steps: cognition, affection, evaluation, and attitude action. The cognitive component occurs when the opinion is formed about the situation, then the affective component happens when a feeling is applied to the opinion, and the evaluative component comes after the feeling is considered to be positive or negative. Those three steps form the attitude which is performed lastly. Along with the research done with attitude, learning attitudes in foreign language acquisition have been explored for decades. A positive attitude towards language learning makes considerable contributions to gaining higher motivation and outstanding academic achievement (Oxford & Shearin, 1994; Tremblay & Gardner, 1995; Martinez, Aricak, & Jewell, 2008). This situation also happens in EFL. Smith backed up this idea, saying "it is the student's good or poor attitude that makes life easy or difficult in the foreign language classroom."

To supply parents with beneficial involvement and advisable suggestions, researchers discussed the process of forming attitudes towards a foreign language. Smith stated students hold a neutral sense on foreign language without personal preference at first. Then students' attitudes toward the foreign language are influenced by the preconception from their living surroundings: parents' attitudes, school supportiveness, community reaction, and even the nation-wide focus on foreign language.

As mentioned earlier, parents' negative school experiences, especially mothers are related to their children's negative school performance. This impact becomes more serious at the very beginning of children's development of EFL. In forming a positive attitude, parents' negative attitude towards foreign language learning will impede the child's foreign language acquisition (Smith, 1971). However, mothers who are aware of the effects of their negative opinions can reduce the negative impacts caused by the parental resource by becoming actively involved in their children's EFL. As psychological characteristics of young children's learning procedure have been explored, parents are provided with more opportunities and information to have an effective home-based parental involvement.

Home-based Parental Involvement in EFL for Young Children in China

When typing "parental involvement" as the keyword in Chinese academic research database, nearly 1000 results are given. Most of these results summarize the professional achievements in western countries. Some scholars suggested the parental involvement model of school, home, and community should be applied in the Chinese education system, and both parents and teachers can follow it (Li & Liu, 2014), while other educators doubted if it could be adopted in Chinese context (Newman, Gozu, Guan, Lee, Li, & Sasaki, 2015). Few primary studies designed as case studies claimed that the barrier of EFL to learning context because children have limited exposure to be immersed in the target language. But researchers confirmed the potential benefits of parents' active participation and collaboration with teachers in assisting children's foreign language learning (Chen, 2010; Han, 2016). Focus on parental involvement has not reached as large of an extension as parents expected. Those parents who want to devote themselves in young children's EFL involvement need more professional supports and operational suggestions from

educators. However, there are few available resources for parents to approach home-based parental involvement on EFL.

Recently, parents have participated in home-based involvement on young children's EFL more positively because of the social context in China. Since the 1970s, the Chinese governmental policy of only one child in one family has changed the parenting styles greatly. The new generation of young parents, growing up as the only child become anxious in taking care of and educating their child (Lao, Li, & Rao, 2012). Most of them were born in the 80s and had begun to study English in middle school. As a result, despite being the main supporting backup for young children's EFL, parents have little English knowledge and have difficulty in assisting children to improve their English. Nevertheless, they are conscious of the positive home-based parental involvement in facilitating young children's EFL. A nationwide report by Iresearch (2016) on young children's English learning explained the reasons why parents endorse the practicability of EFL for children at an earlier age, even before mastering their first language. These reasons include a high expectation on children's academic achievement, the desire for acquiring a foreign language skill, the needs for studying abroad, and the pressure of peer's attendance of the English learning center and the competition which comes from that (2016). The general educational principles of these Chinese parents are "Children's education is the top priority" and "My child must not fall behind at the starting point." Out of this belief, parents have attempted various interventional ways in improving their children's EFL at their early ages. Therefore, young children are sent to the various after-school institutions in order to be well-prepared for their later schooling study. According to the statistic of National Family Expenditure on Education (2010) cited in a report, 56% of young children attending extra-curriculum English class is higher than the 39% of students' attending music class and the 34% of children attending art class. Those who are sent to English

language learning institutions and cram schools to study English as a foreign language are burdened with parents' personal expectation. However, Chinese parents find themselves still feeling hopeless when they tutor children because of their limited English proficiency. Parents with high expectations on children's language achievement cannot assist their children directly. Parents can only help their children's language learning by relying on teachers and language training institutions or providing them a better study environment at home and then monitor children to follow the rules from teachers.

In addition to parents' lacking in English knowledge, conventional conception of parents' role in China has an influence on home-based parental involvement. According to Qin and Han (2014), with Chinese culture value, parents have seen themselves as the controlling leader in a family. They are controlling and overbearing because they want their children to succeed in their education and everyday life. Baumrind (1966) defined these parents as authoritarian parents, who "attempt to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct." She found that authoritarian control prevents children's social acceptability when they interact with others. Besides that, high demands and standards caused children to suffer frustration and anxiety. Chinese parents only with high or over-high expectations without appropriate strategies are prone to be authoritarian and impose controlling home-based involvement on children's EFL (Newman et al., 2015). Dumont and his colleagues (2012) found that intervention negatively affects students' achievement when parental involvement in homework is stressful and forceful. Núñez, et al. (2015) partly agreed with Dumont's statement and found that supporting and assisting parental involvement works better for students in junior high and high school, whereas a controlling and guiding style of parental involvement for young children and elementary students is more effective in this behavior forming period.

In contrast, technology and economy dramatically changed the family structures. As a result of the only one child policy, “four-two-one” is the typical family size in China. In such a family structure, one child has a pair of parents and two pairs of grandparents. The second generation of the only child grows up with indulgent parenting. According to Baumrind (1966), permissive parents are more responsive. They are nontraditional and lenient, do not require mature behavior, and avoid confrontation. In addition, permissive home-based parental involvement exists not only in four-two-one families but also in left-behind families. Working as labor resources, parents have to leave their children at home, living with grandparents. These stay-at-home children lack parental supervision on behaviors and academic achievement (Fan, Fang, Liu, Q., & Liu, Y., 2008). Without rules, demands, and effective guides, young children who are given too much freedom always show unconformity with social regulations and a lower ability of learning. Consequently, effective home-based parental involvement on children’s EFL meets challenges from permissive parents and grandparents.

Summary

To sum up, with regard to the definition of parental involvement, Epstein categorized six types of involvement, focusing on the partnership between schools, parents, and communities. Her overlapped model convinced parents to know their role in children’s education. Considering multiple dimensions, Bronfenbrenner’s ecological system theory placed emphasis on children such as the research objective. Reviewing the relevant literature on the definitions of parental involvement, home-based parental involvement is a decisive element in young children’s development.

Researchers confirmed the positive effects of home-based parental involvement on junior and junior high school students while young children attracted less attention from educators.

Psychological scholars made up this gap by introducing the developmental characteristics as limitations of preschooler's theory of mind and preoperational thought in early childhood. Additionally, young children benefit from a positive attitude towards language learning.

This paper discusses the current EFL for young children in China. The new generation of parents have distinctive features concerning their age, English proficiency, education goals, and educational beliefs for their children. This explains why Chinese parents participate in home-based parental involvement actively, even to the extent of being authoritarian. Differing from authoritarian parents, permissive home-based parental involvement is another style in “four-two-one” and left-behind families, which creates challenges for Chinese parents in young children's EFL.

Chapter III Conclusions and Recommendations

Students' academic outcomes are closely associated with parental engagement in their children's education. Epstein defined parental participation in children's education as parental involvement. She developed her definition into six types, and clarified what should be included in parental involvement. This model has been tested and accepted widely because various studies and programs verified the significant effect of parental involvement in children's overall development. According to Bronfenbrenner's theory, scholars sought external socio-cultural elements and internal family factors to have a better understanding of parental involvement. Multiple dimensions parental involvement drew scholars to explore different focuses. After examining the ways of defining parental involvement, it is apparent that home-based parental involvement is manageable for parents.

The present research is mainly for teenagers. Young children at preschool age have not attracted scholars' attention as much as they should. But parents desire to get knowledge of how to educate their children at their earlier age. However, fewer studies on home-based parental involvement for young children were found. Psychological scholars made up this gap by explaining the characteristics of young children's learning processes. They introduced the theory of mind of young children and highlighted the importance of attitude in learning. They also suggested parents should notice and accept the limitations of young children, and facilitate children to form a positive attitude towards learning, especially language acquisition. Findings indicate that it is necessary for parents to realize home-based involvement is not only an approach to educate children but a practicum of educating themselves.

Compared to western countries, studies on parental involvement in China came to scholars' attention later. According to the list of parental involvement collected in Chinese

academic databases, the amount of literature summarized the typology theories and discussed what achievements have been made. Some scholars advocated applying the school, home, and community model in Chinese EFL. Whereas, other educators argued that growing up with a Chinese cultural background causes children value obedience and show respect for parents and teachers (Newman et al., 2015). As a result, educators and parents should take the Chinese context into consideration when applying the models and experiences from western countries of home-based parental involvement in China.

The social policy of only one child in one family caused the family structure to change gradually. Family investment in children's English learning indicates parents' active participation in EFL in China. Nowadays, children are being exposed to EFL earlier than they used to be. This tendency results from parents' concern for competency of their children for their future life. The 1980's generation of Chinese parents are familiar with the English language because they have learned English in middle school as a compulsory course. However, they are not quite proficient to tutor their children at home. Therefore, the home-based parental involvement on EFL is monitoring children primarily based on teacher's rules and feedback.

According to scholars who study the types of parenting scholars, the two extreme points are authoritarian and permissive styles. Chinese parents are stretched by this divergence. On one hand, the 80's generation parents are keen on participating in their young children's EFL. However, the limitation of the parents' English knowledge and education strategies blind them to the young children's learning limitations. So driven by high expectation, current parents are prone to exert an authoritarian home-based parental involvement. Further, permissive home-based parental involvement prevents young children's EFL in "four-two-one" and left-behind families, which are influenced by social policies. Authoritarian parents place focus on achieving

goals, regardless of their young children's mental health, while permissive parents educate their children without adequate restraint. As for the question of controlling or not controlling, findings suggest Chinese parents should discern more information about young children's developmental characteristics without imposing their aspirations subjectively. Home-based parental involvement for young children's EFL is not only an approach to facilitating children's foreign language acquisition but a process of educating parents themselves. To keep improving this involvement, parents need to find the balance between authoritarian and permissive style to maximize the positive effectiveness of home-based parental involvement in children's personal development.

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