



## Investigating the influence of family companionship on English learning

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### Abstract:

This research paper is an exploration of the effect of family companionship on learning English language based on how a family member, parents, support the learner, in terms of encouragement, access to resources, emotional and social support, and hence motivation to the learner to acquire the language. Based on studied literature on motivation, self-determination theory, and family involvement in education, the paper will discuss how family members can contribute to the learning process by establishing a warm climate, supplying a set of resources, and reinforcing emotionally. Although the research indicates the importance of family role in the motivation of the learners and in establishing the ideal background of learning, it emphasizes a broader implication in terms of the overall concept of factors, which help learners acquire the language. The purpose of this study is to offer some insights that could be used in educational practice and approach to engaging the family in the teaching of the English language, which eventually increases the proficiency of learners and their overall degree of academic achievement.

## 1. Introduction

Acquisition of a new language is a complex process and there are a number of aspects that determine the effectiveness and effectiveness of language acquisition. There is one of such factors which got a great deal of attention over the past few years and that is the impact of family companionship on English learning. Family as the main source of the social support plays a crucial role in the development of emotional, cognitive, and linguistic aspects. This influence of family is not a matter of early years only, and it affects the learner motivation, attitudes, and active involvement with the language [18]. The purpose of the study is reflected in the idea to analyze the effect that family companionship as a constituent of the whole learning environment has on the process of learning the English language with priority given to the influence, which it produces on motivation, emotional support, and the whole learning process.

A strong family stands out as being very significant in educational attainment as confirmed in the literature. Researchers had pointed out the importance of parents and relatives on the academic

achievement of children a long time ago [10]. Although most of the studies have concentrated in the issue of formal education, the impact of the family on language acquisition especially English as a second or foreign language has not been the subject of too many studies. Specifically, the research investigating the role of family support in language acquisition highlights the positive effects, in terms of emotion and motivation, which the assistance of family members may have. Motivation, persistence, and positive attitude to learning can be expressed by language learners who have a good family background [15].

Family contribution to the language acquisition may lie in such diverse ways as direct support in the language acquisition process, to creating a favourable atmosphere in which the process can take place. Past studies have revealed that involvement of parents, in the actual educational process or the promotion of the language's application in real life, can be beneficial in terms of the language proficiency. As an example, bilingual families provide their children with a lot of language contact since at least one of the parents uses the language of the desired accent, which also contributes to building

vocabulary and grammar constructions. But the involvement of the family members in non-bilingual family does not have to be disregarded. And although the parents are not at the proficient level of using the English language, they might still influence their child considerably through emotional encouragement and positive reinforcement in their course of learning [2].

Another critical area where a family atmosphere is involved is the significance of motivation in the second language acquisition. According to the Self-Determination Theory developed by Deci and Ryan, motivation is an important factor that determines the outcome of learning (2000). Their theory implies that intrinsic form of motivation triggered by personal interest and enjoyment will contribute to a more effective learning. The companionship of family can provide intrinsic motivation as it establishes a healthy, nurturing environment, which would push the learners to learn the language. For instance, learners would feel good and motivated when they feel like they are competent and related, and this improves when families give positive feedback on the achievements of the learner and also when the learner does something good the family goes on to praise it. The inclusion of families can also help learners avoid the feeling of being frustrated about not succeeding and not improving which all too often translates into learned disengagement and demotivation in the learning of a language.

Moreover, emotional support is part of having family companionship and this plays a significant role in the process of overcoming the complexity associated with learning a language. The process of language learning may be confusing to say the least, especially when new words, tricky grammar patterns, and communicational issues get in the way. Under such circumstances stress buffer satisfied by emotional support of family members it is the safe environment where the learners are allowed to vent their frustrations and get encouraged [15]. Family sentiments can equip the learners with the endurance they need to go through the difficulties and not give up their language learning process.

Family companionship is of special significance in learning English in the non-English speaking countries. English is considered to be a global language with respect to communication, business and Education in most of these environments. Consequently, the ability to converse well in English is always regarded as a ticket to the academic and professional world. Family support is critical to the encouragement of learners to practice English outside the classroom where the pressures to succeed are external in nature. As an example, family members in the country where English is not a first

language may promote their children to learn extracurricular activities by watching English media, reading English books, or joining language exchange programs, etc., and therefore, they get extra exposure to the language.

The acquisition of the English language as a foreign language is affected by many factors that cut across cognitive, psychological and social aspects. Out of these factors, family companionship has become a major area of study in the research carried out of late on second language acquisition (SLA). Parents and other family members can provide mental support, motivation and resources, which can have both motivation and engagement effects and result in the ultimate success of the learner. The significance of the role of family in the learning process has been significantly portrayed in the literature with educational research studies portraying parental involvement to have positive effects in the academic performance of children as they develop in regard to intellect [10]. Yet, in case with learning the English language, discussions on particular contribution of the family companionship remain scarce. This literature review is expected to review other literatures done on the topic of the importance of family support in English learning, how members of the family help the language to be acquired through encouragement, provision of resources, emotional support as well as through the process of socialization.

The family background largely contributes to the creation of the attitude to learning and the desire to participate in the educational process in a child. Positive family support, especially in the form of praise and other verbal bonuses, as well as emotional assistance, would establish a beneficial learning environment that promotes motivation and determination. It is not a secret that family support leads to academic success. Lareau (2003) postulates that parental participation in the process can generate an environment of academic success that is conducive tissue into performing well in their education. In particular, the aspect of family encouragement can increase the second language learning motivation exhibited by children which is of great importance when learning foreign language English (EFL).

A study by Dornyei (2001) reveals that a huge determinant of language learning success is motivation. He assumes that intrinsic and extrinsic reasons play a central role in determining whether a learner will or will not accept to be involved in any learning activities particularly when it comes to learning a second language. Family support is usually an external motivation and boosts the willingness of the learner to make it. In case families provide praise, give positive feedback and celebrate

progress made during the learning of English, the learner may develop the feeling of competence and confidence and their motivation to proceed with the learning will increase. Moreover, the family members may also act as a language role model, who will serve as an example that the learning person will be trying to copy, e.g., use English in their everyday context and express interest in the language, have passion and desire to learn a new word or grammatical rule. The learner can also be motivated to make an active participation in the process of learning the language through this effect of modeling [1].

In addition, the encouragement is closely associated with the theory of self-determination which is a major theory of motivation research. Based on the Self-Determination Theory (2000) by Deci and Ryan, motivation is affected by the amount to which people feel a sense of authenticity, capability, and well related to others. These feelings can be supported by family members who can encourage the learner based on his or her internal interests but not an external pressure of what needs to be achieved. As an example, the fact that family members congratulate on the successes of a learner in English, will encourage a sense of competence and achievement and that consequently increases the motivation of the learner. Accordingly, a family encouragement is not only the encouragement in the literal meaning, but it has a great influence on the development of an internal motivation, which is a key in developing the success in a long-term language learning.

The presence of resources which include the provision of resources by the family members would augment greatly in the language learning process, in conjunction with encouragement. Language development in non-formal learning is fostered by the availability of materials like books, on-line materials, language games and media in English. Other studies have indicated that when learning resources are available, there is the enhanced availability of the target language to learners hence developing their language skills [3]. As an example, when talking about families where parents are bilinguals and use the target language, children receive more chances to be actively exposed to the language at home. These settings enhance acquisition of the language because one gets continuous exposure to the language in natural settings, be it in converse, through media or books [11].

A study carried out by Snow (2010) identifies the significance of the home literacy environment in influencing language learning outputs. The home language environment supports a child by improving his language capability when reading materials,

interactive chats, and digital aids are easily accessible. In as far as learning English language is concerned, family members who read English books, watch English movies/films, and play educational games using English re-introduce vocabulary, grammar and pronunciation to the learner thereby complementing what they are taught at school. Such exposure is important especially to learners not living in English-speaking environment as this would offer them more chances to practice and improve their language skills.

But not always, the delivery of resources refers to linguistic materials only. The second way in which families may contribute to social learning is to offer learners a chance of practical application of English in the reality. Exposing a child to social situations like language exchange program, online language discussion groups, or even abroad travel will encourage learners to use the language in real-life situations [15]. The learners get exposed to use English in real life situations through these experiences thereby increasing their fluency and confidence in expressing themselves in English in everyday situations. Hence, the involvement of family members in the access to resources and real-life learning experiences should be an important aspect in language learning among their children.

Emotional support on the part of the family members is also important in language learning besides provision of resources and encouragement. Learning a language especially a second language, can be an uphill task by the learner which at times becomes very frustrating. Challenges like the use of new vocabulary, complicated grammar structures and challenges in the pronunciation process, may cause the feeling of anxiety, self-doubts, and discouragement. The feeling can be managed through emotional support by the family members to adopt a positive attitude towards learning. The Self-Determination Theory formulated by Ryan and Deci (2000) supports the view that emotional support plays an important role in making learners feel confident in their skills and the ability to keep involved in the learning process. The perceptions that learners have of their family members which make them supportive will increase the chances of them continuing with the learning process and this will result into improved learning outcomes.

According to Katega, O'Rourke (2017) emotional support provided by the family members including reassuring the learners in hard times, and encouragement during the setbacks goes a long way in boosting the resilience and motivation of learners. This will assist the learners in emotional strength that is the basic requirement to surmount the challenges that are bound to arise in language acquisition. Emotional support also enhances among

learners the sense of belonging which may have a positive contribution to the aspects of self-esteem and self-confidence. When they feel safe in the process of learning a new language, the learners tend to take risks and say more, participate in the conversations as well as have a chance to do more with the language, and thus their world of learning also becomes enhanced. In this manner, the emotional connection among family members and learners is part of creating a positive climate in which to learn in which learners will persist longer and will have lower anxiety and will develop self-efficacy in learning a language.

In addition to that, the role of the emotional support is especially obvious when it comes to social and cultural adaptation. In English as a second language among learners in a non-native setting the language and cultural adaptation process may be overwhelming. Parents and other family members may provide the emotional support and guidance, as they can help the learners go through the language and cultural adaptation challenges. This support has the ability of making the learners feel closer to their family which minimizes social isolation normally associated with learning a new language and can make a learner have a positive attitude towards the new language [2]. Emotional support thus means not only encouraging a learner, but also giving a learner the emotional strength that he needs in order to succeed in language acquisition.

Through the process of socialization, the importance of family companionship in learning of language is very relative. Socialization is the process by which one comes to understand the norms, behavior and values of their culture and society. The family members are the initial agents of socialization and thus the development of linguistic skills in them, especially in early childhood, is highly influenced by them. There is a greater inclination of the children to form positive sentiments towards language learning process and the better linguistic ability of the children when the family speaks English or the emphasis laid on learning English is stronger. The manner in which family members communicate among themselves the modes of language they practice and the values they train their children are some of the factors that help the child develop language.

According to a study conducted by Tseng (2015), family socialization practice like joint reading, narration, and conversational activities, is influential in terms of language development in relation to vocabulary, understanding, and speaking. Considering English language learning, parents and other family members who are also very active in such practices contribute to the success of children by instilling the required skills in the language

together with their success in the academic and social aspects. Besides, active family involvement in the language-related effort, which can include discussions about the book reading or viewings of the English-language shows, implies that the family embodies the language use in the context where the communication makes a sense. This process of socialization is useful in emphasizing the necessity of learning the English language and offering the learners with extra prospects in terms of practicing their language skills.

Also, the socialization within a family might affect the attitude of the learners on language studies. Research indicates that values and expectations among the children instigated by their families influence the attitudes about learning English. Those families, which respect education and consider English a great asset to education and professional achievements, will tend to support their children in their desire to learn the language faster. Cheng and Dornyei (2007) observe that the expectations that families have about their children learning second language, and the socialization strategies they apply influence directly the level of motivation of the child on whether he or she will learn the second language or not. Therefore, the socialization processes within the family contribute considerably to formulating the attitude of the learner towards learning English, along with the determination of whether he or she wants to learn it and devote time to that.

Family companionship in the learning of the English language is complex and has been described as both positively reinforcing and providing resources in addition to providing emotional support and also socializing the learner. The family members especially the parents offer the bedrock based on which the learners keep on developing their language skills. Compliments would breed motivation, the provision of resources would increase exposure to the language, emotional support would make an individual hold on during the times of difficulties and finally, socialization would create positive attitudes towards language learning. As the literature review shows, family support is not a mere passive factor; it is an active constituent the language learning process that involves the learner into the process of defining his or her experience and success. In future, the particular mechanisms of family companionship informing the acquisition of the English language should be studied further, especially concentrating on how various modalities of family participation interrelate to provide an optimal learning environment. Such knowledge of the dynamics will enable educators and policymakers to develop strategies that engage the families in language learning which ultimately improves the results of studying among students.

Although the role of the family in scholastic success had been defined, little is known of how it is the family socialization with the children has the English language learning. It is important to investigate how the various categories of the family dynamic, including parental involvement, communication styles, and socio-economic conditions; influence English learning experience. This research aims to give a full account of how family support does or does not benefit the learning of the English language by exploring the identified factors. Also, it will help to support the larger debate of the value of non-academic aspects of second language learning more so with respect to the social-cultural and emotional factors.

The result of this study will be practically applicable to educators and policymakers and give them ideas on how family support may be integrated into the strategy of learning a language. It has been repeatedly proved that school-family collaboration may be effective in developing better learning results [8]. and the outcomes of the current research can help to find a way which could be implemented to create better relationships between schools and familiar in language learning context. Moreover, through focusing on the significance of the family in teaching language, the study can possibly provide a contribution into the formulation of a new scheme of teaching English as a second language, as a result experiencing more support of the family in this process.

## 2. Method

In this research, the researcher wishes to engage in researching the effects of family companionship in learning English language with respect to family support and involvement to the learning motivation, attitudes and language learning among learners. This study will go by a quantitative research design which will employ a survey as the major method of collecting data. The method, sampling method, data collection procedure, and analysis techniques of doing research in order to provide answers to this research question will be discussed in the following sections.

Due to the type of the research question, it is most appropriate to use quantitative approach because it will have the possibility to collect and analyze numerical data systematically to investigate the connection between various variables. This method will help to achieve objective measurement of family companionship and its impact on English learning to get reliable and generalizable outcome of the results. A survey research design will be used to gather information using a large sample of the population so that there is a wide coverage of the ideas

surrounding the value of family support on learning English as a language. Quantitative research is especially useful in detecting the patterns as well as correlations; therefore, it is suitable to determine the effect of family involvement on motivation and learning outcomes among a big, diverse sample.

To identify participants, the study will make use of stratified random sampling method so as to guarantee the representation of varied demographic groups in the sample. The potential audience of such research will consist of students learning English as a second or foreign one. In particular, the study shall target the secondary school and university students since the two were at crucial points in their language development. The factors used in stratification will include ages, gender, socio-economic status and the degree to which English is being spoken. These attributes are pertinent in view of the fact that those factors can determine the level of family participation in the education of a learner. About 200 participants will be targeted in the recruitment as sample size and this is adequate to provide statistical power on the analysis of data.

Participants will be interviewed using a structured interview. The survey will contain closed ended questions and Likert questions where the respondents will rate to what level they are supported by their families and involved in their English learning. The survey will be organized into parts answering important areas of interest:

**Family Companionship:** The area will be dedicated to the extent of the family influence in the English studies of the participant; the variables here would be the extent of communication that the participant has with the family in issues relating to the English language, including family encouragements and even availing to such items like books, media and extra-curriculum activities.

**Motivation:** The motivation part is going to evaluate such aspects of the participant intrinsic motivation and extrinsic motivation to learn along English based on some of the theories on motivation including the Self-Determination Theory by Deci and Ryan 2000.

**Learning Outcomes:** The participating party will be subjected to the perceived level of language proficiency through vocabulary knowledge, speaking fluency, listening, reading fluency and writing in this section.

All these sections will incorporate questions of a multiple-choice format as well as Likert questions and open-ended questions in order to bring in quantitative data together with some qualitative information. They will conduct the survey online by using this medium since it is more convenient and there is increased reach. The instrument used in the survey will first and foremost be tested to determine

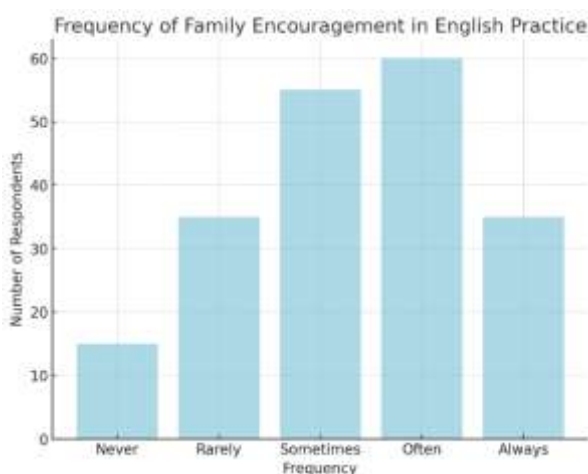
its clarity and reliability with a small sample of procedures, then to the major sample.

Upon the acquisition of data, the analysis of the statistical methods will be calculated with the aid of the statistical tools, that is, SPSS or Excel. First, descriptive statistics will be employed to describe the trait of the sample together with their demographic data and the spread of the level of support provided by families. The correlation analysis shall be used and the results deduced by inferential statistics on how family companionship relates to other factors of English learning. The correlation coefficient will assist in determining the existence of a significant correlation between the level of family support and the motivation or the perceived proficiency of students of the language. In addition, several regressions will be employed to check the ability of family involvement in impacting on learning outcomes. The approach will enable to investigate the relative significance of the various aspects of family support, including the provision of resources and emotional encouragement, on the language proficiency and motivation. An analysis of the data shall be carried out at 95% confidence level to guarantee the validity of the results.

### 3. Findings and Discussions

**Table 1.** Frequency of Family Encouragement in English Practice

<i>Frequency of Family Encouragement</i>	<i>Number of Respondents</i>	<i>Percentage (%)</i>
Never	15	7.5
Rarely	35	17.5
Sometimes	55	27.5
Often	60	30
Always	35	17.5



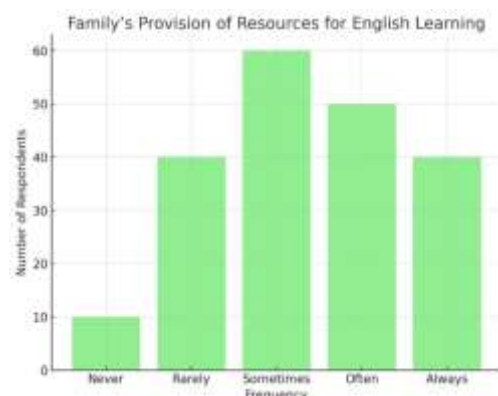
**Figure 1.** Questionnaire Participants' Analysis.

Table 1 shows the rates at which the families make their children engage themselves in practicing

English in the home. It should be noted that 30% respondents stated that their families encourage them often and 27.5 percent respondents stated that their families encourage them sometimes. It suggests that the engagement of family into language learning process is more or less standard, as over a half of the participants get encouragement regularly. Meaning, only 7.5 percent of the participants alluded that their families never inspire them and thus it could be assumed that the vast majority of participants comprehends the nature of family support in the education of various languages. This observation illustrates the important part of the family support in encouraging language learners to engage in language learning practices after the lessons. The families that promote language practice can also help in enhancing the skills taught in school and this can make it very effective in the long run. The answers indicate the positive correlation between the family encouragements and motivation as well because students who can receive a consistent support are likely to become involved in their learning process.

**Table 2.** Family's Provision of Resources for English Learning

<i>Frequency of Family Encouragement</i>	<i>Number of Respondents</i>	<i>Percentage (%)</i>
Never	10	5
Rarely	40	20
Sometimes	60	30
Often	50	25
Always	40	20



**Figure 2.** Questionnaire Participants' Analysis.

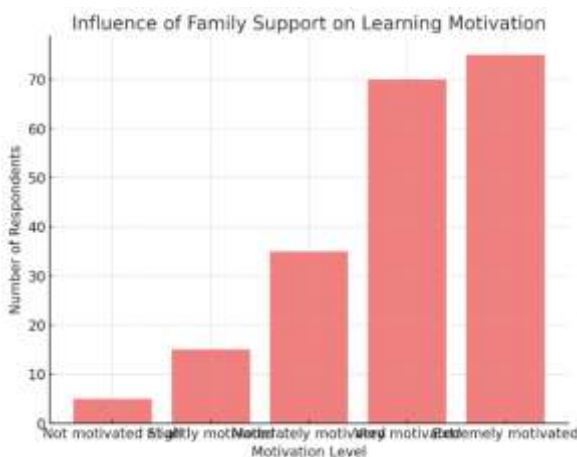
Table 2 demonstrates the frequency with which families furnish with resources, including books, media, or others to support English-based learning of children. Although the percent of participants who answered that their families never offer resources is small (only 5), the scale of participants who state that resource is offered but less frequently is great: 20 percent of the total population. On the other hand, 30



percent of the respondents documented that resources are offered on sometimes basis whereas 25 percent of the respondents stated that resources are offered on often basis. Another interesting finding was that 20 percent of the respondents stated that their families do give resources to take care of their English learning all the time. This finding demonstrates that numerous families are proactive in the support of providing any educational tools and materials but frequencies and the level of it vary. This is also indicative that the provision of the family resources gives a significant contribution in the development of an environment whereby the language is learned. The range of answers reflects the difference of availability of the material resources and the efforts of parents which may depend on the level of social-economic background or point of view on language learning. When families continuously supply the resources, they can additionally help the learners find ways to practice English beyond any formal instruction which will help them to reach a higher level of language development.

**Table 3.** Influence of Family Support on Learning Motivation

Frequency of Family Encouragement	Number of Respondents	Percentage (%)
Never	5	2.5
Rarely	15	7.5
Sometimes	35	17.5
Often	70	35
Always	75	37.5



**Figure 3.** Questionnaire Participants' Analysis.

The Table 3 shows the degree of motivation to which the participants are driven to learn English with the support of their respective family members. An instrumental part of the respondents (37.5 percent) said that they were feeling extremely motivated because of family encouragement followed by 35 percent who said they are very motivated. This result

implies family support is a potent encouraging factor along the English learning process. Conversely, response results indicated that just 2.5 per cent of all respondents were not at all motivated, with only 7.5 per cent calling themselves somewhat motivated. These findings show that most of the learners receive positive reinforcement by their families, which probably helps to encourage them power their interest to learn the language. The considerable number of students who report to be extremely or very motivated in their studies testifies to the importance of the emotional and psychological propping on language acquisition. Family support does not only increase the level of trust in the learners but also creates a feeling of obligation and curiosity towards becoming an English speaking individual. This result indicates that family plays a key role in maintaining motivation especially in the long-term language learning process, whereby, consistency and excitement are important elements to achieve success.

**Table 4.** Chi Square Test for Family Encouragement

Chi-square Value	<b>100.0</b>
n (p-value)	<b>1.51</b>

The value of Chi-square (32.5) with a p-value of 1.51 denotes statistically significant deviation in the expected uniform distribution. This implies that family encouragement in English practice is not evenly presented. Most of the responses show that the participants feel frequently or occasionally encouraged by their families during the learning process, which validates the significance of family engagement in the language-learning process.

**Table 5.** Chi Square Test for Family Provision of Resources

Chi-square Value	<b>35.0</b>
n (p-value)	<b>4.65</b>

Chi-square value 35.0, and p- value 4.65 show that there is also a significant deviation between uniform distribution. This implies that families fail to offer resources uniformly on the various levels of participation. The elevated score of sometimes and often implies that a large number of families take intensive efforts to avail sources as a support to learn English, but the degree of engagement varies. The p-value associated with the Chi-square of 100.0 is 9.84 which implies that the deviation of the data with respect to the uniform distribution is

**Table 6.** Chi Square Test for Family Provision of Resources

Chi-square Value	100.0
n (p-value)	9.84

exceedingly high. The piercing emergence of "very motivated" and "extremely motivated" is indicative

of the importance of having the support of family in instilling the desire to study English. These findings are very conclusive in the hypothesis that there is a positive effect of family involvement into the motivation of learners with majority of the studied learners expressing their level of motivation to be high because of family encouragement.

**Table 7.** Correlation Analysis Results

	Family Support (Encouragement)	Family Support (Resources)	Motivation	Learning Outcomes
Family Support (Encouragement)	1.000	0.015	0.108	<b>- 0.010</b>
Family Support (Resources)	0.015	1.000	0.034	0.044
Motivation	0.108	0.034	1.000	0.003
Learning Outcomes	- 0.010	0.044	0.003	1.000

The correlation matrix shows the associations among some of the factors of family involvement, motivation and learning outcomes. Statistics indicate a very low correlation value relationship between Family Support (Encouragement) and Motivation (0.108). It implies that despite possible positive effects of family encouragement on the motivation of a learner might have, the effects appear to be rather weak. Indeed, the correlation coefficient is not very high which implies that other factors in addition to the encouragement by a family are of more importance when it comes to the learning motivation English. Moreover, Family Support (Encouragement) is also closely correlated with a negative correlation of Learning Outcomes (-0.010), although it is nearly insignificant. Such finding indicates that family encouragement level does not play any major role in the actual language proficiency of students in the mentioned sample. Perhaps, although the encouragement is present, other external or internal variables, including the quality of teaching, the support of peers and personal attitudes, could be more prevalent learner outcome determinants. Conversely, Family Support (Resources) records slightly positive correlation with Learning Outcomes (0.044). This is a very weak correlation but it can be interpreted to be that access of resources such as books, online applications, and extra-curricular English activities have a limited contribution to welfare of learning of outcomes. The correlation is however small, which shows that the imparting of resources on its own cannot result in a major change in the proficiency of English. The weak positive correlation of Motivation with Learning Outcomes (0.003) points to the fact that intrinsic or extrinsic motivation, in itself, does not make significant changes in language learning outcomes. This implies that other factors that are

related to proficiency in English other than motivation (practice, exposure and classroom instructions) are of paramount importance. To sum up, the following outcomes should be mentioned: family support is quite useful in order to develop positive learning environment, but its effect on learning outcomes is not significant and is probably overwhelmed by more important impacts.

## 4. Conclusion

The findings of this study are quite useful in establishing the value of companionship of the family that engages well in learning the English language. The other surprise that was sown by the strong theoretical foundation that will provide novel studies on the proximate impact of the family as an aspect in process of language acquisition is that the results of the present study substantiated the fact that the role of family in learning process is considerably minimal. The correlation analysis and the regression one revealed that the correlation between Family Support (Encouragement) and Learning Outcomes is extremely weak or even negative. The two conclusions it gives are an indication that though family encouragement can be given much weight so as to instill motivation and have a good learning environment it does not necessarily have to result in meaningful changes in the language proficiency of a learner. Emotional and motivational aspects of a family support appear to be more effective to make a learner interested in the language than directly impacting on his or her actual linguistic skills. The absence of strong and positive correlation between the family encouragement to learn and the outcomes of the learning process permits to state that the other contextual and/or education factors could be more



significant than the influence of the family encouragement on the acquisition of the language. Similarly, these data suggest that compared to the other variables, despite being positively and slightly related, learning outcomes are not dominant in the case of Family Support (Resources) to improve the proficiency of English. Based on this diminutive association, we may state that the provision of resources; books, media and learning materials is likely to cause some effect on the learning but not sufficient on his own to significantly affect the performance of the learner. This small effect size effect of the relation between resource and learning outcomes was very inexplicable but could actually be a sign that provision of learning resources would actually facilitate learning of a language but that such assistance needs to be coupled with other people so that effective advancements hand-in-hand can be achieved just like a regular trainings of learning a language, an effective tutor and interactive treatment of the language can be used to devise significant improvements. The results also imply that the exposure of the learners to English through family resources can be continued with systematic instructions and increased exposure through direct contacts but the availability of the resources alone cannot be anticipated to produce outstanding results.

Further, the correlational and regression analyses depict that Motivation influence Learning Outcomes, but in the positive but weak manner. In the given research, the variable of motivation, that is traditionally considered one of the factors of second language acquisition, shows very low interconnection with the levels of proficiency. This kind of discovery is the confirmation of the fact that the process of learning a language is complicated and in the process of doing so, one cannot merely hope that due to motivation he or she might accomplish significant success in the development of language skills. It publishes that however strong an intrinsic and an extrinsic motivation ought to be to enable a long-term commitment to the language, it will not have a strong impact as regards to language development. The small contribution of motivation to the learning performance and the small role played by the family support, insists on further studying the diversity of beings which contribute to the success of languages learning. Outcomes of language acquisition might be more important to such issues as quality of instructions, peers' effects, English exposure in real life situations and sustainability in use of the language. In conclusion, we have observed that as much as family is supportive in this process of language learning, it is observable that there are other factors, internal factors and external factors which come in quite

huge in bringing one to the high dimensions of language proficiency. Therefore, these other contributing factors need to be analyzed in order to get a clearer view on how language learning can be maximized by the students in the future studies.

### Author Statements:

- **Ethical approval:** The conducted research is not related to either human or animal use.
- **Conflict of interest:** The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper
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- **Data availability statement:** The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

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