

# STRENGTHENING HOME-BASED LANGUAGE LEARNING: SWOT ANALYSIS OF PARENTAL INVOLVEMENT IN CHILDREN'S LITERACY AND COMMUNICATION

ADHA, N. S. Q. S.<sup>1</sup> – MEE, R. W. M.<sup>1\*</sup> – RAHMAN, N. K. A.<sup>1</sup>

<sup>1</sup> *Centre for Language, Universiti Pertahanan Nasional Malaysia, Kuala Lumpur, Malaysia.*

*\*Corresponding author  
e-mail: ritawong[at]upnm.edu.my*

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**Abstract.** Parental involvement plays a pivotal role in shaping children's language development by providing early exposure, sustained interaction, and emotional support within the home environment. While extensive research has examined parental engagement in education, a strategic and integrative evaluation of its enabling conditions and structural constraints in language learning remains limited. This study adopts a qualitative SWOT (Strengths, Weaknesses, Opportunities, and Threats) analytical approach to examine parental involvement in children's language learning from a holistic and policy-relevant perspective. Drawing on a systematic synthesis of recent literature, the analysis identifies home-based interaction and emotional scaffolding as key strengths that support vocabulary growth, literacy development, and communicative competence. However, significant weaknesses emerge in the form of unequal parental capacity, time constraints, limited language proficiency, and disparities in access to learning resources. The study further highlights emerging opportunities associated with digital learning platforms, school-home partnerships, and community-based literacy initiatives that can empower parents as co-educators. At the same time, threats such as digital dependency, passive learning, and widening socio-economic and digital divides pose risks to sustainable family engagement in language education. By integrating educational, technological, and social dimensions, this SWOT analysis offers a strategic framework for strengthening parental involvement as a core pillar of children's language development. The findings provide actionable insights for educators, policymakers, and community stakeholders seeking to design inclusive, family-centred language learning ecosystems aligned with Sustainable Development Goal 4 (Quality Education).

**Keywords:** *parental involvement, children's language development, family literacy, school-home partnership, early language acquisition*

## Introduction

Parental involvement is recognized as an essential element that significantly impacts children's academic success, especially in the realm of language learning. Early exposure, ongoing interaction, and meaningful communication are fundamental to fostering linguistic development. The process of acquiring language goes beyond what is taught in formal educational settings; it is profoundly influenced by the everyday social interactions that children engage in. The home environment plays a crucial role in the early stages of literacy development, vocabulary growth, and the enhancement of communication skills. In this setting, parents emerge as the first language role models, interaction partners, and sources of educational resources for their children (Ghani et al., 2022). Consequently, the involvement of parents plays a crucial role in enhancing children's abilities in listening, speaking, reading, and writing (Sampelan and Sengkey, 2022). Recent research emphasizes the complex and varied ways in which parents engage in their children's language learning. This involvement encompasses activities such as shared reading, storytelling, helping with homework, providing digital support, and participating in everyday conversations (Alias et al., 2023). These practices not only

bolster children's language skills but also foster their motivation, self-confidence, and positive attitudes toward learning. Research consistently shows that children whose parents take an active role in their learning tend to acquire vocabulary more effectively, achieve higher reading comprehension, and exhibit greater resilience in their academic pursuits (Nauvianti, 2025). The advantages of these benefits are especially evident during early childhood and primary education, a crucial time when foundational language skills are developing swiftly and are significantly influenced by the surrounding environment.

Parental involvement plays a crucial role, yet it is shaped by a multifaceted array of socio-economic, cultural, technological, and institutional influences (Yob et al., 2023). Some parents possess the necessary linguistic abilities, time, and educational experience to effectively assist their children in their learning journeys. However, others face challenges, including limited language skills, heavy work obligations, low digital literacy, and inadequate access to quality educational resources (Balderas, 2025). In environments characterized by multiple languages and diverse cultures, parents often encounter challenges in understanding and adapting to various language policies, curriculum standards, and teaching methods (Kamal and Alias, 2025). The challenges present in the educational landscape lead to unequal learning opportunities, potentially worsening the disparities that already exist within the system. Furthermore, the swift expansion of digital learning platforms has reshaped the roles of parents, increasingly casting them as facilitators, digital mediators, and co-educators in the context of language learning at home. While technology provides fresh avenues for parents to engage, it also brings forth certain challenges, such as increased screen time, variability in content quality, and a growing reliance on digital devices (Anjum et al., 2025). In light of these changing circumstances, it is essential to conduct a thorough and thoughtful analysis of parental involvement. This study employs a SWOT analytical framework to examine the strengths, weaknesses, opportunities, and threats that affect parental involvement in children's language learning.

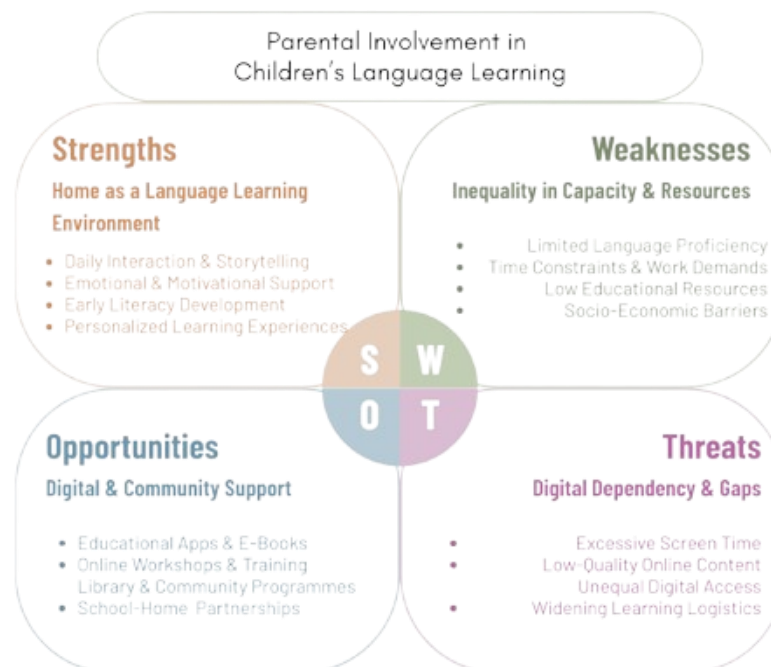
## **Materials and Methods**

### ***SWOT analytical approach***

This study employs a qualitative SWOT (Strengths, Weaknesses, Opportunities, and Threats) analytical approach to systematically examine parental involvement in children's language learning. Originally developed as a strategic management tool, SWOT analysis has gained recognition in educational research for its effectiveness in evaluating complex pedagogical systems, policy frameworks, and stakeholder-driven practices (Musengamana, 2023). Its primary strength lies in its capacity to integrate both internal and external dimensions of educational phenomena within a single coherent framework, allowing for comprehensive and contextually grounded analysis. In the area of parental involvement, the SWOT framework offers a comprehensive perspective for recognizing the elements that promote or obstruct parents' participation in their children's language learning. The strengths component emphasizes the positive internal factors that play a crucial role in language development, including parental motivation, home-based literacy practices, and emotional support (Nauvianti, 2025). The weaknesses component examines internal limitations, such as the restricted language proficiency of parents, time constraints, and a lack of pedagogical knowledge (Balderas, 2025). The opportunities aspect highlights external factors that facilitate learning,

including the implementation of digital learning platforms, enhanced partnerships between schools and homes, and community-driven literacy programs (Xia and Gao, 2022). Conversely, the threats component examines external challenges such as an overreliance on digital technologies, increasing socio-economic inequalities, and the variability of educational policies (Imran, 2023).

Through the integration of findings across these four dimensions, the SWOT framework facilitates a nuanced understanding of parental involvement, recognizing it as a dynamic and context-dependent process rather than merely a static behavioral trait. This methodological approach aligns with recent research that integrates sociocultural, technological, and institutional perspectives in the study of language learning (Alias et al., 2023). Moreover, SWOT analysis serves as an effective decision-making instrument by converting research findings into practical insights that can be utilized by educators, policymakers, and parents. A systematic review and thematic synthesis of recent studies was conducted to explore the role of parental involvement in children's language education. We identified pertinent literature published from 2020 to 2025 through the use of prominent academic databases. Following the screening and evaluation of eligibility, the chosen studies were subjected to qualitative analysis to uncover common themes associated with parental practices, challenges faced, enabling factors, and contextual influences. Themes were then systematically arranged in alignment with the four dimensions of SWOT analysis. To ensure analytical rigor and thematic consistency, cross-validation was performed by comparing findings across various studies (*Figure 1*).



**Figure 1.** SWOT analytical framework of parental involvement in children's language learning.

## Results and Discussion

### ***Strengths: Home as a primary language learning environment***

The involvement of parents in their children's language learning is significantly enhanced by the home, which serves as a natural, ongoing, and emotionally nurturing linguistic setting. Parents act as the first and most significant language role models for their children, influencing the development of vocabulary, grammatical understanding, pronunciation, and practical communication skills through everyday interactions (Nauvianti, 2025). Engaging in home-based activities like shared reading, storytelling, singing, and informal conversations offers valuable and contextually rich opportunities for language exposure, which enhances the structured learning that occurs in the classroom (Alias et al., 2023). In contrast to the structured nature of formal education, which is frequently limited by schedules and specific curriculum requirements, the exposure to language within the home environment takes place naturally and continuously as part of everyday activities. This enables children to engage with language in real-life communicative contexts, thus strengthening their ability to use language functionally (Andrian et al., 2025). Furthermore, the presence of parental warmth and emotional responsiveness plays a significant role in enhancing children's motivation, self-confidence, and willingness to communicate. These elements are essential affective factors that contribute to successful language acquisition (Sampelan and Sengkey, 2022). Active parental involvement in literacy and language activities fosters a more personalized and responsive learning environment, tailored to the unique interests and developmental stages of children. The consistent exposure to language, along with emotional support, plays a crucial role in building a solid linguistic foundation. This foundation not only fosters long-term literacy development but also encourages academic resilience and cultivates positive attitudes towards learning (Kamal and Alias, 2025).

### ***Weaknesses: Inequality in parental capacity and resources***

While the significance of parental involvement in children's language learning is widely acknowledged, it is frequently limited by differences in parental abilities, availability of resources, and levels of educational attainment. A significant number of parents possess limited skills in the target language, which hinders their capacity to effectively assist with reading activities, oral communication, and homework tasks (Balderas, 2025). Furthermore, the constraints of time due to work obligations, household duties, and caregiving responsibilities diminish the chances for ongoing involvement in children's education (Andrian et al., 2025). Parents who have not had extensive formal education might find themselves without the necessary teaching skills and self-assurance to effectively foster language development in their children at home (Alias et al., 2023). Moreover, families hailing from lower socio-economic backgrounds often encounter significant barriers in accessing books, educational technologies, and reliable internet connectivity. The existing limitations lead to disparities in home learning environments, which in turn contribute to ongoing achievement gaps (Kamal and Alias, 2025). The presence of structural inequalities underscores the fact that parental involvement may vary significantly among different socio-economic groups. In the absence of focused intervention, parental training, and fair access to educational resources, the benefits of parental involvement may inadvertently strengthen, rather than diminish, the current educational inequalities (Sivabalan et al., 2024).

### ***Opportunities: Digital and community-based language learning support***

The swift progress of digital learning technologies offers significant possibilities for increasing parental engagement in their children's language education. Digital tools, including educational applications, interactive e-books, online storytelling platforms, and gamified language-learning resources, provide parents with flexible and engaging materials to enhance learning at home (Xia and Gao, 2022). These resources allow parents to support language development more effectively, even without formal teaching training, by offering structured, guided, and adaptable learning experiences that are tailored to the needs of children (Nauvianti, 2025). Schools are progressively adopting digital communication platforms, virtual workshops, and online learning portals to enhance collaboration with parents and provide clearer guidance on literacy practices at home (Alias et al., 2023). Simultaneously, community-driven efforts like literacy centres, libraries, and local educational programmes increasingly contribute to supporting families by offering access to reading materials, engaging in shared reading activities, and fostering collaborative learning opportunities (Sivabalan et al., 2024). These developments work together to create a more inclusive and supportive learning environment, enabling parents to take on the roles of co-educators and facilitators in the journey of language learning. When thoughtfully combined, digital and community-based initiatives have the potential to enhance learning outside of the classroom, fortify partnerships between schools and homes, and encourage family-centered strategies for literacy development (Kamal and Alias, 2025).

### ***Threats: Digital dependency and widening educational gaps***

While digital technologies have broadened the availability of language-learning resources, they also present certain risks that could hinder meaningful parental engagement. Excessive screen time can diminish valuable interactions between parents and children, thereby restricting chances for shared reading, storytelling, and genuine conversations. These activities are crucial for fostering both language skills and emotional growth (Tatar and Gerde, 2023). The passive consumption of digital content, especially when it involves non-interactive materials or those of inferior educational quality, can limit children's access to diverse language input and diminish their chances for engaging in meaningful language use (Xia and Gao, 2022). Ongoing socio-economic disparities significantly influence the availability of digital resources, resulting in children from underprivileged backgrounds frequently facing challenges such as restricted access to devices, unreliable internet connections, and a scarcity of high-quality educational technologies. The existing disparities heighten the likelihood of digital exclusion and hinder language learning progress for vulnerable learners (Kamal and Alias, 2025). Furthermore, a lack of digital literacy among parents and inconsistent supervision can lead to an excessive dependence on technology, which may replace valuable human interactions (Sivabalan et al., 2024). The challenges we face underscore the significance of thoughtful and equitable digital engagement. It is essential for parents to develop digital literacy skills and practical approaches to effectively navigate screen-based learning, all while fostering interactive and communication-rich language practices within the home environment (Balderas, 2025). A thoughtful approach that combines technology with personal interaction guarantees that digital tools enrich, rather than substitute, significant language learning experiences.

This research provides a thoughtful analysis of how parents engage in their children's language learning by utilizing a SWOT analytical framework. The findings highlight the crucial importance of the home as the main environment for early language learning. In this setting, daily interactions, collaborative reading activities, and emotional encouragement play a vital role in fostering vocabulary growth, communication skills, and the development of literacy abilities (Nauvianti, 2025). According to sociocultural views on learning, when parents engage with their children, they play a crucial role in fostering language development. This happens through interactions that are meaningful and rooted in real-life contexts, which serve to enhance and build upon what is taught in the classroom (Alias et al., 2023). The analysis simultaneously indicates that parental involvement is significantly influenced by socio-economic and educational disparities. Families that possess advanced linguistic skills, have more time to dedicate, and enjoy better access to educational resources are more capable of effectively fostering their children's language development. On the other hand, parents who experience challenges like restricted language skills, busy work commitments, and minimal digital literacy frequently find it hard to offer consistent and meaningful support (Balderas, 2025). The existing disparities play a significant role in perpetuating inequalities in children's language development, highlighting the systemic aspects of educational disadvantage (Kamal and Alias, 2025).

Moreover, the swift expansion of digital learning technologies offers a range of opportunities and challenges for parents' involvement in language education. Digital platforms and online tools provide flexible and accessible options for home-based learning, allowing parents to engage more actively in their children's language development (Xia and Gao, 2022). However, unregulated screen time, passive consumption of content, and varying quality of materials can diminish meaningful interactions between parents and children, potentially hindering dialogic language learning (Borges et al., 2025). In the absence of sufficient parental digital literacy and support, there is a danger that technology may supplant, rather than enrich, genuine human interaction in the process of language learning (Sivabalan et al., 2024). The findings underscore the significance of understanding parental involvement as a dynamic and context-sensitive process, which goes beyond conventional views of home support (Pek et al., 2024). Achieving meaningful and sustainable improvement necessitates a collaborative approach involving schools, communities, and educational authorities. This can be accomplished through comprehensive initiatives focused on parent education, digital inclusion, and the development of family literacy (Musengamana, 2023). Investing strategically in these areas can change parental involvement from a fragmented and personalized approach to a fair and essential factor in enhancing children's language and literacy success.

## **Conclusion**

The findings highlight that parental involvement is a crucial foundation for the linguistic, cognitive, and socio-emotional growth of children. The home environment serves as an ongoing and emotionally nurturing space for learning, where early exposure to language, meaningful interactions, and informal literacy activities contribute to the development of children's communication skills and their future academic paths. The analysis simultaneously uncovers ongoing structural inequalities in parental capacity, access to learning resources, and digital readiness, all of which play a

significant role in creating disparities in language learning outcomes across various socio-economic contexts. This research highlights the significant impact that digital technologies and community-driven efforts can have on improving family involvement in language education. With thoughtful direction, digital platforms, enhanced school-home collaborations, and informal literacy initiatives can enable parents to take on active roles as co-educators and supporters of language growth. However, it is essential to weigh these opportunities against the potential risks associated with digital dependency, passive learning, and the increasing disparities in digital access. In the absence of organized support, parental involvement in digital literacy, and fair access to educational resources, advancements in technology could potentially strengthen, rather than diminish, the current disparities in education.

From a strategic perspective, it is essential that parental involvement is established as a fundamental element of language education policy, rather than being viewed merely as an informal or optional addition. Effective collaboration among schools, education authorities, and community stakeholders is crucial for developing inclusive parent education programs, family literacy initiatives, and digital learning frameworks that cater to the varied contexts of families. Systemic support plays a vital role in guaranteeing that every child, irrespective of their socio-economic status, has access to robust and enduring language learning environments. This research is closely aligned with Sustainable Development Goal 4, which promotes inclusive and equitable access to quality education and lifelong learning opportunities for everyone. Enhancing parental involvement as a fundamental aspect of early language development allows education systems to improve foundational literacy, diminish learning disparities, and promote enduring academic resilience. Investing in family-centered language education is not merely an educational priority; it is also a crucial element for global development, essential for fostering inclusive and knowledge-driven societies.

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### **Conflict of interest**

The authors confirm that there is no conflict of interest involved with any parties in this research.

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