

Parental Support Empowering English Teaching: Practical Reflections on Focusing on Students' Emotional Needs

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Abstract: This paper investigates the potential of family participation in promoting children's learning of English by considering their emotional needs and not only as a form of extra-curricular academic support provided by parents. Learning a new language can be emotionally stressful; therefore, students may feel anxious, lack confidence in themselves, and feel unsupported by society, which makes it difficult for them to learn well and participate in class. Based on second language acquisition theory, research on foreign language anxiety, frameworks of parental involvement, self-determination theory, control-value theory of achievement emotions, positive psychology in language learning and empirical studies of adolescent motivation, this paper explores how emotionally attuned parental behaviour can help reduce affective barriers and increase learners' willingness to communicate. It does not consider the actual situation of active parents, such as supervision and pressure to perform well in school, but only emotional responses. This is a conceptual literature-based study that does not use original data and makes no claims of causal effects in any particular classroom. Finally, it can be seen that English education will be more effective if schools and parents work together to meet the emotional needs of students and motivate them to learn.

Keywords: Parental support; English teaching; students' emotional needs; foreign language anxiety; parental involvement; second language acquisition.

1. Introduction

Many educational institutions have evaluated the English teaching results based on exam scores, vocabulary retention and grammatical accuracy. Although these results are relatively general, they do not provide all the information about a student in a language class. Psychological exposure is making an unfamiliar sound, guessing what it means, and speaking in front of others. Students may feel anxious, guilty or unsupported, and thus will be unwilling to take such risks even if they have the underlying ability.

Parents are sometimes seen as the supervisors of homework and attendance, etc. It is not an incorrect frame, but it may be lacking. The learner who studies English at home under constant pressure to perform may come to fear failure rather than feel confident in communicating. At the same time, a student who has been regularly emotionally supported is more likely to speak up, admit their mistakes, and be motivated by failure.

This paper puts forward some philosophical and practical ideas on the role of parents in improving English teaching by focusing on the emotional needs of students. It will use the existing theories of second language learning, foreign language anxiety and parental involvement. It does not provide new experimental data, and it is not suggested that any single parenting behaviour will be better for all children. The aim is to show that emotional needs are also required for language development, and intelligent parental support can work in conjunction with school education rather than in opposition to it.

2. Theoretical Foundations: Emotion, Language Learning, and Family Support

There is a reason for focusing on students' emotional needs in English class. This is the affective filter concept in second language acquisition theory. The reason is that negative emotions (such as anxiety, low self-esteem and lack of motivation) can serve as psychological barriers to learning, thereby limiting the depth to which students can learn and internalise the knowledge they are studying [1]. Therefore, emotions are not independent of cognitive learning and can also be used to enhance English language teaching. However, the best-prepared lesson will not be learned properly if the student is afraid or ashamed.

Based on the above theory, empirical studies have examined anxiety among foreign-language learners; many students have reported experiencing a particular type of anxiety in the language-learning environment that differs from general trait anxiety [2]. The present study shows that fear of negative evaluation, communication anxiety and test anxiety are recurring problems in the process of language learning at school. The results are relevant to the current problem because they show that the emotional problems in learning English are not due to a lack of ability. This is a well-known, recognisable classroom phenomenon.

In addition to this focus on causes and effects, other studies have placed second-language anxiety in a broader context of the relationship between emotion and language performance and processing. Based on the above, it can be concluded that language anxiety is related to lower performance in second-language learning and cognition [3]. In fact, a student who does not speak in English class may not be unwilling to do so. The child may be ready, but nervousness will prevent him/her

from performing.

The second demand is the concept of family participation. Hoover-Dempsey and Sandler [4] believe that the role of parents in their children's education is influenced by their perception of the school's role, their belief in their own ability to help their children succeed, and invitations extended by schools and teachers. This is to say that parental involvement is a relationship and a psychological state, not a list of activities. When parents feel that they can participate in their children's education and are confident in doing so, they will be more willing to do so.

However, another meta-analytic synthesis also frequently cited shows that parental involvement is positively correlated with higher academic achievement in many studies, but the strength of this link varies according to the type of involvement [5]. The strength of this synthesis is that it does not assume all forms of parental involvement are positive. Aspiration, encouragement and communication may have different aims than involvement under strict supervision or performance pressure.

Developmental research on perceived support from parents, instructors and peers in adolescence shows that perceived parental support is associated with interest in school and reduced emotional discomfort, which in turn is related to student motivation [6]. Based on the above evidence, it can be concluded that parental support motivates students through emotional reasons and is thus positively correlated with their grades.

In addition, self-determination theory believes that for people to be motivated and feel good psychologically, three basic psychological needs need to be met: autonomy, competence and relatedness. Language learning can be promoted in autonomous-supportive and relationally secure environments that boost learners' intrinsic motivation and persistence [7], according to self-determination theory.

Epstein's model of school, family and community ties is a concentric circle of influence for home, school and community [8]. Epstein lists several kinds of involvement (parenting, communication and learning at home) and believes that genuine partnerships need institutional support to make it easier for parents to take part in emotionally enriching home-learning activities.

Academic emotions are the result of cognitive appraisals of control and value, and the control-value theory of achievement emotions offers an all-encompassing system for this understanding [9]. English-learning students who have a high subjective value for the language but little personal control over their performance (communicative anxiety) develop negative emotions such as fear and pessimism. Supportive feedback from parents helps students feel more confident and in control of their studies, so they are more willing to learn happily.

Finally, positive psychology in second language learning shows that foreign language enjoyment and foreign language classroom fear are two different emotional aspects. Dewaele and MacIntyre suggest that foreign language delight and classroom fear are two independent layers of emotions which are related to the experience of the learners in the classroom [10]. Based on the above theory and practice, this paper will explore the emotional needs of English teaching and parental involvement in more depth.

3. How Emotional Needs Shape English Learning Experiences

Fear of evaluation is the first type of emotional need in learning English. Research on foreign language anxiety shows that learners are often afraid of being corrected for pronunciation problems, grammar errors or slow responses [2]. This fear is often more pronounced in front of peers at many schools, especially when speaking or presenting. Students who expect to be embarrassed may choose not to answer voluntarily, practice silently instead of speaking, or engage in passive classroom behaviour that reduces opportunities for practice.

The second is self-efficacy, that is to say, one's own belief in one's ability to complete a specific task successfully. Studies on anxiety have shown that self-efficacy is closely related to anxiety; a lack of self-efficacy increases anxiety, and an increase in self-efficacy can reduce the negative impact of anxious sensations to some extent [3]. Confidence is not in our nature, so it is not something we are born with. It can be developed by repeatedly experiencing manageable challenges, receiving constructive criticism and encouragement, and many of these are provided at home and in school.

The third is support for emotional and relational security. Wentzel's study of adolescents has found that, according to themselves, being supported by parents is associated with a lower incidence of emotional problems and stronger interest in school life [6]. In terms of English learning, this suggests that a student's willingness to learn a difficult subject such as a foreign language may be somewhat affected by the sense of emotional security they feel at home. There is classroom-based anxiety but the learner is fearful of disappointing parents owing to a low quiz score and this might enhance anxiety as well as build affective pressure.

The fourth is the satisfaction of basic psychological needs at home. Based on self-determination theory [7], an autonomous-supportive family environment can help meet the learners' needs for competence, relatedness and autonomy. Parental awareness of the problem language may foster a more self-motivated desire and persistence in learning English, but this still needs to be verified by actual tests.

The fifth is an evaluation system for achievement emotions. Control-value theory suggests that interactions of students' perceptions of being too controlled may be linked to a lower sense of control and more negative achievement emotions [9]. Therefore, overcorrection by the parent may be harmful to some learners in this situation, but this has not been empirically verified. "Within this conceptual framework, supportive parental responses can help students maintain a stronger sense of control." This may create a more favourable environment for learning foreign languages; however, Dewaele and MacIntyre [10] did not study parental behaviour itself.

The sixth dimension is the probability of parents' pressure being misaligned. When parental involvement focuses on high-achievement goals, it may increase the pressure felt by adolescents and reduce their sense of autonomy; according to the affective filter theory, heightened anxiety for any reason can impede the psychological processes that parents wish to foster and may thus hinder improvement efforts [1]. It will be very inconvenient. Parents who are overly concerned about their child's development in English may inadvertently cause anxiety if their focus of participation is too narrow and only

on results.

Together, these features show that emotional demands are not the background causes of English learning difficulties. They will affect whether the children are willing to speak, how they respond to feedback, and whether they continue in the future. Only when together will the teachers and parents be able to meet these demands. The emotions felt when learning a language are not limited to either of these places.

4. Practical Dilemmas in Parental Support for English Learning

A representative problem in practice is the coordination of parents' support and supervision. Parents believe that checking homework, monitoring exam results and making a study schedule are enough motivators for their children. Hoover-Dempsey and Sandler's theory believes that a person's role expectation affects how involved parents are. If parents have a narrow view of their duty as enforcing conformity, they will be unable to use opportunities for emotional support [4]. Supervision is not inherently negative; however, if it is too frequent or serves as the only form of participation, it may not meet the emotional needs of language development.

The second is how to talk about the defects. Given that foreign language anxiety is closely related to the fear of negative evaluation [2], parents' reactions to errors or low grades can be another source of evaluation pressure. If the parents' feedback on the mistakes is critical or overtly disappointed, it may make the child associate learning English with fear. A more general reason that fits this is the affective filter theory [1]. Calmly respond to the child's fear and offer praise to reduce it.

The third is that people are too focused on external goals, such as grades and exam results, and do not develop themselves. Fan and Chen's meta-analytic research have shown that the effect of parents' involvement on students' academic performance varies according to the type of involvement; aspiration- and expectation-oriented participation is not the same as strict supervision [5]. Therefore, the effect of parental encouragement for cultivating a long-term interest and confidence may differ from that of involvement aimed solely at monitoring performance indicators.

The fourth problem is that the institutions for home-school cooperation are not separate. Epstein [8] thinks that the present school-family relationship offers some roles and opportunities for parental participation. Without such direction, the parents' support will only address the problems in school studies and not cover all aspects of their learning life.

The fifth problem is neglect of healthy emotional cultivation. Research on language pedagogy has focused on reducing anxiety in the past but has paid less attention to the active cultivation of positive emotions [10]. Parents see English as only a hurdle in a high-stakes examination, not as a means of cultural exploration and personal delight. They will be deprived of the chance to experience inquiry and communication joy.

Sixth, unequal parenting capacity and parental stress spill over. Some parents are not confident in their own English skills, and some are very anxious about their children's competitiveness in school. Parental self-efficacy predicts a person's behaviour of participation in the model, according to

Hoover-Dempsey and Sandler [4]. Parental anxiety is generally higher in the more controlling types of participation. Although such patterns may increase the pressure on learners and inhibit linguistic risk-taking in the conceptual framework of this study, this relationship has not been verified empirically.

5. Optimization Directions for Emotionally Attuned Parental Support

The first direction of optimisation is to expand the concept of parental participation to cover emotional support and academic guidance. Schools can help parents learn that emotional-responsive engagement, such as listening to a child's frustration about speaking practice, is a legitimate and valuable form of participation in itself, not an additional responsibility of supervision [4], according to the Hoover-Dempsey and Sandler model.

The second is to increase the opportunities for low-pressure practice at home. Parents can help their children learn English casually by creating low-pressure situations for language use, such as talking about favourite TV shows or reading together without worrying about being corrected; otherwise, the fear of evaluation will make children anxious about using foreign languages [2]. Through these exchanges, students can practise without the same evaluative stakes that are present in classroom assessment.

The third is to build a model of error tolerance and foster emotional intelligence. In line with self-determination theory, parents can use an autonomy-supportive approach that respects the child's opinions, acknowledges language difficulties, and sees mistakes as learning opportunities rather than deficiencies in ability [7]. The behaviour will make students feel more capable and connected, thus reducing their psychological resistance.

The fourth is to apply the Epstein's partnership framework to find a model for school-home cooperation [8]. Schools can organise regular workshops, family reading activities and digital communication platforms to provide parents with practical ways to create a supportive language environment at home. Provide clear directions for appreciating effort over natural talent to help parents support the pedagogical goals of the classroom effectively.

The fifth is the application of control-value principles to increase the sense of control and positive valence. Parents and teachers should help the students set small, achievable goals for learning new words and speaking in a near future. Incremental Goals can make students feel more in control of their English learning and create a good learning environment [9].

The sixth is to actively cultivate an interest in foreign languages; parents can use positive psychology in language learning by providing enjoyable English multimedia, storybooks, music and cultural games to spark real interest. Opportunities to use language in an enjoyable way may reduce anxiety through a sense of pleasure, but this effect is not yet standardised or causally proven [10].

These instructions will not yield the same results for every student because their personalities, previous experiences and other circumstances in life are also different. There is no reason or theory for coordinating parental support with the emotional needs of learning English.

6. Conclusion

Some forms of parental support may positively affect the English teaching. We should consider the emotional needs of the students and reduce the strictness of academic discipline. Language acquisition is inherently risky, evaluative and fragile; according to theories of affective filtering and foreign language anxiety, one's emotional state can significantly affect how much attention is paid to and how actively foreign language learning is carried out.

The paper has proposed that emotionally sensitive parents' behaviour can help reduce anxiety, maintain motivation and supplement classroom teaching by building confidence through frameworks such as parental involvement, self-efficacy, basic psychological needs, control-value appraisals and enjoyment of foreign languages. If the parents' participation is only to check the child's grades or to push for higher marks, it may cause the child anxiety and thus harm their studies.

For these reasons, schools and families need to work together to recognize that emotional needs are also required in English classes. Where parental support and classroom teaching are sensitive to this emotional awareness, students can be better helped to participate in English learning as a stable and confidence-building process rather than a source of continuous stress.

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