

The Influence of Parental Studying Abroad Experience & Language Environment on Children's Second Language Learning Motivations and Outcomes

Zhilin (Lucas) Li^{1, a}

¹Junior Student, Suffield Academy, CT 06078, United States

^a27zl@suffieldacademy.org

Abstract

In the era nowadays, due to the various effects brought by globalization and progress of promoting diversity, the distance between different people around the world seems to be shrinking closer, which makes their second language (L2) abilities much more important. From a general point of view, there are many factors that potentially affect Second Language Acquisitions (SLA) of a person. For example, the influence of a language learner's parental background and family environment on the learner's motivations and outcomes is one of the factors that scholars pay much attention on recently. Specifically, researchers tend to focus on common phenomena such as: how parents who have experience of studying abroad possibly influence their children's attitude on learning other languages; how parents who studied in another country have different expectations on education; how their children respond with their different language learning motives, etc. That being said, there are still few information about how both the experience of parents studying overseas, plus the language environment parents provided, influence the mechanisms of their children studying a second language, shown in their motivations and outcomes. This study examined the relationships between parental studying abroad experience, home language environment, children's L2 studying incentives and their relative learning outputs. By using data collected from online surveys and online/offline interviews on middle school/high school/college students in domestic region (China's mainland) and international regions, the study made use of descriptive statistics and independent samples T-test, and one way ANOVA (F-Test). In addition, this study was based on the theoretical framework provided by Second Language Acquisition Theory (SLAT), with a focus on the Acquisition Learning Hypothesis, Input Hypothesis, Monitor Hypothesis and Affective Filter Hypothesis proposed by Krashen.

Keywords

Second-language acquisition, parental studying-abroad experience, language environment, motivation, language outcomes, bilingual education.

1. Introduction

1.1. Background

In this age of globalization, knowing several languages is becoming ever more important——of course, with the particular focus on English, which is a crucial global language that plays a significant role in international businesses, communications and higher educations. Therefore, a growing number of parents are now investing considerable financial efforts into providing the opportunities of second language learning for their children.

On top of this, it has become a common practice for many people to obtain higher education or additional trainings abroad. Consequently, going to another country to study may affect people (especially parents)'s point of views on Second Language Acquisition (SLA), as well as their opinions on multilingualism and the success in education in general. An observed phenomenon is that, those parents with abroad educational backgrounds are more likely to consider language skills to be necessary for their children's future.

In various past studies, researchers have concluded many different factors that influence SLA of children. For example, according to Krashen's theory, the Second Language Acquisition happens due to receiving comprehensible input that is slightly above the learner's level [4]. To be more specific, the affective filter hypothesis believes that motivations, attitudes and emotions have effects on the process of acquiring new languages [4]. As a result, the family environment of a young language learner could potentially cause a large influence both on the child's linguistic immersion and learning motives.

Moreover, many previous studies have also shown that there exists a correlation between a family's literacy environment, the involvement of parents in language teaching and the children's language development. For instance, Ebert, Lehl & Weinert [2] showed that there is a positive, predictive effect on the SLA of children from home language immersions, book exposures and verbal interactions. Similarly, Turesky et al. [11] pointed out that literacy activities performed in the home environment are positively correlating with neural and language outcomes.

Nevertheless, only few researches attempted to explore the connections between the parental experience of studying abroad, alongside their home language environments, with their children's linguistic development and L2 learning outcomes. Thus, this study sought to address this gap.

1.2. Research Problem

Although previous studies have considered factors such as family socio-economic status, parental education and home language environment, less has been done on how parents' international education experience contributes to children's Second Language Acquisition.

There are several ways that parental experience of studying abroad may help promoting language learning of their children. First of all, there might be favorable attitudes from kids toward bilingualism and cross-cultural interactions; secondly, in aspects like consuming foreign language media, reading and interacting with a second language, there might also be a richer language environment as a solid foundation. Lastly, parents who studied in another country might become good examples of valuing linguistic competences as well.

To sum up, this study investigated the link between studying abroad experience of parents and their children's second language learning motives, along with their children's various learning outcomes and achievements afterwards.

1.3. Research Questions

In this study, the following research questions were being addressed:

1. Would parental experience of studying abroad influence their children's L2 learning motivations?
2. Would parental experience of studying abroad influence their children's L2 learning outcomes/results?
3. Would the differences in durations of parental studying abroad experience cause relative differences in levels of their children's L2 learning motivations?
4. Would the differences in durations of parental studying abroad experience cause relative differences in levels of their children's L2 learning outcomes/results?

5. How important is the home language environment in children's L2 learning experience overall?

1.4. Hypotheses

Based on the research questions, the study focused on investigating the following hypotheses:

H1. Students with parental experience of studying abroad show higher levels of motivation in L2 learning than those without such parental experience.

H2. Students with parental experience of studying abroad show higher levels of outcomes/performances in L2 learning than those without such parental experience.

H3. There exists a significant difference between various degrees/durations of parental experience of studying abroad, and that difference influences difference in their children's L2 learning motivations relatively.

H4. Having a rich language environment positively impacts L2 learning motivations and outcomes of students.

H5. There exists a significant difference between various degrees/durations of parental experience of studying abroad, and that difference influences difference in their children's L2 learning outcomes relatively.

2. Literature Review

2.1. Second Language Acquisition Theory

The theoretical basis for this research mainly contained Krashen's theory of Second Language Acquisition (SLA). According to this theory, there is a small distinction between language acquisition and language learning, while both are important for this study. To put into details, it means that language "acquisition" is an unconscious process that involves meaningful interactions, while language "learning" means consciously understanding specific grammatical rules [4].

Meanwhile, according to Li & Luo [5]'s study, Krashen's theory includes the following interrelated hypotheses: I. Acquisition-Learning Hypothesis; II. Monitor Hypothesis; III. Input Hypothesis; and IV. Affective Filter Hypothesis. Generally, all of these theories emphasized the importance of a meaningful language exposure, motivations of learners and emotional factors in language acquisition.

Take the Input Hypothesis, for example, it believed that language acquisition starts when the learners receive a comprehensible input that is slightly above their present language level. In addition, it also highlighted how important it is to create a language-rich environment, which would facilitate the acquisition progress with meaningful exposures [4].

On the other hand, the Affective Filter Hypothesis claimed that emotional factors such as motivations, confidence and anxiety would also make impacts on the language acquisition process. Hence, those learners with higher motivations and lower anxiety would be more likely to exhibit better outcomes when acquiring a new language. From the perspective of studying the influences of family environments on children's SLA, as a result, this theory became especially crucial [4].

2.2. Home Language and Literacy Environment

Following the theoretical framework, many scientific literatures have also provided evidence that showed the process of language acquisition occurs depending on the family environments. For instance, Ebert et al. [2] created the concept of the Home Language and Literacy Environment (HLLE). In this notion, multiple factors are consisted, such as children's exposure to books, parental interactions and literacy practices. Consequently, according to the results of

this particular study, those children exposed to environments rich in literacy often exhibited stronger linguistic skills.

At the meantime, Turesky et al. [11] have researched on similar topics, by proving there exists a positive effect on the development of neural structures related to language areas of the children's brain from reading to children and giving other literacy practices. In the study, the researchers have also proven that an environment rich in language immersions would generate beneficial impacts on children's L2 acquisition, through providing neuroscientific data.

Moreover, the importance of parental language education beliefs and practices was mentioned in previous studies as well. Shi [10] concluded, that family literacy environments would play a large role in the formation of children's language identities and behaviors. Therefore, families that promoted using multiple languages would pave a solid way for a favorable language learning environment for their children.

Together, these studies have shown that family environment would make a remarkable impact on children's SLA, not just simply through direct teachings, but also through creating a supportive language of literacy and interactions, which are both important for the process of acquiring and developing the fundamental knowledges of a new language and beyond.

2.3. Parental Experience of Studying Abroad and International Education Backgrounds

On the other hand, the parental education experience might also influence their descendants' educational success through various pathways. Specifically, that kind of "experience" includes studying abroad, which is special in the broader global vision, the increasing knowledge of international education, as well as the more obvious realization of the importance of language acquisition it brings for parents.

Therefore, the experience parents have on studying abroad is one of the most noteworthy factors that potentially creates positive effects on their attitude towards a target language, while that attitude encourages their children's willingness of learning that language [12].

Furthermore, Rhys [9] found that L2 development is positively related to family support, literacy in the home environment and the possibilities of practicing the target language in real life. Hence, parents with abundant international experience could be more likely to help consolidate the language acquisition process of their children in this particular setting, by building up a language-rich environment and aiding both verbal/written practices of the new language of their offsprings.

Additionally, according to Genesee [3], bilingual education and immersion programs are great contributors to the development of the second language, without compromising the original first language. As an evidence of no collateral damages of the SLA process, it has also shown the benefits of giving children available language learning resources if their parents are able to provide so.

2.4. Motivations of Second Language Learning

Meanwhile, the relevance of motivations in the process of language learning has already become a topic that many scholars and researchers were discussing. For example, from the point of view of Li and Luo [5], the interests, goals and attitudes of the learner play a huge role in the learning process of a foreign language. It came down to a logical claim, that the analysis on the Affective Filter Hypothesis [4] done by the authors here, as well as the understanding of how the motivated learners were easier to accept a new language, both made contributions in comprehending interactions in the Second Language Acquisition process more thoroughly and prepared.

Likewise, the learner's motivation is also viewed as a main characteristic of immersive and intensive language learning process by Rhys [9], who made the conclusion that learners and

families of learners which see the importance of learning a different language are usually more expected to show good outcomes in SLA.

Similarly, from the perspective of Shi [10], since there are obvious differences in the academic standards and educational expectations of different families, the attitude of parents in language learning is often saw as the most crucial factor that influence the children learner's motivations.

2.5. Language Learning Outcomes and Achievement

Lastly, language learning achievements may include numerous indicators, such as proficiency in a certain language, communication skills, literacy acquisition and academic success; while those skills are often gained through different processes. For example, according to the research done by Genesee [3], those students who participated in bilingual and immersive courses are usually able to acquire higher levels of language skills, beside their first language.

Dozens of years after, from a familial perspective, Ebert et al. [2] discovered that home literacy experience is not only a positive factor that aids language learning, but also a factor that has beneficial influence in other cognitive achievements. In addition, Rhys [9] adds on to this discovery by acknowledging that the real and daily use of a language, the participation of parents educating their children, and a rich language exposure at home are all crucial parts that promote positive outcomes and foster language achievements.

Hence, there are various studies that implied the interplay of different factors that are possibly affecting children's Second Language Acquisition and its results.

3. Methodology

3.1. Research Design

This research used quantitative survey design in the data collecting process, in order to investigate the correlation between parental studying abroad experience, home/neighborhood language environment and the children's Second Language (L2) learning motivations and outcomes.

3.2. Participants

A variety of age groups were being selected to participate in this research, which included secondary (middle + high) school students and college students, enrolled either in domestic schools in China's mainland or international institutions outside of the country. In addition, the parents of the participated students were asked to answer specific questions in the surveys as well. Statistically, most of the participants were enrolled in private or public schools in China's mainland, Hong Kong, United States, Canada and United Kingdom. The participating individuals also came from diverse cultural, linguistic and educational backgrounds.

Table 1. Current Educational Background of Students

Grades	Percentage
G9, Middle/High School	3% (2/60)
G10, High School	5% (3/60)
G11, High School	15% (9/60)
G12, High School	63% (38/60)
Freshman, Undergraduate	2% (1/60)
Sophomore, Undergraduate	5% (3/60)
Junior, Undergraduate	2% (1/60)
Master's Degree, Graduate	5% (3/60)

Table 2. Age Distribution of Students

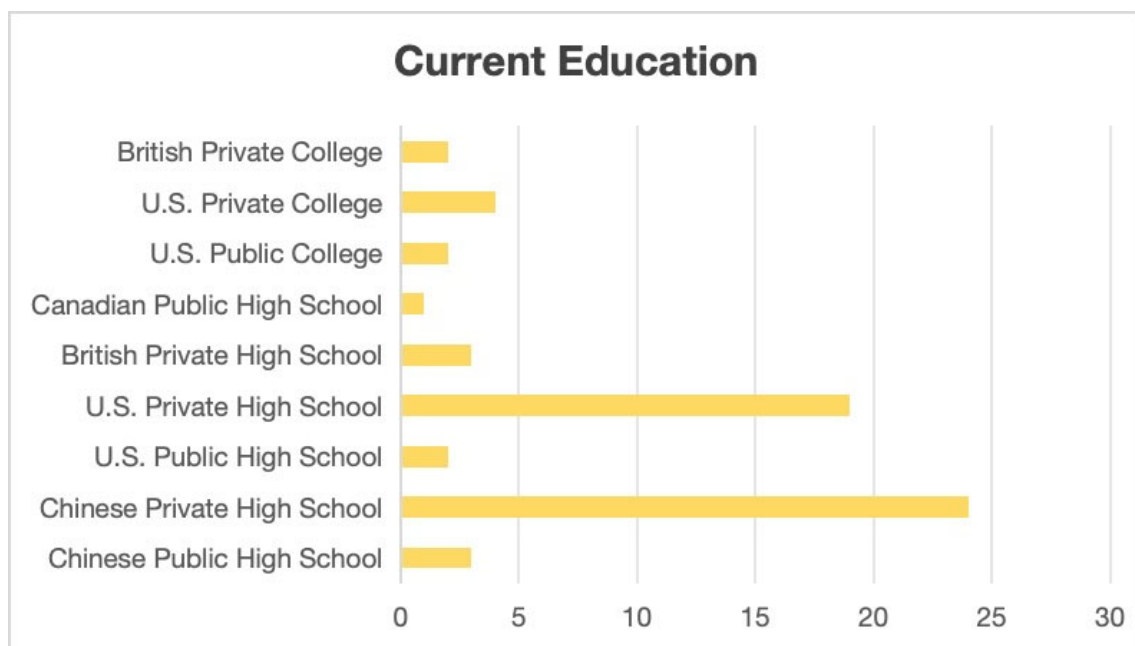
Ages	Percentage
15	3% (2/60)
16	6% (4/60)
17	32% (19/60)
18	33% (20/60)
19	10% (6/60)
20	6% (4/60)
21	2% (1/60)
22	2% (1/60)
23	2% (1/60)
24	2% (1/60)
25	2% (1/60)

Table 3. Gender Distribution of Students

Male Percentage	Female Percentage
60% (36/60)	40% (24/60)

Table 4. Languages of Students

Languages	L1	L2	L3
Mandarin Chinese	97% (58/60)	2% (1/60)	2% (1/60)
English	/	93% (56/60)	6% (4/60)
Cantonese	3% (2/60)	3% (2/60)	/
Hokkien	/	/	2% (1/60)
Korean	/	2% (1/60)	/
None	/	/	90% (54/60)

**Figure 1.** International Education Experience of Students

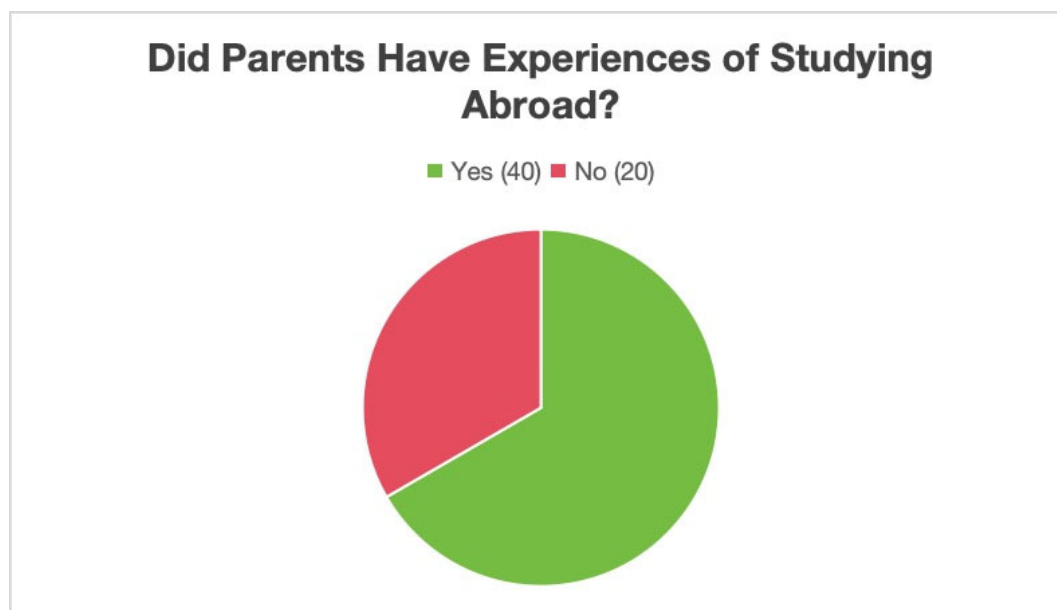


Figure 2. International Education Experience of Parents (Including None)

3.3. Instrument

For this research, the data were collected through both surveys answered directly, and online/offline interviews of participants and their parents.

The surveys included the following elements:

Demographic information

Information about parental educational background

Information about parental studying abroad experience

Information about L1/home language environment

Measures of motivation

Measures of L2 learning outcomes

The measures of motivation and outcomes were defined as average scores based on Likert Scale, related to elements such as: personal interests, perceived importance of the subject, future plans and intentions of using the second language.

3.4. Variables

Independent Variables:

- Parental Studying Abroad Experience:

No experience at all (0 years)

Less than 1 year

1-2 years

3-5 years

More than 5 years

- Home/Neighborhood Language Environment

Dependent Variables:

- Second Language Learning Motivation(s) of Children

- Second Language Learning Outcome(s) of Children

Additional Variables:

- Types of Institutions

- Levels of Education

- Language Background
- If Parents Have Studies Abroad (Yes/No)

3.5. Data Analysis

There were three statistic methods in total being used in this study:

Firstly, descriptive statistics characterized the demographics and variables of both participants and their parents.

Secondly, independent-sample T-test was also performed, to examine whether there existed a significant difference between the motivations and scores of outcomes of students with their parents studied abroad and students with no parents studied abroad.

Lastly, a one-way ANOVA (F-test) analyzed the differences in those scores examined by the T-test, according to the various time lengths of parental studying abroad experience as well.

4. Results

4.1. Descriptive Statistics

This study involved learners from different institutions, including local (China's mainland) public and private secondary schools, international public and private secondary schools, as well as foreign universities and liberal arts colleges (see Fig. 2). And for the participants, there consisted middle school, high school, undergraduate and graduate students (see Table 1).

Among those who engaged in the researching process, either through surveys or interviews, a noticeable number indicated that their parents had different degrees of educational experience overseas (around 67%, see Fig. 3). That being said, the durations of those parental engagements of studying abroad were highly variable, which ranged from short-term exchanges to long-term studies.

In consideration of the previously mentioned differences in parental international education experience, also the variability in availabilities of home literacy materials and opportunities of language learning within the participants' communities/schools, the average language environment scores of students based on Likert Scale were mostly floating between ordinary to advanced.

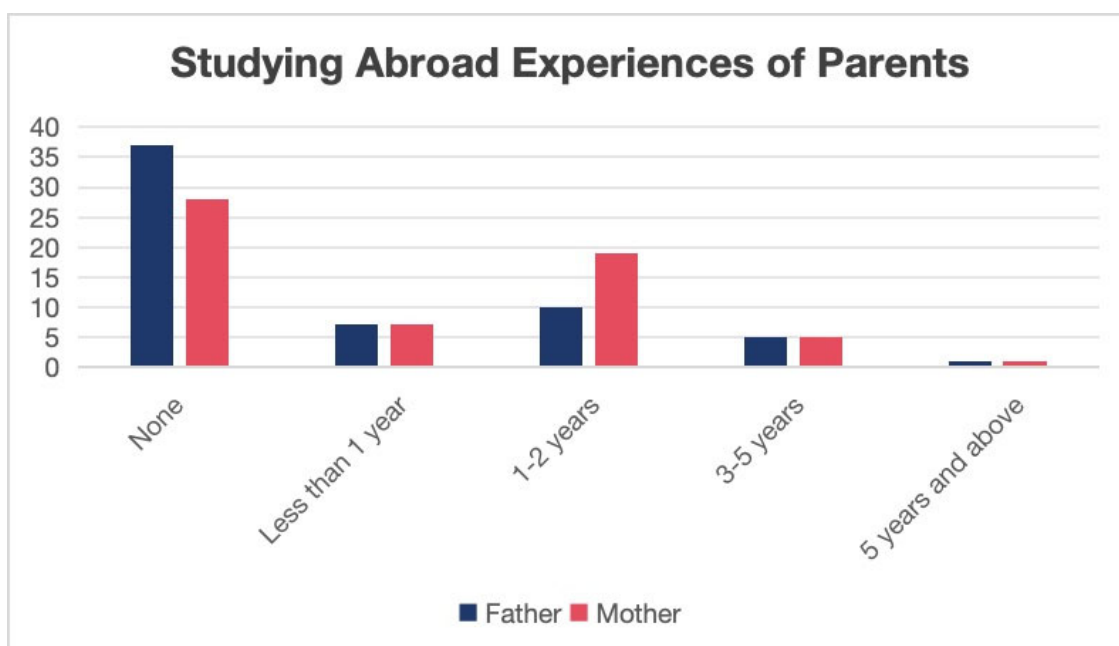


Figure 3. Durations of Parental Studying Abroad Experience (Including None)

As from the aspects of second language learning motivations and levels of actual language outcomes, there were some noteworthy differences in between participants as well. In general, comparing to students who were studying in domestic institutions with no parental international studying experience, those students who are studying in foreign countries, with parents who studied abroad were the most motivated samples that were more likely to be proficient in their target languages (L2 or even more).

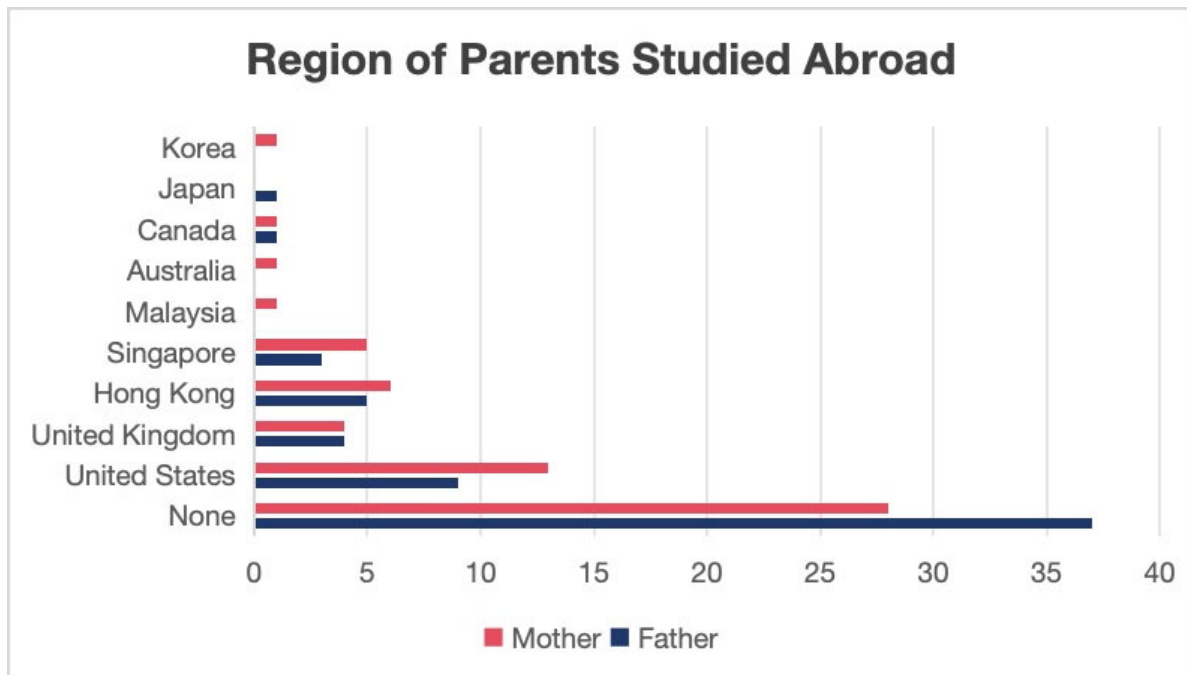


Figure 4. Regions of Parental Studying Abroad Experience (Including None)

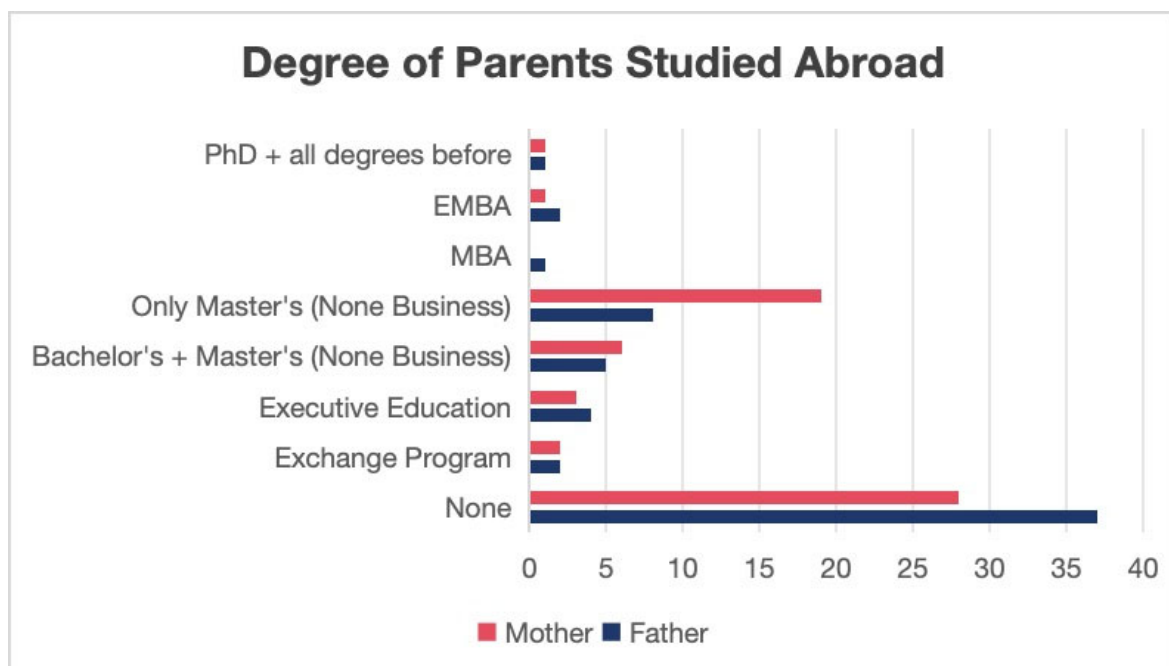


Figure 5. Degrees of Parents Studied Abroad (Including None)

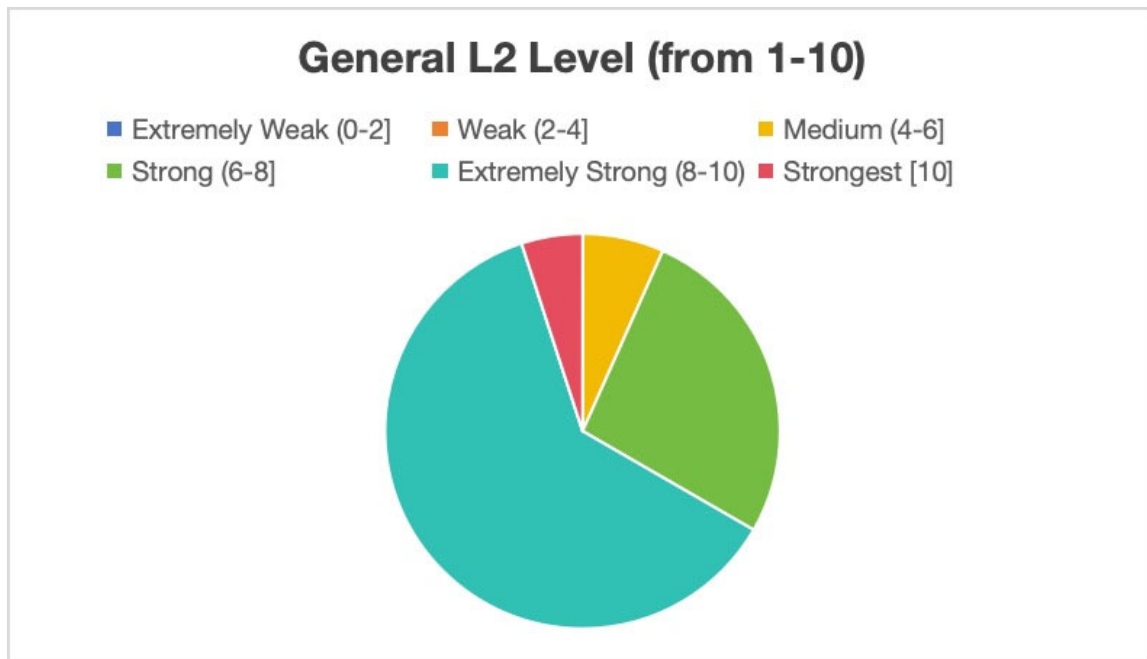


Figure 6. Distribution of General L2 Level (Motivations + Outcomes) of Students (Likert Scale)

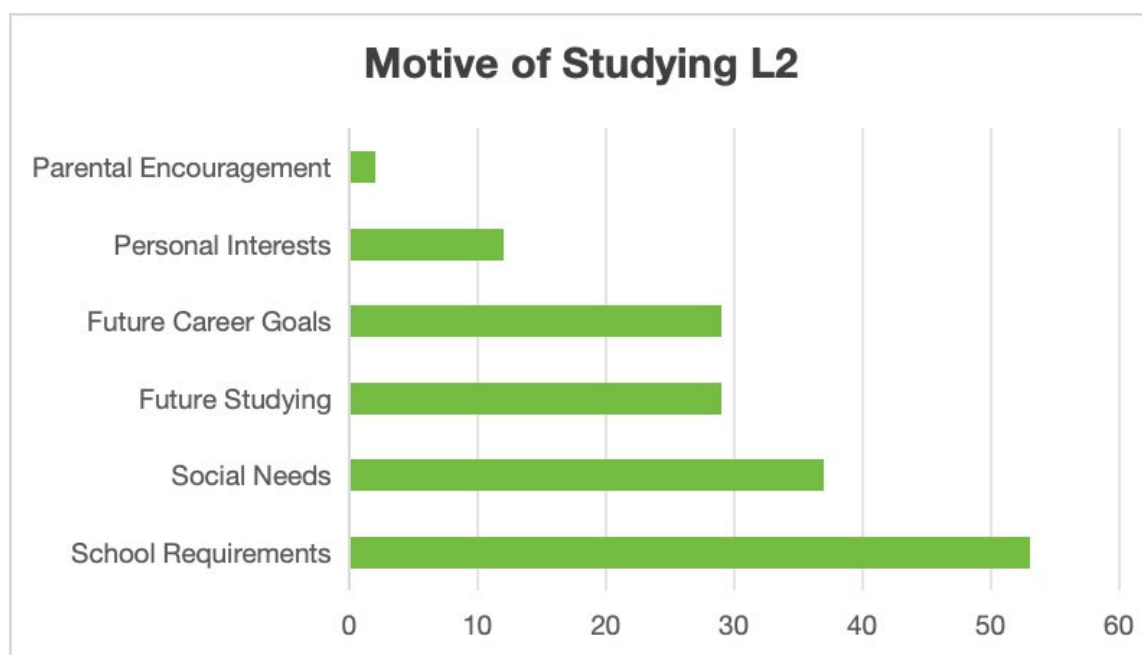


Figure 7. Motives of Students Studying L2 (Or more)

4.2. Independent-Sample T-Test Results

(Hypothesis 1 – Parental Studying Abroad Experience and Children's L2 Motivations)

An independent-sample T-test was performed to examine the differences between motivations in Second Language Acquisition (SLA) of students whose parents had experience of studying abroad, and motivations in the same process of students whose parents did not have such experience.

As a result, it has been found out that motivations of students whose parents did have studying abroad experience were significantly higher than those whose parents never studied in a different country.

Furthermore, it could come down to the conclusion that parental international education backgrounds could very likely create beneficial influences on the attitudes of their offsprings in learning a foreign language. Therefore, Hypothesis 1 has been confirmed in the experimental process.

Table 5. T-Test Results

H1 – Parental Studying Abroad Experience and Children’s L2 Motivations

Group	N	Mean	SD
Parents Studied Abroad	40	8.43	1.11
Parents Did Not Study Abroad	20	6.80	1.77

t	p
3.76	< .001

H2 - Parental Studying Abroad Experience and Children’s L2 Outcomes

Group	N	Mean	SD
Parents Studied Abroad	40	8.87	0.79
Parents Did Not Study Abroad	20	6.97	1.39

t	p
5.67	< .001

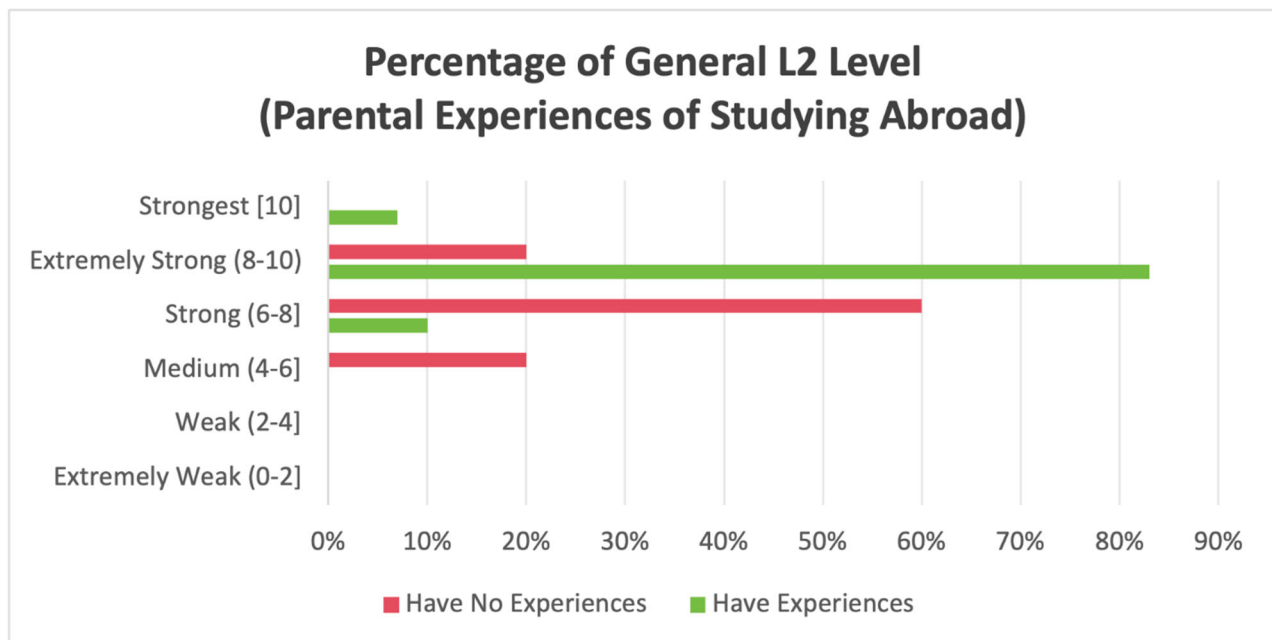


Figure 8. Correlation Between General L2 Level of Students and Their Parental Experience of Studying Abroad

(Hypothesis 2 – Parental Studying Abroad Experience and Children’s L2 Outcomes)

In addition, a second independent-sample T-test looked into the comparison between two groups of students in their language learning achievements, particularly in their L2 school grades and their enthusiasm, confidence, speaking, reading and writing skill levels.

After careful analysis of the collected data, it could be determined that the students with parents studied abroad would perform more advanced general L2 outcomes in comparison to those with no parents studied internationally. From this, it inferred that parental studying abroad experience could very possibly aid their children when learning languages. Hence, this provided a basis for supporting Hypothesis 2.

4.3. One-Way ANOVA (F-Test) Results

(Hypothesis 3 – Durations of Parental Studying Abroad Experience and Children's L2 Motivations)

In order to determine whether the various time lengths that parents spend in their studying abroad experience could result in differences in their children's motivations in L2 learning, a one-way analysis of variance (ANOVA) was also performed on top of descriptive statistics and the independent-sample T-test.

The parents of participants were categorized into groups, according to the following criteria:

No Studying Abroad Experience

Less than 1 year

1-2 years

3-5 years

5 years and above

Then, it was found that there was a significant difference statistically, between students' motivation levels of parents in different categories. Specifically, the phenomenon was that students whose parents were educated overseas for a longer period of time were found usually more motivated, than those whose parents were only studying abroad for a minimal duration or even without such kind of international experience.

As a result, the discussion above has shown the validity of Hypothesis 3.

Table 6. ANOVA Results of H3
Dependent Variable – L2 Motivations

Source	SS	df	MS	F	p
Between Groups	39.97	4	9.99	5.38	.001
Within Groups	102.22	55	1.86		
Total	142.18	59			

Group Means

Parental Studying Abroad Duration	N	Mean Motivation
None	20	6.80
<1 Year	9	8.44
1-2 Years	21	8.19
3-5 Years	9	8.78
>5 Years	1	10.00

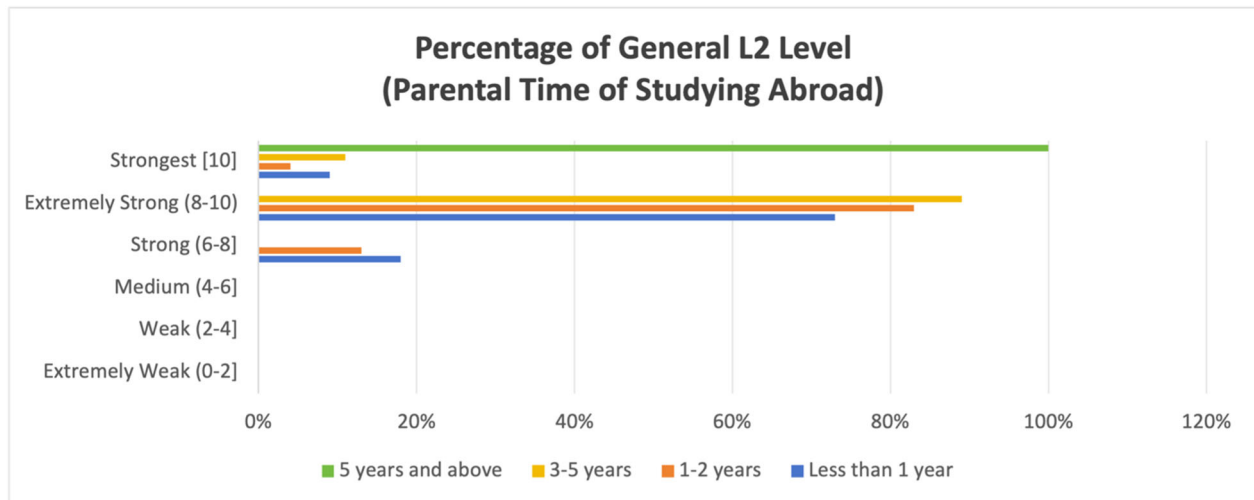


Figure 9. Correlation Between General L2 Level of Students and The Durations of Their Parental Experience of Studying Abroad

(Hypothesis 5 – Durations of Parental Studying Abroad Experience and Children’s L2 Outcomes)
Moreover, the second one-way ANOVA test was undertaken to determine any variance between the children’s language learning outcomes for the five different parental studying abroad experience groups.

The results have shown, that the students with their parents who experienced more studying overseas would tend to show better performances/outcomes in language learning, comparing to students whose parents accepted less such kind of experience or even no international education.

In this case, from the above findings, it is clear that the parental studying abroad experience could indirectly or even directly influence their children’s exhibitions of language skills. Thus, Hypothesis 5 was also supported by the results of this study.

Table 7. ANOVA Results of H5
Dependent Variable – L2 Outcomes

Source	SS	df	MS	F	p
Between Groups	51.48	4	12.87	12.22	< .001
Within Groups	57.92	55	1.05		
Total	109.40	59			

Group Means

Parental Studying Abroad Duration	N	Mean Motivation
None	20	6.97
<1 Year	9	8.82
1-2 Years	21	8.68
3-5 Years	9	9.24
>5 Years	1	10.00

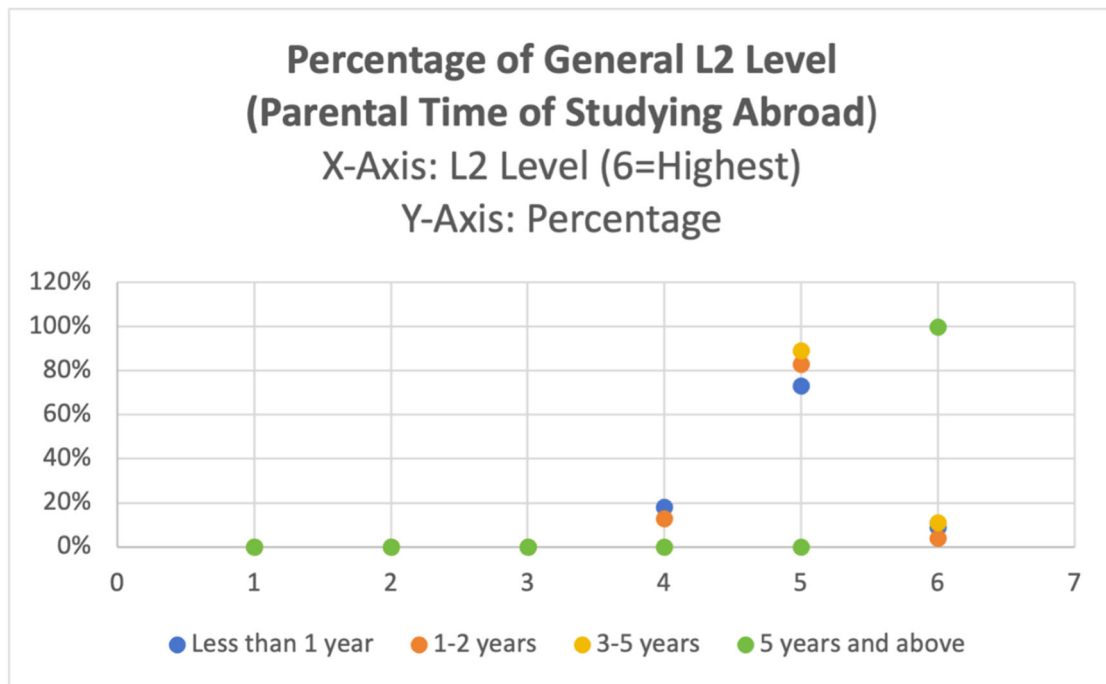


Figure 10. Correlation Between Durations of Parental Experience of Studying Abroad and General L2 Level of Students

4.4. Additional Analysis on Language Environment

As what previous analyses have proven, besides parental education factors, the language environment of children is also another influential factor that drives their language learning motivations and outcomes. Therefore, this study performed a further comparative analysis between participants' environments that were rich or poor in language immersions.

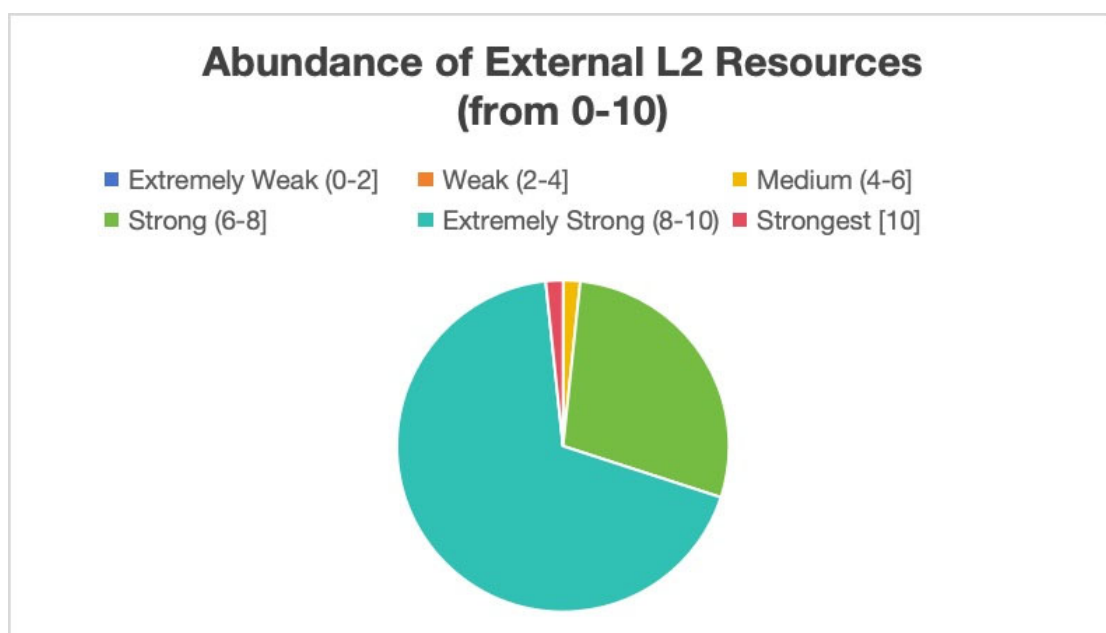


Figure 11. Abundance of External L2 Resources in Families/Neighborhoods of Participants

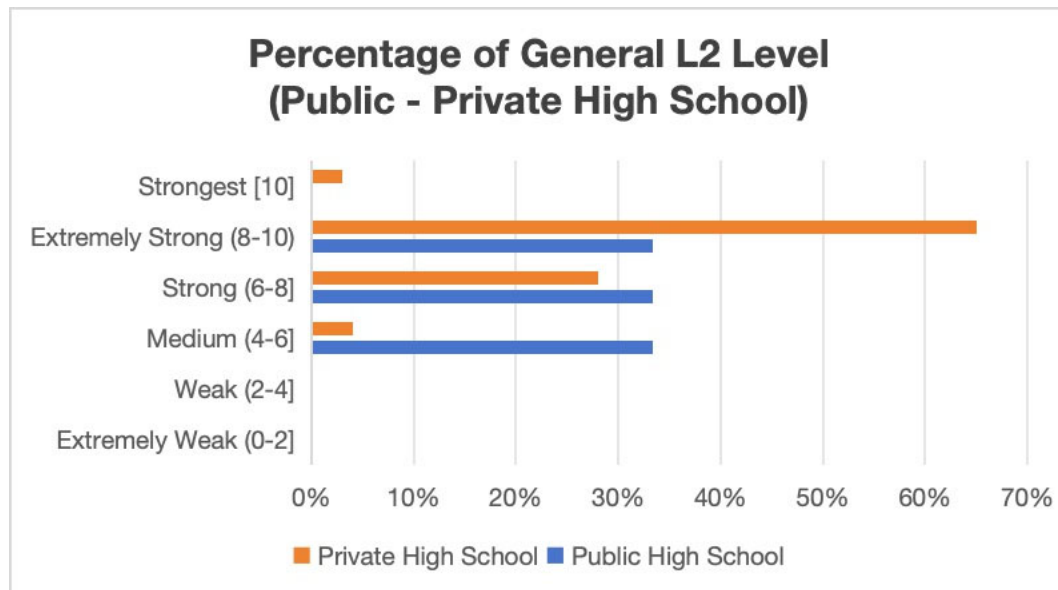


Figure 12. Correlation Between General L2 Level of High School Students and Their Schools

After the analysis, a marked difference was seen between the language acquisition of students with relatively rich language environment, and the language acquisition of students with relatively poor language environment. Besides proving Hypothesis 4 previously mentioned in the introduction section, this also implied that language environment affects Second Language Acquisition of the children, similar to the influences created by parental education experience overseas.

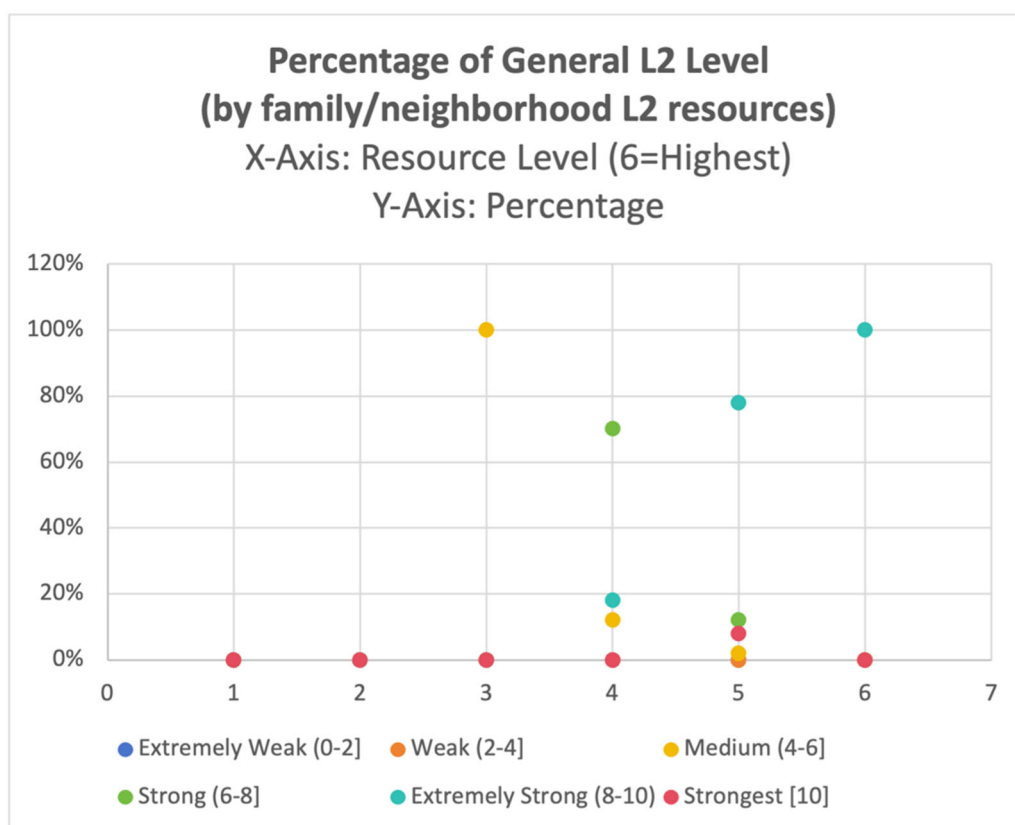


Figure 13. Correlation Between Abundance of External L2 Resources in Families/Neighborhoods and General L2 Level of Students

4.5. Summary of Findings

In summary, these findings above mostly confirmed the proposed hypotheses, with the following main results:

Students whose parents have studied abroad are more often motivated

Students whose parents have studied abroad usually perform better in terms of language achievements/outcomes

The duration of parental studying abroad experience is positively correlated with their children's language learning motivations

The duration of parental studying abroad experience is positively correlated with their children's language learning outcomes

Language environment of students is another important predictor of their performances in the language learning process

5. Discussion

5.1. Regarding Language Learning Motivations

As seen from the results, children tended to have higher levels of motivation in learning a second language (L2) when their parents had studying abroad experience. Theoretically, the correlation above is supported by Krashen's Affective Filter Hypothesis, who pointed out that motivations allow effective language learning [4], since it made it easier for learners to accept language inputs [5].

In addition, parents with foreign education experience could be more likely to believe in the importance of handling multiple languages and interactions in an international environment. As what Shi [10] believed, the language attitudes of parents might affect the attitudes of their children on language learning as well. Ideally, when parents valued language skills, they would encourage their children to use different languages, while creating a positive language learning experience.

Similarly, Niklas et al. [8] found out that parental attitude on language learning could influence children's language learning through home literacy environment. Particularly, a positive attitude from parents could potentially help themselves in cumulating abundant literacy experience, in order to develop children's language skills.

Finally, according to Rhys [9], motivation is one of the main factors that influence the language acquisition process. Among students, especially, those who discovered language learning to be meaningful and linked with benefits in future would be more motivated in participating language learning activities.

5.2. Regarding Language Learning Outcomes

Additionally, according to the analysis, the parental experience of studying abroad is positively related to language learning performance of their children. Therefore, this confirms Genesee [3]'s claim about how a rich language education environment could be more beneficial for Second Language Acquisition (SLA).

Moreover, according to the study of Ebert et al. [2], home language and literacy environment are both influential for language development of teenagers. Also, Dong & Chow [1] showed that parental literacy practices were one of the best predictors of Second Language success of their children. As a result, the current studies revealed that parents with experience of studying abroad are more likely to be capable for the following:

Providing abundant language learning resources

Encouraging L2 reading and writing

Promoting international education

Ensuring real immersions of foreign language(s)

In the very end, all of those factors can potentially have or create positive impacts on children's language learning, if being practiced regularly by internationally educated parents.

5.3. The Mediating Role of Language Environment

After examinations of the surveys and interviews, another major finding of this study was the significant meaning of language environment. In various tests, that environment was widely discovered as one of the major predictors of language outcomes of children. For example, scholars like Ebert et al. [2] and Luo et al. [7] have made studies that corroborated the importance of family background in the SLA, which highlighted how a parents-created environment could affect language development of their offsprings.

Conceptually, that particular process could be summarized into the following route:

Parental studying abroad experience

↓

Higher parental encouragement level of studying another language

↓

Higher motivated language learning attitude of children

↓

Higher richness in home/neighborhood language environment

↓

Even higher language learning motivations of children

↓

Better language learning outcomes/achievements

Further on, this model also corresponds with the findings from Niklas et al. [8], who emphasized the mediating ability of home literacy environment over the influences of parents' attitudes on children's language skills from an overall perspective.

5.4. The Implications on Second Language Acquisition Theory

At the meantime, the results of this study validated a number of important SLA theories. First of all, the correlation between the language environment and the results of the language learning process is an evidence of Krashen [4]'s Input Hypothesis, by showing individuals immersed in more enriched environments would certainly get more comprehensible inputs. Secondly, the correlation between the parental background and their motivations is also an indication of the Affective Filter Hypothesis [4].

In addition, according to Loschky [6], language learning does not only depend on exposures, but also on interactions. Therefore, it would be reasonable for those parents who had different levels of international education experience to create such conditions for their children's language development. Adding on, the importance of immersions and authentic language experience was also emphasized by Rhys [9] and Genesee [3], which was shown in the results collected from participants as well.

5.5. Limitations

Lastly, despite considering most of the crucial factors and careful analysis of the data, there are still several limitations of this study that need to be considered:

The sample size (60) used in the study was relatively medium to small, which might not reflect all groups of students;

The measurement of language proficiency included self-evaluation parts, which could be subjective according to different point of views of the participants;

The durations and levels of studying abroad experience of parents could be influenced by other variables, including incomes, domestic educations and occupations.

6. Conclusion

In summary, this study examined the impact of parental studying abroad experience and language environment on motivations and outcomes in Second Language Acquisition (SLA) among students.

According to the acquired results, comparing to others, students with parental studying abroad experience were usually more motivated, and would usually perform more successfully in language learning outcomes. Besides that, the language environment of students also played a very important role in the SLA process. To be more specific, students who had richer language environment in family, neighborhood or school would tend to show better language achievements.

Meanwhile, the findings of this study confirmed previous theories such as the Input Hypothesis and Affective Filter Hypothesis, while corresponding with past researches that emphasized home language environment, parental attitudes over language and education.

Most importantly, this study concluded that parental studying abroad experience, a.k.a. parental immersion of international education, could either directly or indirectly affect the language skills of their children through shaping various language environments for them. Hence, for parents, the results of this study highlighted the importance of creating an environment abundant in language resources and stimulating language usage for their offsprings; on the other hand, from the school's aspect, institutions should also focus on cooperations with student families and building authentic, immersive language learning experience, in order to provide a solid foundation for the language development of students in the future.

Finally, without supports from multiple perspectives, it seems it would be less likely to witness a growth in a student's general language skills while SLA happens. In the end, a successful Second Language Acquisition is an universal outcome of interactions of factors such as parental mindsets, familial backgrounds, language environments, motivations and educations.

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