

**Parental Involvement in Primary School Students' English
Language Education in Kazakhstan**

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Dear **Dinara Yerkin**:

This letter now confirms that your research project titled **Parental Involvement in Primary School Students' English Language Education in Kazakhstan** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University. You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

Bridget A. Goodman

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Abstract

Parental Involvement in Primary School Students' English Language Education in Kazakhstan

To improve the quality of education, it is important that parents participate in the education of children. The primary objective of this study is to examine the different forms of parental involvement in the English language learning process of children in Kazakhstan and to identify the challenges parents encounter in offering support, utilizing a qualitative research methodology. To collect relevant information, a semi-structured interview was conducted with seven parents living in Astana. Questions were asked and analyzed in relation to Epstein's Typology of Parental Involvement. According to the results, all parents noted the importance of children's learning English for their children's future lives. In addition, the results showed that the types of parental participatory actions in the study sample were relatively largely consistent with Epstein's Typology. To be specific, Epstein identifies six types of parental involvement. Parents engaged in four types similar to those mentioned in theory, but another two types were not found among parents. Interestingly, in addition to Epstein's Typology, two more new types of parental involvement practices were observed. Based on the findings, it is suggested that the school should help parents with resources for home learning and involve them in school activities, while teachers should communicate regularly with parents and create fun English learning events. Parents should connect with community groups for extra learning opportunities.

Keywords: Parents, parental involvement, English Language, involvement difficulties

Аңдатпа

Қазақстандағы ата-аналардың бастауыш сынып балаларының ағылшын тілін үйренуі үдерісіне қатысуы

Білім беру сапасын жақсарту үшін ата-аналардың балаларды тәрбиелеуге қатысуы маңызды. Бұл зерттеудің негізгі мақсаты-Қазақстандағы балалардың ағылшын тілін үйрену процесіне ата-аналардың қатысуының әртүрлі формаларын зерттеу және сапалы зерттеу әдістемесін пайдалана отырып, қолдау көрсету кезінде ата-аналардың алдында тұрған қиындықтарды анықтау. Тиісті ақпаратты жинау үшін Астанада тұратын жеті ата-анамен жартылай құрылымдық сұхбат жүргізілді. Эпштейннің Ата-Аналардың Қатысу Типологиясына қатысты сұрақтар қойылып, талданды. Нәтижелер бойынша барлық ата-аналар балалардың ағылшын тілін үйренуінің балаларының болашақ өмірі үшін маңыздылығын атап өтті. Сонымен қатар, нәтижелер зерттеу үлгісіндегі ата-аналардың қатысу әрекеттерінің түрлері Эпштейннің Типологиясына салыстырмалы түрде сәйкес келетінін көрсетті. Нақтырақ айтсақ, Эпштейн ата-аналардың қатысуының алты түрін анықтаған. Ата-аналар теорияда айтылғандарға ұқсас төрт түрмен айналысады, бірақ ата-аналар арасында тағы екі түрі табылмады. Бір қызығы, Эпштейннің Типологиясынан басқа, ата-аналарды тарту тәжірибесінің тағы екі жаңа түрі байқалды. Нәтижелерге сүйене отырып, мектеп ата-аналарға үйде оқыту ресурстарына көмектесуі және оларды мектептегі іс-шараларға тартуы керек, ал мұғалімдер ата-аналармен үнемі араласып, ағылшын тілін үйренуге арналған қызықты іс-шаралар ұйымдастыруы керек. Ата-аналар қосымша оқу мүмкіндіктерін алу үшін қоғамдық топтармен байланысуы керек.

Түйін сөздер: Ата-аналар, ата-аналардың қатысуы, ағылшын тілі, қатысудағы қиындықтар

Аннотация

Участие родителей в обучении английскому языку учащихся начальных классов в Казахстане

Для повышения качества образования важно, чтобы родители участвовали в обучении детей. Основная цель данного исследования - изучить различные формы участия родителей в процессе изучения английского языка детьми в Казахстане и выявить проблемы, с которыми сталкиваются родители при оказании поддержки, используя методологию качественного исследования. Для сбора соответствующей информации было проведено полуструктурированное интервью с семью родителями, проживающими в Астане. Были заданы вопросы и проанализированы в соответствии с типологией родительской вовлеченности Эпштейна. Согласно результатам, все родители отметили важность изучения детьми английского языка для их будущей жизни. Кроме того, результаты показали, что типы родительских действий, направленных на участие в исследовании, в значительной степени соответствовали типологии Эпштейна. Если быть точным, Эпштейн выделяет шесть типов родительской вовлеченности. Родители придерживались четырех типов, аналогичных тем, которые упоминались в теории, но еще два типа не были обнаружены среди родителей. Интересно, что в дополнение к типологии Эпштейна были обнаружены еще два новых типа родительской вовлеченности. Исходя из полученных результатов, предлагается, чтобы школа помогала родителям с ресурсами для домашнего обучения и вовлекала их в школьные мероприятия, а учителя регулярно общались с родителями и организовывали увлекательные мероприятия по изучению английского языка. Родителям следует поддерживать контакты с общественными группами для получения дополнительных возможностей для обучения.

Ключевые слова: Родители, вовлеченность родителей, английский язык, трудности вовлечения

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Chapter 1: Introduction

Background information on the research is given in this chapter, along with information on how trilingual education was implemented and how it resulted in the integration of Russian, English, and Kazakh in the classroom for young learners. It also highlights the need for more research on the significance of parental involvement in the teaching of English, with a particular emphasis on the primary forms of parental involvement parents used to assist their kids in learning English and address the main obstacles they encounter along the way. The research purpose, the research questions that inspired the investigation, the significance of the study, and an outline of the inquiry are included in the chapter conclusion.

Background Information

Kazakhstan has enacted numerous significant educational reforms since attaining independence in 1991 and has gone through a number of political, social, and economic transformations. Educational institutions insisted on moving away from the outdated Soviet model and toward a modernized Western education, in order to achieve the most modern advancements in education (Karabassova, 2021). The significance of language education is a major focus of these educational reforms. Regarding Kazakhstan's language education policy, the State Program for the Implementation of Language Policy, 2019 sets a target for 2025 that calls for more than 30 % of the country's population to be fluent in three languages, each of which has a unique historical and contemporary status (Kambatyrova et al., 2022). Trilingual Education Policy is reportedly regarded as one of the most significant educational initiatives that aim to enhance the simultaneous use of these three languages (Karabassova, 2020). Consequently, given that English is an international language, Russian is an interstate language in the CIS (Community of Independent States) and the

official language of Kazakhstan is Kazakh. It is imperative that the population be able to speak three languages at the same time. English is being taught as a subject in primary education could indicate that Kazakhstan's government wants to increase both its economic output and the standard of living for its citizens (MoES, 2015). The ability to access a variety of information sources is undoubtedly facilitated by studying a foreign language. Accordingly, although it has traditionally been seen as a foreign language, English is now seen as "the language of effectively integrating into the global economic prosperity" in Kazakhstan (Nazarbayev, 2007, para. 486).

Regarding the efficacy of policies, the language policies outlined above have caused Kazakhstan's educational reforms in recent years to place a greater emphasis on language and language education. The Republic of Kazakhstan's Ministry of Education and Science established the national primary education standards and English courses, starting from the third grade. The primary players' motivations, perspectives on education, and responses to the policy may all influence how well the educational policy is implemented (Viennet & Pont, 2017, p. 32). A policy can be successfully implemented, according to Viennet and Pont (2017), if the main participants in the school—head teachers, teachers, and parents—support the educational initiative rather than opposing its execution (p. 33). Numerous empirical studies (Goodall, 2018; Hurtado, 2016; Sara, 2021) have shown that a child's entire academic success, especially in terms of acquiring a foreign language, can be greatly influenced by their parents (Dewi, 2017; Kuspan, 2020). Thus, to fully comprehend the effects of education policy, it may be essential to comprehend the parents' "views, interests, and capacities" (Viennet & Pont, 2017, p. 3).

Problem Statement

In the context of Kazakhstan, there hasn't been enough discussion on how parents can help their kids learn foreign languages, especially English as a Foreign Language (EFL) education. Although English is not widely used in society, Kazakhstan has been implementing an English-language-education-program since the early elementary school years, similar to other Asian nations like China, Taiwan, and Uzbekistan (Kuspan, 2020). Because this study primarily looks into parents' involvement in their children's EFL education, this study differs from previous research on parents' attitudes about multilingual education in the context of Kazakhstan (Agaidarova, 2019; Ayazabayeva, 2017) and parents involvement in their children's education in general (Kaus, 2018).

Compared to Kazakh and Russian, English is not as commonly used by the people of Kazakhstan, thus, parents in Kazakhstan may encounter some challenges when the English language is introduced in elementary schools. For instance, according to Kuspan, 2020, "in order to encourage their children to study languages and support their ELL, Kazakhstani parents may rely too much on their personal language learning experiences, however, perhaps their own language learning experiences are insufficient to support their children's EFL" (p. 6). One of the biggest influences on children's EFL success is parental involvement, and parent should be aware that their involvement in children's education can make a difference in their academic performance. Numerous studies (Anning & Edwards, 2004; Dewi, 2017; Elish-Piper & Piper, 2009; Jeynes, 2012; Kalaycı & Öz, 2018; Norato, 2014; Sara, 2021; Torres & Tran, 2014; Urbina, 2019; Zhang, 2009) have shown that parental involvement is one of the most important factors that enhance the academic achievement of students. Therefore, it is imperative to look into how parents support their kids' EFL-Learning, as well as how involved they are in it. After all, implementing EFL in Kazakhstan's primary schools may not be possible without good parental practices.

Purpose of the Study

Understanding parents' involvement in their children's English-language-education within the context of Kazakhstan is the primary goal of this study. To be more precise, the main goal of this research is to look at how parents help their kids learn English and to figure out what kind of perspectives parents are having towards their involvement in their children's learning along with their actual engagement in this process.

Research Questions

- 1) How do parents in Kazakhstan understand parental involvement in general?
- 2) What are their perceptions of English education?
- 3) What kinds of involvement from parents are most common in supporting their child's English learning practices?
- 4) What are the primary obstacles to Kazakhstani parents being involved in their children's English language education?

Significance of the Study

I believe that the research results will be beneficial to many stakeholders, striving to elevate the quality of education in our country. Meanwhile, there are some indirect benefits to the participants; it may be beneficial for parents to raise their awareness of participating in the schooling of their kids. Besides, it might help other parents improve their participation in the schooling of their offspring. Moreover, the Ministry of Education and Schools may consider providing appropriate professional parental involvement programs for parents in Kazakhstan. In addition to that, I also

believe that the research results will be useful to anyone, both inside and outside of Kazakhstan, in the area of parental involvement in their children's education.

Outline of the Thesis

The present study is organized in six chapters, comprising the introduction, methodology, literature review, findings, discussion, and conclusion. This chapter starts with providing background information about the subject, then goes on to discuss the significance and relevance of looking into it, and concludes with offering the research questions that will serve as the study's compass and structural blueprint. The second chapter offers a quick overview of the relevance of introducing EFL in the early years of schooling and the function of parental participation activities in their children's education. It then analyzes the research done on the subject to provide recommendations for enhancing parental involvement in English language acquisition. Lastly, the study's theoretical framework is presented. In the third chapter, which covers methodology, the design, location, and participants of the study are described. The methods for gathering and analyzing data as well as ethical concerns are covered in this chapter. The research findings are presented in the fourth chapter, with a particular emphasis on the five major themes that shaped the investigation. The results of the study are analyzed in the fifth chapter, which also highlights its addition to the body of literature, using both local and global studies as a frame of reference. The study's limitations and implications, as well as its results, are all outlined and given in the last chapter.

Chapter 2: Literature Review

An overview of the literature on parental involvement and how it relates to successful English language learning is provided in this chapter. It begins with a discussion of the definition of parental involvement that has been employed in recent research, makes the case for the significance of introducing EFL to young children, and examines the relevant literature on the benefits of parental involvement activities for promoting academic achievement. It then offers some typical strategies to support parental involvement in English-language-learning. The chapter continues by going over the primary obstacles parents frequently encounter while trying to support their kids' EFL-Learning. Next, I describe Epstein's parental involvement typology, which served as the study's theoretical foundation. Lastly, using Epstein's conceptual frameworks as a foundation, it provides some examples of earlier research on parental involvement.

Definition of Parental Involvement

The concept of parental involvement, also known as parental engagement, refers to parents' involvement in their children's education and has been the subject of a significant body of academic research (Dewi, 2017; Kalaycı & Öz, 2018; Sara, 2021; Urbina, 2019). There is general inconsistency in the terminology used to characterize and define parental participation; some studies (Emerson et al., 2012; Goodall & Montgomery, 2014) have emphasized that these two categories are integral and interconnected components of the entire phenomenon. As there is no universally accepted definition of what constitutes "parental involvement" and the term itself has been defined in a variety of ways, this paper will adopt the definition first put forth by Robinson et al. (2014), who described parental involvement as involvement with educators and educational institutions and parental involvement as parent-child communication practices regarding education, parenting styles, or parenting beliefs or behaviors that parents adopt or practice with the sole intent of improving

academic results. Other popular conceptions of parental involvement contain some of the elements of this definition. For instance, Epstein (2018) summarizes the ranges of parental involvement within a classification system that includes home learning activities, school-home communications, parental involvement within the school and community, and parents acting as decision makers.

Importance of Introducing EFL in the Early Years of Young Children

Research suggests that it is appropriate for children to begin studying a foreign language at the earliest possible age. There is substantial evidence supporting the critical period hypothesis (CPH) for language acquisition, which posits that there is an ideal window during early childhood when the brain is particularly receptive to learning languages (Singleton & Lengyel, 1995; Birdsong, 1999; Newport et al., 2001). The argument that “the chances for mastery later on are dramatically and negatively affected if foreign languages are not learned in the early years of schooling” (Banfi, 2015, p. 2) underscores the importance of early EFL education. This suggests that learning a language becomes significantly more difficult after the ideal period. Singleton (2003) supports the notion that “younger = better in the long run” regarding language learning, but he also notes that this is true mainly in terms of broad trends. For instance, while Butler (2015) reports that parents with less education do not always hold this view, an increasing number of educated parents in Taiwan believe that their children should start learning English at a young age. They feel that adult and those older than 14 will face greater difficulties when learning the language. This parental belief aligns with the critical period hypothesis but is also influenced by cultural and educational factors specific to regions like Taiwan.

However, it is essential to recognize that age is not the only factor influencing language acquisition. Studies by Wang (2008) and Khamari et al. (2014) highlight that effective EFL education in primary schools depends on various elements, including quality school textbooks,

professional English teachers, parental awareness, students' social status, and pupils' interests. These factors collectively contribute to the success of early EFL learning, emphasizing that a supportive learning environment is crucial. Parental involvement is particularly significant in a child's language education. Xuesong (2001) argues that parental involvement is a major determinant of a child's academic progress, including language acquisition. Hurtado et al. (2016) further support this, stating that parents can help their children develop language skills through active engagement. Jaynes (2012) adds that early reading experiences and parental involvement are crucial for achieving literacy skills. Thus, regularly reading stories to children at home is an effective way for parents to support their language literacy development. This indicates that the home environment and parental support play vital roles in a child's early language learning journey. While the benefits of early EFL learning are substantial, it is important to consider potential challenges and limitations. For example, not all educational systems are equipped with the resources to provide high-quality EFL teaching in the early years. Additionally, children from diverse socio-economic backgrounds may have varying levels of access to EFL learning opportunities. Therefore, while early EFL education can be highly beneficial, it is essential to ensure that all children have equitable access to the necessary resources and support. In conclusion, introducing EFL in the early years of young children is supported by substantial evidence suggesting that early language learning aligns with the critical period hypothesis, leading to better long-term language mastery. However, the success of early EFL education depends on various factors, including quality teaching, parental involvement, and equitable access to resources. By addressing these factors, educators and policymakers can maximize the benefits of early EFL education for all children.

Parental Involvement Activities: Improving Children's Academic Performances

It is possible for parents to assist their children in becoming better students. As noted by Branon and Dauksas (2012), parental involvement can have a particularly significant role in raising children's academic performance. Researchers, observers, and even government officials from all over the world have conducted studies or made observations on the significant impacts that parental involvement has or may continue to have on their children's achievement in recent years (Jaiswal, 2017). To be more precise, some family behaviors have a big impact on how well kids in school do. Clark (1983) listed these aspects as follows: valuing education and encouraging a sense of pride in education; establishing clear daily and weekly routines; outlining roles and responsibilities within the family; closely observing and monitoring how children use structured and unstructured time; promoting reading; having conversations with children about day-to-day activities; visiting the school to serve as an example; encouraging kids and families to participate in extracurricular activities and hobbies; and, lastly, spending quality time together as a family. These factors helped kids succeed academically.

Despite the fact that there are many different types of parental involvement activities, as previously discussed, what form of parental-child activities produces better results for the child? While general parent involvement may not have a significant impact on students' overall success in school, subject-specific parent involvement activities are theoretically most likely to improve children's academic progress in the specific subject areas focused on (Sheldon and Epstein, 2005, p. 897). One of the parent-child activities that has been studied the most and is believed to support language literacy skills is reading books together (Sénéchal et al., 2008). In fact, parent-child collaborative reading has a generally good impact on children's emerging literacy and reading achievement, according to the findings of a meta-analytic evaluation (Bus et al., 1995). Therefore, in

order to involve parents in their children's particular subject areas, the studies included in the report by Senéchal et al. (2008) suggest that children's reading performance can be promoted by training parents to tutor their children using specific literacy activities.

Strategies to Help Strengthen Parental Involvement in English Language Learning

Parental involvement is consistently recognized as a critical factor influencing children's academic success. Bridgeland (2010) and Jeynes (2011a) affirm that active parental engagement enhances students' readiness and motivation in classroom settings, leading to higher academic achievement. However, challenges such as parental skill and resource gaps (Jeynes, 2011b) can limit these benefits. The extent and nature of parental involvement vary significantly across socio-economic and cultural contexts (Hill & Tyson, 2009). Factors including parental education, family structure, and access to resources shape the impact of involvement on children's educational outcomes. Effective strategies to support parental involvement include enhancing communication between home and school, providing educational workshops for parents, and promoting a collaborative approach to learning (Epstein, 2011; Hoover-Dempsey & Sandler, 2005). These strategies aim to bridge the gap in parental capabilities and foster a supportive home environment conducive to learning. In conclusion, while parental involvement offers substantial benefits for children's education, addressing challenges in parental capacity and context-specific barriers is crucial. Future research should focus on refining and implementing effective strategies to maximize parental engagement, thereby promoting positive educational outcomes for all students.

There have been numerous studies conducted to date that look into the methods in which parents get involved in their children's English language education (Norato, 2014; Anning & Edwards, 2004; Elish-Piper & Piper, 2009; Torres & Tran, 2014; Zhang, 2009). Parents can

influence their child's academic success in a number of ways, regardless of their level of formal education or language proficiency. For example, a way parents may support their children is by establishing rules about what can be done at home, such as limiting their access to entertainment and video games, establishing nighttime routines, and assigning homework. More specifically, parents can use a variety of strategies and creative thinking to provide their kids with the best possible language learning. The most well-liked ones are media and audiovisual contents (Anggraini et al., 2022), reading and conversations (Steiner et al., 2022), and communication and support (Sad and Gürbüztürk, 2013). For example, Elish-Piper and Piper (2009) reported that pupils in one elementary school stated that their parents' active involvement in at-home reading practices had a major impact on their ability to read new words in English. Thus, it has been found that increasing fluency through multiple readings is a strategy that enhances kids' reading in the classroom and at home (Lee and Yoon, 2017; Steiner et al., 2022). For instance, Hindin and Paratore (2016) found that allowing students to practice reading instructional resources at home enhanced their ability to read all over and that children's reading competence errors decreased with the amount of parental oral reading assistance they received. The notion that parents' involvement in their children's language development greatly influences their ability to acquire language (for instance, through how they perceive, listen to, and respond to language) also lends support to this concept (Anning & Edwards, 2004). Furthermore, language learners may benefit from a variety of strategies used for various goals. For example, Itmeizeh and Ibnian's (2022) study suggests that parents using communicative language teaching methods, such as questioning and thought-sharing, may have a "active role" in raising students' motivation to learn a language. In a similar vein, research carried out in Ukraine by Stepanechko and Kozub (2022) showed that inquiry-based methods promote critical thinking, autonomy and collaboration, and thought structure, particularly in a technology-enabling setting. This suggests that parents getting involved in their children's cognitive processes

helps them learn languages more effectively overall. Nonetheless, as primary pupils are still too young to tell the difference between fake content and legitimate educational resources online, parents should exercise extreme caution when their children utilize technology-based learning at home.

Challenges Parents Face in Assisting Their Children's EFL

It's clear that parents want to help their kids with their education, but there are a number of barriers in the way. Numerous obstacles to parental involvement have been identified by earlier research (Griffiths & Campbell, 2009; Kuspan, 2020; Liu & Chen, 2018; Miller & Goodliffe, 2013; Nikolov & Djigunović, 2006; Öztürk, 2013; Sara, 2021). The language barrier that parents, who do not speak English well, must overcome is a major obstacle (Nikolov et al., 2006). Parental support in their children's acquisition of the English language can also be impacted by issues like a lack of appropriate learning resources, trouble keeping kids motivated and engaged, inconsistent practice outside of the classroom, low parental income and inadequate schooling (Griffiths & Campbell, 2009; Liu & Chen, 2018; Loughrey & Woods, 2010; Miller & Goodliffe, 2013). For instance, Kuspan (2020) found that parents in Kazakhstan may find it difficult to adequately assist their kids in learning English because of their own insufficient language learning background, which could result in a decline in parent-child communication. Overall, the research points to insufficient English competence as the main reason why non-native speaking parents may find it difficult to support their children's English language learning.

Epstein's Typology of Parental Involvement

This study employed Epstein's typology of parental involvement to gain insight into issues linked to parental involvement in Kazakhstan, as the field of parental involvement has developed

greatly in light of this typology (Hamlin, 2018). Various parental involvement models have been created for certain groups and goals (Hornby & Lafaele, 2011). However, the Epstein typology continues to be the most widely recognized model of parental involvement by academic systems, educational agencies, and educational institutions (Kuspan, 2020). To be more specific, Epstein (2018) stresses the theory of overlapping spheres of influence in her framework. This theory investigates how relationships between the school, home, and community can impact kids and emphasizes the role of the student. Thus, the concept of partnerships could be seen as a statement that parents, teachers, and other community members are accountable for the education and development of their students (Epstein et al., 2018). Therefore, this study will specifically look at the perspectives of parents, as parents are the ones who are the most important stakeholders in the development of students. The major outcomes of research-based and useful partnership programs that assist schools in involving parents in their children's education through various means can be viewed as a framework of six types of involvement activities: parenting, communication, voluntary activity, home-centered learning, decision-making, and community involvement (Epstein et al., 2018). Additionally, Epstein designed the parental involvement assessment utilizing her six-type parent involvement model. The following descriptions apply to each type of mode:

Type 1: Parenting: This kind of engagement entails providing health care, housing, a home setting that supports their education, parenting abilities in parent-child relationships, and information to help schools learn more about their kids.

Type 2: Communication: It may include communication from the home to the school as well as the school to the home. Teachers have a duty to keep families updated about school activities, initiatives, and student achievement.

Type 3: Volunteering: enlisting and planning assistance for the school and students' activities at home, at school, or in other areas.

Type 4: Learning at home: Parents assist their children with their homework and decisions related to the curriculum, and they have the right to receive information from the school regarding how to assist their children at home with homework and curriculum-related activities.

Type 5: Decision-making: appointing parents from all backgrounds to be leaders and representatives on school committees and, with their guidance, gathering feedback from all parents on decisions related to the school.

Type 6: Collaborating with the community: locating and incorporating community resources and services to assist and develop schools, students, and families; planning community-building events to boost educational possibilities for students. (Epstein et al., 2018).

Thus, the Epstein's Theory of Parental Involvement offers a theoretical framework through which parents might actually have fulfilling educational experiences when involved with their children's education. All six types—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—are taken into account in this study. In fact, parents serve as their children's first teachers, and when they have parental support, students achieve much more (Nakijoba et al., 2024). Working with the Epstein's Theory of Parental Involvement offers insightful information about the parent's perspective, and children are aware that their parents are supervising their education when they involve them in it. Therefore, it is one method of developing virtues and fostering a sense of community through parentally instilled views, values, and habits (Nakijoba et al., 2024). While concerns about parents' involvement in their children's English education have been researched in various settings and parts of the world,

Kazakhstan has not seen much advancement in this area. Still, it's a great first step and a useful tactic to raise kids' academic performance. Therefore, in order to understand the main patterns of parents involving their children's English language learning process, I will purposely focus on the types of factors parents employ that can be directly linked to their kids' English language learning process and additionally pay attention to the barriers that lead to ineffective other types of parental involvement in children's English language education.

Previous Studies on Parental Involvement Based on Epstein's Conceptual Framework

This section reviews the most recent studies (Canõ et al., 2016; Dewi, 2017; Ihmeideh et al., 2020; Kimu et al., 2013) on parental involvement that have been conducted using the Epstein's typology. In the Malaysian context, in Dewi's (2017) study, parents were found to have a favorable opinion regarding the idea of parental involvement and to think that parents ought to be more involved in their children's English language learning. According to the study's findings, seven out of eleven parents had positive opinions about their kids' learning, while the other eight had unfavorable opinions. In addition, the three areas of parental participation identified by this research are working with the community, making decisions, and learning at home. Furthermore, in Kimu's (2013) and Ihmeideh et al.'s (2020) studies of Kenyan and Qatari parents, respectively, parents felt that they could make a greater impact on their child's educational development by providing assistance with homework at home rather than attending parent-teacher conferences at school. Besides helping with homework at home, they did not feel obligated to participate in their child's educational development and had a high level of trust in the teachers as experts in the majority of domains. However, parents were only satisfied with their level of involvement in learning at home because they were unaware of the benefits of other types of involvement, including decision-making and school volunteering.

In Nonthaburi province, 54 state enterprise employees with children enrolled in elementary school participated in another survey. A survey measuring parental involvement according to Epstein's six categories of parental involvement framework and questions that were open-ended served as the research instrument in this study. According to the research's overall findings, the respondents' parental involvement in their kids' English language acquisition was moderate. Among the people who responded, the "parenting" type of involvement was dominant. Parental motivation to value English language learning is a common practice. The "volunteering" type of parental involvement, on the other hand, was least common among the respondents (Charoenlap et al., 2017).

Canõ et al. (2016) also used Epstein's framework for parental involvement to investigate the effects of parental involvement on students' learning. Five parents of students who performed well and five parents of students who performed poorly participated in the study, which was conducted in an elementary school in Cebu City, Philippines. The researcher also looked into the respondents' social status and educational background. It was determined that parents' involvement had a favorable impact on their children's learning abilities because the results of Epstein's six forms of parent involvement were moderately associated with the data from parents of high-performing students. Nonetheless, the findings also demonstrated that parental involvement results were not substantially impacted by the parents' socioeconomic status or levels of education.

In conclusion, research from a variety of settings, such as Malaysia, Kenya, Qatar, Thailand, and the Philippines, shows that parental involvement in their children's education varies widely. Parents in Kenya and Qatar place a higher value on helping their children with their homework than other types of involvement, but parents in Malaysia have generally favorable attitudes toward involvement and concentrate primarily on learning at home. In Thailand, parents play a minimal role in their child's English language learning, focusing mostly on parenting; volunteering is less

popular. Regardless of socioeconomic background, parental involvement has a favorable impact on students' learning in the Philippines. However, to maximize educational benefits across contexts, there has to be greater awareness of and support for varied forms of involvement beyond just learning at home and parenting.

Conclusion

In summary, parental involvement can be considered parental support for children at home and school, as well as parental expectation to be involved in their children's future education (Reynolds & Clements, 2005). The significance of parental involvement in children's language education cannot be overstated. The evidence suggests that parental involvement should be given significant consideration as an essential component of primary education. This is why it's important for parents to know that they should be more involved in their kids' education. The studies reviewed in this section suggest that the best way for parents to support their children in developing their language skills is to involve themselves in their language education (Hurtado et al., 2016). The reviewed studies suggest that, due to certain factors, some parents were unable to provide assistance to their children (Butler, 2015).

Theoretically, the objective of the present study is to examine the types of parental involvement of parents in their children's English language learning process and to understand what kind of obstacles parents are facing to being fully involved in their children's English language learning process. Therefore, this study has selected the typology of Epstein et al. (2018) as the primary model of parental involvement, as it is the most commonly accepted model by educational authorities, educational agencies, associations working in the field of education, and academic researchers (Auerbach, 2007). Kazakhstan lacks resources and programs related to parental

participation to encourage parental involvement; there is currently no information at the national or school level on the application of Epstein's (2018) framework in the context of Kazakhstan.

Therefore, this study seeks to investigate the role of parental involvement in Kazakhstan's primary education system. More specifically, the study aims to gain insights into which elements of Epstein's typology have been applied among the parents of Kazakhstan primary schools and to learn exclusively about parents' perspectives and their challenges in assisting their children's English education. The next chapter discusses the research methodology, and it will include various sections such as research design, research method, sampling, data collection instruments, as well as ethical considerations that guided the study.

Chapter 3: Methodology

The preceding section examined and evaluated current research on parents' involvement in their children's schooling. In this chapter, the methodological elements of the current study will be introduced, the research design will be clarified, the research approach, the research site, the participants, the data collection instruments and procedures, and the study's ethical considerations will all be justified. The purpose of this study was to investigate the patterns of parental involvement in their children's English language learning process and to identify the barriers that parents face both in terms of their own parental involvement and their actual participation in the process. For that reason, the following research issues are addressed in this study:

- 1) How do parents in Kazakhstan understand parental involvement in general?
- 2) What are their perceptions of English education?
- 3) What are the main types of parental involvement that the parents demonstrate to support the child's English learning practices?
- 4) What are the main challenges to parental involvement in supporting the child's English learning practices in Kazakhstan?

Thus, each methodological element is justified independently in this chapter, which also provides an explanation of the technique employed to address the study issues. Finally, the chapter concludes with some closing observations on methodology.

Research Design

My study used a qualitative research design with an interview-based method. Research designs that center on the characteristics, expressions, and viewpoints of people within a specific setting are known as qualitative research designs (Busetto et al., 2020). “The focus of qualitative inquiries is on describing, understanding, and clarifying a human experience” as opposed to quantitative procedures (Polkinghorne, 2005, p. 139). Therefore, by enabling the researcher to characterize and evaluate their findings in contrast to a quantitative one, a qualitative research design can help in a deeper understanding of the phenomenon (McCombes, 2019).

I used semi-structured in-person interviews as my technique for data collection. Reissner and Whittle (2022) highlight the importance of qualitative interviews in getting rich, detailed participant data, and the interviews demonstrate the variety of methodological approaches that can be used in qualitative research methods. Furthermore, qualitative research interviews are regarded as a useful technique for researchers to obtain insights that might not be available in other forms of research tools, according to Creswell (2012). Moreover, Kvale and Brinkmann argue that interviews allow researchers to explore participants' lived experiences, perceptions, and interpretations in-depth, making them a valuable method for generating nuanced qualitative insights. Furthermore, the most important aspect of the research design is crafting well-crafted interview questions. The principal aim of careful question selection is to obtain a comprehensive comprehension of the participants' actual experiences and viewpoints, as well as the most relevant information from the informants (Turner, 2010).

Research Site

To achieve the purpose of the study, information was gathered from parents whose children were taking classes in one of Astana's BINOM schools in Grades 3 and 4. One of the factors used to choose this particular school as the research site was the fact that BINOM is a newly formed school that is introducing modern instructional techniques into Kazakhstan's general education system through the state curriculum. Moreover, BINOM schools are generally overflowing with resources, and the parents of the BINOM schools come from different social backgrounds. This school is a Kazakh and Russian language instruction school, and it adds different languages at different educational levels (L1 Kazakh grade 1, L2 Russian grade 2 as a subject, and L3 English grade 3 as a subject). There are two different language instruction classes in grades 3 and 4, and I purposely chose parents whose children are in Kazakh-medium classes. As a student who came from China, I do not have Russian in my language repertoire. In that case, I tried to interview parents who are more fluent in Kazakh or English when I conducted the interview.

Research Sample

I used purposive sampling (also known as selective sampling) as a means of identifying the participants in the research process because this method involves selecting participants based on specific characteristics or criteria that are relevant to the research study. Using purposive sampling throughout the sampling phase, according to Creswell and Poth (2018), allows the researcher to "record multiple kinds of people or places depending on particular characteristics" (p. 158). The research informants were the parents who have children learning English at primary education levels (grade 3 and grade 4) in Kazakhstan. The following criteria were used to choose the participants: 1) in the age group of 25 to 40 years; 2) both genders, male and female; 3) speak and understand Kazakh or English languages; 4) have a bachelor's degree or above. Originally, an 8-parent sample

was expected; selecting 8 parents initially in qualitative research using purposive sampling lets me deeply explore their views and experiences on my topic. It helped manage resources while ensuring diverse perspectives were included. Starting small allows thorough analysis until no new insights emerge, balancing depth with practicality. However, data was obtained via one-on-one interviews with 7 participants, 4 of whom were in-person interviews and the remaining 3 via Zoom meetings (see Table 1) and in the end only one father ended up in the study. The tools used for gathering data as well as the steps involved in gathering and analyzing data are covered in the sections to come.

Table 1

Characteristics of Participants

| Participant | Parent | Education | Age | English Language skills |
|--------------------|---------------|-------------------|------------|--------------------------------|
| Aidana | Mother | Higher education | 35 | University course |
| Aizere | Mother | Higher education | 30 | Professional level |
| Yernar | Father | College education | 37 | Beginner |
| Sana | Mother | Higher education | 38 | University course |
| Dana | Mother | Higher education | 37 | University course |
| Zhanar | Mother | Higher education | 35 | University course |
| Gulnar | Mother | Graduate studies | 37 | Professional level |

Data Collection Instruments

I gathered the research data for my study using an in-depth, semi-structured interviewing technique. According to Magaldi et al. (2018), a semi-structured interview is an exploratory interview. They also noted that researchers typically use semi-structured interviews for qualitative

research in the social sciences. One of the main reasons why I was going with a semi-structured interview was because of the information-rich nature of the interview and the participants' openness to sharing their own experiences (Creswell, 2012). Another reason is that a semi-structured interview allows researchers to have a plan for questions but to add additional questions in the course of the interview (Adams, 2015). In the meantime, the primary objective of a detailed interview was to obtain information about the informant's personal experiences and opinions on the study. The interview protocol consisted of 14 questions, organized into two blocks of questions: 1) Background information about the participants; 2) Questions (Epstein et al.'s 2018 parental involvement framework questions) about parents' experiences with parental involvement (see Appendix F Sample Transcript).

Data Collection Procedures

The study's initial stage was to get the Nazarbayev University Graduate School of Education's (NUGSE) ethical approval. Having received approval from the NUGSE, the data gathering procedure began in November 2023. Reaching out to the participants was the next stage of the data collection procedure. More specifically, an invitation letter and the consent form were sent to two class teachers whose classrooms were to be selected for parent interviews (see Appendix D Letter to the Participants, Appendix B Informed Consent Form). Teachers sent these documents to the parent WhatsApp group. Parents were assured of confidentiality and that no unauthorized person would have access to their answers. The parents contacted me directly using the information on the form. After getting their criteria for the screening questions, I emailed them the consent form to set up the interview. At the start of the interview, an oral confirmation was done for the second time. Either Kazakh or English could be selected as the appropriate language for the interview by the participants. The parents were given preference in terms of the time and location of the interview.

After that, if they agreed, I would ask them to give up roughly 40 minutes of their spare time for an online, in-person, or audio-taped interview. With a password known only to the interviewer, each interviewee's responses were captured on the smartphone's audio recorder and saved on the laptop and online cloud dropbox.

Data Analysis Procedures

In this study on parental involvement in primary school students' English language education in Kazakhstan, NVivo software was instrumental in organizing and analyzing qualitative data efficiently. NVivo is highly regarded in qualitative research for its ability to manage data effectively and conduct thorough analysis (Chelladurai et al., 2022). During the analysis phase, NVivo was used to sort and categorize transcripts from semi-structured interviews with seven parents from Astana. Each interview was carefully coded to identify key themes and patterns related to how parents support their children's English language learning. This coding process involved using predefined codes from Epstein's Typology of Parental Involvement as well as identifying new themes that emerged from the data. NVivo facilitated a detailed thematic analysis by allowing the researcher to group similar codes into overarching themes such as "Home Learning Support," "School Communication," and "Community Engagement." This method enabled exploration of both expected themes from existing literature and unique insights specific to the Kazakhstani context. The software's querying capabilities were essential for cross-referencing themes and examining relationships within the data. Matrix coding queries, for instance, helped uncover how different types of parental involvement intersected with challenges and benefits, providing nuanced insights into parental practices in the local educational setting. Visual representations such as node trees and charts created using NVivo effectively communicated the complex relationships among themes and sub-themes derived from the coded data. These visuals enhanced understanding of how parental

involvement influences English language education outcomes. NVivo also supported integrating empirical findings with theoretical frameworks like Epstein's Typology, ensuring a comprehensive analysis that validated existing theories while suggesting new insights and recommendations based on the study's specific findings.

In conclusion, NVivo significantly enhanced the quality and depth of this qualitative research by providing robust tools for data organization, coding, thematic analysis, and visualization. Its use not only explored various forms of parental involvement in English language education but also contributed to advancing qualitative research methodologies in educational contexts. Please refer to Appendix E for a comprehensive overview of the nodes used in this research.

Ethical Considerations

Researchers nowadays must exercise caution when using people in their studies because of the possible risks involved (Creswell, 2014). In order to ensure that the research is not biased, appropriate precautions were taken to protect participant identity, privacy, and physical and emotional well-being. For the sake of confidentiality, the participants' names were changed altogether to pseudonyms, which prevented them from exposing their identities but did not prevent them from providing personal or critical information (Creswell, 2014). Before recording the participants' answers on a voice recorder during the interview, I reminded them of the necessity of recording their answers and asked their permission to do so. I used an online cloud like Google Drive that was password-protected with a strong password to ensure that the data was stored safely and that no one else could access it except me. After I transferred the interviews I had taped using

my smartphone's audio recorder to an internet cloud storage account, they were completely removed.

When I was conducting the interview, some parents may feel discomfort because of their insufficient English language background, which caused ineffective parental involvement in their children's English language learning process, or their busy work schedule, which caused insufficient parental involvement with their children's education. In this case, I used several strategies to avoid causing psychological harm to these types of parents during the interview process. In order to prevent psychological harm from being caused by parents who have limited English language proficiency or busy work schedules, I implemented the following measures during interviews: I was considerate of their time and efforts, and I sympathized with their busy schedules and linguistic difficulties. I thanked them for their cooperation during this time. I gave parents the assurance that their answers would be kept private and utilized only for this specific purpose. I described the security measures for their data. By putting these strategies into practice, the likelihood of psychological harm can be decreased by ensuring that parents are respected and at ease throughout the interview process. More importantly, for parents who participated, I also paid attention to the wording of the interview questions, and participants were told that they could withdraw from the study at any time and might refuse to answer any questions they felt were too sensitive.

Conclusion

To conclude, the present qualitative investigation specifically utilized a qualitative research design that included semi-structured individual interviews. The research method, design, sampling strategies, instruments, data collection and analysis processes, and potential research risks have all been justified in this chapter while adhering to ethical considerations. After the data analysis, a

thematic map is created, and this has allowed for a thorough explanation of all methodological elements used in the study. The findings of the research are presented in the following chapter.

Chapter 4: Findings

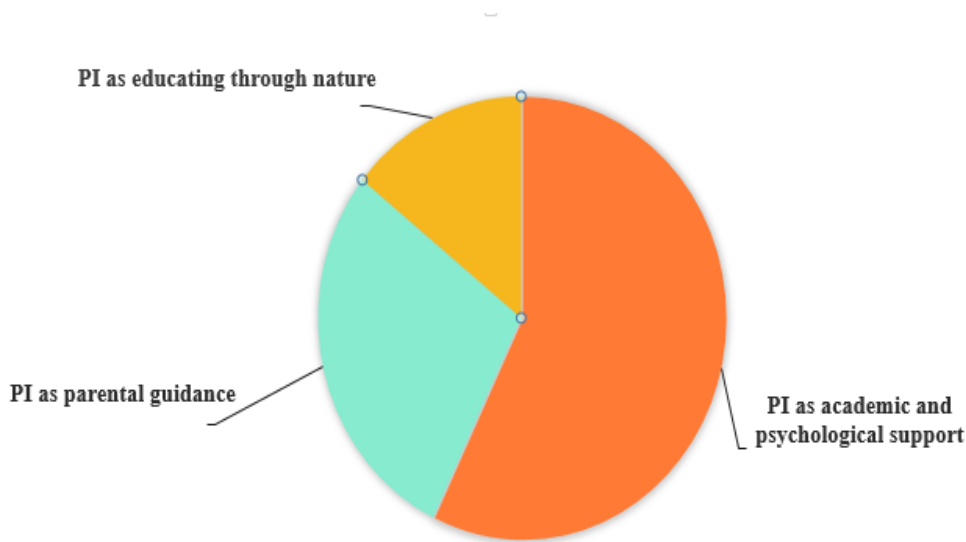
The main purpose of this study is to gain an understanding of parents' involvement in their children's English language learning process in the context of Kazakhstan. More specifically, this study aims to examine patterns of parental involvement in their children's English language learning process and to figure out what kind of challenges parents are having towards their parental involvement along with their actual engagement in this process. Four major research questions guided the study: 1) How parents in Kazakhstan understand parental involvement in general? 2) What are their perceptions of English education? 3) What are the main types of parental involvement that the parents demonstrate to support the child's English learning practices? 4) What are the main challenges to parental involvement in Kazakhstan?

As for the data collection tool, semi-structured in-person interviews were employed in this research, and findings are presented based on four research questions. The four major themes have been identified as follows: understandings of parental involvement in general and their perceptions about English education, the types of parental involvement, and the main challenges of parental involvement in children's learning English.

Parents' Understandings of Parental Involvement

The data analysis identified that there are different understandings of parental involvement. These understandings included academic and psychological support, parental guidance, and educating children through nature (see Figure 1 for the distribution of parents' understandings of parental involvement).

Figure 1 Distribution of Parents' Understandings of Parental Involvement



Understanding parental involvement as academic and psychological support was a prevalent theme among the interviewed parents. The majority of participants ($n = 4$) mentioned that children can be successful when their parents give them assistance in their education and personal lives. The following quotes from Gulnar and Sana illustrate this view: “I think parental involvement is a great factor, which affects children's development, both academically and psychologically” (Gulnar); “So I think parents should take the supportive role [көмекші рөл or kömekşi röl] in their children, not only in their personal lives but also in their academic life” (Sana).

Based on the perspectives of multiple parents mentioned above, it is understandable that actively involved parents are vital for children's achievements, impacting their academic and emotional well-being. By providing support, parents play a pivotal role in steering their children's academic journey and nurturing their overall development.

Likewise, there were two mothers who ($n = 2$) conceptualized parental involvement as parental guidance: help and advice. In Kazakh, parental guidance means Ата-аналық нұсқау. It was

again highlighted by Dana and Aidana that parental involvement is actually “appropriate monitoring of children's behavior and guides them to learn the new knowledge in depth at home” and “teaching them how to behave well.”

Taken together, based on these two parents’ opinions, they try to conceptualize parental involvement as parental guidance in their children’s education. Parental guidance [Ата-аналық нұсқау] entails providing counsel and direction to children to navigate life’s obstacles and make well-informed choices. In contrast, a parental supportive role [көмекші рөл] extends beyond guidance to include emotional, practical, and instrumental aid, fostering a nurturing atmosphere where children are empowered to flourish.

Interestingly, one father, Yernar, mentioned that parental involvement can be considered as helping children increase their interest in nature and foreign cultural knowledge through outdoor activities and travel. He presented his opinion as follows:

As a father, I will often try my best to instill in my children American and Western culture and natural environmental knowledge through their areas of interest, to improve children’s universal knowledge, to build a modern worldview, and to arouse their interest in the English language (Yernar).

More precisely, Yernar felt that by learning English through natural knowledge, his child would grow to be more receptive to other cultures, have access to a broader range of English-language resources, and be able to interact with individuals from a variety of linguistic and cultural backgrounds in the future.

Parents' Perceptions of Their Children's English Language Learning

All parents appeared to have positive views of their children's English language learning when they were asked about their opinions regarding the importance of the English language and their expectations about their children's English language learning process. There were two mothers who thought about the value of English for their kids because English is part of the summative assessment like Kazakh and mathematics in the school curriculum. The following quotes from Aizere and Sana illustrate this view:

My daughter got only 4 out of 5 [4 ұпай] this time БЖБ [бөлімі үшін жиынтық бағалау = summative assessment for the module] and her performance made me worried a lot. So I am planning to meet her English teacher during the next parent meeting and want to ask about my daughter's weakness in learning English. (Aizere)

Another mother, Sana, described that she was also concerned about her daughters' English БЖБ results.

I often check my daughter's English scores on my daughter's class diary [Kundelik] platform. If her scores tend to decline, I will definitely contact her teacher as soon as possible and ask for the reason for getting a lower score on the БЖБ. (Sana)

This result indicated that the parents were very concerned about their kids' English results. Then, they became quite worried about their kids English language performance in order for them to do well on БЖБ.

Regarding the importance of learning English for their children, there were two other mothers who in this study indicated that English is important because they understood that it is an

international language that would give their kids more chances in the future. Zhanar noted that “proficiency in English is essential for studying overseas because it is one of the most important requirements for getting study opportunities abroad” (Zhanar). Dana mentioned that English is necessary for getting the best education and job opportunities for her child in the future. It is evident from their statements as parents that the parents were keen to aid their children in learning English because of English’s standing for the future of their offspring (Dewi, 2017). In this instance, parents think that teaching their kids English will help them in the long run by enhancing their quality of life and supporting them in their academic and professional endeavors.

Types of Parental Involvement

According to Epstein’s framework (2018), the second research question aimed at revealing parents’ involvement in their children’s English language learning process among parents at BINOM. According to the information given by parents, there were different types of parental involvement adopted by parents in supporting their kids’ English learning that were clearly evident from the interview data, including learning at home, parenting, collaborating with the community, and communicating. Among all these patterns of parental involvement, learning at home, parenting, collaborating with the community, and communicating are within Epstein’s framework. However, decision-making and volunteering are lacking among the parents’ involvement types because there are no such opportunities available for parents. It can be clearly seen that parents are ready to engage in children’s English education using these two types in the future if they will be informed of any professional knowledge about these two types of parental involvement from the school side.

Type 1: Parenting

This kind of involvement includes giving their kids access to a supportive home environment for the English learning process at home. When parents were asked to describe in what ways they are supporting the English learning environment at home, all parents mentioned that they try to allow their kids to learn English using various learning approaches at home. For example, the only father in this study, Yernar, stated:

When I drive my kids to school every morning, I turn on English songs in the car, like Westlife and the Backstreet Boys' hit songs. English stories and cartoons are something I always allow kids to watch at home. (Yernar)

Another mother, Dana, described that she reads English books with her child mostly at home because she can borrow them from a library nearby.

I keep a large number of English children's picture books at home to cultivate their interest in learning English, and then I found that keeping books at home is a more effective way of cultivating children's reading skills. For example, there are more than 10 books within their toys, and sometimes my children unconsciously take the books and read them together.

(Dana)

Likewise, another mother, Aizere, noted that "I often teach her new words and try to let her make sentences on her own." (Aizere)

Taken together, based on parents' reports, they try to offer their children English-learning environments such as allowing their kids to watch cartoons and sing English songs at home and keeping a wide range of English-reading books and materials at home.

Type-2: Learning at Home

Regarding learning at home, there were three mothers who have a certain level of English knowledge and reported that they mostly communicate with their children in English in order to improve their children's speaking skills. In addition to that, they let their children keep learning at home by helping them with homework and reading storybooks at home. The following quotes from Gulnar and Dana illustrate this point:

At home, first of all, I encourage my child to read English books aloud and teach him how to read words correctly. Secondly, I often try to communicate with them in English on time. Third, I often pay attention to his English homework and check his English homework. Fourth, I tried to help him review the grammar points of each unit. (Dana)

I think my son's current level is not that good. But we can communicate with each other in very easy ways, like asking for names, ages, or hobbies in English. And apart from that, for example, I can help him with his homework because I personally have a certain level of English that I can help him with. So, I try to support him. Yes, as I mentioned, we read English books. Sometimes I borrow books for him from community libraries and buy him some storybooks from bookstores. (Gulnar)

Another mother, Sana, said she is not confident enough to communicate in English with her daughter at home. But she can still help her daughter learn English at home using different kinds of resources. As this mother noted:

We downloaded an English-learning App on our smartphone. I forgot the name, but I think it is a very interactive and engaging way to help her broaden her vocabulary, and as I said, we

also have some other interesting English channels to watch. So, in these different ways, I tried to build enough input into her English language learning at home. (Sana)

It is clear that even though parents' English proficiency varies, they are still able to find different ways to assist their kids in learning the language at home. Meanwhile, parents believe that trying to make sentences in English with simple words at home is another factor in improving their kids' interest in learning English in the home environment.

Type-3: Communicating

Regarding the type of communication, both school-to-home and home-to-school communication may be included. Creating effective home-to-school and school-to-home communication regarding curriculum and academic growth is part of this kind of parental involvement (Epstein et al., 2018). Therefore, in this study, it was expected that parents should be informed about all school activities about English language learning, programs about English language learning, and student performances at schools through parent-teacher communication. When parents were asked about the interaction between their children's English language teachers, all parents expressed that their communication with English teachers is mostly positive but noted that in order to be involved in the language learning process in a more effective way, it is very necessary to have a close connection with their children's English language teacher. Two mothers, Sana and Dana, are illustrated as follows:

Because the BINOM School only offers two English lessons a week, we have a lot of work to do and must participate in our children's English language learning process ourselves. Therefore, I intentionally contacted the English language teacher in order to know exactly

what kind of needs there were for learning the English language at home from my side as a parent. (Sana)

Usually, we communicate with my child's English teacher mainly via phone calls, much like our communication with other teachers. However, because learning English can be challenging, there are times when I ask for face-to-face meetings to discuss my child's improvement further. For example, at a recent parent gathering, I found out about my child's struggles with remembering new vocabulary, leading me to arrange a thorough conversation with the English teacher. (Dana)

According to the statements of these two mothers, it can be learned that parents mostly wanted to have a positive connection with their children's English language teachers in order to improve their kids' English language outcomes. More importantly, through communication with teachers, parents can learn more information about their kid's performance at school and get to know how to help their kids in a more effective way.

Type 4: Collaborating with the Community

This kind of involvement means that parents are responsible for supporting their kids in other ways of language learning. In more detail, parents should be able to use resources and services from the community to strengthen and support their children's English language learning. For example, when parents were asked if they often bring their child to community libraries or any other language learning centers, three mothers ($n = 3$) replied that there are no other learning resources available from the community other than community libraries and the payment-based English training centers. For example, one of the mothers, Aizere, expressed her idea about it as follows:

Unfortunately, there are no community centers that can support our children's English language development, but only community libraries. I hope that it would be great if their school (BINOM) could offer several weekly English-language speaking corners at the school, and only in this way can our children have some extra English-speaking opportunities to practice communicating with each other using the English language at school. (Aizere)

Likewise, the following quotes from Gulnar and Dana illustrate this view:

Yes, sure. So we also send him to English learning centers twice, or three times a week. So, it's a very small group center in which there are only three or four kids, and they can learn English together. And I think that is another reason or factor that helps him to develop his English and is different from school. It can provide more opportunities to speak, to be cared for, and to be engaged because there are only a very small number of kids in this language learning center. And sometimes, when I am available, I take him to the library. So we read books together sometimes. (Gulnar)

Yes, I often buy my kids English books from the bookstores, and I often take them to the community libraries to read English books by themselves. Other than that, I try to let my children participate in English-learning centers, which are nearby homes. Specifically, I mostly require the teachers at the language learning centers to give importance to improving my kids' speaking skills. (Dana)

Taken together, based on parents' reports, they try to bring their children to community libraries for reading English story books and try to buy some English story books from the bookstores. Moreover, parents try to let their kids participate in payment-based English learning

centers that are available for them. The parents showed their expectations of having more community resources and services from the community to strengthen and support their children's English language learning in the future.

Type-5: Volunteering

The volunteering type of parental involvement is about recruiting and organizing help services at school to support the school and students' activities about English language learning. When parents were asked if they had any experiences of participating in volunteer activities that support their kids' English language learning at school, the majority of parents reported that they had never had such volunteering experiences. However, two parents showed interest in this form of parental involvement, and they expressed that they had not thought about it before because they had not had any information or knowledge about this kind of parental involvement before. The following quotes from Gulnar and Zhanar illustrate this view:

Okay, this is very interesting. I have never thought about that because my child is only in third grade. And I think most of the kids are not competent enough to have a certain level of English, but I think it's a good, great idea. So maybe when he goes to grade four, I will voluntarily organize activities and invite other parents or call for other parents to engage in such kinds of activities. (Gulnar)

Unfortunately, until now, there was no such experience of participating in or arranging this kind of activity. As a parent who has a lack of knowledge of how to be involved in children's education both at home and in school efficiently, I think it is more ideal to be informed by the school side about how to arrange or organize such interesting activities at school or at

home. Specifically, if they are beneficial for our children's English language learning process. (Zhanar)

According to the ideas of parents, it can be clearly seen that parents lack knowledge about how to voluntarily be involved in children's English-language learning process both at home and in school. Parents showed their expectations of having some knowledge of how to voluntarily be involved in their children's English-language learning process at school from the school side.

Type 6: Decision-Making

In order to make informed decisions about their children's education, it is essential for parents to participate in school decision-making for a number of reasons. It guarantees that various points of view are taken into consideration and promotes teamwork. Increased parent-teacher communication leads to a deeper understanding of the students' needs as a consequence of this involvement. Additionally, it allows parents to actively participate in their children's education and grants them greater authority. Ultimately, strong parent-school collaboration improves student performance and creates a more welcoming and inclusive learning environment. However, almost all parents had similar views that they do not have such an opportunity to be involved in their children's education-related school decision-making process. For example, as two mothers, Gulnar and Zhanar, stated:

Yes, parents are frequently notified about a variety of courses, including English language, at the start of the semester. I haven't, however, had the chance to contribute to decisions about the education of children. I would want to participate if given the chance in the future because, by doing so, we can make sure that our kids receive an education that is in line with

their needs and that the learning environment is more specifically catered to each student.

(Gulnar)

Unfortunately, I feel somewhat limited in my involvement in the decision-making process.

We have the initial parent meeting, but beyond that, opportunities seem scarce. However, I

want a voice in decisions about curriculum choices and extracurricular activities. These

directly impact my child's learning experience. (Zhanar)

It is clearly evident that two mothers, Gulnar and Zhanar, express their desire for parental involvement in educational decisions. Gulnar mentions a desire to contribute to decisions about their children's education to ensure a tailored learning experience. On the other hand, Zhanar feels somewhat limited in involvement and wishes for a voice in decisions regarding curriculum and extracurricular activities, recognizing their direct impact on the child's learning experience. Both highlighted the importance of parental participation in shaping the educational journey for their kids.

It is clear from the information provided by parents that, in comparison to other patterns in Epstein's model, this kind of parental participation is almost non-existent among the majority of participants. Parents did, however, express their high expectations for future educational opportunities, support services, and useful information and resources from the school side to enable them to better prepare as parents to participate in the decision-making process.

Other Types of Parental Involvement among Parents at BINOM

According to the ideas given by interviewed parents, there are two types of parental involvement that can be additionally found among the parents in BINOM: no-force parenting and

cultivating learning habits. Interestingly, these two types of parental involvement are not included in Epstein's Typology of Parental Involvement.

Type-7: No-Force Parents

This is one of the new types of parental involvement among parents. This type of involvement promotes a positive and nurturing environment for children. It fosters trust, encourages open communication, and allows children to develop autonomy and decision-making skills. This approach helps build a strong parent-child relationship based on understanding and cooperation, contributing to the overall well-being and healthy development of the child.

A sample of interviewed parents' responses reflects this:

I do not force my child to learn the English language at this stage if he is not interested in learning English yet. In other words, I think it is not good to use forceful manners to teach English to my child, while he shows little interest in learning English. I think if I use forceful approaches to educate my child, he will still not get good results in English. (Aidana)

Likewise, another mother, Sana, highlighted the importance of being a no-force parent as follows:

I try to create a positive and supportive language learning environment for my daughter at home, but I do not force my child to speak or write something in English without her willingness at any time at home when I am helping with her English language homework. I am afraid that she will lose her long-term passion for language learning if I use a forceful manner to put emphasis on learning English frequently at home. As for me, I want my child

to grow up to be a happy person first. And I really want to create a healthy relationship with my child. (Sana)

Taken together, based on parents' opinions, being a no-force parent in language development encourages a supportive environment where children feel free to express themselves without fear. This approach fosters positive communication, enhances language skills, and promotes a healthy parent-child relationship. To be more precise, children learn best when communication is natural and non-coercive.

Type 8: Cultivation of Good Habits

This is yet another novel form of parental involvement among parents. Parents who engage in this kind of involvement have stated that sustained success in language learning depends on the development of positive habits. Frequent practice is a crucial habit that promotes language proficiency. Furthermore, developing routines like utilizing a variety of supporting teaching techniques, encouraging self-learning, and maintaining a sense of responsibility for doing their homework and regular learning at home result in a language learning regimen that is both durable and successful.

This idea is very well illustrated by the following comment by Dana:

More specifically, parental involvement means guiding our children to build good study habits both at home and school. For both parents and teachers, I think it is impossible to teach everything at children's school age, but it is very important to let our kids learn how to learn and how to behave well at school and outside of school. I think to help kids inculcate the habit of practice and self-learning, which is more important than everything, they should take the responsibility of finishing their homework on themselves first. (Dana)

Another mother, Sana, mentioned that she mostly helps her child cultivate the habit of learning the English language using different kinds of approaches by herself rather than involving her daughter in English homework every day at home. During the interview, she stated several types of tips that she has been using to help her daughter build self-learning habits:

I mostly encourage regular reading and try to create a language-rich environment, encourage her to use different kinds of educational apps or games, watch English movies or shows together, and support writing activities like journaling to help my daughter cultivate English learning habits at home. (Sana)

From these parents' perspectives, it is clear that developing a learning habit is important because regular independent effort frequently surpasses infrequent parental involvement. In order to succeed in learning the English language over the long run and develop independence and a lifetime love of learning, a child must be self-motivated and dedicated.

Challenges of Parental Involvement in Children's Learning English

Another common theme that was evident among individuals was the main challenges that they encountered in involving themselves in their children's English language learning. These challenges were mostly related to financial issues that impede parental involvement, a lack of teachers' attention forcing the parents to be involved unpleasantly, and students' lack of interest in learning English in non-English-speaking environments.

Children's Lack of Interest in Learning English

A recurrent theme in the interviews was a sense among interviewees that parents tried their best to help their children learn English at home. However, it was challenging for the parents, as their kids showed less interest in learning English. As Zhanar described:

I think the most challenging thing that I encountered in involving my kids' English language is that my child has little interest in learning English. For example, when I wanted to read English-story books for him several times, he just listened without any reaction. When I asked him what he understood from this story, he just replied, "Nothing". (Zhanar)

For another mother, Aidana, she found that her child had little interest in learning English. As this mother commented:

When I try to let my child make simple sentences in English, he often refuses my request, and so it happens several times. I found that my son is not interested in learning English yet, but I do not want to force my child to learn the knowledge he is not interested in. I think he may need some time to be interested in learning English. (Aidana)

From this mother's experiences, it can be learned that using forceful manners to educate children is not an effective way of teaching children. Likewise, another mother noted as follows:

Until now, I have not sent my child to English language centers because my daughter has not asked me to offer her extra English learning opportunities. If my daughter shows interest in learning English through English learning centers in the future, I am ready to find her a good language learning course or a private English tutor. (Sana)

From this mother's view, it can be concluded that if their children display a higher level of interest in learning English, as parents, they are always ready to support their kids in learning the language. However, they highlighted that using forceful manners to teach kids always fails.

Lack of Teachers' Attention Forcing the Parents to Be Involved Unpleasantly

According to the parents, one of the reasons for children's disengagement with EFL education is the lack of attention from the teachers' side. Three parents mentioned that the English subject is not considered as important as other subjects at BINOM School, which is mostly oriented toward STEM subjects. Therefore, English language teachers are not very actively engaged in teaching English subjects to their students. The following comment from Aidana illustrates this aspect: "I can assume that English lessons are not that attractive for our children at BINOM, because English might not be considered as important compared to other subjects such as mathematics and the Kazakh language". (Aidana)

Moreover, the attitude of English language teachers was crucial, as demonstrated by their attention to the students' progress. Sana expressed her opinions as follows:

When I do not keep in touch with English-language teachers consciously, they just seem to ignore my child. In my opinion, when parents communicate with their child's teachers actively and timely, teachers place higher importance on their child's performance at school.

(Sana)

This suggests that the lack of teachers' attention to students also negatively affects parental involvement as the parents are forced to come to school and talk to teachers, sometimes in an unpleasant way.

In conclusion, some parents tried to create English communication opportunities at home, but the parents mostly blamed the school for not providing a speaking environment for the students and not engaging the parents in the process of English learning at school. More precisely, parents highlighted the need for more English outside the home.

Non-English-Speaking Environment

According to parents, another reason for demotivation in learning English is the lack of an English-speaking environment. This is also evident among individuals as a challenge in supporting their kids in learning English because parents consider that the lack of an English-speaking environment leads to their child's lack of motivation in learning English. One participant expressed her view as follows:

There is not enough English language learning environment, and it is very difficult to cultivate kids' interest in learning English without such an environment. In order to improve my child's motivation to learn English, I keep communicating English at home, but I feel it is very limited for developing my child's speaking skills. (Gulnar)

As I majored in English language in my bachelor studies, I am professional in teaching English to my daughter at home. I often try my best to communicate with her in English, and we make sentences in English together. However, I do not think it is enough for my child to only practice English at home. I just don't like the fact that we do not have an English-speaking environment for our kids. I really hope there are some free extra English-speaking corners at school. If, in the coming future, there will be such opportunities, I will let my child attend these kinds of practical learning centers without any hesitation. (Aizere)

Financial Burden

A prevalent challenge among parents in supporting their children's English learning is not having enough financial resources to be more engaged in their children's English learning, more specifically to provide private lessons for their children. The following are detailed explanations by Zhanar and Aidana:

As for me, firstly, it is very difficult to find an English-native teacher for my kids because it costs more for foreign teachers to teach English to our kids. In other words, it causes us an extra financial burden. (Aidana)

As a mother of four children, it is challenging for me to encourage my child to attend additional English courses outside of school. In this case, I could explore free or low-cost resources online, like educational websites, apps, or community programs. (Zhanar)

One parent, Dana, noted that her parental involvement in English learning usually took the form of hiring an English tutor for her child. She expressed her idea as follows:

In my case, I am a busy working mom. I often try to make some time for my child's English learning at home. But I think it is more effective for me to hire a private tutor to teach English to my child instead of involving myself. More importantly, in order to hire a professional private tutor, I should be ready to pay for the higher tuition fee. (Dana)

As it can be seen in these examples, the parents considered that home-based parental involvement in English learning is more effective when parents are financially capable of hiring a private tutor for their children, except for engaging with school homework.

Conclusion

In summary, the diverse perspectives on parental involvement emphasize its multifaceted nature, ranging from academic support to instilling cultural knowledge. Financial constraints shape challenges in English language learning, emphasizing the need for addressing economic barriers. The findings also highlight children's lack of interest and the absence of an English-speaking environment as significant hurdles, emphasizing the importance of cultivating genuine interest and immersive language environments. Parental involvement is categorized into various types, including learning at home, parenting, community collaboration, communication, cultivation of good habits, and no-force parenting. The home learning environment is diverse, showcasing adaptability based on parental proficiency levels. Parenting involvement focuses on creating a supportive atmosphere, while effective communication and community collaboration play vital roles. Volunteering in school activities related to English learning is not common, indicating a chance for schools to offer support and resources. The feedback from parents emphasizes the need for increased opportunities in educational decision-making, contributing to a collaborative and inclusive learning environment. Importantly, the parental involvement at BINOM extends beyond Epstein's typology, introducing two additional types: "no-force parents" and "cultivation of good habits. "The No-Force Parents" approach emphasizes creating a positive and nurturing environment, promoting open communication, autonomy, and decision-making skills without imposing force on language learning. On the other hand, "Cultivation of Good Habits" highlights the significance of developing positive learning habits, such as regular practice and diverse language learning techniques. Parents stress the importance of guiding children to become self-motivated learners for sustained success in language acquisition. Overall, the findings provide insights into the dynamic nature of parental involvement, address challenges, and highlight innovative approaches for supporting children's

language development at BINOM. The next chapter will discuss the results of the findings from the preceding chapter in relation to the body of literature currently in publication and its implications.

Chapter 5: Discussion

The purpose of this research is to comprehend, within the framework of Kazakhstan, how parents assist their children in learning English. There are four research questions that guide the research. The first is parents' general understanding of parental involvement; the second is their perceptions about English education. The third question refers to the various types of involvement that parent exhibit in order to support their child's English language learning practices. The last research question is concerned with the main challenges to parental involvement in Kazakhstan.

Interview-based qualitative methodology was used in the study. Seven participants, the parents of third- and fourth-graders at one of Astana's BINOM schools, were interviewed as the primary means of gathering data. The preceding chapter contains the study's primary findings. I will evaluate and explain these results in this chapter based on the study questions, conceptual framework, and earlier studies.

Finding 1: Parents' Understandings of Parental Involvement

The results of the first study question about the general perception of parental involvement in Kazakhstan are discussed in this section. With respect to the first question on how parents in Kazakhstan understand parental involvement in general, it was found that most parents shared a similar understanding of parental involvement. Parental support for their children's academic success and psychological growth is the most persuasive viewpoint on the idea of parental involvement. The majority of parents believe that children can be successful when their parents give them general assistance in their education and personal lives. The second group of parents viewed parental involvement as specific parental guidance and support: help and advice. They indicated that parents should be able to appropriately monitor children's behavior, guide them to learn the new

knowledge in depth at home, and teach them how to behave well. Interestingly, one parent mentioned that parental involvement can be considered as helping children increase their interest in nature and foreign cultural knowledge.

The findings regarding parental involvement in Kazakhstan align with broader research on parental involvement across cultures internationally. First of all, the findings are consistent with the perspective on parental involvement—that is, the idea that parents help their children’s academic achievement and psychological growth—and have been supported by the findings from previous research. According to Hill and Tyson’s (2009) study, parents in the United States held similar views, emphasizing the value of parental support for both academic success and general well-being. Furthermore, Fan and Chen (2001) found that Chinese parents who support their children’s education with higher aims and who have higher aspirations for their children’s educational success have the strongest relationships with their academic achievement.

Second, parents said that they should be able to keep an eye on their children in a proper manner, help them study new information thoroughly at home, and teach them good behavior. The idea of parental supervision and guidance is consistent with research from a number of countries, including China (Fan & Chen, 2001), Indonesia (Dewi, 2017), and the United Kingdom (Hornby, 2000). For instance, a study from the United Kingdom conducted by Hornby (2000) discovered that even if parents struggle with speaking English, they may still help their children develop their reading skills at home. According to Dewi (2017), asking their kids about their thoughts on the teaching and learning process, reminding them of homework, and finding out what they had learned in class were the most common practical advice parents received in this study (p. 113). Additionally, the reference to growing children’s interest in learning about the natural world and foreign cultures represents a comprehensive perspective on parental participation, which aligns with studies stressing

the value of a variety of experiences and exposure to various cultures in kids' development (Siraj-Blatchford & Clarke, 2000). All things considered, these results emphasize the significance of parental participation in influencing kids' academic achievement and socioemotional development, while also stressing the value of cultural variations in comprehending parental responsibilities and duties.

Finding 2: Parents' Perceptions of Their Children's English Language Learning

Parents seemed to have good opinions about their children learning English, based on the data from the preceding findings chapter. This can be explained by a number of shared underlying factors. To start, parents think about the value of English for their kids because it is one of the core courses in the school curriculum. Aizere and Sana said that since the БЖБ [бөлімі үшін жиынтық бағалау = summative assessment for the module] evaluates English proficiency, their kids must study it effectively. This result indicated that the parents were concerned about their kids' English proficiency. Then, they became quite worried about their kids' English language development in order for them to do well on the test.

Second, the majority of parents who participated in the study said they believed that their children needed to learn English because it is an international language that will present them with numerous chances in the future. According to Zhanar, proficiency in English is essential for studying overseas because it is one of the prerequisites for applicants. I agreed with Dana when she mentioned that English is necessary for everything, including jobs and education for her child. According to Renandya and Widodo (2016), English is now widely utilized in the community for social and business purposes, in addition to being the language of instruction in classrooms. These two viewpoints appear to be in accordance with their assertion.

To conclude, parents believe that teaching their children English will benefit them in the long term by improving their lives and assisting them both professionally and academically. For this reason, these parents prefer that their kids experience an ELL setting from an early age due to the potential future advantages this language may offer.

Finding 3: Parents' Involvement in Their Children's English Language Learning

Regarding the third research question about parents' involvement in their kids' English language development, there are several different kinds of parental involvement. Six categories of parental involvement in a child's education are mentioned by Epstein et al. (2018). They are making decisions, interacting with the community, volunteering, learning at home, parenting, and communicating. Based on the information provided by the parents in this study, it is evident from the interview data that parents used a variety of parental involvement methods to support their children's English language development. These strategies included learning at home, parenting, working with the community, and communicating. In addition, two types of parental involvement—no-force parenting and developing learning habits—were also observed among the parents in BINOM. It's interesting to note that Epstein's Typology of Parental Involvement lacks both of these kinds of involvement.

Parenting

The first involvement that appears in the data collection is parenting. The results demonstrate that almost every parent who took part in this study participates in this type of involvement. According to Epstein et al. (2018), by providing basic needs and allowing their children to study in a comfortable and supportive home environment, parents may help ensure that their children attend school. The parents who were interviewed demonstrated that they were aware of their fundamental

responsibilities, which included making sure their kids went to school, taking care of their basic needs, and creating an environment at home that supported education. In this particular study, parents are expected to give their kids a relaxing at-home atmosphere for learning English. Dana, a mother, gave the following explanation: “I would like to encourage their interest in learning English by having a lot of English picture books at home. Since there are more than ten books in their toys, my kids occasionally take the books out of their toys and read them together. This led me to believe that keeping books at home is a better approach to developing kids’ reading skills.”

This study supports previous research that emphasizes the importance of parental involvement in fostering academic development and reading skills. Parents encourage their children to read and keep a variety of English children’s picture books at home. For example, Pretorius & Machet (2003) clarified in their research that home-based parenting guaranteed children’s increased reading proficiency and, as a result, their overall higher academic achievement. They added that talking and explaining to kids during reading sessions, as well as reading aloud to them, were all components of this interaction. Furthermore, it is consistent with the findings of Cotton and Wikelund (2001), who emphasized the critical role that the family and home environment have in the intellectual growth of children. Therefore, making their home a relaxing place to read is likely to have a beneficial impact on the kinds of outcomes that the research described above has demonstrated.

Learning at Home

The findings show that practically all of the parents who participated in the research participate in this kind of involvement. It is expected of parents to help their kids at home, especially with the subjects they are learning at school. According to Epstein et al. (2018), this occurs as a

result of the fact that children spend the great majority of their after-school hours at home. Consequently, parents need to figure out how best to become involved in their children's education. Furthermore, the information gathered from the interviews indicates that a variety of activities fall under the umbrella of at-home learning.

Based on the data collected from interviews, it can be observed that the most common contributions made by the parents in this study were speaking English to their children, supporting them in using various resources to learn the language, and offering homework assistance. It is evident that parents can still support their children in learning the language at home by carrying out the actions mentioned above, despite the fact that their level of English ability may differ. Three parents attempted to converse with their children in English by letting them construct sentences using simple vocabulary. These types of learning involvement can occur when parents and kids collaborate to study at home (Flecha, 2012).

Another component of the at-home learning category is offering advice on how to employ additional language learning resources to expose students to the English language. According to the data, two out of seven parents recommended that their kids develop the habit of reading English-language books and download different kinds of smartphone apps for learning the language. For example, it was implemented by Sana, who reasoned that if her child read a lot every day, she would automatically pick up every subject, including English. Sana added that her child will feel more at ease learning new phrases and might even pick up the proper pronunciation from watching English cartoons on television. All in all, the parents who don't speak English well showed a great deal of involvement with these kinds of devices that their children can utilize at home. It aligns with research by Linse (2005), who claimed that parents had the authority to decide which educational materials their children would utilize to improve their English proficiency.

Furthermore, some parents thought that it was their responsibility to remind their kids to do their English homework after they came back from school. It is consistent with the findings of Epstein (2001), who found that parental participation in homework is considered one of the most crucial factors that impoverish children by both parents and teachers. In their studies, Epstein (1995) and Epstein & Van Voorhis (2001) also suggested that student's performance, attitudes, and behaviors toward homework can be influenced by well-designed interactive home learning activities.

The data shows that every parent in this research makes sure to remind their kids to finish their English homework at least twice a week because there are only two English lessons a week. It aligns with the findings of the U.S. Department of Education (2006), which discovered that parental involvement at home is fairly common, regardless of parents' socioeconomic status, level of education, or ethnicity. This is demonstrated in national surveys carried out in the United States that found nearly 70 percent of parents assist their children with their homework at least once a week (U.S. Department of Education, 2006). Therefore, it can be learned that the role of parents in children's education is very essential. Specifically, although parents reminding their children to do their homework is considered very helpful, there are also other strategies that can help parents improve their involvement in their children's process of doing homework.

Except for reminding children to do their homework, parents can also try to create a calm, well-orderly environment for doing their homework first. Parents should then teach their children the strategies of time management to improve their habits of self-regulation and additionally provide some help when their children face some challenges if their kids need specific assistance from their parents. Meanwhile, parents should build their children's sense of curiosity by encouraging them to explore other subject-related resources. Most importantly, parents should do their best to assist their

children in improving their characteristics of taking responsibility for doing their homework independently and should try to make use of real-world examples to show them how applicable and valuable their education is. By applying the above-mentioned strategies, parents build the habit of lifelong learning skills in their children and can improve their educational experiences just by finishing their homework.

Communication between Home and Teacher

The third involvement that appears from the data collection is communication between home and school. This type of parental involvement involves setting up effective methods of communication between the home and the school regarding the curriculum and progress in school (Epstein et al., 2018). Most of the time, parents and teachers communicated informally, though there was also some more formal communication that took place when parents attended parent meetings at the beginning and end of each semester.

All parents expressed that their communication with English teachers is mostly positive, but noted that in order to be involved in the English language learning process in a more effective way, it is very necessary to have a close connection with their children's English-language teacher. Aizere, who is the mother of a newly enrolled student at BINOM School, expressed her worries about her child's English language performance. Therefore, she believed it was very necessary to have close communication with an English teacher in order to help her daughter make progress in the next exams. Sana, a mother, sought more opportunities to discuss her children's English language performance with her teacher due to the limited English lessons at BINOM School. She contacted the teacher to understand her daughter's English communication needs.

It is evident that parents wanted to have communication with English teachers to better understand their children's performance and reach out when there were learning-related problems with their children at school. It is consistent with Kimu's (2012) findings, which showed that parents and teachers frequently discuss the child and child-related concerns in their communications. Another study done by Fan and Chen (2001) in China highlighted that positive parent-teacher communication is one of the most important factors that improve students' academic performance. Their findings mentioned that the positive way parents and teachers communicate may help to meet each student's unique requirements as they work together more effectively to offer more assistance when students need some assistance from both teachers and parents, and their strong connection has an effect on creating a relaxing learning environment.

Collaborating with the Communities

According to Epstein et al. (2018), this type of involvement comprises identifying and utilizing community resources and services to support family practices, educational initiatives, and children's development and learning. In the present study, it was anticipated that parents would be able to assist and enhance their children's English language learning by utilizing community resources and services that are available. Based on the information gathered from the parents, the most common forms of community services that are available for parents are community libraries and payment-based English training centers. For instance, a mother, Aizere, reported: "Unfortunately, there are no community centers that can support our children in their English language development, but only community libraries. I hope that it would be great if their school (BINOM) could offer several weekly-based English-language speaking corners at the school, and only in this way can our children have some extra English-speaking opportunities to practice communicating with each other using the English language at school." Therefore, it was found that

very little community engagement was involved among parents from this school other than community libraries, which are very far from their homes, and payment-based English language learning centers, which are near their homes. According to Epstein (2018), communities may play a vital role in the development of children through raising money, advocating for children's rights, providing extracurricular learning opportunities, providing general social support, and supplying social, health, and cultural services. Epstein (2018) also suggests the concept of a community school, which would provide before-, during-, and after-school programs and services for parents, students, and other stakeholders. These two viewpoints appear to be in accordance with parents' expectations about community services in this study. According to parents' reports, they tried to bring their children to community libraries to read English story books and tried to buy some English story books from the bookstores. Moreover, parents try to let their kids participate in payment-based English learning centers that are available for them. However, the parents expressed their hope for increased access to community resources and services in the future to help and encourage their kids' English language learning.

Volunteering

This kind of involvement means recruiting and organizing help at school, home, or other locations to support the school and students' activities (Epstein et al., 2018). In this study, the volunteering type of parental involvement can be understood as recruiting and organizing help services at school to support the school and students' activities about English language learning specifically. When parents were asked if they had any experiences of participating in volunteer activities that support their kids' English language learning at school, the majority of parents reported that they had never had such volunteering experiences. This is also consistent with Kimu's (2012) results, which show that in Kenya, parent volunteering in the classroom was never offered.

As a result, no policies or processes were put in place to enable parents to help in the classroom or participate in other school-related activities. However, Bassani (2008) found that in Canada, parents who are permitted to assist in the classroom experience a sense of community and a shift in behavior that leads to a greater level of involvement on their part in the academic development of their own children at home. In addition, they are involved in class with all students—not just their own—build closer parent-teacher bonds than they did previously, and make more contributions to the school through involvement in excursions and other extracurricular activities (Bassani, 2008). Therefore, to help parents feel more accountable for school-related activities, they should be given the chance to serve on a school’s leadership team and as classroom assistants during social events.

Decision Making

Asking for input from all parents on matters pertaining to education in schools and designating parents from a variety of backgrounds as leaders and representatives on school committees (Epstein et al., 2018). Consequently, parents must be involved in the decision-making process of the school for several reasons in order to be well-informed about their children’s education. Through the process of decision-making, the diverse opinions of parents should be taken into consideration, promoting cooperation between teachers and parents. As a result, it can meet the needs of students through this kind of enhanced communication between parents, teachers, and school administrators.

However, nearly all parents shared the same opinions, as indicated by the study’s findings, regarding their lack of an opportunity to take part in their children’ school decisions. For example, a mother, Gulnar, reported: “I haven’t, unfortunately, had the chance to contribute to decisions about the education of children. I would want to participate if given the chance in the future because, by

doing so, we can make sure that our kids receive an education that is in line with their needs and that the learning environment is more specifically catered to each student. Likewise, in the context of Kenya, Kimu (2012) discovered that parents in Kenya were not notified nor were they allowed to give advice on issues that concerned learning at the schools because they were thought to be too incompetent educationally in giving advice on matters of education. It has some similarities to study findings conducted in China by Wei (2023), who reports that only half of the 20 participating schools have parental councils, which may lead to a lack of communication breakdown among families, schools, and parent councils.

Therefore, parents' discontent with educational matters related to their children's education may arise from this type of trend among schools. As a result, in order to foster a collaborative and inclusive learning environment, the parents in my study also underlined the need for more chances in educational decision-making.

Finding 4: Other Types of Parental Involvement among Parents at BINOM

According to the ideas given by interviewed parents, there are two types of parental involvement that can be additionally found among the parents in BINOM: no-force parenting and cultivating good learning habits. Interestingly, these two types of parental involvement are not included in Epstein's Typology of Parental Involvement.

No-Force Parents

This is one of the new types of parental involvement among parents. This type of involvement promotes a positive and nurturing environment for children. The most important benefits of this kind of involvement in children's education can lead to improving several skills in

students, such as building children's autonomy and decision-making abilities, as well as promoting open communication and confidence. Moreover, a strong relationship between parents and child develops the child's overall well-being (Robinson, 2023).

The data demonstrates that 2 out of 7 parents were suggesting that being a no-force parent in children's language development encourages a supportive language learning environment where children always feel free and welcome to express themselves without any fear. To be more precise, children learn best when communication between child and parent is natural and non-coercive. For example, Sana, a mother, creates a supportive home language learning environment for her daughter, avoiding forceful methods to maintain her passion for learning in this study. She prioritizes a happy, healthy relationship with her child, ensuring they grow into happy individuals. However, according to this research, some of the children may not always get full involvement from their parents because of other reasons, such as busy work schedules or the insufficient English levels of some parents. However, regardless of how much involvement they get from their parents, it is very important to acquire some positive support from parents who encourage their children's sense of autonomy. It is in line with the findings of some studies, which have shown that children who experience less control from their parents and who get more support for their sense of autonomy from their parents have more favorable opinions about their academic performance (Grijalva-Quiñonez et al., 2020; Liu et al., 2019), in addition to improved performance results (Valdés-Cuervo et al., 2022). Accordingly, through different kinds of approaches, some researchers (Grolnick, 2003; Pomerantz et al., 2005) found that parental autonomy enhances students' achievement while parental control impedes children's academic progress.

In conclusion, the example of Sana in this study, who tries to give her child a nurturing and supportive environment for language acquisition in addition to respecting her child's sense of

independence, is in line with the larger body of research results, which show that allowing parents to give their kids some autonomy has a favorable impact on how well they perceive their academic performance in learning language. In addition to that, the findings of current research also support the idea of emphasizing the need to keep a balance between parental involvement and allowing the child to explore and engage with their studies in their own rhythm of learning. Therefore, it can be concluded that encouraging lifelong learning and personal development in children is the result of putting a child's happiness first and maintaining a positive parent-child bond between parents and children.

Cultivation of Good Habits

This is yet another novel form of parental involvement among parents. Parents who engaged in this kind of involvement have stated that sustained success in language learning depends on the development of positive learning habits. Frequent practice is a crucial habit that promotes language proficiency. Furthermore, a good language learning regiment is one that is both successful and long-lasting. This can be achieved by creating routines, including using a range of supportive technology devices, encouraging self-learning, and retaining a sense of responsibility for doing their own assignments on time and regularly learning at home.

This idea is very well illustrated by the following comment by Dana: "As for me, parental involvement means guiding our children to build good study habits both at home and school. For both parents and teachers, I think it is impossible to teach everything at children's school age, but it is very important to let our kids learn how to learn and how to behave well at school and outside of school. I think to help kids inculcate the habit of practice and self-learning, which is more important than everything, they should take the responsibility of finishing their homework on themselves

first.” Another mother, Sana, mentioned that she mostly helps her child cultivate the habit of learning the English language using different kinds of approaches by herself rather than involving her daughter in English homework every day at home. During the interview, she stated several types of tips that she has been using to help her daughter build self-learning habits: “I mostly encourage regular reading and try to create a language-rich environment; encourage her to use different kinds of educational apps or games; watch English movies or shows together; and support writing activities like journaling to help my daughter cultivate English learning habits at home.” Therefore, it can be concluded that regular individual effort often outperforms sporadic parental engagement, which makes it evident from these parents’ viewpoints that learning habits are vital. Thus, in order to acquire independence, develop a lifelong love of learning, and succeed in learning the English language, a young kid must be self-motivated and should develop good habits of conscious study. In this regard, a study by Karzhan et al. (2023) highlighted the importance of developing habits of self-learning through a variety of ways to improve children’s English learning. For example, in this study, they also found that students improved and intensified their learning with the use of films, while some students enjoy using games to learn new languages, and that this is also a fun and cheerful way to learn. Students can also practice their speaking skills in cooperative games like Cs Go, Minecraft, Dota 2, and so on. Likewise, the findings of this section align with the findings of the Karzhan et al. (2023) study by advocating for the cultivation of similar habits in children and promoting self-directed learning and motivation. Moreover, regarding self-determination theory, Deci and Ryan’s Self-Determination Theory (1985) posits that intrinsic motivation, autonomy, and competence are essential for fostering optimal human functioning. Therefore, it can be seen that this type of involvement resonates with this theory by emphasizing the importance of intrinsic motivation and autonomy in children’s learning processes, thereby nurturing their sense of competence and self-efficacy. As a result, this kind of parental participation, which is focused on

helping kids acquire positive habits, shows a relationship with research and theories from other fields related to education and child development. Additionally, it is evident that parents who assist their children in developing positive habits and encourage self-directed learning and intrinsic motivation support their children's academic achievement and personal development in accordance with accepted research and theoretical frameworks.

Finding 5: The Main Challenges to Parental Involvement in Kazakhstan

One of the most important steps in creating a successful home-school collaboration is identifying the obstacles to parental involvement (Gettinger & Geutschow, 1998). In addition to that, understanding the challenges of parents and their implications is crucial for developing effective strategies to support parental involvement and promote children's language acquisition (OpenAI, 2023). According to the data given by parents in this study, the obstacles faced by parents in involving themselves in their children's English learning are multifaceted and reflect broader issues in education and child development.

Children's Lack of Interest

One significant challenge highlighted by parents is their children's lack of interest in learning English. The aforementioned finding is consistent with research conducted by Choi et al. (2019) about the impact of a mother's motivation to educate her young child in English on both the child's willingness to learn the language and the way it is taught. For example, Zhanar and Aidana's experiences suggest that children may oppose parents' attempts to involve them in English language learning activities, leading to dissatisfaction and disengagement. This kind of disengaged parenting might serve as a reminder of how important it is to provide an enjoyable and stimulating learning

environment that stimulates children's interest and nourishes their intrinsic motivation (Choi et al., 2019).

Lack of Teachers' Attention

The neglect of English language lessons by teachers is another issue brought up by parents. "I can assume that English lessons are not that attractive for our children at BINOM, because English might not be considered as important compared to other subjects such as mathematics and the Kazakh language," Aidana stated in response to a question about this theme. It is clear from this that students may not receive enough support and encouragement in their language learning activities at school if teachers give other subjects priority over English. Actually, this is consistent with more general concerns about how resources are allocated and what should be prioritized in terms of teaching in schools (OpenAI, 2023). Furthermore, the fact that English language teachers are actually paying less attention to their students highlights how crucial it is to have a qualified English teacher who can help students learn the language effectively (Dincer et al., 2013).

Non-English-speaking Environment

Another factor mentioned by parents as a hindrance to their children's language development is the absence of an English-speaking environment. This supports studies that highlight the value of immersion and exposure to a language-rich environment for language learning (Saminathan et al., 2020; Tuspekova et al., 2020).

Financial Burden

Financial restraints prevent parents from sending their children to free-charging private tutors, which is another significant barrier for parents who want to assist their children in learning

English. Because of their limited financial means, parents such as Zhanar may find it difficult to pay for extra resources or private tutors for their kids' English language instruction. As a result, private tutoring contributes to social inequality. Regarding this, Kobakhidze and Šastný (2023) emphasize that low-income families have fewer means to secure better-quality private tutoring (PT) than families with higher incomes, despite the fact that competitive educational systems are stimulating all parents to invest in their children's academic activities (Hajar, 2024). This study raised awareness of the issues with access and equity in education, where socioeconomic status may have an impact on possibilities for enhancement and educational support (Bradley & Corwyn, 2002). Thus, in order to address this issue, the Kazakhstan government needs to adopt effective measures to regulate the PT market (Hajar, 2024).

When considered together, parents' challenges in getting involved in their kids' English language learning are complex and diverse, illustrating larger problems in education and child development. To tackle these obstacles, educators, politicians, and communities must work together to establish encouraging learning environments, encourage teacher engagement, and remove all hurdles that prevent parents from participating in their children's education. We can better assist kids in learning the English language and ensure that everyone has fair access to high-quality education by acknowledging and resolving these issues.

Conclusion

The discussed chapter offers a thorough overview of Kazakhstani parents' involvement in their children's English language education. It is clear that parents have a significant influence on how their children think and behave in English, which is consistent with larger studies on parental participation in many cultural contexts.

The research emphasizes a number of parental participation activities, such as decision-making, parenting styles, at-home learning, teacher-parent communication, community involvement, volunteering, and engagement. Crucially, BINOM's parental engagement goes beyond Epstein's typology by introducing two new categories of parents: "cultivation of good habits" and "no-force parents." These results are consistent with previous research on parental involvement in education, which highlights the value of encouraging families, open lines of communication between the home and the school, and community involvement in improving kids' educational success. The study also emphasizes how important cultural context is in influencing parents' thoughts and actions about their children's English language development. Kazakhstani parents appreciate the importance of the English language in a globalized world and have similar goals for their children's academic achievement, despite the country's disparate educational systems and resources.

Chapter 6: Conclusion

The purpose of the current study was to determine how parents in Kazakhstan engage in their children's English language learning, including the types of involvement they demonstrate and the challenges they face in participating actively in this process. This research served as a preliminary investigation into Epstein's parental involvement classifications in the context of Kazakhstan, focusing on parents' viewpoints and their actual participation in their children's English learning. This chapter summarizes the main findings and suggests practical approaches for educators and policymakers to apply parental involvement programs in public primary schools. Furthermore, it discusses the study's limitations for future researchers to consider and provides recommendations for future research directions.

Summary of the Major Findings

The findings regarding parental involvement in Kazakhstan can be interpreted within Epstein's framework of parental involvement, particularly through the lens of the six types of involvement framework, while also introducing two novel types of parental involvement: no-force parenting and cultivating good habits. The analysis of the findings in relation to Epstein's framework reveals the diverse ways in which parents engage with their children's education and the implications for children's language development and academic success.

Firstly, regarding the type of parenting, the findings demonstrate that parents in Kazakhstan fulfill their fundamental responsibilities by providing a supportive home environment conducive to learning the English language, aligning with Epstein's type of parenting. Parents provide for their children's fundamental necessities, make sure they attend school, and foster a healthy learning

environment at home, as evidenced by Dana's efforts to cultivate a language-rich environment with English storybooks.

Secondly, regarding the type of learning at home, parents engage in various activities to support their children's English language learning at home based on their own abilities, such as assisting with homework, communicating in English, and utilizing other language learning resources. This aligns with Epstein's type of learning at home, emphasizing the importance of parental support for academic achievement after school.

Thirdly, parents value communication with their children's English language teachers to understand their progress and identify areas for improvement, reflecting Epstein's type of communication involvement between home and school. Effective communication enables parents to collaborate with teachers and support their children's learning needs, as exemplified by Aizere's concern about her daughter's English language performance.

Fourthly, regarding the type of collaborating with the community, while community involvement is limited, parents express a desire for additional community resources to support their children's English language learning, consistent with Epstein's type of collaborating with the community. Despite the lack of available resources, parents utilize community libraries and English language centers to supplement their children's learning, indicating a willingness to engage with community resources for educational support.

Fifth, parental involvement, particularly through volunteering and decision-making, plays a pivotal role in fostering a collaborative and inclusive learning environment. However, the findings in this study indicate a significant lack of opportunities for parents to engage in these aspects of their children's education.

In addition to aligning with four types of Epstein's six established parental involvement patterns, parents in this study introduce two novel types of involvement: no-force parenting and cultivating good habits. These types of involvement offer unique perspectives on parental roles and responsibilities in supporting children's language development and academic success. No-Force Parenting: This type of involvement emphasizes the importance of creating a positive and nurturing language learning environment for children to foster autonomy and decision-making skills while also highlighting the significance of autonomy and intrinsic motivation in children's learning processes. Cultivation of Good Habits: Parents who engage in this type of involvement focus on developing positive learning habits in their children, such as self-regulation and persistence. This type of involvement also resonates with Epstein's framework by promoting self-directed learning and intrinsic motivation, essential components of effective parental involvement.

Lastly, the challenges to parental involvement in English education in Kazakhstan are varied and complex, encompassing issues such as children's lack of interest in learning English, teachers' neglect of English language lessons, the absence of an English-speaking environment, and financial difficulties. Addressing these challenges requires collaborative efforts from educators, policymakers, and communities to create stimulating language learning environments, prioritize English language instruction, foster language-rich environments, and address socioeconomic barriers to access. By acknowledging and addressing these obstacles, we can enhance parental involvement in children's English education and ensure equitable access to quality learning opportunities for all students in Kazakhstan.

To conclude, the findings of this study provide insights into the diverse ways in which parents in Kazakhstan are involved in their children's English language learning process, aligning with Epstein's Parental Involvement Framework while also introducing two novel types of

involvement: no-force parenting and cultivating good habits. By understanding the various forms of parental involvement and their implications for children's language development and academic success, educators and policymakers can design interventions and initiatives to enhance parental involvement and support children's language learning in multicultural contexts.

Limitations

The study outlined in this thesis has the potential to serve as a valuable resource for researchers, policymakers, parents, and educators in Kazakhstan seeking to engage parents in their children's education more effectively. However, it's important to recognize and address the limitations of the current research.

To begin, the study only looked at the perspectives of urban parents with a higher educational background. As a result, the study's findings may not be reflective of rural parents' viewpoints or practices.

Second, a further limitation of this study is its sole focus on parents' perspectives, which excludes input from school administrators, teachers, and students, which may provide a more comprehensive understanding of involvement.

Third, the study didn't aim to evaluate how effective parental involvement practices are; instead, it focused on highlighting the actual actions parents take. Nonetheless, there is interest in whether these efforts contribute to their children's enthusiasm for learning languages.

Finally, the data only showed patterns of parental involvement in one of the urban areas public primary schools. Private primary schools and other levels of education may provide a wider range of parental involvement experiences in comparison to the present study.

Recommendations

Based on the parents' experiences reported in this study, it was apparent that several suggestions might be made to improve the public primary level of English language schooling. The following sections give recommendations and implications for the key stakeholders in parental involvement in the context of Kazakhstan by themes of parent involvement.

Parenting in Families and Learning at Home

The interviews with parents showed that while they understood their basic responsibilities, some lacked the confidence or knowledge to effectively support their children in learning English. Therefore, stakeholders should prioritize supporting parental involvement in parenting and learning at home by providing resources, guidance, and encouragement. Offering parent resources and guidance on creating a supportive home environment for English language learning, such as promoting activities like reading English children's books and utilizing language learning apps, can empower parents to actively engage in their children's education. Schools and educational organizations should promote parental engagement through workshops and information sessions, highlighting the importance of parental involvement in supporting academic development. Additionally, recognizing the unique challenges faced by parents with limited English proficiency, stakeholders should provide tailored support and resources to help these parents effectively engage in learning activities with their children. By implementing these strategies, stakeholders can create a supportive and collaborative learning environment that enhances children's English language learning outcomes and academic success.

Parent: Volunteer and Decision-Making Opportunities at School

According to parent's responses, the types of decision-making and volunteering about children's English language learning process at school were never tried, and thus it can be learned that it is not planned or structured by the school site to allow parents to participate in these two kinds of parental involvement at school. Therefore, the following several recommendations should be considered to involve parents in these untried types in order to promote parental involvement practices within schools: Firstly, parents should be given volunteering and decision-making opportunities to engage themselves as one of the event organizers or management team members. Secondly, efforts should be made to enhance parental participation in decision-making by ensuring representation from diverse backgrounds in school committees and processes and valuing their input on matters related to education. Thirdly, schools must increase awareness among parents about their opportunities to contribute by establishing clear communication channels and encouraging active engagement in school activities. Finally, providing support and resources, such as training programs for parents and guidance for schools, can facilitate effective participation in both volunteering and decision-making, ultimately fostering a collaborative and inclusive learning environment that promotes student success.

Communication between Teachers and Parents

Stakeholders should prioritize establishing regular channels of communication, such as parent-teacher meetings, email updates, or communication apps, to facilitate ongoing dialogue about students' progress and needs in English language learning. Encouraging proactive communication from both parents and teachers when addressing concerns, sharing successes, or discussing strategies for supporting students' language development is crucial. Providing resources and training

on effective communication strategies and cultural sensitivity to both parents and teachers ensures that communication is productive and fosters a positive relationship between home and school. Additionally, promoting a collaborative approach where both parties work together to support students' language learning goals, identify areas for improvement, and develop reinforcement strategies both at school and at home is essential. Exploring the use of technology, such as online portals or apps, can further facilitate communication between parents and teachers, allowing for real-time updates on students' progress and easy communication between home and school, or consider further research on how existing WhatsApp group channels are used and could be used to foster effective communication.

Community Involvement

Communities have a strong influence on children's development by generating funding and providing learning opportunities outside of school. Parents at this school demonstrated a low level of community involvement because they depended heavily on school and other forms of private language learning centers. Therefore, it is recommended that schools make connections with community support agencies to provide additional learning opportunities for children by generating funding and offering learning opportunities outside of school.

English Language Teaching Environment

Parents report that children may find it difficult to become fluent and proficient in English if they don't have the opportunity to practice the language outside of the home. Furthermore, in order to encourage the EFL learners to practice English in and outside of the classroom, it is very necessary to create a positive atmosphere that, specifically, encourages students to promote their motivation to learn English as a foreign language (Bahous et al., 2020). To be more specific,

according to Harianto et al. (2024), children can explore and comprehend their surroundings through the use of educational games, interaction with others, and hands-on linguistic experience.

Directions for Future Research

The limited literature on parental involvement in public elementary schools in Kazakhstan underscores the need for further research in this area. Future studies could explore strategies for effectively engaging parents with diverse educational backgrounds in their children's education, addressing the unique challenges and barriers they may face. Additionally, there is a need to investigate parental participation among families with varying educational levels in remote rural regions, particularly in underdeveloped areas where access to resources and support may be limited. Furthermore, research should focus on evaluating the efficacy of proposed parental participation programs and identifying areas for improvement, as well as generating new ideas for enhancing parental involvement initiatives currently underway. By addressing these gaps in the literature, researchers can contribute valuable insights to inform policy and practice in promoting parental involvement in Kazakhstani elementary schools.

Personal Reflection

As a mother student who has more responsibilities, such as family matters, along with keeping learning, writing a thesis named "Parental Involvement in Primary School Students' English Language Education in Kazakhstan" has been considered a difficult and rewarding task for me. However, with the help of my professor's supervision and encouragement, I feel like I am inspired by the power of learning and teaching. I can reflect on my experience of writing a thesis on several aspects, as follows:

From the beginning of planning my thesis topic, it was quite difficult to define the main scope and focus of my research. I was so stressed because of the uncertain beginning of my research direction. However, I was so fortunate to get my professor, Bridget Goodman's, advice on finalizing my research focus, and, with the help of her very detailed feedback, I was so happy to feel the progress I made every time, and the professor's way of guiding me let me realize that in order to be successful and make progress, it is always the result of very organized preparation and consistent effort in what you are doing.

After reading again and again and having discussions with my professor, I was able to determine my topic and have the courage to get started writing my research paper. As I further developed into the process of writing, I found myself having entered a sea of theories and various studies on the scope of parental involvement perspectives. I realized that I was unable to recognize which theoretical frameworks and research findings were more relevant to my topic. However, with the help of my professor, I started to choose literature according to my needs. More specifically, I started to gain knowledge of evaluating and synthesizing the existing literature according to my interests.

Regarding the process of collecting the data, I realized that designing and implementing my research methodology chapter also needed careful planning and consideration in a very detailed manner. During the process of collecting my data, I encountered challenges like addressing my research site and selecting my research participants. However, through collaborating with my professor, I was able to overcome all these challenges and gather rich data that reflected the real-life experiences of my parents' perspectives on being involved in their children's English education.

When it comes to reflecting on what I have learned as a very beginner researcher, I could say that the most rewarding and valuable experience of my thesis writing process was getting to know that I have improved my intellectual and self-discovery skills a lot. Through the process of writing my thesis, I gained a deeper understanding of my own strengths, weaknesses, and areas for development as a master student. I also got an opportunity to know more about my own strengths, weaknesses, and areas for improvement, both as a researcher and as an ordinary person.

In conclusion, writing a thesis about parental involvement in children's education has been considered a process of discovering, growing, and studying as a graduate student. I am so proud of myself that I have made some progress on my academic thesis writing skills and critical thinking skills and have gotten the ability to overcome challenges with the help of my professors. To be more precise, I will continue to apply my skills and further develop them in the process of my academic journey and within the field of education. In the future, it will be important to think about how parents' involvement programs can be better supported by schools and politicians, as well as how to solve engagement barriers and encourage cooperative collaborations between home and school. Additional studies may examine the efficaciousness of various parental engagement strategies in advancing children's academic progress and English language proficiency in the Kazakhstani environment.

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Appendix A

Thesis Title: Parental Involvement in Primary School Students' English Language Education in Kazakhstan

Appendix A – Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of AI and composed this work independently (please check one):

- with the use of artificial intelligence tools, or
- without the use of artificial intelligence tools.

(If you have used AI tools as defined in the GSE policy document, please complete the rest of this form.)

During the preparation of this thesis/examination, I used **Chat GPT and Quill Bot** and I used **Quill Bot** for paraphrasing some contents, **Chat GPT** for making conclusions for my overall idea in ^[1].

I also declare that I

- am aware of the capabilities and limitations of AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,
- am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
- have submitted complete and accurate information about my use of AI tools in this work, and
- acknowledge that there may be disciplinary consequences if I have not followed NUGSE's guidelines regarding AI appropriate use.

Name: Dinara Yerkin

Signature: *Dinara Yerkin*

Date: 2024.05.04

Appendix B

INFORMED CONSENT FORM

Parental Involvement in Primary School Students' English Language Education in Kazakhstan

DESCRIPTION: You are invited to participate in a research study on parental involvement in primary school students' English language education in Kazakhstan. This study aims to examine patterns of parental involvement in their children's English language learning process and to figure out what kind of attitudes parents are having towards their children's parental involvement along with their actual engagement in this process. Participating in this study, you would make a valuable contribution to the development of literature in the research about parental involvement in children's education. In the study, your answers will be recorded on an audio-recorder application on the smartphone to be analyzed. Afterwards, the recorded files will be deleted completely without any possibility of being accessed by anyone. Your participation is completely voluntary and you will have a full right to withdraw from the study at any point.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes.

RISKS AND BENEFITS: The risks associated with this study are minimal.

To ensure your confidentiality the researcher will use pseudonyms instead of your names and information about you and your child's school will be coded so that sharing any information about you and your child's school will not entail any kind of punishment from the school site or damage to your reputation.

Moreover, interview questions are designed in the manner not to cause any psychological damage. As for the benefits, although you will not acquire any direct benefits from the study, it is expected that your participation will expand the research literature in the field about parental involvement in children's education. Your decision whether or not to participate in this study will not affect you.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Bridget A. Goodman, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at (email address TBC).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Қазақстандағы бастауыш сынып оқушыларын ағылшын тілінде оқытуға ата-аналардың қатысуы

СИПАТТАМАСЫ: Сізді Қазақстандағы бастауыш сынып оқушыларының ағылшын тілін оқытуға ата-аналардың қатысуы туралы зерттеуге қатысуға шақырамыз. Бұл зерттеу ата-аналардың балаларының ағылшын тілін оқу процесіне қатысу заңдылықтарын зерттеуге және ата-аналардың қандай көзқараста екенін анықтауға бағытталған. Осы зерттеуге қатыса отырып, сіз ата-аналардың бала тәрбиесіне қатысуы туралы зерттеулерде әдебиеттің дамуына құнды үлес қосар едіңіз. Зерттеу барысында сіздің жауаптарыңыз сарапталатын смартфондағы аудиомагнитофон қолданбасына жазылады. Одан кейін жазылған файлдар ешкімнің қол жеткізу мүмкіндігінсіз толығымен жойылады. Сіздің қатысуыңыз толығымен ерікті және кез келген уақытта зерттеуден бас тартуға толық құқығыңыз болады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 40 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері шектеулі. Сіздің анонимділігіңіз бен ақпарат құпиялылығын сақтау үшін сіздің аты-жөніңіз лақап атпен ауыстырылады. Және де сіз және сіздің балаңыздың мектебі туралы ақпарат шифрланады. Сонымен қатар, сұхбат барысындағы сұрақтары психологиялық зиян келтірмейтіндей етіп жазылған. Зерттеудің пайдасы жайлы айтатын болсақ, қатысушылар ғылыми-зерттеу жұмыстарынан ешқандай тікелей пайда алмағанына қарамастан, сіздің қатысуыңыз ата-аналардың бала тәрбиесіне қатысуы туралы зерттеулерде әдебиеттің дамуына құнды үлес қосар едіңіз. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге

еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіпі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады, Қауымдастырылған Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

Дербес байланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру Мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен ([email address TBC](#)).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____

Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Участие родителей в обучении английскому языку учащихся младших классов в Казахстане

ОПИСАНИЕ: Приглашаем вас принять участие в исследовании по вовлечению родителей в преподавание английского языка ученикам начальной школы в Казахстане. Целью данного исследования является изучение особенностей участия родителей в процессе изучения английского языка их детьми и выяснение мнения родителей. Приняв участие в этом исследовании, вы внесете ценный вклад в развитие литературы по исследованиям вовлеченности родителей. Во время исследования ваши ответы будут записываться в

приложении для записи звука на смартфоне испытуемого. После этого записанные файлы будут полностью удалены, и никто не получит к ним доступа. Ваше участие является полностью добровольным, и вы имеете полное право выйти из исследования в любое время.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Риски участия в исследованиях ограничены. Ваше имя будет заменено псевдонимом для защиты вашей анонимности и конфиденциальности. А информация о вас и школе вашего ребенка зашифрована. Кроме того, вопросы на собеседовании написаны таким образом, чтобы не причинить психологического вреда. С точки зрения пользы исследования, ваше участие внесет ценный вклад в литературу по исследованиям в области воспитания детей, даже если участники не получили никакой прямой пользы от исследования. Ваше согласие или отказ от участия в исследовательской работе не повлияет на вашу работу.

ПРАВА УЧАСТНИКОВ: Если вы прочитали данную форму и решили принять участие в исследовании, сообщаем вам, что ваше участие является добровольным. Кроме того, вы имеете право отозвать или прекратить свое согласие на участие в исследовании в любое время без штрафных санкций и без ущерба для ваших социальных льгот. Вы также имеете право вообще не участвовать в исследовании. Вы также можете не отвечать ни на какие вопросы. Результаты этой исследовательской работы могут быть представлены или опубликованы в академических или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителям магистерского тезиса исследователя, используя следующие данные: Ассоциированный Профессор Бриджит Гудман, bridget.goodman@nu.edu.kz, +7(702) 181-02-64

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес ([email address TBC](#)).

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Appendix C

Parent Interview Questions

Parent's Background Questions

1. How old are you?
2. What is your educational level?
3. How many children do you have currently attending BINOM School? What are their ages and grades?
4. What languages do you speak at home with your children?

Interview Questions

5. What does parental involvement mean to you?
6. Do you have any specific expectation in your child's English learning? What is your expectation about your child's English learning? Do you think your expectations can affect your child's English learning?
7. **(Parenting)** How do you help your child establish a home environment to support your child's English education?
8. **(Communicating)** Do you communicate with your child's teacher about her/his English learning? How do you usually interact with the teacher? Do you think the interaction between you and the teachers is positive?
9. **(Learning at home)** In what ways do you support your child in learning English at home? Do you encourage with words in doing homework? How do you support your child in improving English speaking and communication skills at home?

10. **(Collaborating with the community)** Do you support it in other ways of language learning, for example, do you send your child to language learning centers and do you often bring your child to community libraries or any other language learning related centers?
11. **(Volunteering)** Do you have any experiences of participating in volunteering activities which support your kids' English language learning at school?
12. **(Decision-making)** Describe any learning opportunities, support services, useful material, and resources that are currently in place or could be offered by the school (i.e., professional development for parents, workshops, seminars, training) to better prepare you as a parent to work with your child?
13. What difficulties do you find when you support your child in learning English?
14. Please share with me any additional information about your experience with parental involvement.

(Questions 6 to 12 are adapted from Epstein et al.'s 2018 parental involvement framework)

Ата-аналармен сұхбаттасуға арналған сұрақтар

1. Сіз неше жастасыз?
2. Сіздің білім деңгейіңіз қандай?
3. Қазіргі уақытта сізде "Бином" мектебіне қанша бала барады? Олардың жасы мен сыныптары қандай?
4. Үйде балаларыңызбен қандай тілдерде сөйлесесіз?
5. Ата-ананың қатысуы сіз үшін нені білдіреді?
6. Сіздің балаңыздың ағылшын тілін үйренуіне ерекше үміт бар ма? Балаңыздың ағылшын тілін үйренуінен не күтесіз? Сіздің үміттеріңіз балаңыздың ағылшын тілін үйренуіне әсер етуі мүмкін деп ойлайсыз ба?

7. **(Ата-ана)** балаңызға ағылшын тілін үйретуге көмектесетін үй ортасын құруға қалай көмектесесіз?
8. **(Қарым-қатынас)** сіз балаңыздың мұғалімімен ағылшын тілін үйрену туралы сөйлесесіз бе? Сіз әдетте мұғаліммен қалай қарым-қатынас жасайсыз? Сіз және мұғалімдер арасындағы қарым-қатынас оң деп ойлайсыз ба?
9. **(Үйде оқыту)** үйде ағылшын тілін үйренуде балаңызға қандай жолдармен қолдау көрсетесіз? Сіз сөзбен жігерлендіресіз бе? үй тапсырмасын тексеру керек пе?
Балаңызға ағылшын тілін меңгеру және үйде сөйлесу дағдыларын жетілдіруге қалай көмектесесіз?
10. **(Қоғамдастықпен ынтымақтастық)** сіз мұны тіл үйренудің басқа әдістерімен қолдайсыз ба, мысалы, балаңызды тіл үйрену орталықтарына жіберу және балаңызды қоғамдық кітапханаларға немесе тіл үйренуге қатысты кез келген басқа орталықтарға жиі әкелу?
11. **(Еріктілік)** сіздің балаларыңыздың мектепте ағылшын тілін үйренуін қолдайтын еріктілер іс-шараларына қатысу тәжірибеңіз бар ма?
12. **(Шешім қабылдау)** сізді ата-ана ретінде балаңызбен жұмыс істеуге жақсырақ дайындау үшін қазіргі уақытта бар немесе мектеп ұсынуы мүмкін кез келген оқу мүмкіндіктерін, қолдау қызметтерін, пайдалы материалдар мен ресурстарды сипаттаңыз (мысалы, ата-аналардың біліктілігін артиру, мастер-класстар, тренингтер)?
13. Балаңызға ағылшын тілін үйренуге көмектескенде қандай қиындықтарға тап боласыз?
14. Ата-ананың қатысу тәжірибесі туралы кез келген қосымша ақпаратты менімен бөлісіңіз.

(7-ден 12-ге дейінгі сұрақтар Epstein et al.2018 жылға арналған ата-аналардың қатысу бағдарламасы)

Вопросы для интервью с родителями

1. Сколько вам лет?
2. Каков ваш уровень образования?
3. Сколько детей в настоящее время посещают школу "Бином"? Каков их возраст и класс?
4. На каких языках вы разговариваете со своими детьми дома?
5. Что для вас значит участие родителей?
6. Есть ли у вашего ребенка особые надежды на изучение английского языка? Чего вы ожидаете от изучения английского языка вашим ребенком? Считаете ли вы, что ваши ожидания могут повлиять на то, как ваш ребенок изучает английский язык?
7. **(Родитель)** как вы помогаете создать домашнюю среду, которая поможет научить вашего ребенка английскому языку?
8. **(Общение)** вы говорите с учителем вашего ребенка об изучении английского языка? Как вы обычно общаетесь с учителем? Считаете ли вы, что отношения между вами и учителями позитивны?
9. **(Домашнее обучение)** какими способами вы поддерживаете своего ребенка в изучении английского языка дома? Вы поощряете словами? проверить домашнее задание? Как вы помогаете своему ребенку улучшить свои навыки владения английским языком и общения дома?
10. **(Сотрудничество с сообществом)** Поддерживаете ли вы это другими методами изучения языка, такими как отправка ребенка в центры изучения языка и частое

посещение публичных библиотек или любых других центров, связанных с изучением языка?

11. **(Волонтерство)** есть ли у вас опыт участия в волонтерских мероприятиях, которые поддерживают изучение английского языка вашими детьми в школе?
12. **(Принятие решений)** опишите любые возможности обучения, услуги поддержки, полезные материалы и ресурсы, которые в настоящее время существуют или могут быть предоставлены школой, чтобы лучше подготовить вас как родителя к работе с вашим ребенком (например, повышение квалификации родителей, мастер-классы, тренинги)?
13. С какими трудностями вы столкнетесь, когда поможете ребенку выучить английский язык?
14. Поделитесь со мной любой дополнительной информацией об опыте участия ваших родителей.

(Вопросы с 7 по 12 Epstein et al. Программа участия родителей на 2018 год)

Appendix D
Invitation to a voluntary research study

Parental Involvement in Primary School Students' English Language Education in Kazakhstan

Dear parents,

My name is Dinara Yerkin. I am a second-year graduate student at Nazarbayev University, doing my master's degree in the "Multilingual Education" program at the Graduate School of Education.

I am conducting a research study to examine patterns of parental involvement in children's English language learning process and to figure out what kind of attitudes parents are having towards their children's parental involvement along with their actual engagement in this process.

You are invited to participate in this study if you are a parent in the age group of 25 to 45 years, a parent who speaks and understands Kazakh or English languages, a parent with a bachelor's degree or above.

Your participation is confidential and voluntary and you are free to answer any questions you'd like, to withdraw your consent and/or to discontinue participation at any time without penalty.

The interview will be scheduled at a time and place that is most convenient for you. With your consent, I would then ask you to provide about 40 minutes of your free time for an audio-taped, face-to-face interview or online interview. If you are interested in participating in this study, you may either contact me directly or give me permission to contact you by filling out the information below. I greatly appreciate your help and look forward to meeting you.

+7 (701) 032-77-76

dinala.yeerken@nu.edu.kz

Thank you for your consideration!

Kind regards,

Dinara Yerkin

Nazarbayev University

Ерікті зерттеуге шақыру

Қазақстандағы бастауыш сынып оқушыларын ағылшын тілінде оқытуға ата-аналардың қатысуы

Құрметті ата-аналар,

Менің атым Динара Еркін. Мен Назарбаев Университетінің жоғары білім беру мектебінде көптілді білім беру бағдарламасының екінші курс магистрантымын.

Мен балалардың ағылшын тілін үйрену процесіне ата-аналардың қатысу үлгілерін зерттеу және ата-аналардың осы процеске нақты қатысуына қандай көзқарастары бар екенін анықтау үшін зерттеу жүргіземін.

Егер сіз 25 пен 45 жас аралығындағы ата-ана болсаңыз, қазақ немесе ағылшын тілдерін білетін және түсінетін ата-ана болсаңыз, бакалавр дәрежесі немесе одан жоғары ата-ана болсаңыз, сізді осы зерттеуге қатысуға шақырады.

Зерттеу барысында сіздің шамамен 40 минутқа созылатын жеке сұхбатқа қатысуыңыз керектігі жайлы хабарлаймын. Және де сіздің сұхбаттасу күніне, уақыты мен орнына қатысты қалауыңыз ескеріледі.

Бұл зерттеуге қатысу ерікті болып табылады, бұл сіздің кез-келген уақытта зерттеуге қатысуды тоқтатуға толық құқығыңыз бар екенін білдіреді. Сондай-ақ, сұхбаттасу кезінде кейбір сұрақтарға жауап бермеу туралы ниетіңіз ескеріледі.

Егер сіз осы зерттеуге қатысқыңыз келсе, менімен тікелей байланыса аласыз. Мен сіздің көмегіңізді бағалаймын және сізбен кездесуді асыға күтемін.

Егер сізге қосымша ақпарат қажет болса, маған төмендегі телефон нөмірі немесе электрондық пошта мекен-жайы бойынша хабарласуыңызды сұраймын:

+7 (701) 032-77-76

dinala.yeerken@nu.edu.kz

Назар аударғаныңызға рахмет!

Құрметпен,

Динара Еркін

Назарбаев Университеті

Приглашение к добровольному исследованию

Участие родителей в обучении английскому языку учащихся младших классов в Казахстане

Дорогие родители,

Меня зовут Динара Еркин. Я учусь на втором курсе магистратуры Назарбаев Университета, по программе «Полиязычное образование» в Высшей школе образования.

Я провожу исследование, чтобы изучить модели участия родителей в процессе изучения английского языка детьми и определить, какие взгляды имеют родители на реальное участие в этом процессе.

Если вы являетесь родителем в возрасте от 25 до 45 лет, родителем со знанием и пониманием казахского или английского языков, родителем со степенью бакалавра или выше, вас приглашают принять участие в этом исследовании.

В ходе исследования сообщаю, что вам следует принять участие в личном собеседовании продолжительностью около 40 минут. И ваши предпочтения относительно даты, времени и места собеседования будут учтены.

Участие в этом исследовании является добровольным, что означает, что вы имеете право прекратить участие в исследовании в любое время. Также будет учтено ваше намерение не отвечать на некоторые вопросы во время собеседования.

Если вы заинтересованы в участии в этом исследовании, пожалуйста, свяжитесь со мной напрямую. Я ценю вашу помощь и с нетерпением жду встречи с вами.

Если вам нужна дополнительная информация, пожалуйста, свяжитесь со мной по номеру телефона или адресу электронной почты, указанному ниже:

+7 (701) 032-77-76

dinala.yeerken@nu.edu.kz

Спасибо за внимание!

С уважением,

Динара Еркин

Назарбаев Университе.

Appendix E

NVivo Coding Table

| Name | Description |
|--|--|
| Better education at BINOM | |
| Identifying the Parental Involvement in General | |
| Academically and psychologically support | |
| Educating children through nature | |
| Parental guidance | |
| Parents Expectations' Associated with Children's Learning of English | |
| Importance of English education for Kids | |
| Critical Language Learning Period | |
| Parents Expectations on English Education at BINOM | |
| More Subject Hours | |
| Professional Development on Parental Involvement | |
| Teachers put Importance on English teaching | |
| The Main Challenges of Parental Involvement | |
| Financial Burden | |
| Little Interest in Learning English | |
| Non-English Speaking Environment | |
| The Neglect of English Subject | |
| Low quality teaching method in English | |
| The Stress of Mixing Languages - Kazakh, Russian, English | |
| Type of Parental Involvement | There are 6 type of parental involvement |

| Name | Description |
|----------------------------------|-------------|
| Collaborating with the Community | |
| Communicating | |
| Cultivation of Good Habits | |
| Decision-Making | |
| Learning at Home | |
| Motivated by APPs | |
| Using Online Resources | |
| Learning through Nature | |
| No-Force Parent | |
| Parenting | |
| Volunteering | |

Appendix F

Sample Interview Transcript in English

The first research question: How do parents in Kazakhstan understand parental involvement in general?

Researcher: What does parental involvement mean to you?

Parent1: I think parent involvement is a great factor that affects children's development, academically and psychologically. Yeah. So I think parents should be involved not in their lives, but also in their academic life.

Parent2: As for me, parental involvement means parents playing a supplementary role and assisting in their children's education at home. More specifically, parents' main responsibility is to consolidate the knowledge children learn in school.

Parent3: So parental involvement means not only helping with school subjects at home but also that it is the parent responsibility. Parents should patiently explain various knowledge inside and outside of class to their children and help their children increase their interest in nature and foreign cultural knowledge.

The second research question: What are their perceptions of English education?

Researcher: Do you have any specific expectation in your child's English learning?

P4: Our expectations on our child are very big because his father is engaged in English-related work, and his father's English level is very high. So we hope that our son can study in a developed country abroad in the future. Importantly, we often remind him of the importance of English subjects for his future and he knows our expectations.

P6: All science and the latest knowledge in the world are written in English, so I especially hope that my children will go to the top foreign universities to receive university education, so I attach great importance to my children's English courses. Cultivate their interest in English knowledge. And I often discuss and emphasize the importance of English to my children.

P7: Yes, I have a very unique expectation for my kids' English education. I want my children to at least get their higher education at one of the most prestigious universities in the world. So it is very important to learn the global language fluently. Most importantly, my kids are at his best age to establish language awareness..... Therefore, I put great importance on supporting my kids' English language learning process.

Third research question: What kinds of involvement from parents are most common in supporting their child's English learning practices?

Researcher: (*Learning at home*) In what ways do you support your child in learning English at home? How do you support your child in improving English speaking and communication skills at home?

P7: At home, firstly, I encourage my children to read English books loudly and to teach them how to read the words correctly. Secondly, I allow them to watch English documentaries and English educational cartoons because they not only learn the language but also they can improve their knowledge about nature. Thirdly, I often try to communicate with them in English in a timely manner. Fourthly, I often put importance on his English homework. I often check up on his English homework and try to teach him the grammar point of each lesson.

Forth research question: What are the primary obstacles to Kazakhstani parents being involved in their children's English language education?

Researcher: What difficulties do you find when you support your child in learning English?

P7: In supporting my child's education, I think the most challenging thing that I encountered is that my child has little interest in learning English about his English subject. I can assume that the main reason is that English lessons are not that attractive for them. Because, English subject might not be considered as important compared to other subjects such as Mathematics, Kazakh language etc. Another difficulty is that as parents I really want to have a close connection with English teachers and teachers can find a way to let parents involve our children's education effectively. For example, teachers also assign parents to do some English learning activities at home with children.