

Empowering mothers, enhancing English: A family-centered community-based intervention for primary EFL learners

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Abstract This study investigates the effectiveness of a community-based English coaching program for mothers, named *English Mommies Club*, in improving both maternal English competency and primary students' English acquisition. The participants were 30 mothers of primary school learners and their 30 children, enrolled in Grades 4 to 6 at state and private primary schools in Indonesia, representing diverse educational backgrounds and family contexts. Grounded in the premise that parents, particularly mothers, play a central role in children's academic development, the study employed a dominant quantitative experimental design with a supportive qualitative component. Pre- and post-tests were administered to both mothers and students to measure changes in English proficiency, while questionnaires were distributed to capture shifts in parental involvement and learning behaviors. The findings indicate significant improvements in mothers' English competency following participation in the program, accompanied by measurable gains in students' English performance. A positive relationship was also identified between maternal English proficiency and students' English acquisition. Overall, the study highlights the importance of empowering mothers linguistically as a strategic approach to strengthening English learning outcomes in primary education contexts.

Keywords: parental involvement; maternal English competency; English as a foreign language; primary education; community-based learning

1. Introduction

English has increasingly assumed the role of a global lingua franca, functioning as a primary medium of international communication in education, technology, business, and transnational mobility. In expanding-circle countries such as Indonesia, English is positioned as a key component of human capital development and global competitiveness (Kirkpatrick & Lixun, 2020; Paciorkowski & Rzonsowska, 2024). Consequently, English is introduced from the primary school level as part of formal education. However, despite early exposure, English learning outcomes among primary learners often remain limited due to restricted instructional time, curriculum constraints, and limited opportunities for authentic language use beyond the classroom (Butler, 2015; Copland et al., 2014; Ramadhani.F & Marlina, 2025).

Contemporary research in English as a Foreign Language (EFL) has increasingly emphasized that language acquisition is shaped not only by classroom instruction but also by a broader learning ecology

that includes family, community, and sociocultural environments ([Bronfenbrenner, 2005](#); [Dornyei & Al-Hoorie, 2017](#)). Among these factors, the home environment plays a particularly influential role for young learners, as it constitutes the primary space for interaction, practice, and emotional support. Numerous studies have demonstrated that parental involvement is positively associated with children's academic achievement, motivation, and language development ([Hill & Tyson, 2009](#); [Jeynes, 2003](#)).

In EFL contexts, parental involvement extends beyond general academic support to include parents' attitudes toward English, beliefs about its value, and capacity to engage in language-related activities at home ([Sarwoningtyas et al., 2025](#)). Research indicates that parents who perceive English as an important life skill tend to foster more supportive learning environments, provide greater encouragement, and facilitate richer language exposure for their children ([Butler, 2014](#)). Conversely, limited parental engagement and low parental language proficiency may restrict learners' opportunities to practice English meaningfully outside school, thereby constraining language development ([Fadlia et al., 2025](#); [Forey et al., 2016](#)). Within the family context, mothers often assume a central role in children's daily learning routines, academic supervision, and emotional guidance. Sociocultural and educational theories conceptualize parents' educational background and linguistic competence as forms of cultural and linguistic capital that shape children's learning trajectories ([Bourdieu, 2018](#); [De Houwer, 2021](#)). Empirical evidence from Asian EFL settings suggests that mothers' English proficiency and language-related practices significantly influence children's vocabulary development, communicative confidence, and overall English achievement ([Butler, 2015](#); [Liang et al., 2025](#)). However, many mothers in EFL contexts report limited confidence and proficiency in English, which restricts their ability to assist with homework, model language use, or engage in English interaction at home.

Preliminary findings from the present research context similarly indicate a patterned relationship between mothers' English competency and their children's English achievement, with higher maternal proficiency generally associated with stronger student outcomes. Questionnaire data further reveal that most participating mothers express a strong need for English coaching to better support their children's learning. These findings align with broader literature suggesting that parental language capital functions as an indirect yet powerful driver of children's academic success, particularly in foreign language learning ([Bandura, 1997](#); [Goodall & Montgomery, 2014](#)).

In response to the limitations of school-based instruction and the gap between parental responsibility and linguistic capacity, recent scholarship has called for family-centered and community-based approaches to language education ([Kirkpatrick & Lixun, 2020](#); [Norton & Toohey, 2011](#)). Community-based language programs offer accessible, socially supportive learning environments for adult learners, enabling parents to develop functional language skills while strengthening their engagement in their children's education ([Lantolf et al., 2014](#); [Rogers, 2014](#)). Such programs are particularly relevant in contexts where access to private tutoring is shaped by socioeconomic factors, which can exacerbate educational inequality.

Grounded in these theoretical and empirical considerations, the present study introduces a community-based English coaching initiative for mothers, called the English Mommies Club. Rather than positioning parents solely as supporters of school-based instruction, the program empowers mothers as active language learners and learning partners for their children. This study examines the effectiveness of the program in improving mothers' English competency, enhancing primary students' English acquisition, and strengthening supportive learning behaviors at home. By adopting an intervention-based, family-centered perspective, the study seeks to contribute to EFL research and provide an alternative model for improving English learning outcomes in Indonesian primary education.

2. Literature review

2.1 Parental involvement and mothers' language capital in efl learning

Parental involvement has been widely acknowledged as a critical factor influencing students' academic achievement across educational levels. In EFL contexts, parental involvement extends beyond monitoring school performance to shaping learners' motivation, attitudes, learning strategies, and exposure to the target language. [Hill & Tyson \(2009\)](#) conceptualize parental involvement as home-based and school-based practices, with home-based involvement, such as assisting with homework, discussing school activities, and providing learning resources, demonstrating particularly strong effects at the primary level. Subsequent large-scale and meta-analytic studies confirm that consistent parental engagement is positively associated with learners' language achievement, self-efficacy, and persistence in foreign language learning ([Jeynes, 2003](#); [Wang et al., 2014](#)).

In the domain of foreign language education, parents' beliefs about the value and utility of English play a decisive role in shaping children's learning trajectories. Motivation is increasingly viewed as socially constructed and mediated by significant others within learners' immediate environments ([Dornyei & Al-Hoorie, 2017](#)). When parents perceive English as an essential skill for academic advancement and future employability, children are more likely to internalize positive attitudes toward the language and demonstrate sustained engagement. Conversely, limited parental awareness or involvement may weaken learners' motivation, particularly in EFL settings where classroom exposure is minimal and opportunities for authentic language use are scarce ([Fadlia et al., 2025](#); [Forey et al., 2016](#)).

Within the family unit, mothers often assume a particularly central role in children's daily learning routines, emotional support, and academic supervision. From a sociocultural perspective, parents' educational background and linguistic competence constitute forms of cultural and linguistic capital that shape children's academic outcomes ([Bourdieu, 2018](#)). In EFL contexts, mothers with higher levels of English proficiency are better positioned to provide scaffolding, model appropriate language use, assist with homework, and create opportunities for meaningful interaction in English at home ([De Houwer, 2021](#)). Empirical evidence from diverse Asian EFL contexts reinforces the pivotal role of mothers in children's English development. [Butler \(2014, 2015\)](#) reports that parental English proficiency and engagement are strongly associated with children's early English achievement, particularly in societies where English exposure outside school is limited. Similarly, [Liang et al. \(2025\)](#) demonstrate that mothers' language-related practices, such as shared reading, conversational support, and encouragement, contribute significantly to children's vocabulary growth, communicative confidence, and positive learning dispositions. These findings suggest that mothers' linguistic resources function not only as instructional support but also as effective and motivational drivers of language learning.

Despite their influential role, many mothers in EFL settings report limited confidence and proficiency in English. This constraint restricts their ability to support children effectively and often results in reliance on external tutoring or private courses. Such reliance may exacerbate educational inequality, as access to supplementary instruction is frequently shaped by socioeconomic factors. The mismatch between mothers' responsibility for supporting learning and their limited linguistic capacity highlights a critical gap in primary EFL education.

2.2 Community-based language programs for parents

Community-based language learning programs have increasingly been recognized as inclusive, flexible, and sustainable approaches to adult education, particularly for parents who must balance learning with

domestic and professional responsibilities. Unlike formal institution-based language courses, community-based programs emphasize accessibility, peer collaboration, and contextualized language use, allowing adult learners to engage in language learning without the pressures commonly associated with assessment-driven environments ([Norton & Toohey, 2011](#); [Rogers, 2014](#)). From a sociocultural perspective, language learning is understood as a socially mediated process that occurs through interaction and participation in meaningful practices ([Lantolf et al., 2014](#)). Community-based programs provide spaces for collaborative dialogue, shared problem-solving, and experiential learning, which are essential for developing functional communicative competence. For parents, particularly mothers, these socially supportive environments can reduce foreign language anxiety and increase willingness to communicate, thereby facilitating the transfer of newly acquired language skills into everyday family interactions ([Dörnyei & Ryan, 2015](#))

Research on parent-focused language interventions indicates that benefits extend beyond parents' individual language development. [Goodall & Montgomery \(2014\)](#) argue that empowering parents as learners enhances their capacity to engage meaningfully in their children's education. In EFL contexts, [Forey et al. \(2016\)](#) found that parents' improved language proficiency positively influenced both the frequency and quality of language-related activities at home, strengthening children's exposure to the target language. Community-based programs have also been shown to influence parents' beliefs, attitudes, and self-efficacy regarding language learning. According to [Bandura \(1997\)](#) social cognitive theory, individuals who believe in their capabilities are more likely to initiate and sustain challenging behaviors. Parents who develop stronger self-efficacy as English users are more inclined to model positive learning behaviors, encourage sustained practice, and create literacy-rich environments for their children ([De Houwer, 2021](#)). In Asian EFL contexts, community-oriented parental programs have been highlighted as potential mechanisms for reducing educational inequality. [Kirkpatrick & Lixun \(2020\)](#) notes that community-based English initiatives can function as cost-effective alternatives to private tutoring, which is often inaccessible to families from lower socioeconomic backgrounds. Similarly, [Liang et al. \(2025\)](#) emphasize that parental empowerment initiatives contribute to more equitable learning conditions by strengthening home-based support systems.

In summary, the reviewed literature demonstrates strong consensus on the importance of parental involvement, particularly mothers' roles, in supporting children's English as a Foreign Language (EFL) learning. Studies grounded in sociocultural theory and family language policy consistently show that mothers' linguistic competence, beliefs, and engagement patterns significantly shape children's motivation, exposure, and achievement in English ([Bourdieu, 2018](#); [Butler, 2014](#); [De Houwer, 2021](#)). At the same time, research on community-based and adult language learning highlights the potential of socially situated programs to enhance parents' language proficiency, self-efficacy, and engagement in their children's education ([Lantolf et al., 2014](#); [Norton & Toohey, 2011](#); [Rogers, 2014](#)).

Despite these advances, several gaps remain evident. Much of the existing research focuses on correlational relationships between parental involvement and student achievement, offering limited empirical evidence from intervention-based or experimental designs. In addition, studies explicitly targeting mothers' English language development as a pathway to improving children's English acquisition remain scarce, particularly in EFL contexts where English exposure outside school is minimal. In the Indonesian context, parental involvement research has predominantly emphasized school-based engagement rather than direct parental language empowerment. Integrating insights from parental involvement theory, sociocultural perspectives on language learning, and community-based adult education, the present study addresses these gaps by positioning the English Mommies Club as a family-centered, community-based intervention. Rather than treating parents solely as supporters of school instruction, the program empowers mothers as active English language learners and partners in their children's learning process. Accordingly, this study investigates the effectiveness of improving

mothers' English competency through structured community-based coaching in enhancing primary students' English acquisition, while also examining changes in parental engagement and home learning practices. By embedding this synthesis within the literature review, the study establishes a coherent theoretical and empirical foundation for the subsequent methodology and analysis sections.

3. Methods

3.1 Research design

This study employed a family-centered, intervention-based research design using a dominant quantitative approach supported by a qualitative component. In line with the study objectives and the abstract, the research examined the effectiveness of a community-based English coaching program for mothers, referred to as the English Mommies Club, in improving maternal English competency and enhancing primary students' English acquisition. The dominant quantitative strand adopted a pre-test, post-test experimental design to measure changes in English proficiency among both mothers and students before and after the intervention. To complement the test-based data, a supplementary qualitative strand was incorporated through questionnaires, enabling the study to capture changes in parental involvement, learning behaviors, and classroom engagement that could not be fully represented by proficiency scores alone. This mixed orientation allowed for a more holistic understanding of how parental language empowerment operates within a family learning context.

3.2 Participants

The participants consisted of 30 mother–child dyads, involving 30 mothers and their 30 children enrolled in Grades 4 to 6 at state and private primary schools in Indonesia. The mothers represented diverse educational backgrounds and occupational statuses and voluntarily participated in the English coaching program. The children were formal EFL learners receiving English instruction as part of the primary school curriculum. The selection of mother–child dyads reflects the family-centered orientation of the study, positioning mothers not merely as facilitators of school tasks but as active English language learners whose linguistic development was expected to influence their children's English acquisition. Participation was based on willingness to engage consistently in the intervention over its full duration.

3.3 Instruments

To address the research objectives comprehensively, multiple instruments were employed:

- 1) English proficiency tests for both mothers and students, administered as pre-tests and post-tests to assess changes in written and spoken English competency before and after the intervention.
- 2) Questionnaires for mothers, designed to capture self-perceived English competency, attitudes toward English learning, and patterns of involvement in supporting their children's English learning at home.
- 3) Questionnaires for students and teachers, used to document observable changes in students' classroom participation, confidence, motivation, and engagement in English learning, as well as shifts in parental support behaviors.
- 4) The combination of proficiency-based and perception-based instruments ensured alignment between linguistic outcomes and family-centered behavioral changes.

3.4 Intervention Procedure

The intervention was conducted through the English Mommies Club, a community-based English coaching program implemented over a six-month period. The program consisted of weekly sessions, totaling 24 meetings. Instruction focused on practical English use, basic grammar, vocabulary development, and communicative strategies relevant to daily interaction, with particular emphasis on how mothers could support their children's English learning at home. Prior to the intervention, English proficiency pre-tests were administered to both mothers and students. Following the completion of the program, post-tests and questionnaires were administered to evaluate changes in English proficiency and learning behaviors. Throughout the intervention, mothers were encouraged to actively apply their developing English skills in everyday communication with their children, thereby integrating English learning into the family environment.

3.5 Data analysis

Quantitative data obtained from the pre-tests and post-tests were analyzed using appropriate statistical procedures to identify significant differences in English proficiency before and after the intervention for both mothers and students. Questionnaire data were analyzed descriptively to identify patterns and trends in parental involvement, learning behaviors, and classroom engagement. The integration of quantitative and qualitative findings enabled a comprehensive interpretation of how maternal English empowerment contributed to students' English acquisition within a family-centered learning framework.

4. Results

4.1 Quantitative results

To examine changes in students' English acquisition following their mothers' participation in the English Mommies Club, students' English pre-test and post-test scores were analyzed using a paired-samples t-test. The analysis involved 30 students enrolled in Grades 4–6 at state and private primary schools in Indonesia.

Table 1. Descriptive statistics of students' English pre-test and post-test scores

| Test | Mean (M) | Standard Deviation (SD) |
|-----------|----------|-------------------------|
| Pre-test | 78.77 | 4.10 |
| Post-test | 85.20 | 2.87 |

Table 1 shows an increase in students' mean English scores following the intervention, accompanied by reduced score dispersion. Prior to the intervention, students achieved a mean pre-test score of 78.77 (SD = 4.10), reflecting moderate English proficiency with noticeable variation across learners. Following the six-month intervention period, students' English performance increased to a mean post-test score of 85.20 (SD = 2.87). This represents an average gain of 6.43 points, indicating a substantial improvement in English achievement. The reduction in standard deviation from pre-test to post-test further suggests that students' English performance became more homogeneous after the intervention, with fewer low-performing learners. This pattern indicates that the intervention may have contributed not only to overall improvement but also to reducing performance gaps among students.

Table 2. Paired-samples t-test results for students' English scores

| Comparison | Mean Difference | t | df | p | Effect Size (Cohen's dz) |
|----------------------|-----------------|------|----|--------|--------------------------|
| Post-test – Pre-test | 6.43 | 6.98 | 29 | < .001 | 1.27 |

Furthermore, the inferential statistical analysis shown in Table 2 confirmed that the observed improvement was statistically significant, $t(29) = 6.98$, $p < .001$. The effect size, calculated using Cohen's dz, was 1.27, which is considered a large effect. This finding indicates that the magnitude of improvement was educationally meaningful and unlikely to have occurred by chance. Taken together, these quantitative results provide strong evidence that students' English acquisition improved significantly after their mothers participated in the community-based English coaching program, despite students not receiving direct instructional treatment themselves.

4.2 Qualitative results

Qualitative findings were derived from questionnaire responses completed by mothers, students, and teachers. The data were analyzed descriptively to identify recurring patterns and changes in parental involvement, home learning practices, and students' classroom behaviors before and after the intervention.

Table 3. Summary of qualitative changes following the English mommies club intervention

| Aspect | Before intervention | After intervention |
|--------------------------------|-------------------------------------|--|
| Mothers' involvement | Limited guidance; low confidence | Active guidance; increased confidence |
| Use of English at home | Rare and passive | Frequent and functional |
| Students' classroom behavior | Passive; hesitant participation | Active; confident participation |
| Vocabulary and literacy skills | Limited vocabulary; frequent errors | Expanded vocabulary; improved accuracy |
| School–home interaction | Minimal communication | Increased collaboration |

4.2.1 Changes in Mothers' English-related behaviors and parental involvement

Prior to participation in the English Mommies Club, many mothers reported limited confidence in using English and minimal involvement in their children's English learning. Common pre-intervention patterns included infrequent accompaniment during English study, limited use of English at home, and reliance on children's independent learning or external tutoring. Following the intervention, questionnaire responses indicate clear behavioral changes among mothers. Mothers reported increased confidence in using English both orally and in written form, greater willingness to communicate in English with their children, and more frequent involvement in children's English learning activities. Many mothers indicated that they began accompanying and guiding their children more regularly during English study sessions and felt more capable of assisting with homework and vocabulary practice. Mothers also reported heightened awareness of the importance of English for their children's future and expressed stronger motivation to continue improving their own English proficiency. These findings suggest that the intervention not only enhanced mothers' linguistic competence but also reshaped their beliefs, attitudes, and engagement patterns related to English learning.

4.2.2 Changes in students' learning behaviours and attitudes toward English

Questionnaire data from students and teachers reveal noticeable changes in students' learning behaviors and attitudes following the intervention. Before the program, students were commonly described as having limited vocabulary, low confidence in expressing ideas in English, and passive participation during English lessons. After the intervention, students were reported to demonstrate greater confidence in speaking English, increased willingness to participate in classroom activities, and stronger engagement during English lessons. Teachers observed improvements in students' vocabulary use, spelling accuracy, and reading comprehension, as well as reduced hesitation when responding to questions in English. Students also showed increased curiosity and interest in English learning, which teachers associated with greater encouragement and support received at home. These changes indicate that improvements in the home learning environment contributed positively to students' classroom engagement and learning dispositions.

4.2.3 Teachers' observations of classroom engagement and school-home interaction

Teachers' questionnaire responses further support the qualitative findings. Teachers reported that students whose mothers actively participated in the English Mommies Club tended to show more consistent participation in English lessons and greater confidence in completing English-related tasks. Teachers also noted increased communication with mothers regarding students' learning progress, suggesting strengthened collaboration between school and home. Teachers perceived that mothers became more attentive to students' English performance and more proactive in supporting learning activities, both at home and in coordination with school expectations. This strengthened school-home interaction appears to have reinforced students' motivation and engagement in English learning. The convergence of quantitative and qualitative findings provides comprehensive evidence for the effectiveness of the English Mommies Club as a family-centered intervention. Quantitative results demonstrate statistically significant and meaningful gains in students' English achievement, while qualitative findings reveal corresponding improvements in parental involvement, home learning practices, and students' learning behaviors. Together, these results suggest that empowering mothers through structured community-based English coaching contributes to the creation of a more supportive, language-rich home environment. This enhanced home environment, in turn, facilitates improved English acquisition among primary school students in EFL contexts.

5 Discussion

This study examined the effectiveness of a family-centered, community-based English coaching program for mothers (English Mommies Club) in enhancing primary students' English acquisition in an EFL context. By integrating quantitative and qualitative findings, this section discusses how the results align with and extend existing theoretical and empirical research on parental involvement, sociocultural language learning, and community-based education.

5.1 Maternal English empowerment and students' English achievement

The quantitative results demonstrate a statistically significant improvement in students' English achievement following the intervention, as evidenced by the increase in mean scores from pre-test to post-test (Table 1) and the large effect size observed in the paired-samples t-test (Table 2). These findings support previous research indicating that parental involvement plays a critical role in shaping children's academic outcomes, particularly in language learning contexts where classroom exposure is limited (Hill & Tyson, 2009; Jeynes, 2003; Topor et al., 2010).

From an EFL perspective, this finding reinforces the argument that language acquisition is influenced not only by formal instruction but also by opportunities for practice and reinforcement beyond school (Butler, 2015; Copland et al., 2014). The improvement observed in students' English performance suggests that empowering mothers with English competency enhanced the quantity and quality of language input available in the home environment. This result is consistent with (Forey et al., 2016), who found that parental language development positively affects children's exposure to and engagement with the target language. Importantly, the large effect size reported in Table 2 indicates that the observed improvement was not merely statistically significant but also educationally meaningful (Cohen, 1988). This strengthens the contribution of the present study by providing intervention-based evidence that complements earlier correlational studies on parental involvement and student achievement (Butler, 2014; Fadlia et al., 2025).

5.2 Mothers' language capital and family language practices

The qualitative findings summarized in Table 3 offer insight into the mechanisms underlying students' academic gains. After participating in the English Mommies Club, mothers demonstrated increased confidence in using English, greater involvement in their children's English learning, and more frequent use of English in daily interactions. These changes reflect an enhancement of mothers' linguistic and cultural capital, which (Bourdieu, 2018) argues can be transmitted intergenerationally and converted into educational advantage. From the perspective of family language policy, the increased presence of English in the home suggests a shift in household language practices and ideologies (De Houwer, 2021; Hashimoto, 2019). Rather than English being restricted to the classroom or external tutoring contexts, it became integrated into everyday family interactions. Such shifts have been shown to positively influence children's motivation, confidence, and willingness to use the target language (Liang et al., 2025; Schwartz & Verschik, 2013). These findings also align with Butler (2014, 2015) work in Asian EFL contexts, which highlights the central role of mothers' beliefs and competencies in shaping children's early English development. However, the present study extends this line of research by demonstrating that mothers' language capital is not static but can be actively developed through targeted community-based interventions.

5.3 Sociocultural and community-based perspectives on learning

The effectiveness of the English Mommies Club can be further explained through a sociocultural framework, which conceptualizes language learning as a socially mediated process occurring through interaction and participation in meaningful activities (Lantolf et al., 2014; Vygotsky, 2019). By engaging mothers as active learners within a supportive community, the program created opportunities for collaborative learning, peer scaffolding, and confidence-building. Qualitative evidence suggests that mothers experienced reduced anxiety and increased willingness to communicate in English, outcomes that are consistent with research on affective factors in language learning (Dörnyei & Ryan, 2015; MacIntyre, 1998). As mothers became more confident language users, they were better positioned to scaffold their children's learning, echoing sociocultural concepts of guided participation and mediated learning (Rogers, 2014). Furthermore, the community-based nature of the program aligns with adult education research emphasizing the value of non-formal, socially situated learning environments (Merriam & Bierema, 2015; Rogers, 2014). Such environments are particularly suitable for parents, who may face time constraints, limited access to formal courses, or anxiety associated with classroom-based language learning. The findings thus support Norton & Toohey (2011) argument that identity, agency, and community membership are central to successful language learning.

5.4 Changes in students' learning dispositions and classroom engagement

Beyond cognitive gains, the qualitative findings reveal meaningful changes in students' learning behaviors, including increased confidence, more active classroom participation, and heightened interest in English learning (Table 3). These outcomes highlight the importance of affective and motivational dimensions of language learning, which are often overlooked in test-focused research (Dornyei & Al-Hoorie, 2017). Motivation research emphasizes the influence of significant others, particularly parents, on learners' attitudes and engagement (Gardner, 2012; Papi & Teimouri, 2014). When mothers became more supportive and involved, students appeared more willing to take risks, express ideas, and persist in learning tasks. Teachers' observations of improved school-home interaction further suggest that the intervention fostered a more coherent learning ecology across contexts, consistent with ecological models of development (Bronfenbrenner, 2005).

5.5 Contribution to EFL research and practice

By linking quantitative gains (Tables 1 and 2) with qualitative changes in parental involvement and student behavior (Table 3), this study makes several contributions to EFL research. First, it provides intervention-based empirical evidence supporting the role of maternal language empowerment in improving students' English acquisition. Second, it advances a family-centered perspective that positions mothers as learners whose development is integral to children's educational success. Third, it demonstrates the potential of community-based language programs as accessible and cost-effective alternatives to private tutoring, particularly in contexts characterized by socioeconomic disparities (Kirkpatrick & Lixun, 2020; OECD, 2019). Overall, the findings suggest that efforts to improve EFL outcomes may benefit from expanding their focus beyond classroom instruction to include families and communities as active partners in the learning process. By addressing both the linguistic and social dimensions of language learning, family-centered interventions such as the English Mommies Club offer a promising pathway to enhance English education in primary EFL contexts.

6 Conclusion

This study demonstrated that a family-centered, community-based English coaching program for mothers (English Mommies Club) can effectively enhance primary students' English acquisition in an EFL context. Quantitative findings revealed statistically significant and educationally meaningful gains in students' English achievement, while qualitative evidence indicated increased maternal involvement, greater use of English at home, and improved student confidence and classroom engagement. Together, these results highlight the importance of empowering mothers linguistically and positioning families as active partners in children's English learning. Despite these contributions, the study has several limitations. The relatively small sample size and absence of a control group limit the generalizability and causal interpretation of the findings. In addition, the study focused primarily on students' quantitative outcomes, with mothers' English development examined mainly through qualitative data. Future research should employ larger samples, controlled or longitudinal designs, and parallel quantitative analyses of parental language development. Expanding participant groups and exploring technology-supported community programs may also provide deeper insights into sustainable, family-centered approaches to EFL education.

Author's declaration

Author contribution

Fitri Yulianti: conceptualization, design of the research methodology, data collection, data analysis, and writing - the original manuscript. **Bodbaeva Cholpon Beishekeevna:** conceptual framework, methodological guidance, writing - review and revision, and approval - the final version for publication. **Dinara Asanova:** writing - review and revision, and approval - the final version for publication.

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Data availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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Conflict of interest

The authors declare no conflict of interest.

Ethical clearance

This study involved human participants and was conducted in accordance with the ethical principles of the Declaration of Helsinki. Ethical approval for this study was obtained prior to data collection. Participation was voluntary, and informed consent was secured from all participating mothers. Parental consent was also obtained for student participation. All data were collected and reported anonymously, and the study adhered to ethical principles concerning confidentiality, privacy, and the protection of participants.

AI statement

The content, analysis, and interpretations presented in this article are entirely the responsibility of the authors, and no AI-generated sentences were used without critical human review.

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