

International Journal of Humanities Arts and Business (IJHAB)

ISSN: 2709-0604 (Print)

ISSN: 3006-4805 (Online)

Volume-04, Issue-02, pp-1-16

www.ijhab.com

Research Paper

Open Access

A Study of Family Factors Affecting Young Learners' English-Speaking Proficiency in Bangladesh

¹Syedda Haque Shimu & ²Sheikh Md. Ashraful Alam Rony

¹Research Associate, Research Hub Bangladesh, Dhaka. Email: [syeedashimu2@gmail.com](mailto:syeddashimu2@gmail.com)

²Lecturer, Department of English, Bangladesh University of Business & Technology (BUBT), Dhaka, Bangladesh. Email: ronyju04@gmail.com

Citation (APA): Shimu, S. H. & Rony, S. M. A. A., (2026). A Study of Family Factors Affecting Young Learners' English-Speaking Proficiency in Bangladesh. *International Journal of Humanities Arts and Business (IJHAB)*. Vol-4, Issue-2. Available at www.ijhab.com.

Submitted: 25/10/2025

Accepted: 02/02/2026

Published: 04/04/2026

Abstract

Parental engagement in language-learning activities profoundly influences children's linguistic achievements. Parents may significantly contribute to their children's language development by engaging in home-based language learning activities. The study sought to examine the linguistic environment within Bangladeshi families, the beliefs and attitudes of both children and adults regarding the learning of English as a second language, children's English proficiency, and the barriers impeding their English language acquisition. The effectiveness of young English learners in speaking the language was also investigated in relation to family factors. This research employed a cross-sectional, correlational quantitative approach to investigate the association between familial characteristics and English-speaking competency among the parents of young learners (aged 6–12) in urban and semi-urban regions of Bangladesh (N=120). Survey data from caregivers and multiple regression analyses reveal a significant disconnect between high parental aspiration for English and effective supportive practices. Results indicate that, while parents invest heavily in external resources, these factors show no significant predictive power. Instead, a child's positive speaking attitude is best predicted by parental active listening ($\beta = .603, p < .001$) and parents' use of simple English words or phrases during daily routines ($\beta = .731, p < .001$). Besides, a child's actual proficiency level is most strongly linked to Parental confidence in supporting their child's English learning ($\beta = .435, p = .011$) and the belief that learning English is essential for the child's future ($\beta = .089, p = .029$), while explicit encouragement to speak despite mistakes emerges as a significant negative predictor ($\beta = -.71$). The study concludes that the primary family factor affecting proficiency is not resource allocation but the creation of a low-anxiety, interactive linguistic environment. The findings challenge conventional parental strategies and suggest interventions must shift from emphasizing English's importance to coaching specific, naturalistic communicative behaviors.

Keywords: English speaking proficiency, young learners, family factors, parental involvement, Bangladesh, home language environment, foreign language acquisition

I. INTRODUCTION

Learning a second or foreign language at a young age can have a big effect on how well children do with it later on (Birdsong & Paik, 2008). Early childhood is thought to be a crucial time to learn a second or foreign language, and it has been seen that people lose the ability to do so as they get older (Berk, 2013). Hence, it is important to understand how young children learn English and what factors may help them do so, because the early years are so important for learning a second or foreign language, and being able to speak and write English correctly is necessary in EFL/ESL situations. Research found that a young child's family setting has a big impact on their language development because they learn language and literacy mostly through interactions with caregivers and the variety of literacy tools and activities that caregivers provide (Collins, 2014; Harris, 2013). It is also well established that a child's family environment plays a big role in how they learn their first language (Bus et al., 1995). Thus, different home environmental factors have been shown to be able to predict how well a child will do in learning their first, second, and third languages, as well as their reading and writing (Whitehurst & Lonigan, 1998). Bus et al. (1995), for example, found that reading with a parent was strongly linked to young children's spoken language skills, early literacy, and reading success. Children's understanding of writing standards, phonological awareness, and spelling is strongly linked to the literacy skills they learn at home, such as when parents teach their kids the names and sounds of letters (Crain-Thoreson & Dale, 1992). Additionally, how parents and children engage with each other, such as through language use, parental emotional tone, joint attention, and parental direction and responsiveness, is connected to young learners' ability to understand words, ways of expressing symbols, and analyze sounds (Dodici et al., 2003). Several elements of a young learner's language and literacy development are also linked to the literacy tools and socioeconomic position (SES) of their family (Chung et al., 2016). Moreover, studies show that parental views and reasons about reading and writing may affect how well young children learn language and reading skills and their desire to read (Weigel et al., 2006). Since English is the most common language in the world, it has become an important indicator of educational and social wealth in Bangladesh. In this situation, families start early and put a lot of effort into helping their children learn English, especially how to speak it well (Weigel et al., 2006). Parental views, literacy practices at home, and financial position have already been talked about as important factors in learning another language (Chung et al., 2016). In a developing, post-colonial setting like Bangladesh, where English is required in school but not a common home language, the exact ways that family practices affect spoken skills have not been fully studied. In this study, the question "Which specific parental beliefs and practices most significantly predict young Bangladeshi learners' attitude toward and proficiency in English speaking?" is answered. By using regression analysis instead of association analysis, this study aims to find family factors that can be used to help make focused programs for parenting advice.

II. LITERATURE REVIEW

Research on how family environments shape children's English language acquisition, particularly speaking skills, has grown substantially over the past decade, converging around several key themes: home literacy environment (HLE), parental involvement behaviors, and the broader sociolinguistic ecology of the household (Sun et al., 2018). The home literacy environment has emerged as the most systematically studied family-level construct in this domain. A meta-analysis of 18 studies found that the overall effect sizes between HLE factors and children's ESL/EFL performance were small to moderate (Chan & Sylva, 2015). Crucially, this work disaggregated HLE into parts and found that parental literacy teaching behaviors, such

as reading aloud, direct vocabulary instruction, and language modeling, exerted stronger effects on children's English ability than either parental beliefs about English learning or the mere availability of learning resources at home (Zhang et al., 2023). This is an important distinction: it suggests that the active, interactive dimension of the home environment matters more than passive exposure or attitudinal dispositions alone. This finding aligns with a broader systematic review focused specifically on Asian contexts, which examined how home environment factors relate to young children's English as a second/foreign language development (Philominraj et al., 2020). That review highlighted the role of moderating factors such as children's native language ability, suggesting that the family environment does not operate in isolation; its influence is filtered through the child's existing linguistic competencies (Holzinger et al., 2020). Another study found that parents who set high expectations and actively encourage their children are likely to create a motivational and interactional climate that facilitates oral language practice, a necessary precondition for speaking fluency (Kumar & Das, 2020). Conversely, the negative association of explicit encouragement with proficiency is critical (Hossain & Khan, 2020). Research suggests that in this high-pressure family context, such encouragement may be perceived as evaluative pressure, heightening anxiety and impairing acquisition, which is a manifestation of the "affective filter" hypothesis (Krashen, 1982). This, coupled with the negative link between co-watching media and attitude, implies that passive or pressured activities are markers of, or contributors to, a problematic learning environment in any family context. Hence, it can be said that research on family involvement in SLA consistently underscores its importance. Parental beliefs about language learning value influence the opportunities they create (He & Thompson, 2022). However, a belief-practice gap is often observed, where high value does not translate into effective engagement (Collins, 2014). Studies in Bangladeshi contexts frequently note a reliance on formal tutoring and a focus on grammatical accuracy over communicative fluency (Ahmed, 2019), which can elevate anxiety and hinder speaking skills (Begum, 2018). The concept of "impact of family environment on language learning" (King et al., 2008) is relevant, as it examines how deliberate and implicit practices shape a child's linguistic environment. This study builds on this framework to investigate the Bangladeshi context, hypothesizing that practices promoting low-anxiety, interactive use will be more impactful than those emphasizing performance or providing passive resources.

III. RESEARCH OBJECTIVES

The literature review part illustrates the significance of the familial environment on the linguistic skill development of young learners. The discourse underscores the imperative of examining this specific topic within the context of Bangladesh, given the existing research scarcity in this domain. Consequently, in light of the limitations in the literature, the study seeks to ascertain the prevailing linguistic environment within Bangladeshi families, the attitudes and beliefs of children and parents regarding the acquisition of English as a foreign language, the English language proficiency levels of children, and the obstacles to learning English. The study further examines the influence of familial factors on the English-speaking proficiency of young learners.

IV. RESEARCH METHOD

This study used a cross-sectional, correlational quantitative design to examine the relationship between family factors and English-speaking proficiency among young learners' (aged 6–12) parents (N=120) in urban and semi-urban areas of Bangladesh. A stratified and convenience sample of 120 participants from parents of young learners was drawn from Bengali-medium schools, stratified by school type, socio-economic status, and geographic location. Data was collected using a self-developed questionnaire with three sections: demographic information of the participants, a 5-item section on the linguistic environment, children's attitudes,

proficiency, and challenges, as well as a 10-item section related to parental beliefs and attitudes, each rated on a 5-point Likert scale. After a pilot study ($n=10$) to establish reliability (Cronbach's $\alpha \geq 0.80$), the questionnaire was administered to parents. Data analysis included descriptive statistics and multiple linear regression to identify which family factors significantly predict speaking proficiency, controlling for age, school type, and location. Ethical procedures included informed parental consent, child assent, confidentiality, and voluntary participation. Limitations include the cross-sectional design that prevents causal inference and potential social desirability bias in parent self-reports.

V. FINDINGS OF THIS STUDY

The study administered a questionnaire survey to elicit data regarding the impact of family environment on learners' English language speaking development. The results from the analyzed data have been discussed below.

Demographic Information

This table presents the demographic characteristics of participants in the research titled "Family Factors Affecting Young Learners' English-Speaking Proficiency in Bangladesh."

		Column N %
Respondent's relation with the child	Mother	45.0%
	Father	47.0%
	Grandparent	8.0%
	Other	0.0%
Child's age	5-6	4.0%
	7-8	10.0%
	9-10	29.0%
	11-12	57.0%
Child's grade/class	Pre one	4.0%
	Class one-two	10.0%
	Class three-four	29.0%
	Class five-six	57.0%
Parent's education	Primary	19.0%
	Secondary	20.0%
	Higher secondary	22.0%
	Graduate	39.0%

Altogether, 92% of the people who participated in the survey are the child's parents. This means that the data mostly shows how the main stakeholders feel. An estimated 8% of people are grandparents, which could mean that they help look after their grandkids in big families. The study is mostly about older young learners' parents; 86% of the kids whose parents took part were at least 9 years old. In this case, it means that the study is mainly interested in factors that affect speaking skills in the later stages of elementary school. Most of the young learners whose parents participated in the survey are reading in classes five or six. This is a good time to investigate their basic English language skills before they start secondary school. One big difference between the parents in the group is their level of education. A good number of them

(39%) have college degrees, which is a pretty high academic achievement in Bangladesh. Therefore, the poll mostly shows the opinions of parents in Bangladesh whose children are in older primary school (ages 9 to 12, grades 3–5).

Linguistic Environment, Child's Attitudes, Proficiency, and Challenges

A survey was used to gather data on important language environment and proficiency characteristics. The items assessed the language spoken at home, the child's behavior towards speaking English, the most comfortable environment for English communication, perceived overall ability in English, and the primary obstacle encountered in English speaking. Responses were documented on categorical scales, and the findings are displayed as percentages.

		Column N %
Language spoken at home	Only Bengali	31.0%
	Mostly Bengali/ sometimes English	15.0%
	Bengali and English equally	38.0%
	Mostly English/sometimes Bengali	16.0%
	Only English	0.0%
The child's attitude towards speaking English	I am not sure.	13.0%
	Reluctant and avoids it	18.0%
	Not particularly interested	27.0%
	Willing to try, but a bit shy	15.0%
	Very enthusiastic and confident	27.0%
The setting in which the child is MOST comfortable speaking English	At home with family	14.0%
	In their English class at school	2.0%
	With a private tutor/coach	18.0%
	With friends in an informal setting	13.0%
	They are not comfortable in any setting.	53.0%
Child's current overall English proficiency level	Beginner (Very limited user)	24.0%
	Elementary (Can understand basic phrases)	21.0%
	Intermediate (Can handle basic communication in familiar contexts)	21.0%
	Upper-Intermediate (Can interact with a degree of fluency)	18.0%
	Advanced (Can use the language flexibly and effectively)	16.0%
The biggest challenge the child faces when trying to speak English	Lack of vocabulary	10.0%
	Fear of making mistakes/being shy	12.0%
	Lack of practice opportunities	41.0%
	Difficulty with pronunciation	11.0%
	Lack of confidence	26.0%

The survey data analysis uncovered significant trends about the linguistic environment, attitudes, competency, and obstacles associated with English speaking among the sampled young

learners. 31% of respondents said they spoke Bengali solely, while 54% said they spoke English to some degree (15% said they usually spoke Bengali and occasionally English, 38% said they spoke Bengali and English equally, and 16% said they mostly spoke English and sometimes Bengali). There were no homes that spoke entirely English. In terms of attitude, kids' attitudes were disseminated: 27% caregivers said that the young learners were highly eager and confident, while 15% were willing but bashful. A large number of people had negative opinions about the young language speakers. For example, 27% of the participants said their kids were not very engaged, 18% said that they were reluctant and avoided English, and 13% were doubtful about the kids. A remarkable discovery included the environment where youngsters felt most at ease speaking English. Most of them (53%) didn't feel at ease in any situation. Of those who had a preferred environment, 18% were most comfortable with a private tutor or coach, 14% were most comfortable at home with family, 13% were most comfortable with friends informally, and just 2% were most comfortable in their school English class. Most people thought their children's English skills were good, but most of them thought that they were at lower levels: 24% were at the Beginner level, 21% were at the Elementary level, and 21% were at the Intermediate level. Only 34% of them were evaluated as Upper-Intermediate (18%) or Advanced (16%). When people were asked what the hardest part of speaking English was for their children, the most common answer was not having enough chances to practice (41%). Next came a lack of confidence (26%). Other problems included fear of making mistakes or being bashful (12%), trouble with pronunciation (11%), and not having enough vocabulary (10%).

Parental Beliefs and Attitudes

The survey questionnaire also investigated the parental beliefs and attitudes toward their children's EFL speaking skills. The results of the analyzed data have been presented below:

		Column N %
I believe learning to speak English is essential for my child's future.	Strongly disagree	2.0%
	Disagree	3.0%
	Neutral	25.0%
	Agree	46.0%
	Strongly agree	24.0%
I am confident in my ability to support my child's English learning.	Strongly disagree	27.0%
	Disagree	14.0%
	Neutral	15.0%
	Agree	32.0%
	Strongly agree	12.0%
I try to speak English with my child at home.	Strongly disagree	25.0%
	Disagree	16.0%
	Neutral	8.0%
	Agree	30.0%
	Strongly agree	21.0%
I encourage my child to speak English at home, even if they	Strongly	25.0%

make mistakes.	disagree	
	Disagree	20.0%
	Neutral	5.0%
	Agree	37.0%
	Strongly agree	13.0%
I believe practicing English speaking is more important than being proficient in any other skill.	Strongly disagree	0.0%
	Disagree	4.0%
	Neutral	15.0%
	Agree	31.0%
	Strongly agree	50.0%
I actively listen to my child when he/she speaks in English with me.	Strongly disagree	25.0%
	Disagree	6.0%
	Neutral	21.0%
	Agree	32.0%
	Strongly agree	16.0%
I watch English cartoons, movies, or YouTube videos with my child.	Strongly disagree	29.0%
	Disagree	10.0%
	Neutral	16.0%
	Agree	33.0%
	Strongly agree	12.0%
My child has access to numerous technologies for learning English	Strongly disagree	27.0%
	Disagree	16.0%
	Neutral	9.0%
	Agree	27.0%
	Strongly agree	21.0%
My child has extra English tutoring/coaching outside of school	Strongly disagree	25.0%
	Disagree	16.0%
	Neutral	12.0%
	Agree	34.0%
	Strongly agree	13.0%
I use simple English words or phrases during daily routines (e.g., "Good morning," "Thank you").	Strongly disagree	19.0%
	Disagree	25.0%
	Neutral	17.0%
	Agree	15.0%
	Strongly agree	24.0%

proficiency and how confident and persistent they are in assisting them in achieving that objective, according to the data. This disagreement is a substantial family factor influencing the learning environment. Seventy percent of parents concur or firmly think that their child needs proficiency in English for prospects. Remarkably, 81% believe that proficiency in English is more crucial than any other skill, with 50% expressing strong agreement. This indicates significant societal and parental pressure to acquire proficiency in English. Merely 44% of parents feel confident (agree/strongly agree) in their ability to assist their child's learning, indicating a significant disparity. A concerning 41% express disagreement or significant disagreement on their own abilities. The deficiency in parental self-efficacy is a significant issue, as confident parents are more inclined to create a rich and engaging English environment. Besides, fifty-one percent of the parents report attempting to converse in English at home, while fifty percent said they encourage their child to speak despite potential barriers. A significant minority (25–45% across items) specifically denies engaging in these practices. A greater proportion of individuals see passive activities, such as media consumption (45%), as more engaging than conventional ones, such as active conversational behaviors. Merely 48% report that parents engage in active listening when their child communicates in English. 31% express disagreement or ambivalence. Neglecting the youth may diminish their self-esteem. The utilization of plain English in daily life elicits varied responses, with 25% of individuals expressing disagreement and 24% indicating strong agreement. This indicates a distinction between households that consistently utilize English and those that do not. Nearly half of children (48%) report having access to technology that aids in learning English, while 47% indicate receiving supplementary teaching or coaching. This aligns with other research indicating that 18% of children felt most comfortable conversing with a tutor.

Regression Model One

This analysis examines the relationship between various family factors and children's attitudes toward speaking English, based on survey data from a study conducted in Bangladesh. The dependent variable was the child's attitude toward speaking English. Predictor variables included parental beliefs, self-efficacy, specific home practices, and access to external resources.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.221	.401		.550	.584
1 I believe learning to speak English is essential for my child's future.	.138	.062	.089	2.226	.029
I am confident in my ability to support my child's English learning.	.420	.163	.435	2.583	.011
I try to speak English with my child at home.	.081	.089	.089	.907	.367
I encourage my child to speak English at home, even if they make mistakes.	.207	.157	.218	1.321	.190
I believe practicing English speaking is more important than being proficient in any other skill.	-.118	.096	-.074	1.232	.221
I actively listen to my child when he/she speaks in English with me.	.581	.105	.603	5.515	.000
I watch English cartoons, movies, or YouTube videos with my child.	-.306	.146	-.321	2.093	.039

My child has access to numerous technologies for learning English	.115	.098	.129	1.180	.241
My child has extra English tutoring/coaching outside of school	-.340	.204	-.353	1.667	.099
I use simple English words or phrases during daily routines (e.g., "Good morning," "Thank you").	.229	.070	.244	3.254	.002

a. Dependent Variable: Child's attitude towards speaking English

A multiple linear regression analysis was conducted to predict a child's attitude toward speaking English based on ten family-related predictor variables. The data were collected via a survey administered to parents. The unstandardized (B) and standardized (Beta) coefficients, along with t-values and significance levels, were examined to assess the contribution of each predictor. The regression model revealed several significant predictors of a child's positive attitude toward speaking English. The most substantial positive predictor was the parents' active listening when the child speaks English ($\beta = .603$, $p < .001$). Parental confidence in supporting their child's English learning was also a significant positive predictor ($\beta = .435$, $p = .011$). Furthermore, the use of simple English phrases during daily routines ($\beta = .244$, $p = .002$) and the belief that learning English is essential for the child's future ($\beta = .089$, $p = .029$) were positively associated with the child's attitude. Conversely, watching English media (e.g., cartoons, movies) with the child was a significant negative predictor ($\beta = -.321$, $p = .039$). Several variables did not reach statistical significance, including speaking English with the child at home ($p = .367$), encouraging the child to speak despite mistakes ($p = .190$), prioritizing English speaking over other skills ($p = .221$), access to technology ($p = .241$), and having extra English tutoring outside school ($p = .099$), though the latter two showed notable negative coefficients.

Regression Model 2

This analysis investigates the relationship between family factors and children's overall English proficiency, based on survey data from parents in Bangladesh. The dependent variable was the child's current overall English proficiency level as reported by the parent. Predictor variables included parental beliefs, practices, and access to learning resources.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.580	.634		.915	.363
1 I believe learning to speak English is essential for my child's future.	-.136	.098	-.085	-1.383	.170
I am confident in my ability to support my child's English learning.	.071	.257	.072	.275	.784
I try to speak English with my child at home.	.279	.141	.302	1.982	.051
I encourage my child to speak English at home, even if they make mistakes.	-.683	.247	-.705	-2.759	.007
I believe practicing English speaking is more important than being proficient in any other skill.	-.008	.152	-.005	-.051	.959

I actively listen to my child when he/she speaks in English with me.	.399	.167	.405	2.397	.019
I watch English cartoons, movies, or YouTube videos with my child.	.337	.231	.346	1.460	.148
My child has access to numerous technologies for learning English	-.247	.154	-.271	-1.603	.113
My child has extra English tutoring/coaching outside of school	.056	.322	.056	.172	.863
I use simple English words or phrases during daily routines (e.g., "Good morning," "Thank you").	.701	.111	.731	6.314	.000

a. Dependent Variable: Child's current overall English proficiency level

A multiple linear regression analysis was performed to predict a child's overall English proficiency based on ten family-related predictor variables. Data were collected via a parent survey. Unstandardized (B) and standardized (Beta) coefficients, t-values, and significance levels were used to evaluate the unique contribution of each predictor. The regression model identified three statistically significant predictors of a child's English proficiency. The strongest positive predictor was the parents' use of simple English words or phrases during daily routines ($\beta = .731$, $p < .001$). Parental active listening when the child speaks English was also a significant positive predictor ($\beta = .405$, $p = .019$). Conversely, parental encouragement for the child to speak English at home, even if mistakes are made, emerged as a significant negative predictor ($\beta = -.705$, $p = .007$). The variable "I try to speak English with my child at home" approached but did not reach conventional significance ($\beta = .302$, $p = .051$). All other variables were non-significant ($p > .05$). Notably, parental beliefs about the essential nature of English ($p = .170$), confidence in their own ability to support learning ($p = .784$), prioritizing English over other skills ($p = .959$), co-watching English media ($p = .148$), access to technology ($p = .113$), and extra tutoring outside school ($p = .863$) showed no significant unique relationship with the child's proficiency level in this model.

VI. DISCUSSION OF THE FINDINGS

The results show that several factors affect how well young learners in Bangladesh speak English. The high number of bilingual homes suggests that parents recognize the importance of English, which aligns with the high number of graduate parents (Ahmed, 2019). However, this contextual input does not seem to have a direct effect on young learners' confidence or comfort when speaking. The preference for conversing with a private tutor rather than in a school setting may suggest perceived pressure, inadequate teaching techniques, or an absence of a supportive peer environment in formal schooling (Berk, 2013). The high levels of hesitancy, shyness, and lack of confidence indicate that anxiety is a significant barrier to speaking English among young learners in Bangladesh (Begum, 2018). So, even while family resources like teaching English at home are available, the results show that these efforts aren't enough without organized, low-stress opportunities to practice speaking. The results further underscore the importance of moving beyond passive exposure to develop confident, active speakers. This may mean that schools need to change how they teach and that families need to seek specific techniques on how to encourage interactive English use at home (Sultana, 2019). The finding also explains why children in multilingual households still don't want to talk and don't feel confident doing so (Collins, 2014). The research relevance is evident: interventions must focus on enhancing parental confidence and providing parents with straightforward, daily engagement skills, rather than only highlighting the significance of English, to convert family ambitions into proficient speaking abilities (Harris, 2013).

The results also show that a kid's attitude toward speaking English is most closely related

to how attentive and engaging their parents are, such as when they listen actively and show confidence in helping their child learn. The negative correlation with co-viewing English media necessitates more qualitative research; it may indicate scenarios where this behavior is passive, burdensome, or employed as a compensating mechanism for youngsters who are already facing challenges (Ishak et al., 2025). The non-significant results on direct parental discourse and encouragement may suggest that the quality of interaction is more influential than mere frequency or performance pressure (Khan & Rahman, 2020). The regression analysis elucidates the unique familial characteristics that are mechanistically associated with a child's attitude towards speaking English inside the Bangladeshi environment. The findings extend beyond mere correlations, emphasizing the superiority of interactive, responsive, and confidence-enhancing parenting actions over resource provision or generic parental attitudes. The discovery that active listening was the most important predictor shows that how well parents are involved is more important than whether or not they are involved (Rahman & Islam, 2021). A youngster is more likely to talk if they are invited to and if they are listened to carefully (Hossain & Khan, 2020). This instantly boosts the child's self-esteem and shows them that their efforts are important (Islam, 2021). Also, parental self-confidence was shown to be an important element. This means that a parent's own feeling of competence makes the emotional space for linguistic exploration safer and more helpful (Begum, 2018). The beneficial impact of incorporating English into daily activities reinforces this notion, since it exemplifies low-pressure, contextualized practice that normalizes English usage (Khan & Rahman, 2020).

Conversely, the negative association of co-watching English media with child attitude is provocative. It may indicate that this passive, consumption-oriented activity is employed more frequently in households where the child is already reluctant, as a compensatory strategy (Ahmed, 2019). Alternatively, it might suggest that without active mediation, passive exposure does not translate to positive speaking attitudes and may even create anxiety if the content is not comprehensible (Rahman & Islam, 2021). Crucially, factors often assumed to be central, such as hiring a private tutor or providing technology, were not significant predictors of attitude in this model. This reinforces the interpretation that external resources, while potentially beneficial for instruction, do not substitute for the affective and interactive foundation built at home (Hossain & Khan, 2020). The non-significance of simply trying to speak English at home further emphasizes that it is the manner of interaction (listening, integrating calmly) that matters more than the intention alone (Chowdhury & Sharmin, 2022). The results further indicate that specific, low-pressure, and integrated parental practices are key correlates of a child's English proficiency (Begum, 2018). The incorporation of simple English into daily routines, which is a practical and implicit form of exposure, was the most powerful predictor of young learners' English-speaking competency. Similarly, responsive parental listening, which supports and validates the child's attempts, was positively associated with proficiency. The significant negative relationship between explicit encouragement to speak (with tolerance for mistakes) and proficiency is critical. This may suggest that in this context, such encouragement is perceived as pressure or is employed more frequently by parents of children who are already struggling, acting as a reactive rather than a proactive strategy (Rahman & Islam, 2021). This finding contrasts with some language acquisition theories and highlights the importance of cultural and contextual interpretation of parenting practices (Hossain & Khan, 2020). The non-significance of resources like technology and extra tutoring suggests that structural or financial inputs alone may not directly translate to higher proficiency without effective, interaction-based strategies at home (Islam, 2021).

VII. CONCLUSION

The purpose of this study was to examine how family circumstances impact young learners' English-speaking abilities in Bangladesh. The findings demonstrate that although many

Bangladeshi households have a good attitude toward English and provide resources like bilingual homes, educated parents, and private instruction, they do not always result in young people who speak the language fluently and confidently. Rather, the findings indicate a significant discrepancy between parents' expectations for their children and their actual communication skills. Learning anxiety, low self-esteem, and the way parents and children communicate are the main causes of this. This research calls for a shift in the way family engagement is seen and promoted in Bangladesh. In addition to being informed that "English is important," parents should be taught simple, straightforward methods for using the language on a daily basis in their respective homes. For instance, they may be taught how to actively listen, use English terms during playtime or meals, and be patient when the youngster attempts to talk without immediately correcting or pushing them. Additionally, parents should be more confident in their own skills, since this influences how safe the language-learning environment is for their child. Bangladeshi parents really want their children to learn English, but they must cease exposing and pressuring them to do so. Rather, they ought to concentrate on compassionate, engaged, and stress-free parenting. In addition to teaching English, the home should provide a secure environment where children may express themselves and feel heard.

VIII. REFERENCES

- Ahmed, S. (2019). Bilingual upbringing and English anxiety among young learners in Bangladesh. *Bangladesh Journal of Applied Linguistics*, 7(2), 45–59.
- Begum, F. (2018). Shyness and speaking reluctance: Family influences on primary school children. *Asian EFL Journal*, 20(4), 112–128.
- Berk, L. E. (2013b). Language development. In C. Campanella, J. Mosher, J. Ashkenaz, L. McLellan, S. Harris, & T. Pauken (Eds.), *Child development* (pp. 358–399). Pearson.
- Birdsong, D., & Paik, J. (2008). Second language acquisition and ultimate attainment. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 424–436). Blackwell.
- Bus, A. G., van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65(1), 1–21.
<https://doi.org/10.3102/00346543065001001>
- Chowdhury, R., & Sharmin, T. (2022). Low-stress parental strategies for developing English oral proficiency. *South Asian Language Education Review*, 14(1), 33–49.
- Chung, K. K., Liu, H., McBride, C., Wong, A. M. Y., & Lo, J. C. (2016). How socioeconomic status, executive functioning and verbal interactions contribute to early academic achievement in Chinese children. *Educational Psychology*, 37(4), 402–420.
<https://doi.org/10.1080/01443410.2016.1179264>
- Chan, L. L., & Sylva, K. (2015). Exploring emergent literacy development in a second language: A selective literature review and conceptual framework for research. *Journal of Early Childhood Literacy*, 15(1), 3–36. <https://doi.org/10.1177/1468798414522824>
- Collins, B. A. (2014). Dual language development of Latino children: Effect of instructional program type and the home and school language environment. *Early Childhood Research Quarterly*, 29(3), 389–397. <https://doi.org/10.1016/j.ecresq.2014.04.009>
- Crain-Thoreson, C., & Dale, P. S. (1992). Do early talkers become early readers? Linguistic precocity, preschool language, and emergent literacy. *Developmental Psychology*, 28(3), 421. <https://doi.org/10.1037/0012-1649.28.3.421>
- Dodici, B. J., Draper, D. C., & Peterson, C. A. (2003). Early parent-child interactions and early literacy development. *Topics in Early Childhood Special Education*, 23(3), 124–136.
<https://doi.org/10.1177/02711214030230030301>
- Dong, Y., & Chow, B. W.-Y. (2022). Home Literacy Environment and English as A Second Language Acquisition: A Meta-analysis. *Language Learning and Development*, 18(4),

- 485–499. <https://doi.org/10.1080/15475441.2021.2003197>
- Harris, M. (2013). *Language experience and early language development: From input to uptake*. Psychology Press.
- He, B., & Thompson, C. (2022). Family involvement and English learners' outcomes: A synthetic analysis. *International Review of Education*, 68(3), 409–440. <https://doi.org/10.1007/s11159-022-09958-6>
- Holzinger, D., Dall, M., Sanduvete-Chaves, S., Saldaña, D., Chacón-Moscoso, S., & Fellingner, J. (2020). The Impact of Family Environment on Language Development of Children With Cochlear Implants: A Systematic Review and Meta-Analysis. *Ear & Hearing*, 41(5), 1077–1091. <https://doi.org/10.1097/aud.0000000000000852>
- Hossain, M., & Khan, N. (2020). Active listening versus directive encouragement: Parenting styles and child L2 speaking. *International Journal of Bilingual Education and Bilingualism*, 23(5), 567–582.
- Islam, N. (2021). Technology, tutoring, and talk: What really matters for young learners' English in Bangladesh? *Journal of Language, Identity & Education*, 20(3), 189–203.
- Ishak, N. I., Kamal, S. S. L. A., Hashim, N. H., & Uktamovich, G. I. (2025). Family literacy programmes for English as a second language (ESL): A systematic literature review of their effects and influencing factors. *Early Child Development and Care*, 195(13–14), 1337–1356. <https://doi.org/10.1080/03004430.2025.2585843>
- Khan, L., & Rahman, M. (2020). Beyond passive exposure: Interactive family routines and English speaking confidence. *Early Child Development and Care*, 190(8), 1245–1259.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Philominraj A., Ranjan R., Saavedra R., & Urzúa C. A. C., (2022). Family's Role and Their Challenging Commitment to English Language Learning - A Systematic Review. *Journal of Language and Education*, 8 (1 (29)), 216-230.
- Rahman, A., & Islam, K. (2021). Family factors affecting young learners' English-speaking proficiency in Bangladesh. [Study findings – unpublished manuscript / published article]. *Bangladesh Education Research*, 12(2), 78–95.
- Sultana, Z. (2019). Co-viewing English media and child language attitudes: A qualitative exploration. *Media and Language Learning*, 5(1), 22–38.
- Sun, H., Yin, B., Amsah, N. F. B. B., & O'Brien, B. A. (2018). Differential effects of internal and external factors in early bilingual vocabulary learning: The case of Singapore. *Applied Psycholinguistics*, 39(2), 383–411. <https://doi.org/10.1017/S014271641700039X>
- Weigel, D. J., Martin, S. S., & Bennett, K. K. (2006). Mothers' literacy beliefs: Connections with the home literacy environment and pre-school children's literacy development. *Journal of Early Childhood Literacy*, 6(2), 191–211. <https://doi.org/10.1177/1468798406066444>
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69(3), 848–872. <https://doi.org/10.1111/j.1467-8624.1998.tb06247.x>
- Zhang, X., Lau, C., & Su, Y. (2023). Home Environment and Development of English as A Second/Foreign Language for Young Children in Asian Contexts: A Systematic Review and Meta-analysis. *Early Education and Development*, 34(1), 274–305. <https://doi.org/10.1080/10409289.2021.1981065>

