Saudi migrant children's motivation to learn English in the UK and its relationship with their bilingual family language policy and practices

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Abstract

Many parents who travel to Anglophone countries for study purposes take their families with them and as a result their children get exposed to new environments. This transcultural experience entails a great deal of exposure to the English language and increases the need to learn it. In such a context, a healthy family environment is important.

The family language practices shaped by parents can play a critical role in influencing the linguistic attainments of their children. Self-determination theory advocates that parents can create supporting environments and thereby increase children's motivation to fulfil a task. They can construct an environment in which children do not feel pressured to do a task (autonomy-support), provide guidance to children to do the imposed task (competence-support) and provide emotional support to carry on an imposed regulation (relatedness-support). Such a context tends to increase children's intrinsic or autonomous extrinsic motivation.

This multiple case study explored the language practices of five Saudi families residing in the UK. It investigated parental beliefs on language learning and how they shaped their family language policies and practices. It also studied how children's motivation to learn English was influenced by parental involvement. Qualitative data were obtained from interviews with five doctoral student parents, one partner of those students and seven children aged 10-17. Reflective journals kept by the participating children were also analysed.

Thematic analysis of the acquired data showed that the parents believed that parental involvement was not a need in the UK as the environment would naturally ensure language learning, although they supported their children's English language learning for extrinsic orientations (such as university study). In almost all cases, parents' practices were restricted to following up English homework. Many of the children expressed unpleasant feelings about learning English because of the continuous challenges which they encountered in the UK. There was also a rise in controlled extrinsic motivation among the participant children. These results demonstrated that children also played an active role in shaping the family language practices, which highlights child agency in language learning.

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(And mankind have not been given of knowledge except a little)

To Aram, Hussain and Ibraheem
(My children)

﴿وَمَا أُوتِيتُم مِّنَ الْعِلْمِ إِلَّا قَلِيلاً﴾

(And mankind have not been given of knowledge except a little)

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Finally, a big shout out for myself. Thank you for being determined and focused, regardless of the different challenges encountered during this journey of academic and personal development.

Declaration

I declare that this thesis is a presentation of original work, and I am the sole author. This work has not previously been presented for an award at this, or any other, University. All sources are acknowledged as References.

1 Introduction

1.1 A Brief Introduction to the Study

In this globalized era, individual mobility across cultures – either voluntarily or involuntarily – is frequent, and international students and refugees are prime examples of this. According to the Migration Advisory Committee (2018), the UK is second after the US in the number of international students enrolled in the educational system. Countries which welcome international students notice the positive influence which this has on their economy. The countries which send their citizens abroad to study in highly acclaimed universities throughout the world also benefit from this trend. A home country's regime might want to develop the skills of its people in the hopes that students will return home and make a difference in their respective fields.

Although moving to a new culture has benefits, it also has consequences. The literature contains many articles which have addressed the possible challenges in international mobility. Sojourners must adapt to the new setting regardless of difficulties such as language barriers, racism or social isolation which might arise (Berry, 1997). The unfamiliar setting in which adults are immersed can trigger stress (Ward, 1997; Ward et al., 2001). Anxiety and depression are identified as the most common consequences of this life-changing event (Berry, 1997). Children who accompany their parents are not immune from feeling unwell during this cultural transition experience (Warinowski & Laakkonen, 2020) or the loss of their familiar surroundings. Tienda and Haskins (2011) found that many immigrant children face mental health issues.

The international mobility experience necessitates learning the principal language of the host country, especially when the family relocates to an environment where the mainstream language is dissimilar to their home language. Parents can play an important part in their children's transition and host-language acquisition. However, in this circumstance, raising a bilingual child can be more challenging than raising a monolingual child in a monolingual setting. It can entail two important languages which are spoken in two distinct domains. The minority language, which is the link between individuals and their own culture, is used in the home domain whereas the majority language, which is essential for rapid social and academic adjustment in the new culture, is used in the state domain. Migrated families carry the burdens of maintaining

their children's native language alongside developing strong skills in the host language. On the other hand, children can find it difficult to pick up the host language mainly during the first few years of their settlement while also adjusting to a new setting. In such contexts, parents can play a significant role in their children's language maintenance (their native language) as well as acquisition (the host language) and implement specific practices to help their children's language learning. Therefore, family language policies and practices should be studied extensively in order to understand children's language-learning experience and parents' role in it.

Every year, many citizens of Saudi Arabia (SA) migrate to English-speaking countries such as the UK and the US for educational and other purposes; there are around 40,600 of them, and around 30,800 accompanying family members (Saudi Vision 2030, https://safeer2.moe.gov.sa/Portal/Statistics). Education or attending universities abroad is a primary driver of migration in the case of people who already have vocations in the Saudi higher education sector. They move for specific periods of time defined by the length of a study programme. A secondary aim of moving to an English-speaking country is for Saudi parents to provide an opportunity for their children to learn English in English-speaking countries. Thus, parents make migration decisions for their children. The major research aim of this study was to explore the role of these migrant parents in their children's English language acquisition process in the host country. Whilst parents' intentions might be supportive, they can unconsciously motivate their children ineffectively. For example, they could enhance the external gains of learning English as it has increasingly become necessary for earning external rewards (such as jobs) in the globalized world. This might distract a child's attention from concentrating on learning and thus thwart their intrinsic motivation (Ryan & Deci, 2000a). Yet, children are not expected to be a passive agent in their language learning experience. They can have their own views about why and how to learn English. They also can form their own perspectives about their parents' practices to enhance their English language competency during their residency in the UK. The present study therefore also seeks to understand the children's motivation for English learning and how it could be shaped by their parents. Results of this research on children who accompany their parents abroad are likely to be of value not only for the research community but also future families finding themselves in the same situation.

1.2 The Contextual Background of the Current Study

This study was designed to investigate Saudi parents' role in their children's experience of learning English while the family is sojourning in the UK. These children not only have to learn and work in a second language, but must also adjust to an unfamiliar education system. It is therefore important to understand the similarities and differences between the two education systems, in the UK and in SA, and how migrating children are integrated into the education system in the UK.

The national curriculum in England (DfE, 2014) divides the education system into four key stages:

1- Key Stage one (KS1) is taught to children aged five, six and seven during year groups one and two (Y1 and Y2).
2- Key Stage two (KS2) is taught to children aged from seven to eleven in Y3-6.
3- Key Stage three (KS3) is taught to children aged from eleven to fourteen in Y7-9.
4- Key Stage four (KS4) is taught to children aged from fourteen to sixteen in Y10 and Y11.

The national curriculum sets the required subjects, the content of the subjects and the expected standards which a child should reach in each subject by the end of a key stage (DfE, 2014). Schools are free to design their curriculum but it should align with the programmes set by the national curriculum. Regarding performance assessment, Sainsbury (1994) reported that teachers must carry out continuous assessments in order to certify that each subsequent stage complements what pupils already comprehend. But at Y2, Y6, Y9 and Y11, all pupils are examined and marked externally in accordance with national curriculum criteria (Sainsbury, 1994).

In the UK educational system, recently arrived immigrant children undergo a submerged L2 learning experience. In a *Brief summary of government policy for English as an additional language*, the UK government stated the need to "include them in mainstream education" (DfE, 2012, p.1). In mainstream education, the majority language is the means of instruction used by teachers and students (Bake & Wright, 2017). Chen (2009, p.57), however, found that newly arrived students with limited language proficiency "are frequently ignored in the mainstream class". There are no systematic plans to provide support to newcomer schoolchildren in schools in England

(Evans et al., 2019; Schneidera & Arnotb, 2018). Evans et al. (2019) reported that there are schools which hire coordinators who are specialized in teaching English as an additional language (EAL), whereas other schools assign the role of giving extra help to vulnerable students to subject teachers who are not EAL specialists. Furthermore, all pupils are placed into mainstream classes according to their age, regardless of their language ability (Costley & Leung, 2013). In other words, newcomer minority-language children will most likely be submersed alongside pupils who have fluency in the majority language and the former will probably study the same curriculum as their fluent peers in this type of education (Bake & Wright, 2017). The situation could be more challenging for children who arrive later, who will have to make significantly greater efforts to reach levels comparable to their native-speaker peers in terms of language fluency and content. Demie and Strand (2006) analysed the records of ten secondary schools in England for all students who had completed the General Certificate of Secondary Education (GCSE) exams at Y11 and found that the level of language proficiency was correlated with educational achievement. Pupils who had just started to learn English underachieved in comparison with their bilingual and native peers.

The education system in SA is different. There are three obligatory schooling levels: primary (six years duration), intermediate (three years duration) and secondary (three years duration) (Alrashidi & Phan, 2015). The Ministry of Education (MoE) is responsible for designing the curriculum (Al-Sadan, 2000; Alrashidi & Phan, 2015) and it also produces textbooks for each subject and record books for every student. These coursebooks are the only reference for both teachers and students (Al-Sadan, 2000; Al Alhareth & Al Dighrir, 2014) and must be used in both public and private non-international schools (Alrashidi & Phan, 2015). Regarding students' assessment, exams are administered internally by each school. All teachers at all school levels design tests in their own way since they receive no guidance or standardized test formats (Al-Sadan, 2000; Al Alhareth & Al Dighrir, 2014). At the primary level, teachers must evaluate pupils based on MoE criteria and there are no written exams (Alrashidi & Phan, 2015). For the intermediate and secondary education levels, pupils must take written exams designed by their teachers (Alrashidi & Phan, 2015). Alrashidi and Phan (2015) explained that the exams must cover information taught in classrooms and presented in the printed materials for each subject. Pupils tend to rely solely on studying the content

in the prescribed books as the written assessment is based on them (Al-Sadan, 2000) and they mainly focus on passing the exams (Al Alhareth & Al Dighrir, 2014). Arabic is the language used as the means of instruction (Barnawi & Al-Hawsawi, 2016), so pupils are taught exclusively in their L1.

English is introduced as a compulsory academic subject in Y4 in primary schools when pupils are aged ten (Alrashidi & Phan, 2015; Barnawi & Al-Hawsawi, 2016). Alrashidi and Phan (2015) explained that pupils are taught English twice a week from Y4 to Y6 and each English lesson lasts 45 minutes. In the intermediate and secondary levels, however, students have four 45-minute lessons weekly. The outcomes of teaching English in SA are unsatisfactory (Al Khateeb, 2015): Saudi secondary-school pupils can barely manage short conversations in English (Al-Nasser, 2015). In addition, Saudi EFL pupils seem less motivated, and their overall English proficiency is lower than expected (Khan, 2015). Al-Nasser (2015) identified several factors which hinder English-language learning in SA. One of these is the late introduction of teaching English. Gawi (2012) compared two groups of Saudi pupils: one group began to learn English at an early age (five and six) and the other began to learn at an older age (twelve and thirteen) and found that the early group outperformed those who started later. A second factor affecting English-language learning in SA is that pupils experience learning anxiety in the classroom (Al-Nasser, 2015). The problem of limited English competency extends to the tertiary level. Alhmadi (2014) observed Taibah University students and identified various factors which prevent Saudi students from communicating in English; the findings showed that lack of motivation and anxiety both hindered the English-language learning of the students.

The Saudi children in the UK recruited for this study needed to master the academic language as well as the content knowledge necessary for UK education at the same time. Bake and Wright (2017) maintained that mainstream, or non-bilingual, education can cause stress, frustration, low self-confidence or even dropping out when a child has limited language proficiency. Alongside the academic language and course content, they possibly need to learn the local language (in terms of accent and dialect) immediately after arrival to facilitate their integration into their school environment. They had previously studied EFL in either Saudi public or private non-international schools, and they might have used English textbooks which were aligned with Saudi culture (Alrashidi & Phan, 2015). From the above discussion, it is plausible to assume

that such children might experience challenges due to lower academic abilities and language proficiency which might be insufficient for studying in the UK. They might not find enough support from their parents who are in the UK as scholarship holders, possibly because of their parents' own study commitments or language abilities. Another factor is that the Saudi educational system is gender-based with boys and girls educated separately in all schools. This requires migrating children to have to adapt to different social values in the UK. This point will be further elaborated in Chapter 2. In summary, the education cultures in the UK and SA are different in terms of curriculum, linguistic practices and school environment. These differences can put tremendous pressure on immigrant children when adjusting to the new education system.

1.3   The Motivation for this Study

This research was motivated by an intrinsic interest, but the real interest initially arose from an external pressure. I am a student mother who came to the UK with my three children. My eldest daughter was placed in Y10, the middle child in Y7 and the youngest in Y3. My eldest and youngest children were able to speak only general English fluently upon arrival. They freely chose to improve their skills by utilizing YouTube which they had really enjoyed when we lived in SA. My middle child, however, arrived with no English and he had previously shown no interest in learning English. In fact, I had taken no action to motivate him because I knew that I would obtain a scholarship which I thought would give him the opportunity to learn it successfully in the UK. This scenario, one which can be experienced by many international students, drove me to look for recommendations claimed in the literature to understand the effective support which parents can provide to stimulate their children's L2 motivation and support their competency. By reviewing the literature, I found that many Saudi parents, including me, were less confident about improving their children's English in SA. They could have used technology to support their English learning rather than depending solely on formal teaching. This is not surprising because, from my observation of my culture, the classical version of the Arabic language is only supported by parents in the traditional style (that is, following L1 study) in many cases. Reading to children practice is not a common practice in Arab world (Shendy, 2019). There were also considerable differences between what my research recommended and what my Saudi social network had advised me to do to support my children upon arrival in the UK. This gave me the motivation to investigate this topic further.

1.4 The Objectives of this Study

The objectives of this study were:

a. to identify the possible factors which motivate Saudi children to learn English during their residency in the UK

b. to explore these migrant children's perceptions of their parents' role in supporting their English language learning and use in the UK.

c. to explore migrant Saudi parents' beliefs and behaviours in assisting their children's English language learning and use in the UK.

1.5 The Significance of the Study

This research was designed to hear directly from Saudi parents living temporarily in the UK about the practices used at home to motivate their children to learn English. It also included Saudi children's evaluations of their parents' practices during their experience of learning English in the UK. It is important to explore the children's perspectives on their parents' role in order to understand their needs from their own point of view. I believe that understanding their children's needs can help parents to form their roles in enhancing their offspring's language learning. Investigating both views is one of the contributions of this research to the family language practice (FLP) literature, as will be shown in Chapter 2.

In addition, exploring FLPs among Saudi families who have temporarily migrated to the UK is another contribution of this research. Very few studies have investigated Saudi families' transitional experience (Yaghi, 2019). Studies which have focused on Saudi children sojourners are also very scarce, so there is a clear need to target this population due to their contextual background and their increasing numbers in different host cultures (Almuraikhi, 2011; Bajamal, 2017; Kherais, 2017; Qutub, 2016). The findings can therefore provide recommendations relating to FLPs as well as those practices which go beyond the family. For example, the steps which the Saudi education system can take to help families migrating for higher education and the possible considerations for UK schools in terms of helping migrant children will also be discussed in the final chapter.

1.6 Research Questions

1.6.1 The research questions related to children

1. What motivates Saudi children to learn and use English while sojourning in the UK?

2. What role do children perceive that their parents play in contributing to their English language learning motivation while residing in the UK?

3. What changes in motivation takes place among Saudi children while sojourning in the UK in learning and using English due to the role played by their parents?

1.6.2 The research questions related to parents

1. What are parents' beliefs about their role in promoting their children's English language learning while sojourning in the UK?

2. What changes do Saudi parents experience in terms of their beliefs and family practices in supporting their children's English language learning while sojourning in the UK?

1.7 The Structure of the Thesis

The thesis consists of seven chapters. Chapter 1 provides an introduction to the study. Chapter 2 is a Literature Review addressing concepts such as L2 motivation and FLPs. Chapter 3 explains the research design and Chapter 4 describes the pilot study. Chapters 5 present the results based on case studies of each family. In Chapter 6, I shall discuss the findings from both parents and children. Chapter 7 summarizes the findings, makes recommendations for practice, considers the limitations and the contributions of the study, and offers suggestions for further research.

2   Literature Review

2.1   Introduction

In this chapter, the different literature related to FLPs and L2 motivation are reviewed and discussed. Some definitions of key concepts are set out, such as different motivational types, in order to establish the theoretical framework of the study. The chapter contains seven parts. It will start with a general overview of Saudi culture. This will be followed in the second part by illustrating typical tensions between language ideology and bilingual family policy. Then, the language-learning motivation will be considered in which the concept of motivation within the L2 learning literature is discussed. This will be followed by a discussion focusing on motivation within the self-determination perspective. This section has four sub-parts. It will start with the argument for adopting this framework as a theoretical background to explore the English language-learning motivation of Saudi sojourners in the UK. Following this, self-determination (SD) motivation types are explained. Next, empirical studies related to L2 motivation within this framework are reviewed to show its validity in the language-learning domain. The parental support which can enhance language-learning motivation from the SD perspective is also described. Finally, empirical studies of parental involvement and SD are discussed. The third part of the chapter then focuses on beliefs and L2 motivation. The purpose is to justify the selected beliefs for this study. It starts with learner's beliefs about language learning and L2 motivation. Next, parents' beliefs in the bilingual family context are discussed. Finally, FLPs in migratory and sojourning contexts are presented. The final section of the chapter provides an overall summary of the literature reviewed.

2.2   The Saudi Arabian Context

SA is located on the Arabian Peninsula in Western Asia. It is one of the Gulf states. Its official language and the foremost commonly used one is Arabic (Almalki, 2020). It has special religious status in the Islamic world as it houses the two holy cities, Makkah Al-Mukramma and Al-Madinah Al-Munawara. Islamic rules and Arabian culture dictate the social life in SA which follows a complex culture to the extent that it is challenging to distinguish between Islamic preaching and Arabic traditions (Al Lily, 2011). The

following discussion will provide some general remarks about the studied context which are related to the current study.

2.2.1 The family structure: an overview

The family is given high value in Saudi society. Family members are the primary source of support and unity in this context (Almalki, 2020). The extended family plays a significant role in individuals' lives although many of the people tend to live in a nuclear family (Al-Ghanim, 2013; Almalki, 2020). For example, they tend to arrange a marriage (such as providing financial support for the wedding expenses) and commonly assist in child-rearing (Almalki, 2020). Long (2005) wrote that "Virtually all Saudis consider themselves members of an extended family. Each family member shares a collective ancestry, a collective respect for elders, and a collective obligation and responsibility for the welfare of the other family members" (p, 35). Clearly family members are expected to form close ties.

The power is distributed unequally among family members. The family structure, in Arab gulf societies, can be described as patriarchal where men hold authority (Al-Ghanim, 2013). According to Al-Ghanim (2013), the law and societal culture encourage male leadership in the household while women are most likely controlled by all the men in their family until the authority transmits to their husbands. Males are perceived as the breadwinner (Almalki, 2020). They are also authorized to make decisions for the family (Al-Ghanim, 2013; Al-Khateeb, 1998). They are expected to give permission and consent for their children's educational choices (Al-Khateeb, 1998). Even so, many Saudi males tend to be less involved in the details of their offspring's education. Ridge and Jeon (2020) found that fathers in the gulf area were less engaged in their offspring's education because of their own lower level of education. Females are socialized to be a mother and a wife (Al-Khateeb, 1998; Almalki, 2020).Typically, they are in charge of all matters pertaining to children (Al-Khateeb, 1998) including children's schooling. They are also the ones who decide family needs and arrange visits (such as social gatherings) and invitations (Al-Khateeb, 1998). In terms of the child/parent relationship, children are expected to obey both of their parents blindly as long as their orders are not in conflict with Islamic rules, such as consuming alcohol (Almalki, 2020). Al Saud (2021) maintained that in SA "family is working hard to ensure that children abide by social norms as well as on raising children

to sacrifice all precious things for the sake of family unity and harmony" (p.115). Saudi children pick up on their parents' social roles as husbands and wives and as men and women (Al-Khateeb, 1998; Almalki, 2020).

Like other women in Arab countries, family obligations have been found to be one of the challenges faced by Saudi women in their professional lives (Al-Asfour et al., 2017). However, they appear to be determined to create meaningful social change, and education appears to be their ladder. They make up 60% of Saudi college graduates (Almalki, 2020). They outnumber their male counterparts in getting a PhD degree (Doumato, 2010). Political and cultural changes over the past ten years in Saudi Arabia have given women additional options to pursue higher education overseas (Lefdahl-Davis & Perrone-McGovern, 2015), and they outnumber males in terms of studying abroad (Ahmed, 2015). It is anticipated that they would return with new perspectives which can create new realities. However, gender segregation is a distinctive feature in this society. It is a cultural practice and a legal requirement (Almalki, 2020). In conservative families, women are not allowed to mix with unrelated men and *vice versa* from puberty onward. The related male members or *Mahram* include father (in-law), brothers and uncles. This concept of separation has its manifestations in both private and public domains in Saudi life. In the domestic sphere, male and female guests are expected to use two separate rooms in every house (Al-Khateeb, 1998). In public spaces, particularly education settings, there are only gender-segregated (inter)national schools and universities (Almalki, 2020). This actively restricts research methods in which male researchers interact with female participants and female researchers with male participants (Alasmrai, 2016). It seems that the influence of the cultural values (gender separation and gender roles) extend to the transcultural experience or during studying abroad. Brutt-Griffler et al. (2020) wrote that some Saudi female international students found it difficult to develop a friendship with male Saudi international student counterparts unlike with male US peers due to these cultural practices. These females also believed that their Saudi male peers were more conservative about the culture norms.

The opportunities of sojourning for Saudi females seem to bring both contextual and economic benefits. It could enable them to play roles in the overall growth of Saudi society. For example, Arafeh (2020) investigated ten Saudi female students who had moved to the US for education purposes. The study explored their experience of living

abroad. Data were collected through interviews, which were followed by a focus group interview with four individuals. The study concluded that this experience exposed the participants to social, cultural and political challenges which they had not been exposed to while they were in SA. These issues, however, contributed positively to their maturity, identity development and self-confidence. The participants also expressed a desire to use what they had learnt abroad back home and to participate actively in improving different practices which they thought they could contribute to in SA. They also wished to encourage other Saudi women to pursue higher education in the US and participate in the country's development. According to Smith and Abouammoh (2013), universities and colleges in SA require their academic staff members to obtain a PhD from accredited universities; it is also a prerequisite for promotion. As the number of Saudi female employees in higher education institutions in SA is significantly higher than that of male employees (Azzah & Karen, 2017), the opportunities given to them to earn a doctoral degree seems to contribute to their career and economic stability and independence.

From the discussion above, it is clear that Saudi women (mothers) play a significant role in taking decisions about their children's education although they may need the consent of their husbands to implement the decisions. In addition, Saudi women seem to be more enthusiastic about pursuing higher education abroad than their male counterparts in order to gain more career/economic stability and independence. Therefore, decisions on migrating to other countries for study purposes and taking children with them are likely to be taken mostly by Saudi women.

2.2.2 The social recognition of English learning in Saudi Arabia

Saudi society has undergone changes with regard to English language learning. There was resistance to English when it was first introduced to the nation (Nouraldeen & Elyas, 2014). Nouraldeen and Elyas (2014) argued that culture influenced language learning in Saudi Arabia. They believed that this could be due to the fact that the country historically had not experienced a European colonization. It also could be because it is a conservative culture where religion and tribal customs play an influential role. According to Nevo (1998), Islamic and Arab affiliations constitute the national identities in SA. This lack of exposure to European culture and the strong sense of national identity might also be some of the causes of Arabic language predominance in

Saudi culture. Recently, interest in English language learning has increased globally, and SA is no exception. English, without a doubt, has become the world's most prominent language as a by-product of globalization. It is perceived to be essential for the economy, science and tourism. It is also a requirement for study purposes in many Saudi universities (Al-Qahtani & Al Zumor, 2016; Alotaibi, 2014). Accordingly, many parents seem to realize the utility of learning English for their children. Al-Qahtani and Al Zumor (2016) studied 68 Saudi parents who shared a strong desire and positive attitude towards their children learning English. They placed a strong emphasis on learning English to meet its current demands in the globalized world. Families seem not only to accept learning English, but they also create different opportunities to help their children to learn it.

Despite the fact that English is taught at schools, many Saudi families tend to look for private tutoring or shadow education for English at secondary-school level as it has becomes a mandatory requirement for Saudi universities and the job market (Alotaibi, 2014). Alotaibi's (2014) qualitative study targeted six Saudi secondary-school pupils and four of their parents. One of the aims of the study was to discuss the reasons why families seek the help of private English language tuition for their children. The results showed different factors, for example, poor teacher performance, large classes, the heavy teaching loads of English teachers, the difficulty of the English language, and the pressure to improve grades in exams. International education seems to be another choice for Saudi parents. Elyas (2008) pointed out that educated Saudi families are eager to send their children abroad to study the English language. Although few studies have been conducted to understand the reasons why many Saudi people choose international schools for their children (Alfaraidy, 2020), Al-Qahtani and Al Zumor (2016) found that the prime reason which encouraged their participants to enrol their children in international schools was the fact that English is used as a medium of instruction in these schools. They also considered providing English education at early stages as an advantage in such education contexts (Al-Qahtani & Al Zumor, 2016)). It is worth mentioning that the number of international schools in Saudi Arabia has increased significantly, from 170 in 2006 to 321 in 2016 (Alfaraidy, 2020). These results suggest that many Saudi parents now are not only supportive of their children's English language learning, but also look for alternatives to Saudi state or traditional

private schools. They seem to have less trust in the ability of the national education system to improve the English language proficiency of their children.

Many Saudi people tend to believe that English should be taught by native speakers (Alseweed, 2012; Daif-Allah, 2010). Alseweed (2012) investigated 169 Saudi university male students' perceptions about English native-speaker teachers. The data were collected by means of both questionnaires and interviews. The findings showed that most of the participants had a predilection for native speakers to teach them English. It was also found that 77% of the participants believed that they would be more motivated for English language learning if they had prolonged English exposure experience with native speakers. By the same token, many Saudi students seem to prefer to pursue higher education in English-speaking countries for different reasons, including richer linguistic growth. This could be one of the reasons why the numbers of Saudi students in English-speaking countries is larger than in east Asian and Arabic countries [(Saudi Arabia Ministry of Education, 2022)]. Many of them migrated for graduate studies to the US and the UK (Albeshir, 2022; Alqahtani & Pfeffer, 2017). Brutt-Griffler et al. (2020) conducted a mixed-method study on two groups of Saudi students, those who had already arrived in the US and those who were preparing to depart abroad. The participants were at different study levels (undergraduate and graduate students). The data were obtained from survey, semi-structured interviews and case studies. The results showed that Saudi students were motivated to study abroad as it would be more beneficial for their English language development as well as achieving academic success and social exposure.

With all these considerations taken together, many Saudis recognize the importance of learning English, or they have started to form a positive attitude towards learning it. They seem to look for other formal opportunities apart from the school education available in the country to enhance their English education. It is plausible to assume that parents may want their children to experience learning English in English-speaking countries because there is a preference for learning English from native speakers. It might also be perceived as an opportunity to be exposed to authentic language use.

2.3   Language Ideology and Bilingual Family Policy

According to Curdt-Christiansen (2016), language ideologies are socially constructed. They are the evaluative conceptions and perceptions which language users have of language and language usage, based on their beliefs and presumptions about the socio-economic and political structures within the society in which language usage occurs, as well as the social practices which take place there (Curdt-Christiansen, 2016). According to that definition, they shape how individuals interact with their own language and others' languages existing in the social context. These ideologies can frame the FLP or the way a family perceives and organises language use (Curdt-Christiansen, 2016), which can have an impact on the language proficiency and use by the family members (Hollebeke et al., 2020).

FLP is expected to be set by parental authority; however, parents cannot always have full control of it. State policy can make parents negotiate their desire to preserve their native tongue (Curdt-Christiansen & Gao, 2021). It could lead them to make an explicit or implicit decision to make their children master the highly valued or the majority language in the society (which may not be the L1) to take advantage of the host country's opportunities such as education and employment prospects and in some cases at the expense of L1 loss or little knowledge of it among children. Transmitting the heritage language to children is also needed, for example, for facilitating communication with members of the extended family to enhance family unity and to allow open dialogue between parents and children. Mansory (2019) interviewed ten Saudi parents sojourning in the UK for study purposes. They were accompanied by their children who were aged 0-4 years. The first aim of the study was to explore the reasons for the participants to switch to English during their residency in the UK. The findings showed that due to their desire for their children to adjust to school and be bilingual, and their conviction that language learning is best when children are young, these parents made the decision to speak predominantly in English to their children. The study also revealed that the participating Saudi parents were not only happy for their children to learn English but also for their children's acquisition of native-like pronunciation in the UK context. The second aim of the study was to explore the parents' perceptions of the impact of English use on their children's Arabic language. All of the parents reported loss or weakened Arabic proficiency among their children but not all of them seemed to regard it as a concern. Six parents raised their concerns

about losing the cultural identity but four of them did not. These findings suggest that there could be a conflict between the covert desire to raise a bilingual child and parents' language ideology and practices. They also showed that there could be parents who are not very mindful that children at school level are more likely to experience language shift if their schools forbid or restrict the use of the heritage language in the classroom or in public (Pauwels, 2004).

Children's agency can also modify the FLP. Fogle and King (2013) studied six transitional families and gave particular attention to the influence of children's agency on the parental policy choices. Three families had at least one child older than five who had been adopted from a Russian-speaking county by English-speaking parents. Two families made an effort to promote their young children's bilingualism in Spanish and English and one migrated Ecuadorian family had settled in the US. The fifteen children ranged in age from two to seventeen years. Data were obtained via audiotape, interviews and observation. The findings showed that in spite of their parents' attempts to get them to switch to a new language, children at different ages opposed their parents' choice of language by employing resistance tactics. For example, older children, in this case mostly adolescents, influenced the language choice within the family and devised strategies to avoid speaking the dominant language, English, in their new American households. Although the agent role of older children in framing FLP was found to be complicated and influential, it has received a little attention in research, unlike younger children who were most likely at the 'pre-verbal' stage (Fogle & King, 2013, p.3).

Therefore, parental roles which include both their beliefs and the actions which they take in their children's language learning as well as children's agency are to be explored in order to understand how FLPs are created and implemented. Pragmatic concern about their children's future could make Saudi parents in the UK pressure their children to learn English as rapidly as possible during their limited stay. Children's agency, however, might emerge and create different outcomes.

2.4 Bilingual Family Language Practices to Promote Language Learning

Dixon and Wu (2014) stated that L2 literacy skills are required for scholastic success in the host culture and for life success. Vocabulary is an essential part of language learning because insufficient vocabulary can hinder children from

understanding others or expressing their own thoughts. Haynes and Baker (1993) found that L2 vocabulary knowledge was more strongly associated with the ability to guess the meaning of new words in texts than L2 grammatical knowledge among L2 Chinese-English speakers. Different degrees of exposure to L2 affect the vocabulary attainment of bilingual children (Dörnyei, 2009). The family domain could be a productive setting for developing language skills in children. Mori and Calder (2017) found that the language and literacy practices enacted in the home increase the size of the child's vocabulary, which might have a positive influence on the development of literacy in an L2. Snow and Beals (2006) suggested that mealtime conversations help young children to improve their language skills and prepare them for academic success. Discussions held within the family help a child to acquire new vocabulary and an intuitive understanding of grammar (Snow & Beals, 2006).

The home environment could help children to practise oral language use in a less stressful environment than mainstream schools and can contribute to language development. There are supplementary strategies used to promote L2 learning within family life, as different types of L1/L2 language-use practices have been identified within multi/bilingual families (Barron-Hauwaert, 2004; King, Fogle, & Logan-Terry, 2008).The 'one-person-one-language' strategy entails one adult using an L2 with the child. The 'mixed language' strategy entails an adult 'code-switching' with the child. The 'artificial or non-native' strategy can include the use of different techniques, such as hiring a person who speaks the L2 to interact with the child and/or participating in host-culture activities, such as watching movies or listening to music in the target language. The 'time and place' strategy entails the use and practice of the language outside the home while the family is carrying out its everyday activities or rituals. However, when adults adopt this approach, they should not force the child to implement the language shift (Barron-Hauwaert, 2004). It will not be successful unless there is willingness to communicate and learn on the part of children. On the other hand, these strategies might also be beneficial for L1 maintenance. Although maintaining the L1 is beyond the focus of the current study, its importance in L2 development cannot be overlooked. Collier (1989) and Cummins (2001) both insisted that it enhances L2 improvement.

Children with limited language proficiency need to improve their L2 written literacy skills due to the requirement for second-language education in mainstream

schools. It is notable that reading comprehension can be negatively affected when the language of home differs from the language of school (Nag et al., 2019). Different immigrant families use reading as one of the strategies to promote L2 learning (for a review, see Dixon & Wu, 2014). Kim (2017), for example, found that one participant parent reported that encouraging her newly arrived adolescent child to read was the practice used at home to promote English. Parents can also promote unconscious reading practice. For example, one participant parent asked her adolescent child to check the mail as well as reading books, similar to a case reported by Chao (2013). This mother added that visiting libraries, bookstores and supermarkets were some of the family activities which she believed might help in promoting reading in the L2, but unconsciously. Children might benefit from using new vocabulary to construct short phrases at the beginning of their learning experience. Chao (2013) reported that one child participant had commented that using this technique was helpful for understand the words in a meaningful context. Some authors (Dixon & Wu, 2014; Lam, 2000; Perry & Moses, 2011) have argued that literacy activities need not be restricted to traditional printed materials but that digital media and technology can also be included. In theory, the messages received from television programmes could help to develop literacy in children (Perry & Moses, 2011). Adolescents' reported activities also include the use of technology to improve language. For instance, Cruickshank (2004, p.421) found that teenagers who were described as 'non-readers' by their teachers were nevertheless accustomed to reading computer-game instructions or the subtitles in movies. Ajayi (2016) found that media literacy was one of the practices used among 103 Mexican-American young/high school transitional children to be literate in both languages (Spanish and English). Lam (2000) found that after using the internet (for example, to contact a pen pal or create a website), an immigrant teenage learner not only showed progress in his writing skill but also gained confidence and emotional and psychological support.

Although the sojourning context has not been sufficiently studied compared with other mobile groups (Bahhari, 2020), specifically regarding the educational experience of young sojourners (Mark, 2010), family practices have also been identified which are directed to promoting language-learning competency during short-term stays in the mainstream culture among sojourning Chinese and Japanese children. Chao and Ma (2019) recruited two visiting Chinese scholars accompanied by their chldren. The

parents of these two families felt frustrated because of their children's frustration with their poor school abilities after spending around a month in the US. They decided to actively engage in their children's learning experience by enacting some family practices to promote literacy skills. For English oral proficiency support, these parents looked for social opportunities to make their children interact with American English speakers. For written literacy skills in both L1 and L2, the parents decided to do reading activities regularly at home. They selected the L2 reading books recommended by the ESL teachers. At the start, these parents read aloud to their children. They were attentive in helping their children to select books from libraries. Some of the children who could draw some objects were encouraged to write short sentences to describe their pictures. Mark (2010) similarly explored the practices of Japanese expatriates to support their children's language-learning experiences in the US. Some parents enrolled their children in a summer camp and hired ESL tutors to support their L2 learning. The perceptions of some parents regarding the importance of L1 maintenance for reintegration into Japanese schools after returning home was reflected in their practices to promote L1 competency as well. They enrolled their children in Japanese schools, hired a Japanese tutor and made frequent visits to Japan, for example.

In summary, parents should be aware that vocabulary repertoire is an essential element for learning a language. In addition, children need to know how to use and comprehend these words in meaningful contexts. Parents could contribute to their children's language-learning experience by inventing off-school language activities. The literature has introduced different experiences of home practices which could help in supporting formal and informal language development. It also includes different classical and up-to-date capital resources which parents can use to invest in their children's language-learning experiences. For example, from the reviewed studies, the children of today who are born in an era of technology are likely be passionate about using technology to improve their literacy skills. In a nutshell, parents can create different opportunities which meet their child's interests to support the child's competency. Studies reported in the literature can be explored to seek out different learning support strategies among other nations.

2.5   Second-Language Learning Motivation

The vital role of motivation has been supported in the literature by many scholars in different scientific fields (for example, Gardner, 1985; Niemiec & Ryan, 2009; Schunk, Meece, & Pintrich, 2014) who have asserted that it is considered to be a very important factor for maintaining learning behaviours for longer periods. When it comes to L2 learning, successful language learning is the product of a long process (Rubin & Thompson, 1994). Although motivation has been a prominent topic in the literature on L2 learning for over 50 years, it has unresolved and resolved issues. Dörnyei (2014) stated that there was no agreement on the definition of motivation for L2 learning in the existing literature. From a socio–psychological perspective, motivation is hypothesised to be an affective factor made up of three elements: *effort* to attain a goal, *desire* to attain the goal and positive *affect* towards the goal (Gardner, 1983). Conversely, from a cognitive perspective, motivation is a mental process which starts with consciously setting a goal (Schunk, Meece, & Pintrich, 2013). Schunk et al. (2013) suggested that the goal will be the energy or force which drives an individual to act accordingly. Researchers do, however, agree that motivation can be indirectly observed by assessing behaviour (Dörnyei & Ushioda, 2011). They also recommend studying motivation by understanding what drives an individual to engage in a particular task and expend effort and be persistent in pursuing the goal (Dörnyei, 2014; Dörnyei & Ushioda, 2011; Schunk et al., 2014). Dörnyei (2014) explained that since behaviours can be manipulated by internal and external factors, interest in understanding human behaviour (as an indicator of motivation) is the reason for the different conceptualisations of motivation. In addition, making a clear distinction between affect and cognition is not an easy task as human beings have complex 'hardwares' (p. 519).

Motivation is considered to be a crucial element in the process of L2 learning because of its consequences (Dörnyei, 2014; Dörnyei & Ushioda, 2011). It has been shown to be linked to the speed and attainment level of language learning. It not only guides or directs learners to become involved in a task which is believed to be helpful for learning a language, but also encourages them to continue learning and mastering an L2 in the long run. Moreover, motivation can be influenced by social factors in the learners' immediate environment (Dörnyei & Ushioda, 2011; Grolnick, 2009; Ryan & Deci, 2017). Noels (2001b) listed different members or significant others who can

influence motivation for L2 learning, such as the nuclear or extended family. Parents are one of the agents who play a role in a learner's formed goals, perceived sense of efficacy, attitudes, effort and persistence (Kormos, Kiddle, Csizér, 2011). Barron-Hauwaert (2004) described a father who was enthusiastic about German as an L2 and frequently used it, whose children were motivated to learn more German vocabulary and grammar. Grandparents are also viewed as agents in a child's language-learning trajectory; their praise of the child's ability to speak two languages can encourage the child, although they could also have a negative influence if they become intolerant of mixing two languages, or if they want the child to speak like other native minority-language speakers (Barron-Hauwaert, 2004). Martínez-Roldán and Malavé (2004) further added that immigration or different attitudes towards bilingual education in a child's social milieu could affect his/her language learning behaviour.

Although motivation is viewed as vital for language learners, in a review of studies conducted on L2 motivation from 2005 to 2014, Boo, Dörnyei and Ryan (2015) found that most research had targeted college/university students but that secondary-school students had not been studied sufficiently. This was possibly because participants at school level are less easily accessible and entail stricter ethical requirements (Boo et al., 2015). This current study is therefore intended to contribute to the knowledge by addressing this gap and targeting this overlooked age group.

2.6 Self-Determination Theory

SDT is a cognitive developmental theory which has been widely adopted for exploring motivation in different life domains (Ryan & Deci, 2017). Before embarking on more discussion of motivation in SDT, I would like to demonstrate the rationale of applying this theory to research the L2 motivation of Saudi children with a migratory background.

SDT did not originate in the field of motivation for L2 learning. Even so, some scholars have suggested using SDT when researching motivation for L2 learning (for example, Dörnyei & Ushioda, 2011; Noels, Pelletier, Clément, & Vallerand, 2000). It conceptualises all motivation as a continuum from intrinsic to extrinsic orientation (intrinsic motivation is when a person undertakes a task without any external rewards and extrinsic motivation is when a person becomes involved in a task to get an external reward; these will be discussed in detail later). SDT posits several sub-types of

extrinsic motivation, for example identified regulation, one of the most self-determined types. These will also be discussed in detail later. Noels et al. (2000) argued for adopting intrinsic and extrinsic motivations to predict L2 performance after being perplexed about allocating some emerging learning orientations to the classical dichotomy of integrative and instrumental motivations for L2. SDT enabled them to classify different learners' learning orientations systematically and affectively, such as travel, friendship and knowledge. These reasons were found to be correlated with intrinsic and identified regulation orientations. Integrative orientation was also found to be substantially associated with both intrinsic and identified regulation (Noels, 2001b). Ryan and Deci (2000a) suggested that different orientations or reasons for undertaking an activity lead to different kinds of motivation. These different types can have impact on, for example, performance, creativity and persistence (Deci & Ryan, 2008). In the current study, it is plausible to expect that the demand or having no choice but to learn English in the new formal and informal environment could lead to combinations of different orientations among Saudi children during their temporary residence in the UK. Using SDT was therefore expected to be useful for identifying and classifying motivation types based on the participating children's different orientations towards learning English. In a nutshell, this theory meets one of the aims of the current study which is to explore the nature of children's motivation.

The model also provides a theoretical framework for how the socio-environmental context can either support or thwart psychological human needs to thrive and feel well across cultures (Ryan & Deci, 2017). Empirical studies have corroborated what people need from their environment in order to achieve the optimal level of development (Deci & Ryan, 2012; Ryan & Deci, 2000b). Autonomy, competence and relatedness are considered to be universal needs which are required to maintain or enhance self-determined motivation (Deci & Ryan, 2012; Ryan & Deci, 2000b; 2017). The need for autonomy refers to an innate desire to feel control over one's actions while interacting with the environment; the need for competence refers to an innate desire to feel efficacious in the environment; and the need for relatedness refers to an innate desire to feel love, warmth and security (Grolnick, Deci, & Ryan, 1997). The need for autonomy can be satisfied when people feel that they have free choice to engage in a task, for example. The need for competence can be met when people believe that they can master a challenging task, for instance. The need for relatedness can be experienced

as when people feel that they are supported by significant others. People are more likely to engage in relevant tasks when these three psychological needs are addressed through interactions with others in their social setting. Within SDT theory, parents are one of the salient factors in the immediate environment of the child who can affect their offspring's motivational experiences. From the discussion above, adopting SDT as the theoretical background for the current study can be seen to meet the aim of the research in exploring the role of members of the immediate environment (parents) in the participants' cognitive (self-control) and affective (self-efficacy/affiliation) motivational factors, which can influence their development, integration and well-being in the new setting.

2.6.1 Motivation from the self-determination theory perspective: An overview

SDT views motivation as a complex notion (Deci & Ryan, 2008; Ryan & Deci, 2000a). Ryan and Deci (2000a) demonstrated that people not only show differences in the degree or amount of motivation but also in the types of motivation which they hold. It could happen that two people have the same amount of motivation but differ in the types of motivation (Ryan & Deci, 2000a; 2000b). It could happen those two learners put great effort into achieving a task but they could have a different focus: one might act to obtain tangible rewards (extrinsically motivated) whereas the other could act without any obvious rewards (intrinsically motivated). SDT places priority on understanding the type rather than the amount of motivation. It assumes that these motivation types can predict the quality of involvement, execution and well-being (Deci & Ryan, 2008; 2012; Ryan & Deci, 2000b). It is important to remember that different types of motivation result from different orientations or reasons for engaging in a task, as explained earlier.

SDT proposes a continuum of motivation which spans from amotivation to controlled motivation to autonomous motivation (Ryan & Deci, 2000a), as will be illustrated later. On the other hand, the general typology of intrinsic and extrinsic motivation includes autonomous and controlled motivations (Deci & Ryan, 2012; Ryan & Deci, 2000a). These two kinds of motivation vary in the goal or orientation which stimulates motivated behaviour (Ryan & Deci, 2000a). Autonomous motivated behaviour occurs because of the sense of volition and willingness whereas controlled motivated behaviour happens because of the feeling of enforcement or pressure (Deci &

Ryan, 2012). In this theory, the difference between the two types of motivation also includes the quality of performances or motivated behaviours, as will be clarified later. An autonomous motivated person shows sustainability in behaviour but a controlled person shows less sustainability, for example.

2.6.1.1 Intrinsic motivation

Intrinsic motivation is present when someone views a task as interesting or pleasurable (Ryan & Deci, 2000a). From this definition, an intrinsic motivated learner has a genuine relatedness to or interest in the task. The learning outcomes of intrinsically motivated learners are higher in quality and creativity (Deci & Ryan, 2000b; Ryan & Deci, 2000a). They are expected to accept challenges, explore the unknown and be creative. Eventually, the learner will develop cognitively, socially and psychologically (Ryan & Deci, 2000a). Within SDT, the factors which lead to intrinsic motivation are not the main concern because SDT assumes that human beings inherently have the tendency to explore and learn (Ryan & Deci, 2000b). In other words, people are actively directed toward growth.

Ryan and Deci (2000a; 2000b) stated that the significant role of intrinsic motivation leads to investigations into factors which can have an impact on it. The nature of challenges which could occur during the desired task should be attainable, otherwise intrinsic motivation can be negatively influenced (Schunk et al., 2013). In other words, a person should experience a sense of competency to take on the task intrinsically. Parents, as one of the significant influences, can also nourish or thwart intrinsic motivation (Ryan & Deci, 2000a; 2000b). Receiving comments or rewards from significant people can influence a person's intrinsic motivation because it nourishes the need to feel competent (Ryan & Deci, 2000a). To maximise intrinsic motivation, a learner needs not only to experience a sense of competency but also, more importantly, to experience a sense of self-control, free choice or autonomy over his/her behaviours (Ryan & Deci, 2000a). Along with competency and autonomy needs which are strongly linked to intrinsic motivation, empirical studies have also demonstrated that intrinsically motivated people should experience a sense of security and relatedness in the environment in order to flourish (Ryan & Deci, 2000b).

It is important to underline that although SDT acknowledges that events such as getting tangible rewards can be a motivator, it is considered as one of the factors that

could undermine intrinsic motivation (Ryan & Deci, 2000a). Other examples of practices in the environment which can negatively influence intrinsic motivation are deadlines, threats, directives, and competition pressure. Such social incidents can prevent a learner from controlling his/her behaviours or acting volitionally (Ryan & Deci, 2000a; 2000b). In other words, they could shift someone's focus from seeking pleasure to achieving an instrumental goal. On the other hand, the received feedback about progress should be authentic, otherwise it will not enhance intrinsic motivation in a learner with a low perception of competence (Ryan & Deci, 2000a).

2.6.1.2 Extrinsic motivation

Extrinsic motivation describes a state in which people view a task as a means to reach other separable goals and they act in order to attain them (Ryan & Deci, 2000a; 2000b). In other words, external pragmatic gain is the orientation which motivates the behaviour but not the feeling of pleasure. Ryan and Deci (2000a) stated that educators who want to promote learning cannot take for granted that every task will naturally stimulate a learner's genuine desire to get involved in it. Furthermore, people are also entitled to undertake some activities to meet social demands rather than seeking satisfaction from the task itself in real life. Thus, it is equally important to realize the different types of extrinsic motivation and the factors which can have impact on it (Ryan & Deci, 2000a).

Accordingly, SDT posits different styles of extrinsic motivation which have different orientations to accept imposed values or behavioural regulations (Ryan & Deci, 2000a; 2000b; 2017). As shown by the discussion above, integrated regulation refers to a motivated behaviour which is determined by the individual (that is, it is self-directed), but the orientation for being involved in a task is the belief that such a task is compatible or in harmony with other self-beliefs. Identified regulation refers to a motivated behaviour which is also determined by the individual, and the orientation for being involved in a task is to attain significant personal external goal(s) (Ryan & Deci, 2000a; 2000b; 2017). Introjected regulation refers to a motivated behaviour controlled by an internal pressure (that is, oneself), and the orientation for being involved in a task is to attain a desired or avoid an undesired feeling or emotion (such as a sense of pride or guilt) (Ryan & Deci, 2000a; 2000b; 2017). External regulation refers to a motivated behaviour which is controlled by external pressure such as parents or teachers, and the

orientation for being involved in a task is either to attain desired or avoid undesired external outcomes such as reward or punishment (Ryan & Deci, 2000a; 2000b; 2017). Unlike an external regulated learner, an introjected regulated learner endorses a simple part of the value of a task or rule (Ryan & Deci, 2000b). However, the learner is not approaching the task or value for its own sake but for avoiding negative emotional consequences or enhancing his/her ego.

SDT suggests internalisation and integration processes which lead to the four styles of extrinsic motivation (Ryan & Deci, 2000a; 2000b). Internalisation is viewed as the process by which someone accepts or endorses a task whereas integration is viewed as the process by which a person brings the value of the task into the self to such an extent that it emerges from his/herself. There is a continuum of behavioural regulations within extrinsic motivation reflecting the extent to which someone experiences autonomy or true self-determination. Identified and integrated regulation are the most autonomous or self-determined forms of extrinsic motivation (Ryan & Deci, 2000b). Ryan and Deci (2000a) suggested that these two most autonomous extrinsic motivations are as powerful as intrinsic motivation as learners are voluntarily taking actions toward the end of the task. SDT assumes that if an individual feels no incongruence between a task and his/her sense of self, and that a related activity will help him/her to attain significant personal goals, he/she will voluntarily choose to engage in the task whenever an opportunity arises (Deci & Ryan, 2012). It is plausible to assume that children in such circumstances would show persistence as the task is important for them and they would not need financial encouragement to be persuaded, for example. On the other hand, external and introjected regulation are described as the least autonomous or self-determined forms of extrinsic motivation (Ryan & Deci, 2000b). Ryan and Deci (2000a) stated that these two least autonomous extrinsic motivations lead to less enjoyment, value and effort. Introjected regulation, for example, was found to be associated with expending effort but also it was related to more anxiety and poor coping (Ryan & Deci, 2000a). By the same token, externally regulated learners might cease to be involved in the task as soon as the external pressure is removed (Noels, Clement,& Pelletier, 2001). It should be highlighted that the continuum of internalising the value of an activity with the resulting types of extrinsic motivations does not entail a developmental process; a learner can start at any point in the continuum and can move back and forth (Ryan & Deci, 2000a; 2000b).

In order to comply with imposed regulations, individuals need to feel satisfaction of their three basic needs (Ryan & Deci, 2000a; 2000b). Ryan and Deci (2000a; 2000b) stated that people should experience the sense of belonging and connection to the significant people in their immediate environment, such as parents, teachers and classmates, in order to accept the imposed task. To put it simply, they should feel love, care, respect and security in order to function well. They also should experience the feeling of competency and skill mastery to succeed in the task in order to internalize the prescribed behaviours. Ryan and Deci (2000b) found that children who are not prepared to master a skill or understand the reason for it would not fully accept the task. They would hold either external or introjected regulation types, the least autonomous forms of motivation. Equally important is the feeling of autonomy or controlling one's own behaviour which also promotes the internalization and integration of regulation (Ryan & Deci, 2000a; 2000b). An environment which uses reward or intimidation to motivate a person and he/she feels capable of obeying it can enhance external regulation (Ryan & Deci, 2000b). An environment which values the task and the person feels capable of obeying it and feels connected to its relevance can foster introjected regulation. But an environment which nourishes all three psychological needs can produce self-determined individuals.

2.6.1.3 Amotivation

SDT includes not only motivation but also amotivation. This describes the state in which someone has assigned no value to a task and has no intention of carrying it out (Ryan & Deci, 2000a; 2000b). From this definition, an unmotivated learner entirely lacks both intrinsic and extrinsic orientations. It occurs when people devalue a task and its outcomes, or doubt their ability to succeed in it, which has been supported by empirical evidence. Such learners probably discontinue task engagement when it is possible to do so (Noels, 2001a). Or it could be expected that they would be unlikely to start the task in the first place.

2.6.1.4 Summary

SDT suggests that different orientations for engaging in a task have an impact on the type of motivation generated. The general classification of motivation includes autonomous and controlled motivations. They differ in the degree of experiencing true self-determination.

There are three types of autonomous motivation, of which intrinsic motivation is the optimal option. The orientation of task engagement arises from within individuals for the inherent rewards of the task. In other words, intrinsically motivated people undertake a task because it is perceived to be enjoyable and interesting rather than because of external rewards or pressure. The most autonomous sub-type of extrinsic motivation is integrated regulation. The orientation of task involvement depends on its compatibility with other self-beliefs or values rather than its natural satisfaction for a learner. The second most autonomous sub-type of extrinsic motivation is identified regulation. The orientation for becoming involved in a task is because of the desire to achieve personal, essential, external goals. Controlled motivation involves two kinds of extrinsic motivation. Introjected regulation is the most controlled or least self-determined sub-type of extrinsic motivation. The orientation for undertaking the task is to enhance the ego or to avoid negative affect. In other words, the drive for engagement arises from an internal pressuring voice. External regulation is the most controlled or least self-determined sub-type of extrinsic motivation. The orientation for becoming involved in a task is to earn rewards or avoid punishment from an external pressuring source. These different kinds of motivation can influence motivated behaviour and well-being. People who perceive themselves as more autonomous or self-determined can be expected to attempt actively and willingly to manage their learning, whereas people who perceive themselves as more controlled or least self-determined are likely to be less motivated and to tend to feel forced or pressured while engaging in the task. SDT also includes amotivation in which people have no intrinsic or extrinsic orientations to become involved in a task. This lack of motivation could lead to withdrawing from the task when it is feasible.

SDT suggests that there are three psychological needs which should be satisfied to enhance or support autonomous motivation. The need for autonomy is satisfied when people experience a sense of control over their actions and choices. The need for competency is met when people experience a sense of self-efficacy to carry out a task. The need for relatedness is satisfied when people feel a sense of belonging and being loved and cared about. On the other hand, SDT posits that the social environment can enhance or thwart self-determination which can influence the learner's tendency to be more or less proactive. Parents, for example, could forcefully ask the child to read in L2 without taking the child's perspective into consideration or giving the child more

options to choose from. They could deprive the child of the feeling of being in control of his/her own actions. They could provide a child with an L2 book which is at inappropriate level for the child's reading skills, and this could make the child experience self-doubt about his/her capabilities to carry out the task. They may not appreciate the child's effort but use controlling behaviours such as peer/sibling pressure which could also affect the child/parent relationship.

2.6.2 Research on language learning from the Self-determination theory perspective

Although over 300 studies have been conducted on SDT in language learning since the 1990s, more than half of them were carried out within the last five years and there are still several unexplored areas (Noels et al., 2019). Noels et al. (2019) pointed out that most studies have focused on adult, post-secondary students involved in EFL learning. Some studies have examined the relevance of SDT to other theoretical paradigms related to language learning (Noels et al., 2019). Noels et al. (1999; 2000; 2001) empirically examined the validity of the SDT framework for assessing language-learning motivation in L2 contexts in line with the SDT assumption that people can have different orientations for undertaking an imposed behaviour. Noels et al. (2001), for example, found a combination of autonomous and controlled orientations among language learners in an immersion program in Ontario, Canada. The orientations of the French-Canadian adult students who were studying English as an L2 were as follows. The more frequent orientations were found to be identified and external regulation, followed by intrinsic, internal regulation orientation and then amotivation. The SDT hypothesis regarding the degree of internalizing the task and its development was validated. Noels et al. (2000) found that the more acceptance of language learning for the self there is, the more persistent and relaxed learners are likely to be. The correlations between self-concept beliefs and motivational types were also confirmed. Perceived autonomy and competence were found to be highly correlated with the most self-determined extrinsic and intrinsic motivations (Noels et al., 2000; 2001) whereas perceived autonomy and competence were less correlated with external regulation (Noels et al., 2001) and with amotivation (Noels et al., 2000). The impact of motivational types on language-learning consequences were also asserted. The most self-determined motivational types were correlated with positive learning outcomes, including intense effort, the desire to continue learning, perceived competence and less

anxiety among the French-Canadian immersion pupils (Noels et al., 1999), whereas the least forms of self-determination motivation were not correlated with greater effort and not accompanied by anxiety (Noels et al., 1999). Although Noels et al. (1999) showed that the externally regulated students had the desire to continue L2 learning, they concluded that these students might cease engagement after attaining their goals. Finally, amotivation was correlated with less effort and less desire to continue learning (Noels et al., 1999; 2001), accompanied by anxiety in the classroom (Noels et al., 1999). In contrast to Ryan and Deci's (2000a) findings, Noels et al. (2001) found that internal and external regulation did not necessarily predict effort and persistence. In fact, people can react to pressure differently. Baqutayan (2015) highlighted that it could be a source of motivation to work hard and deal with a stressful situation for some people. But it also could be frustrating and lead to psychological distress if people believe that managing a new situation requires higher skills than those which they already have (Baqutayan, 2015). Carreira (2014) found that the three psychological needs were more strongly related to higher self-determined motivation (that is, intrinsic motivation) among EFL elementary students in Japan. Although L1 learning is beyond the scope of the current study, the SDT hypothesis seems to apply to heritage language learning. Comanaru and Noels (2009) studied 159 Chinese migrants in Canada and found that the more the heritage language was experienced as interesting, the greater effort learners exerted. Furthermore, learners were motivated to learn their heritage language because they perceive it to be a part of their self (their identity). The findings showed that relatedness was a key factor for internalizing L1 learning into the self in that migration context.

The intention in the current study is to further the understanding of adolescents' L2 motivation in a mainstream setting. The experience of learning the majority language could be derived from the sense of urgency, unlike the experience of learning a minority language which could be derived from the sense of personal choice (Noels, 2001; 2009). Based on SDT perspectives, it can be assumed that language learners' different perceptions of the demands of learning an L2 and their self-beliefs could have different impacts on their L2 motivation.

2.6.3 Parents' support and children's language-learning motivation

The family is the primary setting for socialising and personal growth. Joussemet, Landry and Koestner (2008) commented that parent encounter an essential but often challenging duty for raising children. Parents must pass on the values and behaviours which are required in society to function optimally and also develop their children's initiative to communicate their views and follow their own interests and aptitudes. In SDT, a healthy environment needs three characteristics to enhance or promote intrinsic motivation or autonomous extrinsic motivation (Joussemet et al., 2008; Ryan & Deci, 2017). It should be autonomy-supportive, structured and involved. An autonomy-supportive environment encourages the need for autonomy, a structured environment supports the need for competence and an involved environment enhances the need for relatedness (Ryan & Deci, 2017). In summary, the home environment should enable children to satisfy these three basics needs to facilitate internalizing and integrating imposed values and behavioural regulations.

2.6.3.1 Autonomy-supportive environment

Ryan, Deci, Grolnick and Guardia (2006) described an autonomy-supportive environment as one in which a child's perspective is considered and the child is encouraged and supported to express himself/herself and initiate and voluntarily accept activities. It also provides choices and a rationale for rules (Joussemet et al., 2008). The justification provided should emphasise the importance of the imposed regulation for the child (Ryan & Deci, 2017). Ryan and Deci (2017) stated that autonomy support does not entail pressurising the child or relying on external inducements to encourage the child to adhere to specific outcomes.

Beneficial outcomes tend to be obtained when autonomy is supported. Children will adopt a healthy reliance on their parents or caregivers (Ryan & Deci, 2017). Grolnick and Ryan (1989) found that school-aged children of parents who were rated as autonomy-supportive internalised the value of learning, perceived themselves to be self-reliant and attained higher grades. Joussemet et al. (2008) stated that autonomy support is a vital factor in parenting to encourage non-controlled self-regulation, especially for imposing uninteresting activities. Ryan and Deci (2017) noted that desired outcomes can be maximised when both parents adopt autonomy-supportive parenting.

2.6.3.2 Competence-supportive environment

A competence-supportive environment provides the child with an autonomy-supportive structured context in which a regulated task is set in non-controlling language to maximise beneficial outcomes and avoid negative effects on the child's development and adjustment (Ryan & Deci, 2017). It sets explicit expectations and goals (Ryan & Deci, 2020). It should be noted that an autonomy competence-supportive environment does not mean chaos or the lack of structure (Joussemet et al., 2008); such an environment is characterized by arbitrary and inconsistent rules (Ryan & Deci, 2017; Skinner , Johnson, & Snyder,2005; Soenens, Deci, Vansteenkiste, 2017).

There are some strategies which can help to create a healthy and structured environment which promotes skill mastery and effectiveness. Parents can provide their children with guidelines to follow regulation along with regular constructive evaluation of their progress, if any, during a task (Ryan & Deci, 2017, 2020; Soenens et al., 2017). The feedback should focus on performance and effort more than on personality (Soenens et al., 2017). For example, a comment such as 'You seem to figure out how to improve your reading skill' centres on strategies more than a comment such as 'You are intelligent' which focuses on a person. Feedback can also provide acknowledgement of effective behaviours and the expected consequences of following as opposed to not following the imposed regulation (Grolnick et al., 1997; Ryan & Deci, 2017). In a challenging situation which a child might face in a task, parents who want to support competence should suggest appropriate solutions to overcome the challenges (Soenens et al., 2017).

The level of structure in the home environment could have an impact on learning outcomes. Like an autonomy-supportive environment, a competence-supportive home tends to lead to positive consequences. Children who feel that they can control their environment because of their perceived competence will be more likely to engage in tasks actively (Skinner, 1992). Consequently, frequent engagement will be beneficial for achieving a better performance as they will develop skills and strategies and expand their knowledge. A chaotically structured environment, on the other hand, could lead to undesired consequences (Ryan & Deci, 2017) and will not help children to feel a sense of control over outcomes or a sense of efficacy.

2.6.3.3 Relatedness-supportive environment

An autonomy-supportive structured context is not sufficient to accelerate desired development on its own; autonomy-supportive involvement is also required (Ryan & Deci, 2017). Coleman (1991) argued that the absence of effective parental involvement is a major threat to cultivating children's skills and knowledge and attaining desired outcomes. Involvement can be defined as "the parental dedication of resources to the child" (Grolnick et al., 1997, p.147). Ryan and Deci (2017) suggested that the degree of parental involvement can influence a child's emotions as well as behavioural regulation. Some enacted strategies can help in providing parents with an idea about effective involvement in a child's life. Devoting time, showing interest in the task being undertaken by the child and understanding the task's challenges, and investing in helpful resources are examples of some strategies (Grolnick et al., 1997; Ryan & Deci, 2017).

2.6.3.4 Summary

Parents can create a healthy educational environment in which the three psychological needs of a child are met. Parents who tend to be not controlling or demanding are most likely to support their children's autonomous motivation. Such responsive parents do not rely on the environment to impose the behaviour, but rather take different actions to internalize the imposed behaviour in an unforced way. They could provide a justification for carrying on with a task. They could focus more on the child's self-development than on providing incentive rewards. They could also take an active part in their children's learning experiences to promote their competence and self-confidence. They can show warmth, support and involvement in an autonomous way and provide the child with options to choose from. They can also show acceptance and share positive feelings.

2.6.4 Research on parents as significant others and self-determination

Within the SDT framework, the parenting style as a socializing agency has an influence on the development of self-determination (Ryan & Deci, 2017). Soenens and Vansteenkiste (2005) studied 328 adolescent students aged 15-21 in two secondary schools to examine the influence of parenting on the different life domains of adolescents; schoolwork, job-searching and friendship. The findings showed that the

adolescents' perception of their parents as autonomy-supportive was correlated with self-determination for school and job-searching behaviours. It was also observed that mothers' support of autonomy was a predictor of students' self-determination in both the schoolwork and the friendship domains. Perceived competence was found to be an important factor for high engagement in academic activities. These findings suggest that autonomy-supportive parenting facilitates or enhances autonomous self-determination which can contribute to successful task performance. Furthermore, young people need to feel not only self-motivated but also competent to actively interact with their environment. In SDT, perceived competence is an antecedent for the most autonomous motivational form, intrinsic motivation, which energizes the child's effort to focus on improving the necessary skills and competence for task mastery (Cocks & Watt, 2004).

Cocks and Watt (2004) examined the association between perceived competence and intrinsic value with 60 Year-6 pupils who could have experienced pressure for learning English as it was a core subject in their schools. A strong correlation was found between perceived competence and the feeling of interest and enjoyment which the students experienced when they were involved in the task. In the interview phase in that study, students with high perceived competence and a desire to master English commented that receiving positive feedback from significant others (such as their parents) resulted in positive emotions about the subject, a higher level of interest, and a desire to improve even more, practise more difficult questions and become even better at learning English. Fan and Williams (2010) found that the feeling of self-efficacy also enhanced intrinsic motivation for learning English among adolescents in Year 10. Their findings showed a strong correlation between self-efficacy and students' engagement in developing their English language skills. Fan and Williams (2010) also examined the effects of parental aspiration for the future level of schooling and setting family rules on self-efficacy, engagement and intrinsic motivation and the results showed that parental aspiration was a positive predictor of their children's self-efficacy, engagement, and intrinsic motivation. Setting family rules about watching TV was also found to be a positive predication for engagement and intrinsic motivation. These findings show that various forms of parental involvement can contribute to self-determination and achievement (that is, self-concept and engagement).

2.7 Motivation and Beliefs

The significant role of learners' beliefs about a learning experience has been emphasized in the literature. Chan and Sachs (2001, p.194) stated that for child learners, "if knowledge is actively constructed by the learners themselves, what they believe about the nature of learning will play a significant role in their learning outcomes". Other theorists (for example Bandura, 1997; Weiner, 1985) have also acknowledged the significant role of an individual's beliefs on learning motivation. Skinner (1992) stressed that those perceptions are critical constructs which can motivate or demotivate learners. SDT insists that children's beliefs about feeling autonomous, competent and related enhance their self-determination (Ginsburg & Bronstein, 1993; Ryan & Deci, 2017).

2.7.1 Motivation and learners' beliefs about language learning

In the field of L2 learning, the crucial role of beliefs is also recognised. Horwitz (1987) argued that an ESL/EFL learner enters a class with pre-conceived opinions, possibly based on earlier experience or culture. She emphasised, however, that not all perceived ideas might help a learner to progress, so understanding their types and influences is important. Kolb (2007) investigated primary-school children's perceptions regarding how an L2 is learnt. Some children, for example, believed that a language learner is only a passive agent whereas others believed that a language learner should be an active agent to develop language competency. These beliefs influenced their beliefs regarding the styles of participation during English lessons. For example, some children emphasized the importance of speaking the target language to improve their language levels. They believed that being only receptive to input without taking part in a conversation was not helpful for language development. Others believed that language learning takes place by following the teacher's instructions. Kolb (2007) theorized that children could share or agree on similar beliefs, which implies that these beliefs should not be considered as a personal conviction. These findings suggest that children can hold their own perceptions based on their language-learning experiences and that their convictions could shape other beliefs such as their perceptions about implementing better learning strategies. They also show that forming learning beliefs is not something which is restricted to adults, but children's beliefs have been rarely studied compared with those of adult learners (Kolb, 2007). It is relevant to note that beliefs can change

within weeks (Ellis, 2008); they can be formed by the influence of experiences and the social environment (Kolb, 2007). SDT insists that children's formed beliefs about their parents' role in promoting their autonomy will influence the nature of the children's motivation (Ginsburg & Bronstein, 1993; Ryan & Deci, 2017).

In the relevant literature, some attempts have been made to categorise beliefs about language learning (for a review, see Ellis, 2008). One of these attempts was the Beliefs About Language Learning Inventory (BALLI) developed by Horwitz (1987). Wesely (2012) asserted that BALLI is one of the validated tools which language-learning studies can use. Nikitina and Furuoka (2006) suggested that BALLI as an instrument aids in understanding language learning in different socio-linguistic contexts.

The model identified different classes of belief, one of which was motivation. Within the motivation category, three types of belief which are expected to motivate language learners are reasons for language learning, perception of the importance of a language in a culture and aspiration to speak the target language well. As in SDT, the model highlights the role of orientation in motivating L2 learners. However, the two reasons for language learning in the BALLI model were integrative and instrumental orientations, which were in accord with the view of Gardner (1985). Indeed, English language learning goals have not been restricted to these two goals; different purposes such as the international dimension have emerged because of the current status of English worldwide (Kormos et al., 2011). Horwitz (1999) reviewed five studies conducted in different contexts in which different languages were learnt, and compared the participants' responses to the significance and orientations of learning those languages. The findings showed that the status of the target language in the learners' culture could nurture their instrumental reasoning, leading to successful learning of the language, whilst integration reasoning could depend on personal preferences. Kyriacou and Zhu (2008) found that their participants' age was correlated with instrumental reasoning (that is, attaining a career), which they regarded as the participants being likely to start planning their future.

In the mainstream context, some studies have shown some of children's beliefs about learning English. Connaughton-Crean and Duibhir (2017) recruited a heterogenous group of seventeen children aged 10-13 years to explore their beliefs and perceptions about L1/L2 learning. To collect data, they carried out semi-structured

focus interviews with all of the participants and follow-up semi-structured interviews with four of the children who had participated in the focus group. The findings showed that the children were aware of the dominance of English globally. Many of them perceived it as significant for their future as being able to speak English could help them to get job opportunities. Some children added travel as another reason for learning English. Migrant children might have additional instrumental reasons. Because of the external demands for learning the mainstream language, they might be motivated to learn the dominant language in order to survive in the majority context. Jean and Geva (2012) studied 63 heterogenous migrant school-age children in Years 3 and 4 in Canada. The children were aware that the existence of a language in the environment can enhance or diminish L2/L1 learning. Moreover, some children expressed their understanding of the prominent role of English in their current context, Canada. They also felt worried about being unable to learn English which was used by majority of people in the environment. From this finding, it is plausible to assume that some children could be motivated to learn the language in an L1 context not for the sake of self-development but to cope with the external pressure to be able to take advantage of the country's capital opportunities such as education. These findings suggest that it might be meaningful to explore children's beliefs regarding their experience of language learning in the mainstream context.

It should be highlighted that this notion (instrumental reason) can be linked to extrinsic orientation since its strong correlation with the SDT's external regulation orientation has been demonstrated (Noels, 2001b). Some learners might want to continue in language learning in order to obtain the benefits or avoid the negative consequences linked to learning or not the language, so their actions are controlled by external demand but not the self (McEown, Noels,& Saumure, 2014)). In light of SDT, the different learning beliefs about the significance of learning English might be one of the reasons for differences in linguistic attainment among migrants (for example, Flege, Mackay,& Piske, 2002; Thomas, Gathercole,& Hughes, 2013). Finally, the expectation of or aspiration for future success is not only found in this model but also in the ideal self within the L2 motivational system. The ideal L2-self construct is validated in different learning contexts (Dörnyei & Ryan, 2015).

As well as BALLI, children's perceptions about parents' attitude toward the language can be a motivator. Gardner (1968) stressed that parents can have an impact

on their children's L2 attainment by influencing the children's attitude toward an L2. He further pointed out that parents might unconsciously act passively during their children's language learning, as when they devalue learning the target language. In the EFL literature, Bartram (2006) showed that the transmitted messages which a child receives can be less or more supportive for their language learning compared with motivation. Bartram (2006) studied 411 high-school children in England, Germany and the Netherlands and found that their attitudes towards L2 acquisition depended on their parents' attitudes. English parents who expressed the uselessness of learning French or German had children with negative attitudes towards learning these languages, whereas German and Dutch parents who discussed the utility of learning an FL had children with positive attitudes who perceived language learning as essential to their future goals. Children who perceived their parents as positively influencing them declared that parents who explained the utility of learning an FL motivated them to learn the target languages. The findings also showed that parents who referred to their own earlier learning experiences when communicating with their children promoted the value of learning a language. Furthermore, the children's comments showed that parents who expressed regret for not working hard enough to learn their target languages or who highlighted the lack of opportunity for studying an FL in school reinforced the utility of language learning. Even so, Bartram (2006) warned against making a generalisation that parents who lack knowledge of languages are likely to have positive motivational benefits: as one English participant in the study said, "None of my family speaks German, so I suppose this doesn't help" (Bartram, 2006, p.219). In the literature on bilingual families, Barron-Hauwaert (2004) showed that children can understand their parents' desire to bring them up bilingually which will encourage them to work hard to please them. Connaughton-Crean and Duibhir (2017) identified an agreement between children's and parents' beliefs regarding the instrumental utility of learning English for the child's future. They also found that many of their child and parent participants shared the instrumental view not only for learning English but also in regard to their heritage language. They believed in its signficance in enabling them to function well when returning to their countries. In the same way, Bahhari (2020) found that religion and children's academic readjustment to Saudi Arabia schools were the reasons for maintaining Arabic among ten Saudi families residing temporarily in Australia for educational purposes. All these findings suggest that the significance of developing both L1 and L2 for a child's cognitive development is not well recognized by some parents

(Connaughton-Crean & Duibhir, 2017). Indeed, one of the elements which influence language shift is parental attitudes (Tse, 2001).

Not only can parents' attitudes toward a language but also their expectations or aspirations towards language learning affect their children. Riches and Curdt-Christiansen (2010) found that parents' high expectations and aspirations were positive contributors to children's bilingual development. Parental expectation is implied within the dimension of the ought-to self in L2 acquisition (Dörnyei, 2009). The ought-to self is what a person believes the significant people in their life want them to be like; if they do not conform to this idea, undesirable consequences could occur. For instance, parents might want a child to speak English fluently, otherwise they would be upset. In SDT, this is termed introjected regulation because learners feel that "they ought to do so" (McEown et al., 2014, p.228). Two points should be clarified and emphasised here. According to SDT, parental expectations could have positive or negative influences on the nature of motivation. Parents' expectation can be transmitted to the child in a convincing or oppressive manner depending on the family's preferred parenting style. Relatedly, a controlled manner will help to facilitate the internalisation of the exposed expectation into the learner's self, but it will cause the learner to feel forced or coerced. Second, although the sense of volition to act on one's own corresponds to the ideal self (Dörnyei, 2009), SDT discusses different degrees of learners' acceptance of the imposed regulation.

In the current study, the central role of the child's agency in the language learning experience is considered. Language-learning beliefs, as discussed above, impact and influence why and how learners engage in learning a language. An exploration of learners' beliefs can therefore contribute to the knowledge regarding English as an additional language in mainstream society, the UK. The beliefs explored in the study were the ones recommended in the L2 learning literature as shown in the previous discussions. They are orientations, the current experience of language learning in the majority context, continuing to study in the future, parents' attitude toward the significance of language learning, children's perceptions of parents' expectations and learners' expectations of future success. There is a body of work which has targeted learners of English as an additional language to investigate language learning and literacy development (for example, Collier & Thomas, 1989; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 1997). Even so, several scholars have pointed out that in the

literature on family language policy, few studies have focused on children's perspectives on their own experiences of language learning within the home environment in the context of migration (Fogle & King, 2013; Wilson, 2019). Previous studies have paid more attention to parents' attitudes and practices enacted at home to promote the development of language learning (Curdt-Christiansen, 2020; Fogle & King, 2013; Wilson, 2020), as they can play a role in language development, success at school and the maintaining of L1 (Fogle & King, 2013). Wilson (2019) stated that there is a need for more studies to explore children's experiences relating to their emotional, psychological and relational needs in the FLP domain. To address this gap, the current study presents to the FLP literature the perceived language-learning experiences of homogenous migrated school-age children. The study also adopted SDT to explore their emotional and psychological attitudes toward their family practices during their period of residence in the L1 context.

2.7.2 Parental and a bilingual family situation

Despite the scarcity of empirical studies, De Houwer (1999) singled out key points in the field of the simultaneous acquisition of two languages by children. She argued that parental attitude toward a particular language can influence their enacted family language behaviours. Different studies found that some migrated parents put a hold on the minority L1 in favour of learning the majority L2 (English) because they believed in its importance for the child (for example, Suarez, 2002; Xiaoling, 2005). Suarez (2002) found that some participants who highly considered the significance of mastering English as an L2 for their child in the US had decided to speak predominantly in English with their child.

In addition, De Houwer (1999) suggested exploring parental beliefs regarding language-learning development. Park (2013) agreed that parents' beliefs are vital as they can direct parental involvement in supporting their children's language development. The 'impact belief' is regarded as a driving force which parents can act on to support their children by creating a linguistic environment and providing helpful resources to promote competence (Barron-Hauwaert, 2004; Curdt-Christiansen & Wang, 2018; De Houwer, 1999). Technically, this refers to parents' ideas about their responsibilities for and capabilities of helping their children during language learning. Parents can have different degrees of impact belief, ranging from low to high (Barron-

Hauwaert, 2004; De Houwer, 1999). Some parents can be perceived to have a low level of influence because they might believe in natural development, or they might not value bilingualism. Chumak-Horbatsch (2008) found that migrant parents from different ethnicities in Canada had low impact belief, but they believed in natural development for the L2 because of the authentic formal and informal immersion in the majority context. Such lenient parents expectedly do not participate in their children's language education and they may depend on the environment to help the child to pick up the language (De Houwer, 1999). In a meta-synthesis review by Antony-Newman (2019), it was found that some immigrant parents were over-trusting of the formal schooling in promoting their children's L2 formal or academic abilities. These parents restricted their roles to passing on the moral and cultural aspects and providing emotional support and materials. Some parents, in contrast, were keen to bring up a bilingual child. However, they can be involved in their children's education in different ways (De Houwer, 1999). Tse (2001) selected a group of young immigrants aged 18- 24 to explore their experience of L1/L2 literacy development. They were either US- born or foreign-born who had spent some time in home-country schools. The remarkable point of targeting this age group was that they were sufficiently mature to be able to reflect on their learning experience (Tse, 2001). The participants stated that their parents believed in and stressed the importance of attaining English proficiency in order to excel academically in the US schools. The parental perception of the importance of improving English proficiency was reflected in their active contribution to supporting the L2 at home. Some parents had enrolled their children in extra L2 programmes at school as well as providing help in their child's L2 schooling. Others had encouraged their children to improve their L2 written literacy skills by keeping on reading and writing. Their parents were supportive in promoting L1 literacy as well. Some participants stated that their parents had set firm rules about using their L1 with them. They also used religious texts or comic books to enhance their L1 written skills. It is notable that reading for pleasure is recognized as vital for promoting literacy in both L1 and L2 (for a review, see Tse, 2001). De Houwer (1999) commented that parents who are attentive to raising a bilingual child might be authoritative and might try to invent interventions to encourage their children to learn, or they might be authoritarian and might want to control their children's linguistic behaviour. From the SDT perspective, parents should trust their children's ability to develop but should also support the development of their children's competence (Ryan & Deci, 2017). Another important aspect within this

model is the preferred parental style at home. Parents who believe in supporting their children's autonomy rather than controlling their behaviour will encourage them to be self-motivated (Fan & Williams, 2010; Grolnick & Raftery-Helmer, 2015; Ryan & Deci, 2017; Soenens & Vansteenkiste, 2010); subsequently, such parents will be less stressed and controlling (Grolnick & Raftery-Helmer, 2015; Ryan & Deci, 2017). In summary, the model assumes that parents who believe in a natural development will be more relaxed and consequently will not seek to control their child's acts or display pressuring encouragement. The model also contends that parents should promote children's autonomy and competence while being involved in their experience of learning in order to obtain positive outcomes (Ryan & Deci, 2017).

These family activities are influenced by factors such as the parents' prior learning experiences and goals, the value which they ascribe to education and their own "feelings of missed opportunities" (Curdt-Christiansen, 2009, p.356). However, if parents perceive themselves as less competent in an L2, they might not want to help with their child's practices (Dixon & Wu, 2014). It should be stressed that the lack of L2 competence does not necessarily prevent parents from being involved in their children's education. Chao (2013) found that the limited L2 proficiency of immigrant, middle-class Chinese parents did not hinder them from facilitating their offspring's transition into an English-speaking culture; they used some of the following strategies to assist their children in adjusting linguistically. One of the families hired a private tutor, which enabled the child to practise the mainstream L2 outside the class. The father in this family also wanted to be a role model for his child, so he himself joined English classes to show his son "how serious I was about English learning" (p.69). Another family purchased aids such as books and laptops which helped the child in learning much of the language. It is nevertheless the fact that imported learning capital does not necessary lead to the desired outcome. For example, Li (2007) found one working Chinese immigrant family who were not struggling financially but had a lower level of education, who provided their children with physical resources (for example, five televisions and classic, sophisticated books) to invest in their offspring's learning. Nevertheless, their children were not helped by the lack of regular parental supervision due to the parents' busy lives and the fact that the provided materials were inappropriate for their age. Barron-Hauwaert (2004) pointed out that parents' strategies are not static but dynamic. For instance, their strategies can change if they think that their child's

performance does not meet their expectations, if they become more confident in their child's ability to use the target language or if they change their attitude towards the encouraged or discouraged language at home. Finally, the age of the child can also shape the type of activity practised at home. Unlike young children who seem to look for their parents' advice and help, adolescents can want to be independent and choose activities which match their interests (Cicognani & Zani, 1998; Dixon & Wu, 2014). The emergence of more autonomy is highlighted in the adolescent phase (Cicognani & Zani, 1998; Soenens et al., 2007). From the SDT perspective, the feeling of independence or self-sufficiency is not necessarily the optimal developmental process. Supportive parent/child bonding, in which children can rely on their parents' guidance and support, could help children to govern their own actions and be autonomous. Consequently, positive outcomes (adjustment and growth) could be attained (Soenens et al., 2007).

De Houwer (1999) also warned that articulated parental attitudes and beliefs might not be matched with parental acts to support language development. In other words, there might be mismatch between what a person contends and how he/she acts. Kirsch (2011) found that participant mothers reported their belief in supporting both the L1 (Luxembourgish) and the L2 (English) of their children while living in the UK, but five out of seven mothers used a mixture of English and Luxembourgish when interacting with their children, which could maximize exposure to the L2 but minimize exposure to the L1. This suggests that the linguistic behaviour of the child tends to be shaped by the significant others in his/her social surroundings in the situation of bilingual families (De Houwer, 1999).

By applying SDT to L2 learning, the current study believes that the different parenting educational styles would influence the experience of a child in acting as an active agent in the language-learning trajectory. In addition, adopting autonomous-support or controlling-support parenting tends to have impacts on L2 motivation. Parents can support their child's need for autonomy by providing a rationale for involving themselves in L2 activities in order to improve their own language skills and encourage the child to sort out how to improve his/her language skills or overcome a problem. Such practices could help the child to be willingly involved in the language-learning process. However, parents can control their children's motivation by neglecting the child's perspective and obliging her/him to react only to their opinions in learning,

and then blaming the children if they fail to meet their parents' expectations, or if they use controlling language such as 'Read /watch only in English!'. Such controlling practices could hinder the child from experiencing the feeling of autonomy while being involved in an L2 learning process. In addition, parents can structure the learning environment by checking homework, helping in the vocabulary needed for school and acknowledging the child's progress. In this way, the child is likely to understand how to approach success and avoid failure and form a sense of self-confidence. Finally, parents can show understanding and sympathy with the language challenges which the child might encounter, they can create opportunities to meet with natural L2 speakers to practise the target language in conversation and they can also involve themselves with the child in English activities such as watching movies and reading stories aloud. Such practices could satisfy the child's psychological need for relatedness. It should be noted that regardless of the preferred parenting educational practices, parents should be aware that *pressures*, *intrusiveness* and *domination* are components of control which could lead to negative outcomes (Grolnick & Pomerantz, 2009).

In the current study, different parental beliefs were explored to understand parents' choices of family language practices (FLPs). Drawing on the literature on bilingual families, the current study focused on parents' expectations (that is, their attitude towards a particular language, impact belief, their perception of their own and their children's language ability). The exploration of parental attitudes was not restricted to L2 but also included L1. In addition, parents' perceptions of the utility of language learning for their child were also explored. It was believed that comparing their perceptions of the vitality of the two languages for a child could help in understanding parents' attitudes to support one or both languages and in identifying their impacts on the preferred FLPs. Furthermore, understanding parents' orientations for language learning could reveal any influence on children's language-learning orientations. The exploration of impact belief is believed to be significant for understanding parents' perceptions of their roles in promoting English-language development when they resided in the mainstream context in which English is spoken in both formal and informal settings. This review of the literature has shown that some immigrant parents believed in the role of the host environment to enhance language learning and others believed in the benefit of the formal learning experience in the mainstream context, and parents' perceptions regarding the utility of the learning setting

for their children were also included. The attitude towards the learning experience exists in both the socio-educational model proposed by Gardner (1985) and the L2 motivational system proposed by Dörnyei (2005). The evaluative perceptions of the learning experience have been identified as a motivator in the L2 acquisition literature (Dörnyei, 2019). Parent's evaluations of their own and their children's language competency are also included in the study because it was believed that they could help in understanding their degree of involvement in their children's learning experience.

From the SDT perspective, parents' beliefs in terms of natural development and the preferred parental style for supporting L2 learning can help in understanding the preferred parental styles in the FLPs enacted to promote L2 autonomy.

2.8 Summary

This chapter has provided an overview of the Saudi context. It is a conservative society where Islamic and Arab customs and traditions constitute the Saudi national identity. The chapter has also described current changes in the social recognition of English as an essential language. As a result, families tend to migrate to English-speaking countries to expose their children to natural settings of English and mothers of Saudi families seem to make this decision on most occasions. Most of these mothers are university academics who also seek higher education opportunities in English-speaking countries.

It has been shown in this chapter that many parents could form different views about supporting competency in the context of temporary migration. They could believe in their ability to personally engage in their children's language learning experience. Even so, the support provided in some cases has seemed to be inadequate for children's needs. For example, one family had bought advanced books which did not match the child's language level (Li, 2007). On the other hand, some parents rely on the external environment to help the child to pick up an L2. It was believed to be essential to shed light on how the Saudi parents recruited for this study conceptualized their role during their children's language-learning experience in the UK. In addition, presenting their children's opinions about their parents' style of engagement was also believed to be a significant element of the study. These could contribute to the existing understanding related to parents' role in motivating their children's language learning behaviours.

It has been shown in this chapter that motivation is an essential element in L2 learning. It is an internal force which energizes motivated behaviour. It can sustain effort for a long period, which could lead to a successful outcome in the L2 learning process. SDT is believed to be adequate for the current study's purposes. It assumes that different orientations of learning could lead to different types of motivation. It hypothesizes two general classifications of motivation, autonomous and controlled. Autonomous motivation occurs when an orientation to undertake a task is (more) related to the individual's true self. It consists of different sub-types of motivation. Intrinsic motivation, which is the optimal option, refers to the genuine desire to engage in a task for the sake of pleasure or interest. Integrated regulation, which is the most autonomous sub-type of extrinsic motivation, refers to willingness to undertake a task because of the congruence between the task and other self-beliefs or values. Identified regulation is the second most autonomous sub-type of extrinsic motivation and refers to the self-acceptance of the task to gain other separable personally significant gains. Controlled motivation occurs when a learner experiences least self-control over her/his actions. Introjected regulation is the most controlled or least self-determined sub-type of extrinsic motivation and is related to ego-oriented reason. External regulation is the most controlled or least self-determined sub-type of extrinsic motivation and occurs when a learner seeks external validation from significant others such as parents or teachers. The learning outcomes from autonomous motivation are expected to be more favourable than those resulting from controlled motivation. This motivation model also includes amotivation, in which a person perceives a task to be non-significant or not interesting.

SDT acknowledges the agency of a learner. It assumes that experiencing a sense of autonomy, competence and relatedness can enhance autonomous motivation. Whereas feelings of less self-control/oppression, less self-efficacy and less relatedness stimulate controlled motivation, SDT admits the influence of the external environment on motivation. It assumes that the perceived evaluation of the environment as supporting autonomy, competence and relatedness can enhance autonomous motivation. Whereas the perceived evaluation of the environment as depriving a person of autonomy, not supporting competency and not showing relatedness can escalate controlled motivation, the model maintains the influence which parents can have on their children's motivation. According to SDT, parents' practices to support autonomy,

competency and relatedness can increase autonomous motivation, whereas parents' practices which do not enhance autonomy, competency and relatedness can exacerbate controlled motivation.

This chapter also has shown some gaps in the literature. By reviewing the existing FLP literature, it has been recommended the need to conduct studies that not only include parents' beliefs and practices but also to include children's perspectives regarding their parental roles to enhance language learning. Furthermore, there was scarcity of studies that focused on the educational learning experiences of children during their short-term stays in the mainstream culture. In L2 motivation literature, there was a need for conducting further studies that target school age children to explore their motivation. This review also reported that although SDT perspectives has been utilized in language learning studies, the application of the model was restricted to study adult, post-secondary students involved in EFL learning and to examine the relevance of SDT to other theoretical paradigm related to language learning.

3   Methodology

3.1   Introduction

The primary purposes of this study were to explore sojourning Saudi parents' beliefs and behaviours which may influence their children's English language learning while in the UK, their children's motivation in learning English and their perceptions on their parents' role in their English language learning while residing in the UK.

This chapter contains the following thirteen main sections. It will start with the methodological standpoints that underpin the study. This section will be followed by a description of the instruments used to collect data. Next, it will explain the time frame of data collection, parents' background, sampling process, setting and background of the participants, data collection procedure, ethical procedure, data analysis method, validity and positionality. Finally, it will end with a summary.

3.2   Research Paradigmatic and Methodological Standpoints

In this section, I provide a description of the different arguments that determined the methodology used in this study which is located in the interpretive paradigm and adopted the qualitative multiple-case study approach through semi-structured interviews and reflective journal.

3.2.1   Research paradigm: Interpretivism

Although this inquiry is situated in the interpretivist paradigm, I present assumptions of both positivism and interpretivism to explain the paradigmatic and methodological standpoints of this research.

A research paradigm is defined as a worldview (Creswell, 2014) or a set of beliefs that influence the whole research process (Creswell & Poth, 2018; Grix, 2002; Scotland, 2012). Ontological and epistemological stances are two of its components which shape different research paradigms. In the social research literatures, there are two common research paradigms, known as positivism and interpretivism.

Positivism is the paradigm which calls for mimicking natural science methods when studying a social reality (Bryman, 2016; Grix, 2002; Scotland, 2012). It assumes that only observable concepts should be researched; otherwise, they are not

considered scientific entities (Bryman, 2016). Stated differently, unobservable entities like beliefs and experiences are not studied within this paradigm (Clark, 1998). Its quantitative methodology aims to investigate, identify, refute or support relationships between causes and outcomes. Additionally, it aims to formulate laws to enable generalisation without taking into consideration individual's intentions when carrying out a behaviour (Bryman, 2016; Scotland, 2012). Ontologically, this paradigm contends that reality is single and externally created. The involved entities in a social reality are perceived as passive actors who respond to an external force. Epistemologically, this paradigm considers the researcher to be detached from the investigated field in order to develop the theory neutrally or objectively. This paradigm has been criticised for not taking into account the underlying mechanisms which trigger the occurrence of the observable phenomenon (Bryman, 2016; Grix, 2002; Scotland, 2012).

This paradigm was not adopted in my study, as it neither meets the research objectives nor is able to extract data to answer the research questions. The current study aimed to explore the beliefs of parents and children, which are not observable realities. The participants also need to articulate their ideas to the researcher in order for them to be reported and analysed. Additionally, the concept of motivational profile includes both orientations (non-observable) and the motivated behaviour (observable). Furthermore, the different observable levels of language attainment can be considered as a result of motivation, as mentioned in the literature review. These different types of motivation do not reflect the presumed single reality. Motivation as a dynamic phenomenon also contradicts the constant nature of reality in natural sciences. Finally, the study explored the perceptions of both children and parents, which implies that the child participants were not viewed as passive actors in their environment or that reality was viewed as externally created. The positivist paradigm also cannot answer the research question related to the parent participants. Their multiple views of L2 and family language parenting beliefs would create different realities or practices, which also opposes the idea of a solo reality found in this paradigm.

Interpretivism is the paradigm which underpinned this study. In contrast to positivism, it criticises imitating the natural sciences when studying human actions; humans are perceived as a distinct entity from the tangible ones found in the natural sciences (Bryman, 2016). Its ontological stance resides in constructivism, which views the involved entities as proactive agents who negotiate their experience, constructing

meanings to and acting on it while interacting with their social worlds (Bryman, 2016; Scotland, 2012). Relatedly, it assumes the existence of different interpretations of reality (Bryman, 2016; Creswell & Poth, 2018). It also acknowledges that these different subjective understandings differ by time and place (Bryman, 2016, p. 30). Interpretivism's epistemological stance is based on subjectivism, which considers knowledge to be based on the different perceptions of an experience. Accordingly, it suggests that the interpretivist should interact with the researched entities to grasp their multiple views or realities from their perspectives, then describe the complex hidden mechanisms that direct actions (Bryman, 2016; Creswell & Poth, 2018; Grix, 2002; Scotland, 2012). In other words, in-depth understandings clarify the causes and effects of actions.

The philosophical assumptions of this paradigm assisted me in achieving the research aims and answering the research questions. From the literature review chapter, it was determined that children's (L2) motivation to learn is influenced by others in the immediate environment (Dörnyei & Ushioda, 2011; Grolnick, 2009; Ryan & Deci, 2017); additionally, their perceptions of the parents' role in promoting autonomy influence the degree of acceptance to the imposed behaviour (Ryan & Deci, 2017). Relatedly, children's multiple views of parents' L2 beliefs and practices in enhancing L2 autonomy constitute the reality of their motivation as they understand it. This motivation can also possibly change with time and context. In the family language policy literature (FLP), family practices are also influenced by parents' expectations, including goals, values and children's performance, which are likely to change over time (Barron-Hauwaert, 2004; Curdt-Christiansen, 2009). Parents' multiple expectations of their children's performance constitute their reality of practices as they understand it. In the current study, the child participants' motivation explored based on their views; the same was true for parents in regard to their practices. The researcher interacted with participants in their context to elicit their different representations of reality as they interpret them. Therefore, this research design followed an interpretivist philosophy because it helped to achieve the aims and to answer the research questions.

3.2.2 Research approach: Qualitative multiple-case study

This section provides the arguments for choosing the qualitative multiple-case study approach for my research. It will start with arguments related to adopting

qualitative study. Next, it will present the argument of using multiple-case study approach to explore the understudy issue (i.e., children's L2 motivation with the aid of their parents).

3.2.2.1 Qualitative approach

Grix (2002) demonstrates that a research methodology is underpinned by the ontological and epistemological assumptions of the study. This study used qualitative method since it is in accord with the ontology and epistemology of the interpretivist paradigm. Qualitative research is used when the inquirer wants to understand the participants' points of view and their context, which will enable the researcher to report different views of reality to inductively form a theory on the studied issue (Bryman, 2016; Creswell, 2014; Creswell & Poth, 2018).

Alongside the philosophical assumptions, research questions influence the research process. According to Bryman (2016), research questions are also one of the factors that can influence the selected methodology of a study. The research question for this study reveals the intent to explore the worldviews of both types of participants in order to account for the possible changes that could occur in the motivation of children in their L2 learning as well as parents' family practices over time. Creswell and Poth (2018) demonstrate that qualitative research is appropriate for answering such exploratory questions. Furthermore, Creswell (2013b) contends that qualitative research is appropriate to address such overlooked participants in the literature. Furthermore, Creswell (2013b) contends that qualitative research is appropriate to address such overlooked participants in the literature. For example, Saudi child participants are not sufficiently represented in research as identified in the introduction chapter. These children, further, received less focus in L2 motivation literature as well as in FLP literature as highlighted in the literature review chapter. Therefore, a qualitative approach to investigate their motivation to learning English was considered a suitable approach in this study.

The adaptation of qualitative methods is also aligned with the L2 and FLP literatures. Dörnyei and Ushioda (2011) call for adopting a qualitative approach to explain and understand the multifaceted nature of motivation from an individual's perspective. Specifically, it helps account for the complexity of learner's thoughts and feelings about language learning. Noels et al. (2019) add that using qualitative methods

is needed to provide more deep understanding on the experience of (no) self-determination in language leaning. Furthermore, it is a frequently used method for exploring family language practices, ideology and management (Schwartz, 2010).

In summary, this study used a qualitative approach, which aligns with the selected paradigm, interpretivism.

3.2.2.2 Case study design: multiple-case study approach

A case study is considered as a qualitative approach (Creswell & Poth, 2018; Hamilton & Corbett-Whittier, 2014). According to Creswell and Poth (2018), it enables a researcher to explore "a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports)"(p.96). Hamilton and Corbett-Whittier(2014) added that in a case study the focus is on smaller number of individuals or groups rather than larger populations. The collection of data in this approach not only relies on different types of data but it can include different perspectives like parents and pupils (Hamilton & Corbett-Whittier, 2014). Hamilton and Corbett-Whittier (2014) mentioned that a case study enables a researcher to explore "context, relationships, processes and practices."(p.3). The current study utilized multiple tools for data collection (This will be discussed in detail later). It also included different perspectives, parents and children. It presented different case studies in order to have better understanding on their contemporary real life experiences (Creswell & Poth, 2018; Remenyi, 2013; Yin, 2009). Although there were similarities among all participated families such as nationality and having a child who just started to learn English in the natural setting, there were also differences among them. For examples, parent's subject of study or being a single parent/ accompanied with spouse. It was expected that presenting different cases was better to give an overall view of different experiences of the participated families. On the other hand, this design is adopted to explore a challenging situation (Remenyi, 2013; Yin, 2009).When it comes to family language practices, a family is a complex unit. It is a combination of parents and their children. Furthermore, there can be variations among parents such as their background knowledge and different learning experiences. Because of theses multifaceted nature and differences within the family itself, it was difficult to bring all participants in all families into one platform to contrast

and compare. Rather, it was better to choose a case study approach to comprehend such a multipart issue.

The obtained data from parents included their beliefs related to English learning, for examples, its significance and the role of the external setting in enhancing language learning. It explored their beliefs about parenting such as their roles to promote to their children's language competency. It also investigated their enacted behaviours to support their children's language development. The obtained data from children can be divided into two parts. The first part was about their perceptions of their parent's views about their English learning experience, for instance, its importance and the role of the learning settings in facilitating English learning. It addressed their perceptions of their parents' provided support to enhance English competency in the UK. The second part was devoted to understanding their own beliefs about English learning as well as their behaviours or effort exerted to show language development.

As a result, this case study design was beneficial to answer the research questions and achieve its aims. This strategy enabled me to report the different perspectives of each participated family member without controlling the meaning they ascribed to the real-life current experience based on their comments and their interpretative perspectives. It allowed me to describe and understand the different external factors that triggered family language practices of an individual. It also provided me with thorough understanding of each case which helped in identifying the possible links between children's motivation and their parents' roles.

3.3   Data Collection Methods

This section discusses the selected instruments as well as the research design of the study.

3.3.1   Interviews: Semi-structured

Brinkmann and Kvale (2015 as cited in Creswell & Poth, 2018) describe interview as a place where knowledge is constructed. Dörnyei and Ushioda (2011) point out that regardless of any techniques adopted in a study, interview is the centre method used in qualitative research. Although this study is not adopting the ethnography design, it shared with it the interest of exploring the beliefs and actions of particular cultural group. According to Hammersley and Atkinson (2007), interview is a vital method for

collecting data about the views and behaviours of participants in an ethnography study. Seidman (2006) stated that using interview could be sufficient in order to gain insights into people's experience in education. Furthermore, research that aims to explore experiences requires conducting more than one interview with participants in order to break the ice between the interviewees and interviewer (Seidman, 2006) .

There are three different types of interviews: structured, unstructured or semi-structured (Gill et al., 2008). Structured interviews use questions that are designed in advance and offer little or no chance for follow-up questions for clarification or additional information. Conversely, an unstructured interview involves no predetermined questions; the interviewer starts with one opening question, and the conversation follows naturally from there. Semi-structured interviews begin with a set of guideline questions but allow the interviewer to ask elaborative questions when relevant. The semi-structured interview questions are designed in a non-directive form to give the participants the opportunity to openly articulate their thoughts (Bryman, 2016; Creswell, 2013).

Semi-structured interviews had been selected for the current study. They were expected to provide an in-depth exploration for the different participants' perceived realities within the predetermined theoretical framework and themes for this project, and to triangulate data from the two participants' categories (i.e., children and parents). It also gave the opportunity to ask questions for more elaboration if needed.

3.3.1.1 The design of the semi-structured interviews

The interview questions were guided by parameters that featured in the literature. The parents' interview questions started with eight introductory questions. The first seven questions were about home language environment. For example, 'What language(s) do your child usually use with you?'. The introductory questions also included one question about parent's perception of his/her language level. All interview questions in the second part of questions were open ended ones. These questions were about the importance of learning English and Arabic, reasons of learning English, beliefs about the utility of the UK and SA settings in enhancing language learning, future expectations and aspiration for English language, the preferred parental style, impact belief, family language practices and general advice for Saudi parents (see Appendix A). The children's interview questions were divided into two parts. The first

one included the children's perspectives on their parents' beliefs about the importance of English learning, orientations, the utility of the UK setting, expectations, aspirations and roles to promote language learning. The second part was devoted to understanding the child's motivations by exploring their own self beliefs and practices. It included questions about the child's perception of the importance of English learning, orientations, effort, persistence, expectations, aspiration, the utility of the UK setting and general advice for Saudi parents (see Appendix B).

The language of interview questions was established in Arabic and English to give the participants the freedom to choose the language in their responses. A PhD Saudi student revised the Arabic version before I conducted the interviews. The main study interview questions also benefitted from feedback obtained in the first pilot study as will be described in the next chapter. The questions were sensed to be clear as the participants did not ask for clarification while responding during interviews.

3.3.2 Documents: the Reflective journal

A reflective journal is a personal record in which participants can document the challenges faced in the learning process and their suggestions for overcoming these challenges (Dunlap, 2006). It can also be used to identify changes in the learner's perspective. Dörnyei, (2007) noted that self-reflection documentation helps "respondents to vocalize what is/was going through their minds when making a judgement, solving a problem or performing a task" (p.147). This type of documentation was utilized in the current project as a second source from which to obtain data from the children Ontologically, the researcher believes that children are active agents in their learning and developmental process while interacting with their social worlds. I felt that asking the children to keep a record of their learning process could enable me to track their experience over a period. Journaling gives a subjective perspective on a topic as it is written in the first person (Jasper, 2005) and represents individuals' internal dialogue with themselves (Dörnyei, 2007). It can enable them to arrange and re-arrange their thoughts which could lead to different views (Jasper, 2005). It can also stimulate critical thinking on the topic (Jasper, 2005), which is necessary for a researcher to be able to interpret their opinions over time. It should be highlighted that this type of document was not my first choice for collecting data; originally, I had

chosen to use diaries. But for various practical reasons this decision was changed, which will be discussed in the pilot study chapter.

3.3.2.1 The design of the reflective journal

The reflective journal used in this study is based on Dunlap's (2006) guidelines. When constructing the journal questions, the researcher should use specific questions to help the participants to focus on the topic (Dunlap, 2006). The journal of this study focused on three issues, these predetermined parameters were effort, persistence and family encouragement. Effort and persistence questions were included to identify any possible changes in child's motivated behaviours. The family comment was included to understand family's style of feedback or their focus. I reserved the discussion about parental enacted strategies to the interview. I wanted the journal to be as simple as possible to encourage a child to engage in journaling practice during the three months of data collection. The Dunlap's guidelines also include some examples of questions that helped me to construct my own questions of this personal record. For instance, 'What did you achieve?' was modified to: 'Remembering what you wrote four weeks ago, tell me about the aspects you have improved so far'. The design of the current journal was composed of two sections: self-report and evaluative parts. The first set aimed to understand a child's future plans to improve English level, if any. It included four questions as follows:

- Write about some aspects in English that you want to improve within 4 weeks.
- Tell me how you are going to improve them (i.e., English aspects).
- Tell me what the challenges you are expecting to face while you are improving them.
- Tell me how you think you will overcome these difficulties.

While the second set of evaluative part designed to capture if any changes took place in regard to effort, persistence and family encouragement. It included the following questions:

Remember what you have written 4 weeks ago, tell me about the aspects you have improved so far.

- Why do you think you could or could not improve the specified aspects?
  - Reasons for developing the skills

- ▪ Reasons for not developing the skills.
- ● Tell me about your family comments, if any.
- ● Tell me about your plan for developing your English within the next 4 weeks.

Dunlap (2006) added that a journal should be evaluated to assess the clarity of questions before using it. The question of the reason of (not) accomplishing the plan could not been assessed in the piloting study because the child was interviewed once. Therefore, I have added subheadings to this question to guide the children while writing the evaluation (i.e., Reasons of (not) developed skills. The journal also included a model answer to avoid misunderstanding (Dunlap, 2006). The journal questions and models were designed in both languages (Arabic and English) to give the children a chance to choose their preferred language. I had purposefully used Arabic vernacular in my model answer but not the classical form as this dialect is used in daily conversation. Regarding submission guidelines, Dunlap (2006) advised requiring journal entries not weekly but every two or three weeks to avoid burnout. For the journal task in this study, junior participants were asked to submit their entries every four weeks for three months to avoid burden (see Appendix C).

The reflective journal of this study had not followed some of the guidelines recommended in Dunlap (2006). It is suggested to change the form of questions to avoid boring the participant. This journal did not follow this guidance because the target participants were children, and thus I did not want them to become confused. It is also suggested to define the required response length if a researcher was searching for "an evidence of particular outcomes" (Dunlap, 2006, p.22). However, the answer space was left blank (without any specification or numbering) for two reasons. First, in order to avoid controlling the participants' responses. Second, because the current study has an exploratory nature without any assumptions.

I cooperated with a PhD Arabic student when drafting the pilot journal questions. She checked the Arabic version before I went to the field work. In addition, I piloted all questions except one as mentioned previously before collecting the main data. The questions were felt to be successful as three of participated children, who maintained the journal for three months, responded as expected.

3.4   Timeframe of Data Collection

The primary goal of this study was to explore the Saudi children's English motivation and language practices. As with their parents, I wanted to identify any possible changes which might take place in their motivation and, in turn, their language practices. Based on the literature, motivation can change within two weeks (Waninge et al., 2014). L2 beliefs can change within 12 weeks in adults (Ellis, 2008), suggesting that the children might take less or at least the same time to experience a change in their beliefs. According to Bromberg-Martin and Sharot (2020), when the predicted utility of a new belief exceeds that of an old belief, people are more likely to change their beliefs. Thus it is plausible to assume some points. Parents' views could change over time and in turn these changes could affect their practices. For example, they might change their attitude towards the encouraged or discouraged language at home. As the FLP is viewed as a bidirectional process, their children might resist their parents' policy decisions. They might actively contribute toward producing their own development. For all these reasons, I collected data on two occasions, three months apart. The participants were interviewed so that I could spot any possible changes which could occur in their beliefs and practices.

3.5   Parents' backgrounds

Dubow et al. (2009) conducted a longitudinal study of parents' educational background and their children's educational achievements in Columbia. They interviewed 856 children with their parents when they were at grade three at school. The participants were then re-interviewed at different ages (19, 30 and 48). The findings showed that higher parental educational levels were associated with their adolescent children's optimistic studying aspiration and achievement which in turn were associated with higher educational attainment or a more prestigious employment status in adulthood. Bordua (1960) questioned 1529 students in the US and found that ninth through twelfth graders were keen to attend college because of their parents' emphasis on higher education. In the case of the Saudi parents in the current study, at least one parent had achieved high academic status (a PhD) and this might have had an impact on their children's perception of education attainments.

Kang and Raffaelli (2016) explored 25 Korean American adults to find their feelings of debt toward their immigrant parents and how it could affect their behaviour.

Most of the participants showed appreciation of their parents' effort and sacrifice which had encouraged them to work hard. The migrant children in the current study might therefore also positively view their parents' effort to migrate to an English-speaking country and the benefits which it might bring to them as children.

The personal experience of parents can be like a model which influences their children's beliefs. Role models, according to Muir et al. (2019, p.1), "can exert considerable influence in shaping individuals' values, attitudes, and beliefs". Additionally, parents can model healthy behaviours to attain desired outcomes, and in turn their children would observe and copy them, such as being motivated to learn new things and being persistent in solving a problem (Bubić & Antonela, 2016). It can therefore be hypothesized that motivated language-learner parents can act as role models by sharing their own language-learning experiences with their children. It is also plausible to assume that the parents' level of English proficiency could have an impact on their earnings, which could give their adolescent children a greater awareness of the need to learn English to secure better jobs in the future.

3.6   Sampling

In the planning stage of the main study, I looked for Saudi families who had just arrived in the UK with children between the ages of 13 and 15 to participate in the study. The children should have learned English either in a Saudi public or private non-international school. The experience of learning English in the natural setting in the UK should be the first of that kind in the child's life. I used the snowball sampling strategy. I asked Saudi friends to introduce me to these families. I contacted different Saudi community leaders in the UK to make me reach to this population. They asked me to write a brief description of my research in order to pass it through WhatsApp to Saudi groups created on this phone app. I also emailed the King Fahad Academy to circulate my email describing the study. I received different responses from families, but many had spent some time in the host country (up to eight years). Due to the difficulty of recruiting participants with such criteria (upon arrival and child age), I decided to amend them to include any Saudi families that had lived in the country for no more than two years with children who just had started learning English in the host culture regardless to the age of children. This decision was considered because second language learners with limited proficiency could need three to five years to develop their oral

proficiency and four to seven years to develop their academic English language needs (Hakuta, Butler, & Witt, 2000). On the other hand, every participant is also viewed as 'unique' subject and researchers of qualitative studies 'believe that anyone they work with will have something worthwhile to reveal and that individual responses, however they could be categorized, are ultimately unique' (Charters, 2003, p.78). I assumed that these different lengths of residency might lead to families adopting different practices, which would have been interesting to compare. The children's different ages could imply different parental goals because those who are 15 to 17 years old have the opportunity to receive government funding from SA to become independent students at an international university in the near future. These different goals could influence family practices; consequently, there might be different motivations among children.

3.7   Research Setting and Participants

Data was collected from Saudi migrated families who had arrived in the UK with children at school age. The purpose of their migration was a parent's postgraduate studies in the UK. Although I present a detailed description of each family in the finding chapter, I will briefly introduce their number in total. There were five families. The number of participated PhD student parents was five mothers. The number of participated non-PhD student parents was one father. The total number of children was seven. Two of the children had started learning English in Saudi public school, while five children had started learning English in non-international private school. The children's ages were between 10 and 17. Table (3.1) provides some information related to the participants.

Table 3.1 *An Overall Number of Participants' Information*

Number of Families	PhD parent	Non-PhD parent	Children (10-17 Y.O)	Previous learning experience	
				Public school	non-international private school
5	5 mothers	1 father	7		
				2	5

3.8 Data Collection Procedure

3.8.1 The interviews administration

All interviews were conducted at family houses as requested by the guardians. I gently asked them to specify a quite area to avoid experiencing destruction. They took place during weekends to suit participants' schedule. The time of the interview with parents was designed to not exceed an hour. However, some parents willingly kept the interviews for around an hour and a half. For children's interview, it was planned to not exceed 40 minutes to avoid boredom. When a child was willing to continue even after being informed that the time of interview was over, I let him/her to do. I kept both versions (Arabic and English) to be used, if needed, to avoid misinterpretation of questions due to child's languages levels.

Mothers were the gatekeepers who allowed access to the rest of the family members in the UK. The decision to contact the mother was based on my understanding of the Saudi culture, where dealing with people of the opposite gender is very rare; social groups are normally comprised of people from the same gender. I phoned the mothers to arrange the time and location of the interview. I asked their permission to interview their husbands and children separately due to the cultural stigma against I be alone with a non-related man in this context. I clarified to them that the reason for such a request of having interviews with each member individually as I wanted each participant to speak freely and to maintain confidentiality. I started the interviews with mothers, then fathers and finally children. This sequence gave me the chance to be accepted by the family members. At the beginning of the interviews with parents, I thanked them for having me in their house and I assured them that there were no right or wrong answers; I aimed to explore the English learning journey of Saudi children with the parents' help. I reminded them that their identity would not be exposed. During children's interviews, I mentioned to every child that I was there to understand their experiences of learning English in the UK because I did believe that no one could explain their perspectives better than them. I also told them that their cooperation in the study was appreciated. I added that their participation would help other Saudi parents to understand how they could support their children in learning English in the UK.

Each family interviewed twice. The two rounds of interviews were separated by three months. All interviews were audio recorded with a mobile App called ITalk. Table (3.2) provides information about the two occasions of interviews.

Table 3.2 *The Number of Families and Months of the Two Interviews*

Number of Families	First interview	Second interview
4	June 2019	September 2019
1	July 2019	October 2019

3.8.2 The reflective journal administration

According to Dunlap (2006), the reason for collecting the journals should be explained to participants. I explained to them the reason for the journal, which was to understand their experiences of English learning to help Saudi parents consider what challenges children might face and how these could be overcome. I also explained the advantages of precise writing both for the child and me. For the respondents, it would help them to understand what is in their minds. But it would help me to present the experience of Saudi children to the new arrival parents. Then, I went through the journal booklet with each child. I clarified to them that they had the freedom to use the preferred language during writing entries. I also explained to them that a hard copy of this journal would also remain with them to be able to do a revision when they begin the self-evaluation part of the study.

I kept in touch with the children monthly to ensure they were recording an entry in the journal. It was only three children who maintained the entries. They received a response demonstrating the researcher's appreciation every time they submit an entry (Dunlap, 2006). After they have submitted the three entries, I rewarded them with appreciation tokens for the participating.

3.9 Ethical Considerations

I carefully followed the ethical procedures required by the University of York. Under the University's ethical requirements, approval must be obtained from the Ethics Committee before recruiting participants or collecting data. Prior to initiating this study, I therefore applied for ethical approval from the University and made a full disclosure

and submitted a barring service check as the study included children aged under 18. After I had received the approval and the disclosure and barring check had been accepted, I contacted the parents of the families to ask them to sign the informed consent forms for their own and their children's participation prior to collecting data from the parents and children. They were notified about the process which would be used to keep their data confidential and they were informed of their freedom to withdraw from the study at any time without having to give a reason and with no consequences (see Appendix D for the information sheets and consent forms).

3.10 Data Analysis: Thematic Analysis

Thematic analysis was the chosen approach to analyse the obtained data. According to Maguire and Delahunt (2017), it "is the process of identifying patterns or themes within qualitative data"(p. 3352). This technique enables the researcher to identify, find relationships between, analyse and observe cases (Lapadat, 2012).

Creswell and Poth (2018) describe four general qualitative analysis steps. The first step is managing and organising the data. A researcher should initially organise the data digitally and should name files consistently; a consistent method of filing is required to access and organise a massive amount of data. A storage plan is also critical to keep data secure for long-term use; moreover, the mode of analysis should be defined early, for instance, using computer software or writing it out by hand. The second step is reading and record reflective notes about emergent ideas, by which the researcher explores the database. The researcher should read the data constantly to take notes and summarise it. This step helps in creating codes to later be developed into themes. The third step is describing and classifying codes into themes. Researchers should give descriptions of what they meet. Coding is performed in three stages: initial, expanding and final coding. Initial coding is created by reviewing the data; however, it should be acknowledged that the researcher should not generate too many codes in order to be able reduce the data into five or six themes. Then, the researcher (re)reviews the initial codes for expansion into sub-codes. Lastly, the final codes are created by grouping and categorising the expanded sub-codes. The final step is developing and assessing interpretations. In this step, the researcher generates and extracts the meaning from the data.

The first step carried out in the main data collection was uploading the audio records to my computer and I cloud backup. I created a new folder called main data collection on the desktop. This folder included sub folders for each family. Within every family folder, there was two sub folders for first and second round of data collection. The second step was the automated transcriptions of interviews. The transcription was saved in Word Office on my laptop. It was done through two stages. In the first phase, I used iMovie App on Mac laptop to customize the speed of interviews. In the second phase, I played the records at normal pace to check the written texts and reported any emotive tonal expressions if any. It was believed that these vocal pitches could give more insights to articulated words. The two stages were effective to familiarize me with data. However, transcribing was not an easy task because of code switching that took place in some cases. I transcribed the words or sentences in the same language the participants used. Each participant was contacted through telephone twice to confirm the transcriptions and to give more details if needed. They had approved the texts and some of them added more information.

Next, appropriate computer software was needed to organize, analyse and code the data. The NVivo programme was selected as it was provided by the University of York and I had attended an NVivo course at the University. This software was beneficial for managing the data, storing everything (documents, notes, codes and themes) in one place and providing easy access to all the information when needed. I created two separate projects for parents' and children's data in order to avoid any technical problems which could occur. They were saved as 'parent analysis' and 'children analysis'. All the Word documents of the interviews were imported into Nvivo. The three hard copies of the reflective journals were scanned and saved as PDF files to be uploaded to the children's project window for coding. To organize the uploaded documents of interviews, I carried out the following actions. Under the data icon on the screen, I created two main folders in each window. I labelled them 'first round' and 'second round'. Within every folder there were two sub-folders for participants who had arrived in 2017 and 2018. For the reflective journals data, I created folders for each child and kept the entries as required. Every folder was divided into three sub-folders, first, second and third entry. Each Word and PDF file was saved with its pseudonym and data type. As this study explored beliefs and practices, I created two main folders under the codes icon (for instance, parents' beliefs and parents' practices).

These two folders were initially created to include all emergent codes as appropriate. In the next stage, I immersed myself in the data by reading the interviews many times in order to comprehend the content in depth and identify common ideas. During this stage, I started to write notes on my first impressions on Nvivo (such as 'all parents seemed to value English learning'). Then, I started to encode the data by highlighting long sentences under codes for each participant. For example, I pointed to parents' utterances which mentioned their interest in and reasons for getting their children learn English. I assigned initial codes to them, for instance, study- and job-related reasons. During this stage, I created a large number of codes. Some of the emergent codes were deductive ones. They were directly related to the interview questions (for example, 'Why do you think that English language learning is important for your child?'). But others were inductive or driven by the data itself (Maguire & Delahunt, 2017). They were indirectly related to the interview questions (For instance, when many parents discussed the factors perceived to play a role in learning English – such as age). The related emergent codes were classified by the research questions (for example, the initial codes were initially grouped under 'parents' beliefs about the significance of English learning'). Unexpected codes were grouped according to their topic (such as 'parents' beliefs about the factors that facilitate or hinder L2 attainment'). The software was also helpful for identifying patterns among the responses. For instance, it enabled me to see that only parents with younger children were the ones who raised concerns about their children's L1 abilities. I went back and forth when analysing the data to review, re-encode and re-arrange the codes and themes (Creswell & Poth, 2018). I reviewed the codes and sub-themes to ensure that they represented the data accurately before writing about the themes. Finally, I combined sub-themes which shared relevant topics in order to write about them. For instance, the two sub-themes regarding parents' beliefs about the significant of English and Arabic language learning were combined into a final theme which I called 'Parents' motivation'.

I built frequency tables to organize and summarise the data. According to Cloutier and Ravasi (2021), they make data user-friendly. They enable the researcher to explore different perspectives, notice patterns and come to a conclusion (Cloutier & Ravasi, 2021). It was believed that displaying frequency might be meaningful as an indicator of the strength of a belief and practice as it could highlight the overall patterns of themes in the data. In addition, the study contained five cases with a large amount of

qualitative data. Frequency tables were helpful for summarising the emerging themes in this large data pool.

One of the weaknesses in this programme was it does not support Arabic; the selected language for some interviews, therefore they had to be translated. However, translation happened after the preliminary analysis for two reasons. Firstly, to avoid loss of intended meaning. Secondly, to save time. In order to answer the research questions, I pursued the following steps.

Table 3.3 *Followed Steps to Answer the Research Questions*

RQ	Method	Data analysis
What motivation do Saudi Children have while sojourning in the UK within three months of data collection?	• Semi-structured interviews with children (twice) • Children's reflective journals (over three months	• Thematic analysis used to identify patterns of motivation from the interview data sets. • Thematic analysis with regard to efforts and persistence from the children's interviews and reflective journals produced over three months
What changes in motivation takes place among Saudi children while sojourning in the UK in learning and using English as a second language due to the role played by their parents?	• Semi-structured interviews with children (twice) • Reflective journals over three months	1. Thematic analysis used to find out patterns of motivations as emerged inductively from the data in the first point of data collection (interview) 2. Thematic analysis used to find out patterns of motivations as emerged inductively from the data in the second point of data collection. 3. The data from the reflective journals with regard to effort persistence and family encouragement helped with revising the initial emergent themes from interviews 4. Comparing the emerged motivation patterns from the two points of interviews and the

		reflective journal data to identify changes if any.
What role do children perceive that their parents play in contributing to their English language learning motivation and supporting their language learning?	• Semi-structured interviews with children (twice)	1. Thematic analysis to find out patterns in children's perceptions of their parents' role as emerged inductively from the data 2. Interpreting the possible consequences of parents' role on children's motivation. 3. Comparison of children's perceptions of their parents' roles and motivation patterns that emerged from the two interviews' data
What are parents' beliefs about their role in promoting their children's English language learning while sojourning in the UK? What changes do Saudi parents experience in terms of their beliefs and family practices in supporting their children's English language learning while sojourning in the UK?	• Semi-structured interview with parents (twice)	1. Thematic analysis of obtained data from parents' interviews to find patterns in beliefs and practices 2. Interpreting the relationship between these role patterns. 3. Comparing the two role patterns to identify if any changes in beliefs and practices occur.

Although the steps for each question were arranged in sequence, it should be acknowledged that I went back and forth when analysing the data (Creswell & Poth, 2018).

3.11 Validity

Validation process is viewed as important for a qualitative study in order to assess the accuracy of results (Creswell & Poth, 2018; Scotland, 2012). According to Creswell and Poth (2018) , researchers should adopt at least two strategies in order to enhance the quality of such enquiries and inferences. Validity assurance can be obtained through triangulation of data sets (Creswell & Poth, 2018; Scotland, 2012). For the current study, recruiting both children and parents helped to minimise the research subjectivity, since the researcher listened to and report different perspectives from different participant groups on the same issue. I carried out an audit with an external coder as suggested by Creswell and Poth (2018). Four interviews were selected randomly from both rounds, two interviews with parents and two interviews with children. The research questions and objectives were presented to the PhD candidate auditor to maintain the study's focus. She independently identified the codes and themes which aligned with the research questions and aims. We then discussed them and compared them with mine to resolve any disagreement and to ensure that they were supported by the data. No significant differences were found between the codes which I and the coder had identified. Small changes were made: the case of one parent participant has been revised. Creswell and Poth (2018) recommend incorporating the participants by seeking their validation to analysis. I sent to the parents a soft copy of my final report of their individual case in order to judge the accuracy of the account. One participant requested to have his wife do the translation to him in order to be able to assess it. The parent participants approved on the interpretation and analysis.

3.12 Positionality

In simple terms, positionality is where a researcher stands in relation to the topic researched. Coghlan and Brydon-Miller (2014) described it as "the stance or positioning of the researcher in relation to the social and political context of the study – the community, the organization or the participant group" (p.1). The researcher could be assumed as an insider or outsider. An insider shares the characteristics (such as ethnicity, culture or gender), role, or experience under study with the researched group (Dwyer & Buckle, 2009; Kirpitchenko & Voloder, 2014) whereas an outsider is a stranger or an external researcher who does not share characteristics with the researched (Dwyer & Buckle, 2009). Proximity to the participants in these terms can affect the

research process at different stages; the way of conducting the study as well as the conclusions drawn from it (Holmes, 2020). To exemplify, sharing the same language and culture could provide easy access to the recruited informants (Kirpitchenko & Voloder, 2014). According to Holmes (2020), researchers should clearly articulate their position in order to understand how it could affect the research process. Clearly, my ethnic, linguistic, cultural, migrated female parent researcher identities placed me in an insider position in this study. However, I was at various times both an insider and an outsider depending on the situation (Kirpitchenko & Voloder, 2014), suggesting that positionality could alternate.

My position as insider seemed to be advantageous. It helped me to develop my research questions based on my understanding of the Saudi culture and English status in SA. It helped me to gain easy access to the families, which can be one of the challenges faced by researchers. It helped me to develop a rapport with the participants, specifically the female ones. Four mothers (three from the main study and one from the pilot study) shared with me some personal information after the interviews, they might have felt that they were being understood and not judged. I was surprised that one father in the pilot study did the same. This suggests that a researcher should not make any assumptions about others' reactions based on his/her (mis)perceptions of the culture. All the gatekeepers (here, mothers) introduced me to their children with 'this is your *Khalah'* (a respectful title which means 'auntie' but from mother's side). My researcher identity made the PhD participants sympathetic to me as they understood the challenges which can be encountered while conducting a study. Many of them spent a longer time than estimated during the interviews and they were willing to share detailed information. They also encouraged me to contact them if I needed clarification. The two mothers of the three children who kept the journal entries were keen to remind their children about it monthly. One of the mothers told me "I always encourage them to keep it and I tell them may Allah help us in our study as we are helping her". I was aware that being an insider could be problematic for objectivity. Therefore, during the data collection periods, I was neutral and did not share my own experience.

On the other hand, I experienced being an outsider because of my gender. Being a female researcher did not help me to recruit enough PhD male parent participants which limited my perspective to female PhD parents only. However, there were different

reactions among the recruited informants towards me as a female. A father of one family refused to participate in the study although he was residing in the UK. It was because of cultural reasons as his wife explained in order to justify his refusal. The participating father in the main study acted differently in the two rounds of interviews. He was less talkative and more formal in the first phase than the second one. Initially, he seemed to perceive me as a female, and mixed-gender contact is uncommon in SA, as explained previously. This case also suggests that conducting more than one interview could break the barriers between the researcher and the participants. The two PhD male parents in the pilot study were willing to share their own experiences. These different reactions suggest that a researcher should be aware that people can act differently even though they share the same background.

3.13 Summary

The adopted interpretivist paradigm with its assumptions met the current study aims and assisted in answering its questions. The qualitative multiple-case study approach with its utilised methods generated detailed data that met the scope of the research questions. The qualitative approach was employed as it is associated with interpretivism. The multiple case study design is a qualitative approach. It helped in presenting the perspectives of both parents and children and assisted me in introducing different cases with different experiences. It also enabled me to rely on different methods to collect data: interviews and reflective journals.

Interviews were used with parents and children. Each category of participants was interviewed on two occasions, with three months apart. Reflective journals were used with children. They were asked to submit three entries, one entry per month. It replaced diary which was the first choice to elicit data from children in the pilot study. In total, five families were included in the study. The thematic analysis approach was used in order to identify themes generated from the data set of each participant. It enabled me to find out patterns among participants.

4   Pilot Study

4.1   Introduction

It was stated in the previous chapter that the current study used interviews and reflective journals. Piloting these instruments was important to gain information about their clarity and vitality. The instruments of the main study were improved as a consequence of the feedback and the insights gained from the piloting. The pilot study was carried out with two families.

4.2   Context

Since this study sought to explore Saudi children's motivation to learn English during their residency in the UK with the aid of their parents, I looked for families which were living in the UK temporarily for study purposes. It should be noted that these families were not involved in the main study.

4.3   Participants

I chose two families which had spent some time in the UK. For practical reasons, I piloted the instruments with two families which had different length of residency in the UK. The two principal criteria (that the children should be of school age and that it should be their first such learning context) were maintained as those used to recruit the participants for the main data collection.

In the case of the first family, I chose a family which spent less than two years in the UK. The family consisted of five members: the parents and three children, two daughters and a son. I interviewed four participants from this family because the youngest child (a four-year old daughter) was excluded as her age did not fit the research criterion of being of school age. The mother of this family (M1) was a retired teacher and she was learning English in the UK. M1 had carried out her undergraduate, diploma and master's studies in SA. Her bachelor's degree was in art, her diploma was in special needs and her master's degree was in education technology. The father (F1) was a PhD student. He had worked in one of the administration departments in general education (in the school sector) in SA. He had completed his undergraduate and master's studies there. His bachelor's degree was in Islamic studies and his master's was in education technology. Their daughter (D1) was fifteen years old. She had grown

up in SA and had attended a public school there. She was in Y10 when the pilot was conducted. The fourth participant was their son (S1); he was 11 years old and like his sister had grown in SA and attended a public school there. He was in Y6. This family with the two children gave me the opportunity to test my draft interview questions on varying ages of children who had spent less than two years in the UK.

The second family had just started their fourth year in the UK. The family consisted of six members: the parents and four children. I interviewed three participants from this family, the parents and the elder daughter. The first participant was the mother (M2), she was a housewife. M2 had received her schooling in a village located in the south of SA. She had then moved to a city where she lived for eight years after getting married. She had just started learning English at the time of the pilot study. The second participant was the father (F2), he was studying for a PhD. He worked as an instructor at the same Saudi university where he had completed his undergraduate and master's studies. His bachelor's and master's degrees were in archaeology, and he was continuing his PhD studies in the same subject. The third participant was their daughter (D2), who was fourteen years old and in Y8 when the pilot was conducted.

4.4 Ethical Considerations

The pilot study started after the appropriate ethical approval from the University of York had been received. All of the participants were given an information sheet on which I explained to them the purpose of the study. They all also received informed consent forms which they signed and then returned to me.

4.5 Instruments and the Procedure

The instruments discussed in the previous chapter were used in the pilot study. As in the main study, the interviews were conducted at the participants' homes as they preferred that. The sequence intended for interviewing family members in the main study (parents then children) was followed in the pilot study. The duration of the interviews with both categories of participant was also the same, an hour with parents and 30 minutes with children. The interviewees were informed that they were free to use whatever language they felt comfortable with. Except for D1 who used code switching, the remaining participants spoke consistently in Arabic during the interviews.

As explained in the previous chapter, individual diaries were my first choice for collecting data from the children in the first family of the pilot. I intended to gain more descriptive data of the children's life in their new setting in terms of their experience of English learning, events, feelings and attitudes. It was believed that diaries would help me to obtain information about their experiences as and when they happened, rather than asking them to recall events or feelings later in the interview. According to Bytheway (2012), diaries can provide a researcher with valuable and personal information which is not easy to obtain in interviews. It was also believed that it would enable me to capture insight on change, if any. To introduce the idea of keeping diaries, I explained to both D1 and S1 the idea of the diaries and I politely asked them to send me their entries within fourteen days. The children did not, however, keep diaries for various personal reasons. I called the mother twice, then she informed me that her children would not to be able to do it because her daughter was busy with GCSE preparation and her son did not like free writing in both languages. So, I changed the diary to a reflective journal for the second family. I explained to D2 the idea of the journal and I asked her gently if she could send it to me within two days.

4.6   Data Analysis

This discussion comprises three sections. In the first part, I shall discuss the steps adopted to carry out the thematic analysis of the acquired data. In the second part I shall explain the reasons which made the presentation of the cases studies in the pilot study different from the main study. I shall present a table showing the analysis of the data obtained from the parents and then discuss the emergent themes. This will be followed by a table showing the analysis of the data obtained from the children which will also be followed by a discussion of the emergent themes. The final part is an assessment of the pilot study and a summary of the major findings.

4.6.1   The thematic analysis approach

The analysis of the data obtained from the pilot interviews was carried out manually because of the small number of participants. I followed the six analytical steps recommended by Maguire and Delahunt (2017). In the first step, the researcher should become familiar with the data by reading and re-reading the corpus of data and should write first impressions and take notes. The next step is to code the data or highlight sections of the transcripts which are related to the research questions or potentially

interesting. These highlighted phrases or sentences should be labelled with codes and these initial codes should be an extraction of the meaning. The third step is to create themes in which the generated codes can be grouped because of their inter-related significance. The themes should say something which contributes to the research questions. The fourth step is to review the themes to check their usefulness and the accuracy of the data. In this stage, the researcher can also modify or develop the themes which have been generated. The fifth step is to give a title to each of the themes; the naming of the themes should say what the theme is discussing. The themes can include sub-themes which are related to and supportive of the key themes. In the final step, the researcher writes a report about the themes. The following section presents my report on the themes and sub-themes identified.

4.7   Findings

There were some factors which made the presentation of the analysis of the cases in the pilot study slightly different from those in the main study. In the presentation of the pilot study findings, the cases were combined into one pool. The small number of participants as well as the quantity of data elicited from only one round of interviews generated a minimal amount of data in the pilot study and that enabled me to bring the two families into one data pool in order to compare and contrast the findings.

4.7.1   Section one: Data from parents

This section will discuss the themes and sub-themes identified from the parents' data. The first themes contains one sub-theme.

4.7.1.1   Theme one: Beliefs about the significance of English language learning for their children

All four participants seemed to believe strongly that English learning was important for their children. They also seemed to believe in the usefulness of English learning before their arrival in the host country. This could be attributed to the position of English in the globalized world. The two fathers stated that one of their reasons for deciding to pursue their studies in the UK was to provide their children with the opportunity to learn English abroad. The two mothers, who explained during the interview that they were not proficient in English, also seemed to support English

learning and they both used emotive expressions to articulate this belief. M1 stated "it's [English learning] important" (2). M2 expressed her opinion toward English education differently; she stated that "it's the right choice" (1) and "it's like when we teach them religion" (1). In SA, Islam is very sacred so equating the teaching of religion with language learning underlines the mother's view of its importance.

The parents expressed a belief in the instrumental usefulness of English for their children both in and outside SA. To put it simply, they wanted their children to gain extrinsic rewards, such as access to a university. The two fathers had observed the changes which are taking place in SA. F1 wanted his children to have access to good vocational opportunities in the future. He also stressed several times that English was the bridge between his children and knowledge. It is the academic language of most disciplines, so he was keen on improving knowledge more than simply learning the language itself. He stated, "Knowledge is my priority but not the language itself" (1). This remark showed that he was less aware that English development is a prerequisite for building knowledge. F2, however, wanted his children to be able to meet the new requirements of Saudi universities to which proven English ability has become a requirement for admission. From his experience as a lecturer, he was frustrated by Saudi university students who were not able to read and comprehend the study materials supplied to them which were mainly in English. The two mothers had a similar belief about the instrumental usefulness of English for their children. Both believed that English was important for children not only outside but also inside SA; travelling and hospitals were two examples which they gave. Like F1, M1 wished that her children would use the language learned so far for enlarging their knowledge and for thinking in a different way from the traditional mindset in SA.

4.7.1.1.1 Sub-theme one: Beliefs about continuing English language learning in the future

The parents gave different opinions about their desire for their children to continue to learn English in the future. The first family seemed to be more confident about their children's attainment in the UK whilst the second seemed to be less confident about their child's progress.

F1 said that after his family had returned to SA, he would give his children the choice of either "using what they learned or do more development to English" (1). M1 stated that she did not want her children to learn everything in English but rather she

believed that learning additional languages was interesting too. She added that she believed that the capability of the human mind should not be underestimated.

Different reasons seemed to shape their opinions. It could be that their extrinsic motivation that English is viewed as a means of acquiring knowledge made them less concerned about the need to entirely master the language. Both sets of parents were also confident that their children would learn the language successfully, automatically and effortlessly in the UK. They believed that English learning takes place by immersion. F1 added a belief in learning by fun and in the importance of his children learning English in an L1 context. He stated that "from my point of view, acquiring English is not a problem here [in the UK] because the child plays with peers which means he will learn it" (2). M2 also believed in the role of the length of residency as a guarantee of development. Their children's progress in English in comparison with their previous performance in SA seemed to enhance their confidence about their children's future attainment. For example, M1 said:

> "When we have arrived here, his [S1's] language was zero, he had no
> English background. He did not learn it in SA but now his level has
> become higher". (3)

F1 also spoke about his evaluation of his children. For example, he stated that,

> "one day while S1 was playing PlayStation with his English friends, I
> heard him speak with an accent. I was surprised and I was wondering
> 'who's talking!'" (3)

F1's remark also shows that some parents' evaluation of their children's language development was based on them acquiring an accent.

On the other hand, the second family clearly wanted D2 to continue learning English. F2 stated,

> "If I did not want her to continue, I'd be contradicting myself; getting
> them to learn English was one of my reasons for [coming here to]
> study." (1)

M2 stated,

> "Yes, she needs to improve it more, yes, sure." (1)

It was suggested above that F2's experience with Saudi students at an SA university could explain his eagerness to develop D2's academic language skills in the future. He pointed out that,

"You know academic language is different from everyday language"

In addition, F2 and M2 understood that although their child had difficulties with English reading and writing, her speaking skill had shown more improvement.

4.7.1.2 Theme two: Perceptions of the role of the new setting on their children's education

The parents shared similar beliefs regarding the utility of the new setting for their children's English learning and they all had less confidence in the utility of SA for enhancing their English education.

The two fathers believed that the demand for the use of English in the external environment would enhance language learning. F1 pointed out that the new setting would enable his children to be fully aware of the usefulness of learning English because the child would need to use it to manage his everyday life. F2 stated that learning in English in the UK would force the child to learn it because it is a necessity but not an option. This finding demonstrates that some parents were less mindful of the negative consequences of pressure on L2 motivation.

The two mothers also seemed to be optimistic about language learning in the UK context. M1 explained that continual formal and informal practice with native speakers would enhance language learning. M2 also believed that the UK would provide opportunities for communicating with native speakers which would enhance language development.

The lost experience in SA seemed to influence all four parents' positions in regard to the usefulness of learning English in the UK. They seemed to blame the external environment in SA for previous poor language learning outcomes. They considered that the absence of a requirement for English in their children's immediate environment was an obstacle.

The two fathers also believed in the way that the UK education system encourages L2 competence and learning autonomy. F1 wished that this system could be copied in SA. He had formed his opinion based on his children's experiences at school

after their arrival in the UK. He believed that his children's school had managed to facilitate their linguistic adjustment by providing a personal tutor who could understand both the child's L1 and L2. F2 said that not only was the UK setting a motivator for language learning but also that the UK learning system was helpful for developing an independent learner, unlike the situation in SA. He added that he had known about this before he arrived in the UK from members of his Saudi social network who had previously lived there temporarily.

4.7.1.3 **Theme three: Beliefs about the preferred parenting style while their children are learning English language**

Parents were opposed to parental enforcement of English learning in the UK. The two fathers were confident that the environment would force their children to learn it, as mentioned earlier. The two families had different opinions regarding parental involvement.

The parents of the first family seemed to be more focused on providing emotional support; they both believed in the importance of praising a child. F1 believed in the usefulness of comparing the performance of a child with his/her parents as a means of boosting the child's confidence. M1 was against the idea of forcing a child to learn: "… parents can make the child accept the assigned rule if they use what he likes to pursue their agenda" (1). She also believed in the importance of praising a child and explaining the usefulness of English learning for the future. Like M1, F1 recalled a conversation with his children in which he told them that "Your skills in language could help you in studying medicine, if you choose to". This showed that he believed in the utility of explaining the advantages of English learning.

The parents of the second family seemed to want to promote intrinsic motivation. F2 stated that learning a language intrinsically will help the child to improve, but he added that not all children are intrinsically motivated, so "Parents should not depend mainly on the school to help their children in English. Parents should be involved and supportive in their children's education until the children get on the right track" (1). F2 and M2 also discussed their belief in the benefit of rewarding for encouraging the child to learn English. F2 commented that he believed that rewarding was a "powerful" motivator for D2. Similarly, M2 stated that the younger generation was very materialistic so she relied considerably on rewarding her daughter to motivate

her to read in English. Like the first family, they believed in the significance of providing positive comments on their child's achievement.

The two fathers believed in letting children depend on themselves in their language learning because of their own limited time as they were both full time PhD students. F2 said that "I wanted her to depend on herself in language learning to set me free as I am very busy with my studies" (2). F1 mentioned several times that he had no time to get involved in language activities at home, but he would help if his children failed to sort out a L2 study challenge which might arise because of the language barrier.

4.7.1.4   Theme four: Beliefs about L1 learning

The parents expressed their concern about their L1 without being asked about it. Their attitude toward L1 could be accounted for only because of the value of reading the Qur'an which is written in Arabic. F1 explained that as "parents [we] should be worried about Arabic but not English in the UK … when I teach her [his daughter] short verses in the Qur'an … she says "*Baba Wesh ho* [trans. 'Dad, what's] next? I do not want them to get mixed up like this. Parents' effort should be devoted to Arabic here" (1). M1 commented that "… we allow them to practise English with each other but if we were about to have a family discussion, no English. We have seen some Saudi families whose children forgot how to speak Arabic; Arabic is as important as English" (1). F2 stated that "I stopped enrolling them in the Arabic school because I did not want to put more pressure on them when we arrived. But I asked my wife to teach them Arabic literacy at home. You know Arabic is important for reading the Qur'an" (1). M2 said sadly that "… when they read in Arabic, they were not very interested in it" (1).

4.7.1.5   Theme five: Beliefs about family practices to promote l2 competency

It seemed that in the home activities which were adopted, and which parents raised during the interviews, supporting the use of English during family time was one of the parents' beliefs. F1, who believed in learning through fun, said that he played a challenge game in which the children asked M1some questions in English because she had started learning English. He added that he sometimes discussed with his family various grammatical rules while he was driving the car. He also stated that he encouraged his children to google in English for more information about any new topic which they were learning at school. This appeared to reflect his idea that knowledge

was more important for him than the language itself. F2, who had said that academic language is different from everyday language, had enrolled his children in a language centre for a month on their arrival in the UK to improve their literacy skills. F2 and M2 had visited libraries with their children to buy reading books. They also urged their children to read them and they promised them a reward if they finished reading a book.

The two fathers seemed to boost their children's confidence by depending on them both at home and outside. Involving the children in their parents' education was one of the practices carried out at home. In the first family, the father encouraged the children to provide language help to both of their parents in order to build their language confidence. F1 stated that he wanted to support D1's confidence when he asked her to help him with some proof-reading. He also asked both of his children to ask their mother questions in English as she had just started to attend English classes. On the other hand, the parents in the second family did not mention any activity such as this but their child did say that she was happy to help M2 to learn English as suggested by her parents. They asked their children to order for themselves what they wanted in a restaurant or a supermarket, but added that they provided them with the required vocabulary, if needed. Both of the fathers, however, did not take their child's willingness to communicate into consideration. F1 used sibling pressure to get his children to speak English in a restaurant and F2 had not listened to his daughter who had refused to use it when she first arrived.

Furthermore, all four parents seemed to make a social investment although the two mothers believed that their own low language ability hindered them from taking part in their children's English learning experience. M1 said that "my son likes to play football on PlayStation so I let him play it frequently, but I advised him to play with English children. I explained to him that chatting over a game would help to improve his language" (1). M2 also described some incidents of socializing with native speakers, saying that "we asked their friends to come over to our home after school to play with our kids because we wanted them [her children] to learn more English vocabulary. I also made picnics to take into parks to let them talk with English people there". Like the mothers, the two fathers seemed to do the same. F1 said "I encouraged my son to play football with our Canadian neighbour's son … and after the first time of playing football, he had learned the word 'pass', for example". F1 also said that as a family they would sit close to English families and listen to their conversation and then discuss what

the native speakers were talking about to check which of them had understood more than the rest of the family. F2 confirmed that they invited their children's friends to their house to help his children to improve their English.

It was clear that the children in both families could practise English freely at home. M1 said "You know that children like to practise the language at home before they use it outside. We let them practise English with each other". M2 stated that her children used a mixture of languages and added that her daughters cooperated over making English videos and posting them online, although she had refused to let them expose their identities on social media in the past. From both of these remarks, it seemed that M1 was flexible over the home language rule to support her children's English learning, and that M2 had changed her mind about the current trend of posting videos online. F2 stated that he sometimes encouraged his daughter to translate what she had said to him from Arabic into English. Finally, the second family seemed to have implicitly decided on increasing exposure to English: F2 stated that he had replaced Arabic cartoons on television with English ones after they had arrived in the UK.

4.7.1.6 Theme six: Child/parent emotional support

It seemed that most of the parents had tried to manage the frustrations which occurred because of language challenges. They showed their understanding of the challenge of language barriers. F2 said "I used to calm them down and I told them 'be patient, you will learn the language with time'" (1). M2 remembered such moments of frustration with sadness and said that "once she cried, I sometimes cried with her. I put myself in her shoes where I have to deal with people whose language I do not understand" (1). M1 had similarly tried to calm them down by drawing her children's attention to the language advantages which they would gain in the UK. She continued, "I discussed with them the advantages of being here for their language learning and I always tried to direct their attention to the positive side of this experience. To be honest, my relationship with my daughter has become stronger here" (1). F1, however, seemed to trivialize the complexity of language learning. He believed that the frustration which his children were experiencing was a result of homesickness more than the language barrier.

Some family conversations which parents had used to boost their child's confidence were mentioned during the interviews. F1 drew his children's attention to

their English improvement so far and said, "Your English was zero when we arrived but now you perform better than me". M1 also stated that "I used to tell detailed stories about their language improvement to my friends and family in front of them". On the other hand, F2 said that he had invented competitions between his children to read or write in English. M2 recalled saying different things to her daughter such as "You are powerful. I want you to be the best in the class", "I want you to perform better to make me happy" and "If you read more, your reading will develop".

Table (4.1) summarizes the six themes and the sub-theme which were discussed previously.

Table 4.1 *Emergent Themes from the Parents' Data*

Theme (1): Beliefs about the significance of English language learning for their children. All four participants seemed to believe strongly that English learning was important for their children. They also seemed to believe in the usefulness of learning English before their arrival in the host country. They all seemed to believe in the instrumental usefulness of English to their children in/outside SA.	Theme (3): Beliefs about the preferred parenting style during English language learning. All four parents believed in the uselessness of parental pressure. The two fathers considered external pressure to be a healthy motivator for English learning.
Theme (1), Subtheme1: Beliefs about continuing English language learning in the future. The parents showed different opinions about continuing English learning in the future. The first family seemed not to want to do this whereas the second family was determined to continue English learning. Different factors could account for their different positions: L2 motivation, L2 learning beliefs and the child's current progress.	Theme (4): Beliefs about L1 learning. The parents attributed the importance of L1 maintenance only for religious reasons.
Theme (2): Perceptions of the role of the setting in their children's education. The fathers believed that external pressure would foster English learning by default. The two mothers believed in the opportunity for continual practice with native speakers. But all parents blamed the SA setting for English learning outcomes. The fathers believed in the significance of the UK education system in promoting L2 competency or developing an independent learner.	Theme (5): Family practices to promote L2 competency. The parents' practices were shaped on their beliefs. The first family, confident about successful attainment in the UK, seemed to prioritize developing oral fluency. The parents in the second family, who understood the differences between academic and everyday languages, seemed to want to promote both oral and written skills. However, they used rewards to motivate their children.

Theme (6): Child/parent emotional support.
Three of the parents expressed their understanding of the language challenges for their children. The fourth parent believed that the children's emotional drop was due to homesickness and not to language barriers.
All parents seemed to be attentive to the need to boost their children's L2 confidence.

4.7.2 **Section two: Data from children**

This section discusses the two themes and the seven sub-themes identified from the children's data. Theme one contains four sub-themes while theme two includes three sub-themes.

4.7.2.1 Theme one: Children's perceptions of their parents' role in their English language learning

This theme will discuss participant children's perceptions of their parents' L2 orientations, desire to continue English learning, expectations, and support.

4.7.2.1.1 Sub-theme one: Perceptions of parents' orientations

All of the child interviewees stated that English learning was very important for their parents. They seemed to understand their parents' instrumental reasons for learning English, particularly the study-related reason. The two children in the first family highlighted their understandings: D1 said that "because English is the language used by many people in the world, it will help us to understand subjects in school and it is important here in the UK since everybody speaks it. It will help us to explore other scientific fields"; and S1 said that "if you did not understand English, you would not be able to understand other subjects. It doesn't matter if you don't have a perfect accent but people should understand you".

Their responses also showed their perception of the position of English in the UK and specifically in their current setting. The child of the second family referred to a reason for studying English as preparation for return to SA, possibly because the time of departure for SA was getting closer: D2 explained that that "when I go back to SA. I will be able to read and write in English and get 100/100 at university".

4.7.2.1.2 Sub-theme two: Perceptions of parents' aspirations to continue English language learning

All three children believed that their parents wanted them to continue learning English for various reasons; for the child's own benefit or to help other Saudis to learn English. D1 said that her parents wanted her to learn English further to "… become proud of myself … they like to make me feel that I can do it" (1). S1 felt that there were some skills which he needed to master; he said that one was "… to improve my writing, but

even British students are struggling with writing" (1). D2 said that it was "… to be able to teach my friends" (1).

4.7.2.1.3 Sub-theme three: Perceptions of parents' expectations

Two of the children seemed to believe that their parents had high expectations of them but one said that she did not know what her parents expected from her:

> *D1*: "I think they expect that I will reach a high level and I am already reaching this high level … they used to tell me that my accent had become cool",
>
> "They have good feelings about me".
>
> *S1*: "they expect that my friends will be able to understand my English",
>
> "They are already proud of me because I started from zero level and children's learning is like carving on stone, it cannot be removed".
>
> Whilst D2 remarked that
>
> "I do not know what level they expect from me",
>
> "They have not discussed that with me, but they used to tell me to be powerful and to get 100/100, to be the smartest".

4.7.2.1.4 Sub-theme four: Perceptions about their parents' L2 learning support

All three children seemed to be satisfied with the support which they had received from their parents and they expressed that clearly. S1 said that "No-one in the world supports me like my parents do. If they were not there. I would not be able to learn English" (1). D1 was grateful to her parents and commented that "They help me and try to support me. I am very thankful, you know" (2) and D2 also stated that "I am very satisfied with the help that my parents have given me. One day I cried because of spellings and my father helped me with it and encouraged me" (1).

The children also expressed their feelings toward some practices which were enacted at home. They all seemed to be happy when they were involved in their parents' education. D1 said that she felt that she was smart because she could help her father in

his university assignments while she was still in high school. S1 encouraged all Saudi families to help each other to learn English as his family did. D2 stated that she was happy helping her mother to learn English as well as receiving her father's support for her competency in written skills.

4.7.2.2 Theme two: Children's motivation for English language learning

All three children held extrinsic motivation for learning English. This finding illustrated the influence of parents' L2 motivation on their children's motivation.

4.7.2.2.1 Sub-theme one: Orientations for English language learning

Like all of the parent interviewees, their three children seemed to have extrinsic orientations for language learning:

> *D1*: "To make myself proud to build my own way in the world, you know. Also, to make my parents proud because I have had a lot of support from them".

> *S1*: "First of all, I want to learn English for my future, then for my parents, then for different things because I want to be an engineer."

> *D2*: "To make my parents, aunts and uncles happy for me"; "I want to be an English teacher to teach others".

As can be inferred from the comments of the two siblings, they seemed to have orientations related first to the self and then to others. The other child seemed to have orientations related to other family members more than to herself. Furthermore, the child-significant others relationship seemed to have a positive impact on them accepting the task of learning English.

4.7.2.2.2 Sub-theme two: Persistence to overcome language difficulties

All three children seemed want to persist in learning the language regardless of their orientations. D1 said "*Inshallah* I will be able to overcome whatever I might face" (1).Also, S1 explained how he acted when he had faced a problem because of language: "At the beginning, I felt afraid, I read the Qur'an; I always tried to solve difficulties [in English]" (1). D2 gave an example of her persistence: "One day, I had a spelling test; so I read them and spelled them different times until I got them all correct" (1).

4.7.2.2.3 Sub-theme three: Effort to improve their English language

Although all three children seemed to be aware of their language weaknesses, they did not seem to be frustrated or to lose the sense of self-control. Instead, they seemed to be motivated to put more effort in to increasing their language skills.

> *D1*: "But I still need to improve my English although it has improved without me noticing" (1).

> *S1*: "We must work hard otherwise we will not achieve our goals, I will not stop learning English, I still have so much to learn about in English" (1).

> *D2*: "I am not good at writing, but I write stories about me, and my father corrects them for me and says, 'Yes it was good."; "I told my father to give me difficult spelling tasks for me to practise them".

It can be inferred from these responses that all three children wanted to make an effort or had already made an effort regardless of their orientations in terms of prioritising themselves or others. Some children also mentioned other members of the family who had played a role in motivating them to make an effort. For S1, his sister was a motivator:

> "When I face any difficulty, I remember my elder sister, we are always in competition" (1).

For D2, her aunt in SA used to encourage her to make more effort and learn more: "My aunt gives me encouragement; when I phone her, she tells me 'Do not cry about being able to study, because then you will teach me English when you come back', and after I finish the call, I go to my room to read, write and do my homework. I love her".

Table (4.2) summarizes the two themes and the seven sub-themes which were discussed previously.

Table 4.2 *Emergent Themes from the \Children's Data*

Theme(1): Children's perceptions of their parents' role in their English language learning	Theme(1), Subtheme(2): Perceptions of parents' aspirations to continue English learning
This theme contains four sub-themes which covered children's perceptions of their parents' L2 beliefs and practices.	All three children stated that they believed that their parents wanted them to continue learning English for various reasons; for the child's own benefits or to help other Saudis to learn English, or both.
Theme(1), Subtheme(1): Perceptions of parents' orientations	**Theme(1), Subtheme(3): Perceptions of parents' expectations**
All of the interviewees seemed to think that their parents valued English learning for them. They seemed to understand their parents' instrumental reason (study-related) for learning English. The two siblings showed their understanding of the need for English learning in the UK.	Two of the children seemed to believe that their parents had high expectations of them but the remaining one stated that she did not know what her parents expected from her.

Theme(1), Subtheme(4): Perceptions of their parents' L2 learning support
All of the children seemed to be satisfied with the L2 support which they received from their parents. They were also happy to be involved in their parents' education. D2, who was struggling with writing, mentioned the support provided by her father to promote her competency.

Theme(2): children's motivation for English language learning	Theme(2),Subtheme(2): Persistence to overcome language difficulties
Like their parents, the children were extrinsically motivated.	All of the children wanted to overcome language challenges regardless of their orientations.
Theme(2), Subtheme(1): Orientations for English language learning	**Theme(2), Subtheme(3): Efforts to improve their English language**
All of the children were extrinsically oriented. Two seemed to have reasons related to the self rather than others, whilst one child seemed to have reasons related to others more than the self.	Although the children acknowledged their language weaknesses, they seemed to have a sense of control. Two of them were also motivated to work harder in order to compete with a sibling or to please other family members.

4.8   Summary of the Findings

The pilot study helped me to answer the following questions:

Parents:

1- What are parents' beliefs about their role in promoting their children's English language learning while sojourning in the UK?

Children:

1- What motivates Saudi children to learn and use English while sojourning in the UK?

2- What role do children perceive that their parents play in contributing to their English language learning motivation and supporting their language learning?

The two remaining research questions which were designed to explore the changes which could happen in children's motivation and parents' roles were not part of the pilot study but were retained to be used in the main study. It was expected that the two phases of interviews in the main study would enable me to identify any changes.

This section presents a summary of the findings from the pilot study data obtained from the parents, and this will then be followed by the findings obtained from the children.

4.8.1 **Parents**

1- What are parents' beliefs about their role in promoting their children's English language learning while sojourning in the UK?

All four parents agreed on the importance of English learning for their children. The two fathers added that their main reason for obtaining a scholarship to study for a PhD in the UK was to provide their children with the opportunity to learn English in an L1 context. They believed in the extrinsic usefulness of learning English for their children's future. For example, it was perceived as significant for succeeding at university.

The two families expressed different opinions about continuing to learn English in the future. Their desire for their children to continue with English learning was influenced by their L2 motivation and L2 beliefs (for example, that English learning takes place by immersion), and their perceptions of their children's progress. They seemed to attribute the failure or success of learning to the external environment, this is, to the learning setting.

The parents disagreed with parental enforcement of English learning. However, the two fathers seemed to be aware of external pressure because of the demand for English in the environment as a useful motivator. The first family seemed to believe that parents should do little to support competency as the environment would ensure it. The

second family seemed to believe in the significance of parental involvement to promote competency. Regardless of their good intentions, however, rewarding children is one of the factors which can undermine intrinsic motivation, as discussed in the literature review. Regarding L1 significance, all four parents seemed to be less mindful of the importance of the L1 for L2 development. They

Family practices seemed to be influenced by parents' beliefs about language learning. For example, parents who believed in learning by fun created family activities, whereas parents who were concerned about supporting academic written literacy skills had enrolled their child in a language centre. The data also revealed some practices which could be a source of pressure on a child, such as forcing a child to speak the L2 or using sibling pressure.

Although the mothers stated that they could not help in their children's English education because of their own limited competency in English, they nevertheless seemed to do some things to help their children to learn English. Both mothers encouraged their children to communicate with English people in order to practise their English, and they encouraged their children to use available options such as online gaming or videos to build their competency after the family had arrived in the UK.

Three of the parents talked about ways in which they had supported their children emotionally after a child felt frustrated because of his/her language level. One parent, however, attributed the frustration only to homesickness.

The parents had devised various practices to build L2 confidence in their children. For example, three parents shared positive comments with their children. One case (M1), however, seemed to be less mindful that some parental conversation could boost the ego motive which can be an internal pressure on a child.

4.8.2 **Children**

1- What motivates Saudi children to learn and use English while sojourning in the UK?

Like their parents, the children were extrinsically motivated. The two children who perceived higher parental expectations had orientations related to the self first and then to others. The child who believed that her parents expected her to get top grades

and be the smartest had orientations related to others more than to herself (that is, to seek external validation).

All three children seemed to be persistent about overcoming language challenges although they held different orientations or focuses on the self or others. They seemed to accept that they needed to make an effort to develop their language skills. Other members of the family played a role in some children's desire to make an effort.

2- What role do children perceive that their parents play in contributing to their English language learning motivation and supporting their language learning?

All three children expressed the view that their parents valued English learning for them. They believed that their parents encouraged English learning for extrinsic reasons, such as education. They understood that their parents wanted them to carry on learning English for the child's own benefit or to help other Saudis to learn English.

Two of the children perceived higher levels of parental expectations. This seemed to have an indirect effect on the children's happiness. The third child did not have a perception of her parents' expectations except to get higher grades or to be smart. All three children seemed to be satisfied with the L2 support provided by their parents. They also agreed that their involvement in their parent's English education made them feel happy.

4.9 Lesson Learnt

4.9.1 The outcome of first interviews

The main study interview questions benefitted from feedback obtained in the first pilot study. The clarity of the questions was assessed during the pilot study. After doing the transcriptions of the parents' interviews with the family in the first pilot study, I noticed that there were some elicited responses that were more about social adjustment than language learning. This took place because I did not stress on the phrase of language learning in some questions as I noticed in the record. Therefore, I was careful of not repeating the same mistake in the second pilot and main study. In the children's interview, I noticed that the participated child could not follow the first question:

Do you think that your parents care about your English learning or not? Why do you think so?

The child started to discuss how his parent were proud of him and the advantage of learning English in the childhood. So that I modified it during the interview into:

In your opinion, do your parents think that learning English is important for you or not?

In your opinion, why do your parents think it is important for you?

For question orders of children's interviews, I have split between parents' orientations and children's orientations to avoid overlapping. In the first pilot study, I could not differentiate between the child's opinions and his parents. Then, I repeated the questions about child's orientation to English learning before ending the interview to make sure about his opinion; therefore, I have moved the children's questions of their own beliefs and practices to the last part of the interview's questions.

Regarding diaries, the children did not keep journaling in the diaries. M1 explained to me that her son did not like writing and her daughter was busy with GCSE preparations. Therefore, journal was used with the second family and in the main study.

4.9.2 The outcome of the second interview

This second time of piloting enabled me to try out my instrument (i.e., interview questions) again and pilot the reflective journal. The interview questions were sensed to be clear as the participants did not ask for clarification while responding. The tested questions in the reflective journal obtained the required responses. For example, D2 wrote about the aspect she was planning to improve, it was reading skill. She also handed out the booklet with the required information after an hour although I informed her to feel free to submit it within two days.

4.10 Summary

The pilot study helped me to increase my understanding about the issue understudy and build my confidence to conduct the rest of the interviews. The piloting provided me with the opportunity to try out my designed instruments. It further allowed me to rehearse data analysis. Finally, it enabled me to answer the research questions that explored children's motivation, their perceptions of their parents' roles as well as parents' perceptions of their roles to support L2 learning during residency in the UK.

5   Findings: Main study

5.1   Introduction

In the presentation of the findings of the main study, each family is considered as a separate case study. In all of the case studies, the findings from both interviews are presented in combination and the occasion is given where relevant. This was done because very few changes were noticed between the two rounds of interviews in both the parents' and the children's interviews. In addition, data gathered from the reflective journals submitted by the children were also incorporated into the discussion and are not presented separately.

In all of the case studies, I shall first present an overview of the family demographic information and then information about the home language environment. This is followed by the findings from the parents and then those from the children. For each participant, I give a table which summarizes his/her qualitative data. These tables illustrate the themes which emerged deductively and were directly related to research questions (such as parents' attitude towards the importance of English learning) and inductively and indirectly (such as parents' belief about the role of age in language attainment) in the findings. Each identified theme includes the sub-themes as they appeared in the theme. It also specifies the codes which are related to the SDT dimensions (autonomy-, competence- and relatedness-support). It also displays relative frequencies which were calculated by the number of observations belonging to the category. For each case study, I provide a summary. Finally, the chapter will end with a summary of all of the cases. It should be noted that participants' names were all anonymized for confidentiality purposes.

All interviews were conducted during weekends as the mothers requested. They took place at the family home. The participant mothers gave permission for me to interview their children individually.

5.2   Case study one: Naeema's Family

Naeema's family had spent more than one year in the UK by the time I met them. The mother was a single mother with two children. She had lived in Makkah city in SA before she moved to Sheffield in the UK. In SA, she had worked as a university teacher. She had studied English only at a Saudi public school. She had completed

bachelor's and master's degrees in early childhood education (in Arabic) at a SA university. In the UK, she was studying for a PhD in the same field but in English. She reported her self-perception of her level of English as low to intermediate. She believed that her language had improved but that her rate of improvement was slower than that of her children because of her limited opportunities to undertake continuous oral practice during her time in the UK. Even so, she used more English words in the second interview. She also said that she could carry on long discussions with native speakers. Her perceived competence seems to be based on her prior learning experience. While she had been living in SA, she had taken language learning seriously when applying for a scholarship. She also took the IELTS test eight times to meet the requirement of the UK universities.

Suhail was the youngest son and he was interviewed, he was fifteen years old. He had studied English in a SA public school for three years but he had started to learn English in a natural setting (the UK) when he was thirteen. In the first round of data collection, he was nearly at the end of Y10 and in the second round he was in Y11. He did not like reading in any language. He had been through different unpleasant experiences at school. Different teachers had misjudged his language abilities and had assumed that he was ignoring them deliberately. His mother had visited the school several times to inform these teachers that the boy had just started to learn the language. He also experienced verbal abuse from some of his school peers who had called him an idiot and he had also experienced physical violence because of his nationality. Naeema reported that he had started to complain of a stomach-ache and headache every morning before going to school when they first arrived. She added that he had started to display some misbehaviour (such as chewing gum) in classes. After the end of the interview, She told me that he had been depressed when he had failed to pass English in the GCSE exams and had thought of committing suicide. But when he retook the GCSE, he passed. In 2021, he had started to attend a UK university. In the first interview, Suhail responded in Arabic with some English utterances. But in the second interview, he used more English to express himself.

Ameen, the eldest son, was nineteen and he was also interviewed. He had studied English in a SA public school for five years and had started to learn English in a natural setting (the UK) when he was seventeen. In the first round of data collection, he was studying at college and was also distance studying at a SA high school, for which

he had to work on twelve SA subjects on his own. In the second round, he had started the foundation year at a UK university. In the first interview, Ameen responded in Arabic with some English utterances. But in the second interview, he used more English to express himself.

Naeema's ex-husband, Omer, did not take part in the study, he was in SA by the time the interviews took place. Naeema reported that she was the only parent who took the responsibility of her children's education.

5.2.1 *The linguistic environment of the family*

The children's agency to use both languages (English and Arabic) shaped up language policy at home. In round one, Arabic was maintained for communication among family members because the children had resisted replacing Arabic with English at home. In round two, the boys had started to use more English in the household during family discussions. For example, the children shifted to English when discussing English television programmes or incidents which had happened with native speakers to make the topic clearer, as their mother explained. Although both L1 and L2 languages existed in the children's environment in the UK, the exposure to English seems to have been greater at home, in addition to school time. In both rounds, English was the language of fun activities such as listening to music or watching television or YouTube for the three family members.

5.2.2 *Findings*

This discussion is divided into three sections. The first section sets out the data obtained from the mother and starts with a table showing the frequency of the mother's codes in both phases of data collection. The table shows her beliefs regarding L2 learning in the UK and in SA as well as codes identified which were related to L1 maintenance during her time in the UK. The three themes which emerged from her data will then be discussed in detail. The second section sets out the youngest child's data and will similarly start with a table showing the frequency of his codes in both phases of data collection, as well as his beliefs related to L2 learning in the UK. Next, the two themes which emerged from the data will be discussed in detail. The third section presents the eldest child's data and will follow the same pattern of information as used for the youngest child. Finally, the discussion will be concluded by a summary of this family case.

5.2.2.1 Section One: Data from the mother

This section discusses the three themes emerged from the mother's data. Theme three includes three sub-themes as will be illustrated.

5.2.2.1.1 Theme one: The parent's motivation

Naeema seemed to be extrinsically motivated toward learning English. She shared her opinions which reflected her understanding of the practical benefits of learning English. For example, Naeema said,

> 'A person must have at least the basic level in English to be able to do online purchases or travel, you must have the basic level in the language' (Round1).

She also stressed the usefulness of English learning for her children in the near future. For example:

> 'Yes, definitely it's important. Now we are anxious about the probabilities of getting enrolled in a UK university [*sighs*]. I tell myself that even if they do not have this opportunity, at least they have learned the language [*sighs*]; there's so many [language] challenges. Even in SA, they will study at university in English … for my children's age it is crucial for university-study and jobs only.' (Round2)

Her response shows that her great wish for learning English was to help her children to attain essentially utilitarian goals; university study and employment-related ones only. It also indicates the influence of the external demand for English in the near future on her L2 motivation and well-being. The observation of the position of English in both domestic and international contexts had raised her educational aspiration. In the second interview, she stated that at her children's stage, they must learn how to use English academically:

> 'They must know how to study with it … how to use it for specific academic purposes; how to make use of it in studying.'

Her extrinsic orientations towards English seem to have influenced her participation in promoting language learning in the UK setting. Her perceptions of the

demand for English in the near future seemed to encourage her to persist in enhancing her sons' academic English language attainment more than their Arabic skills which had declined over time, as she reported in the second interview. The home interventions which she spoke about were devoted only to English development, as will be shown later.

All in all, the anticipated demands of education, a job, or both seem to have been the source of her anxieties to enhance her sons' English even at the expense of their L1 loss. English was perceived as more beneficial for their ultimate good for the near future, whether in the UK or the SA context.

5.2.2.1.2 Theme two: Improving a language which does not exist in the immediate environment

Naeema seemed to be less worried about supporting a language which did not exist in the immediate environment. Her engagement in enhancing languages seemed to be influenced by her beliefs, her previous learning experience, or both.

Regarding promoting English in SA, she seemed to have been less involved in promoting English competence when they had lived in SA or before her children developed a sense of personal agency in adolescence. It was only just before the family's departure that she had set a new family policy to enhance their English. She had hired a native-speaking tutor to give them oral practice, and she had bought English grammar textbooks. Her adolescent children, however, seemed to be not fully accepting her new policy, as can be inferred from the following excerpt

> 'I did not feel that they were very motivated to attend the [private
> tutor] lessons or to develop their English by that time.' (Round1)

Different interpretations could account for this previous engagement. It could possibly have been because she seemed to believe that successful language learning takes place only if a child is naturally or intrinsically motivated, as can be inferred from her observation of their prior positive experiences in SA:

> 'Especially this new Saudi generation, they naturally like English,
> especially the teenagers; I found that they had learned the language
> even though they had never travelled abroad. They brag about their

ability to speak in English more than my children who learn it in the UK.' (Round1).

She might have been less aware that parents can have an impact on their children's L2 motivation because she could be mixing up motivating a child with parental enforcement. She stated,

'If a child likes it [English], he will learn it. But if he doesn't like it, you [as a parent] can't force him to do it.' (Round1).

Her previous language learning experiences also seemed to have influenced her style of involvement. She seemed to be frustrated by their learning outcomes in SA because of the previous learning experiences of her and her children. Her frustration made her conclude that the absence of continual exposure to authentic language in the external environment in SA was an obstacle to successful language learning. She said,

'No comparison at all between SA and UK settings … in SA, even if you've learned it, you're not able to practise it, so surely you'll forget what you've learned … In SA, they [her sons] seemed to be demotivated to learn it [because they did not feel a need to use it on a daily basis].' (Round1).

Some points emerge from this comment. She was less aware of the possibilities of early parental intervention to provide authentic content while they lived in SA by making use of the internet, for example. Next, she seemed to attribute the success or failure of language learning not only to a child's effort but also to the external environment. Her children's prior learning experience seemed to enhance her belief that the environment in SA had thwarted their motivation. Her belief in the role of the external environment made her more confident that her teenaged children would be forced to continue learning English in the future because it would be a requirement in SA, as she said in the first round of interviews. It could also have been because of her low confidence in her own language ability, which she referred to in both interviews, which had restricted her involvement to the traditional style, formal instruction in a school, before moving to the UK. Her perception of the usefulness of English only for university study and job-related reasons in the future could have reduced her worries about supporting her children's English in different updated ways.

Regarding promoting Arabic in the UK, not only did her extrinsic motivation for learning English influence her to support only L2 competence in the UK, as stated previously, but also some of her beliefs had played a role. In the first interview, she seemed to be less mindful that L1 decline could take place during L2 development. Her perception of her own language level seems to have hindered the shift to L2 use, whereas it is an enhancement for L1 use:

> 'Because with English, you need to look for words, so the easiest
> language for everyday communication is Arabic.' (Round1).

It was her children's agency which had decreased L2 use but increased L1 use at home more than a reflection on the possibility of L1 loss:

> 'They don't like to use English at home. When I use English words
> with them, they ask me 'Why are you speaking in English? … I don't
> like to force them to do something they don't like.'(Round1).

This remark shows that the older children negotiated her language behaviour of using English words instead of Arabic.

Clearly the external educational demand for English to secure the future had influenced her previous support for English during their previous life in SA in the early age stages of her children and Arabic enhancement during their current residence in the UK. She seemed to attribute failure or success in learning English to her children's desire and the environment in SA. On the other hand, she seemed to be less aware of the importance of maintaining L1 for L2 development. It was the children's sense of agency that maintained L1 use at home for some time.

5.2.2.1.3 Theme three: Enhancing English in the immediate environment (UK)

This theme will start with a discussion of Naeema's L2 beliefs. This will be followed by a consideration of her L2 parenting style. The discussion will end by presenting the practices enacted at home to support L2 in the UK. In this case study, the mother had experienced some changes in her beliefs because of unpleasant experiences at her younger son's school, as will clear from the discussion. It should be highlighted that the changes in her beliefs had occurred before the data collection for the current study.

Sub-theme one: L2 learning beliefs

Naeema's engagement in enhancing the development of her and her sons' English literacy development in the UK setting was influenced by some of her L2 learning beliefs and experiences. The following discussion will focus on her L2 learning beliefs.

She believed that children learn English by immersion. She considered the demand for English in the environment as an inevitable external pressure which would forcibly motivate children to learn the language in order to thrive and survive. She explained that

> 'There is nothing that can help you here except the language … when we first arrived in the UK, I felt that they had to face their reality and they [had told themselves that] 'we must survive'.' (Round1).

Her children's reactions to cope with the new situation in mainstream context seemed to enhance her belief. For examples she commented:

> 'He [the younger boy] wanted to be like his English friends, so he has learned their accent fast. You know, teenagers especially might reject others who do not speak like them … So he figured out that the first thing he should do was learn their accent to communicate with them; this increased his motivation to learn the language. He is the type of person who likes to have friends.' (Round1).

This excerpt suggests that she was less aware that the stress of rejection could affect her child's well-being even if he made an obvious effort. Her evaluation of his personality as an outgoing child could have reassured her that he made an effort willingly.

Returning to the experience of immersion in the L2 mainstream culture, one of the opportunities provided in the host culture is continuous oral practice:

> 'it's the oral practice that will make them grasp the language.' (Round2).

This remark shows that she considered only speaking skill as a facilitator for language learning. She also seems to assume that general oral proficiency will lead to academic proficiency. She expected her younger son to show the strongest language ability in the

family because of the continuous oral practice in school alongside his extrovert personality, unlike his older sibling whom she described as an introvert.

The missed opportunities in the previous setting had formed her belief in the usefulness of natural and continuous oral language practice for language learning. She stated,

> 'There's no comparison at all [between SA and the UK]; when we started to learn the language here, it means that you interact with people, but in SA, even if you've learned it, you're not able to practise it, so already you'll forget what you've learned; the difference here is that you use the language all day long.' (Round1).

This remark illustrates that this inevitable, available and immersive option seemed to be preferred over direct teaching. The current language proficiency progress of her sons and herself had increased her belief:

> 'Life situations here made them learn the language more.' (Round1).

> 'When I have to face a situation like arguing with the school or mobile companies, I unconsciously speak the language better than I used to be able to.' (Round2).

The second opportunity provided in the UK setting was receiving formal instruction in English which will contribute to language development. She expected her younger son to be the most competent one in the family as he was the only one who had to study different subjects at school in English. Yet she was aware that L2 study is a challenging task. She realised that after her son had had unpleasant experiences at school. When the family first arrived, the support received from the school had formed her excessive trust in school support which she had regretted later.

> 'To let him [take responsibility for his L2 study] on his own is impossible. It was a mistake [to depend mainly on the school]. I did it for a while. When he had started at the school, there was an assistant teacher who dealt with international students and they gave him extra time. I thought it was enough … but I understood that I was wrong. It was as if someone had slapped me, [I blamed myself] where was I?

How had I depended only on school? Thank God that I corrected the
situation after that.' (Round1).

She continued that her child had concealed his struggle in the new setting because he
sympathized with her own academic adjustment problems when they had arrived. In the
second interview, she added that her excessive trust in school support was also based on
some advice received from her network of Saudi friends. The child's clear progress in
oral fluency reassured her that he was in full control of the language. She commented,

'I thought that he had a good language level [because of his progress
in speaking ability and gaining an accent] until he cried one day and
told me that 'The teachers think that I understand everything, but I
don't'.' (Round1).

This remark also indicates that some teachers seemed to assume language mastery from
the child's ability to converse comfortably in his L2. Some teachers seemed to assume
that overcoming the language barrier could happen quickly. In the second interview,
Naeema commented that at the last parents' evening, his teachers had told her that her
son had completely overcome the language barrier. It should be noted that the second
interview was held when the family had just finished their second year in the UK. They
also believed that his performance was affected only because he distracted himself in
class time.

Naeema also seemed to hold different beliefs regarding childhood and language
learning. She believed that the younger the learner, the better the attainment.
Specifically, she believed in the role of a child's age as a facilitator for oral language
fluency in the UK. Her belief made her assume that she and her elder son would not be
as competent as the younger boy. She seemed to believe that learning by playing can be
achieved through activities at home, and that these practices will be reproduced later.
The learning-by-playing belief was connected to her belief in the importance of intrinsic
motivation in language learning as can be deduced from the following remark,

'Let them learn through things which they like which are relevant to
their interests [because] they would go straight to it.' (Round1).

Subtheme two: L2 parenting beliefs

 Along with her L2 learning beliefs, she had formed beliefs regarding parenting style and English learning which had influenced her involvement in English literacy development in the UK. Although she believed in the usefulness of external pressure in language learning, she also believed that parental enforcement was not beneficial for education at all. She stated that

> 'No knowledge can be learned through parental enforcement.'
> (Round1)

She stressed the importance of parental interventions to enhance language learning in the UK. In fact, her children's L2 struggles made her more aware of the academic struggles which can arise even after the child can speak it. She confirmed that older children need more support to fit into an L2 academic setting after she understood that her excessive trust in the school and in oral fluency had not helped her child academically.

> 'Don't ever think to let them take the responsibility for L2 study by
> themselves; it's unfair, they start to learn the language late when they
> are older.' (Round1).

She realized that children would be emotionally affected if they found a task beyond their skills, as her younger son had found. She believed that parents must contribute to their children's competence by different means. Parents have to find opportunities for their child to converse with native speakers; they have to give children the opportunity to depend on themselves in running errands to get oral practice; they have to provide a child with different external educational help options from which the child can pick the ones relevant to his/her interest. Furthermore, parents have to follow up their child's progress in school.

She also believed in the importance of parental emotional support during the experience of language learning in the host culture. She seemed to believe that parents should be considerate of their children's problems, as can be deduced from the following remark:

'I always feel that my younger child is pressured … if something went wrong for him at school, I entirely understand that it's because of his stress or he failed to understand the teacher … I don't like to pressure him, he's already under pressure at school.' (Round1).

She believed that parents should encourage their children to talk about their problems and ask for help if they need it. Parents should show their willingness to provide financial support for academic purposes and should initiate meaningful encouraging conversations with the child such as making positive comments when there is progress in order to boost the child's self-confidence.

Sub-theme three: Family language practice

Naeema wanted to be intentionally involved in her children's experience of language learning after they had arrived in the UK. Her perception of the importance of intrinsic motivation encouraged her to devise activities which matched their interests. She was motivated to find opportunities to learn the language automatically by letting the boys play with native speakers. She started to make use of various resources such as the internet to give them exposure to authentic language. She had encouraged them to switch to English when they watched YouTube shows. Her teenaged children seemed to accept her request because it was in line with their own interest. They had had previous experiences of English programmes in SA, she explained. In the second interview, she added that she used board games to improve their English reading as a player needs to read the action cards. It should be recalled that her two sons started to use more English in the household by the time of the second round of interview. Her belief in the usefulness of supporting their independence to carry on everyday activities as an approach to language learning drove her to give them responsibilities after she had sensed their language development.

'After their language had improved, I gave them some tasks [such as dealing with] the electricity and online [companies].' (Round1).

The need to improve language ability fast seems to have led her to put some pressure on her sons, and her perception of the need for independence and for facing reality increased this. She asked her younger son to depend on himself when using public transport after she observed his friends on the first day of her journey with him,

although she added that her children had had their own driver in SA and they were not used to such a self-dependent lifestyle in getting to school and back.

Regarding L2 study support and after her little child's experience at school, the mother looked for private tutors. She provided her children with different options that they should pick from like choosing between computerized or one to one lesson as she commented. She followed up their L2 schooling. In addition, she provided her children some academic advice if they faced academic challenges.

She was also attentive to supporting the emotional side of her children's lives. She initiated meaningful conversations for different purposes. The perception of the criticality of learning English for the future encouraged her to pass on the sense of obligation through inspirational talk. When she was asked about ways of encouraging her children to learn English, she replied:

> 'I always tell them about my own experience, to see how hard I
> worked on myself and how I now get a good salary which allows you
> to live a good quality life: 'If you want to work hard, you can get [a
> good] job, like people [who have a good position] and allow your
> children to have the same good life that I have given you. Or you can
> be selfish and waste your time, but you pay for that, so it's up to you'.
> … Then, I give them examples from our family of people who
> worked hard and have now earned good positions.' (Round1).

She used positive role models to enhance her children's sense of obligation. She also attributed future success to effort. She set a specific time in which her children could discuss their own problems and needs with her and she added that she continually encouraged her children to ask for professional support in their L2 study if they need it. She seemed to be attentive to showing satisfaction with their progress and she gave examples of praising her children's language improvement. Even so, she had unintentionally introduced sibling pressure when she shared her expectation that her younger son would develop the strongest language skills. In the second interview, she commented that she had stopped doing that because she had noticed that her elder son felt jealous of his brother.

Although Naeema was encouraged to contribute to her children's learning experience, she believed that her involvement was limited. Her work commitments were

seen as a hindrance, not only preventing her younger son from talking about his problems but also reducing her involvement in supporting some of the boys' academic weaknesses. The younger boy had a problem with his handwriting and she had tried to teach him how to write neatly for some time, but because of her study commitments, she could not continue following it up; she just kept asking him to keep practising it. She also considered that both her language level and her ignorance about the education system were barriers to making a greater investment in their L2 study. These findings suggest that she seemed to believe that parental involvement is restricted to language study only.

Table 5.1 shows the codes and the numbers of times they were mentioned by Naeema in both phases of data collection.

Table 5.1 *The Mother's Beliefs, Practices, and their Frequencies in Data-set*

	Themes	Frequency	
		Round1	Round2
Theme (1): Parent's motivation			
Extrinsic motivation	She believed that English is vital for university/job reasons in the near future.	2	1
	She believed that it is vital for travelling and using the internet.	1	1
	She believed that her children's stage necessitated continuing learning how to use English for academic purposes.		2
Theme (2) Enhancing a language that does not exist in the immediate environments			
L2 codes	She had enacted home-based activities only immediately before the family's departure, but she believed that her children were not motivated enough.	2	1
	She seemed to believe that parents cannot stimulate intrinsic motivation but should be naturally/intrinsically oriented to learning English.	1	

	Her responses reflected her dilemma between motivating and forcing a child to learn L2.	2	1
	She attributed language failure to the SA environment where oral English practice was not a necessity.	3	1
	She believed that her children were demotivated because of the SA environment.	3	1
	She believed that children would be forced to continue to learn English because of its increased demand in SA.	1	2
L1 codes	She seemed to be less motivated to enhance L1 in the UK.	1	1
	She believed that older children will not experience L1 loss.	1	
	She noticed that children experienced a decline in L1 academic skills, but she did nothing to prevent it.		1
	She stated that only the child's agency had increased L2 use in the household later.	3	1

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

	She believed that immersion will forcibly impose language learning on children.	4	4
	She believed that UK setting gives the opportunity for continuous oral practicing.	3	2
	She believed that continuous oral practice would lead to successful English learning.	3	2
	She believed that the UK setting gives an opportunity to study in English which will contribute to language development.	3	2
Codes	She regretted her excessive trust in school support and child's oral fluency upon arrival.	1	1
	She regretted taking the advice of the social network regarding school support.		1
	She believed that the younger the learner, the better the attainment in oral language fluency.	1	2
	She seemed to believe that learning takes place through fun activities relevant to a child's interests.	1	

Sub-theme (2) L2 parenting beliefs:

Codes	She refused to apply parental pressure for learning.	3	1
	She believed in the importance of parental interventions to support L2 study.	3	2
	She believed in the importance of emotional support.	3	2

Theme (3): Family Language practices

Autonomy-support	She initiated conversations about the pragmatic gains of English learning to pass on a sense of obligation towards language learning.	1	2
Competency-support	She used technology to promote oral fluency upon arrival.	2	
	She explained that her children had had previous experience of English programmes in SA.	1	
	She created spaces to use English outside the home (for example, a child became a family spokesperson).	3	1
	She used board games to enhance reading.		1
	She believed that if any parental interventions take place, they should not use an oppressive manner.	3	1
	She hired private tutors to support her children academically.	4	1
	She followed schooling.	3	2
	She provided academic advice if a problem arose.		2
Relatedness-support	She encouraged her children to ask for professional help if they need.	3	2
	She defined a time to share difficulties.	1	
	She showed satisfaction in the level attained so far.	2	2
	She showed an understanding of the need to study and of school challenges.	1	
	She perceived factors which hindered more personal engagement in supporting academic weaknesses:		
	Work commitment.	2	1
	Her own perceived low self-competence	5	8

5.2.2.2 Section two: Data from youngest child

This section discusses the two themes emerged from the data of the youngest child, Suhail. The second themes, further, includes two more sub-themes.

5.2.2.2.1 Theme one: The child's motivation

Suhail was extrinsically motivated. He expressed his belief about the external rewards related to his future that learning English would enable him to gain, for example, he said:

'Logically I will get a benefit for myself if learn it.'(Round2).

He believed that English is vital for university and career reasons. His mother's learning and professional experiences had led to his belief in the utilitarian goals of English learning:

"Dad didn't study well; he didn't get the best job; mom would always pay everything for us … she studied and worked hard ... It's not about money, but my dad doesn't understand English, so I don't want to be like my dad … I felt that having a good education and English would be a big advantage in higher education … I want my kids to be as happy as I am because of mom studying.'(Round2).

His observation of the position of English in the home life had increased his extrinsic orientations as can deduced from the following excerpt:

'The need for English in SA has increased massively: I would need it if I studied at an SA university.'(Round2).

Although he showed an understanding of the usefulness of English for his future, there were some factors which influenced his L2 motivation. When they had arrived in the UK, he seemed to have been frustrated because 'everything was different from what I used to have in SA' (Round1).

One of the differences between the two settings was having no social network in the UK and he had struggled to make friends. He said,

'At the beginning, I could not make friends with my English school
mates for around a year and a half, not because of my nationality but
because of my speaking ability.' (Round2).

The feeling of isolation because of the language barrier had influenced his attitude toward English, he found it 'a nightmare', as he described it in the second interview. But this external pressure had motivated him to make an effort to develop general oral fluency. He stated,

'You can treat an unpleasant experience as an opportunity to develop
… I did cry but it motivated me to make my ears familiar with
English. Now, my strongest skill is speaking.' (Round2).

Suhail also seemed to have been affected by the experience of being bullied in the reading class at school. Some of his classmates had made fun of his reading and called him 'an idiot'. This pressure seemed to be another motive to improve his speaking skill. When he was asked about the improvement in reading, he replied:

'I became able to pronounce new words correctly … No-one now
make fun of it, mocks me or behaves silly towards me.' (Round2).

From this excerpt, it seems that he was only focusing on the pronunciation of new words. He was encouraged to invent some individual activities to overcome this obstacle when they had arrived and he had looked for different opportunities to improve his oral fluency. He deliberately joined a gym far from his home just to socialize with his school friends even though he had one next to his house. He avoided making friends with Arab students because he believed that they would not help him to develop his English. He worked on building his vocabulary in different ways which suited his interests. He downloaded a dictionary App on his phone to learn new words. He also switched the language on his electronic devices (mobile phone and PlayStation) to English in order to learn new words. His persistence in seeking to improve his oral fluency made him feel more competent in his speaking ability and he believed that it had become his strongest skill. These findings show that the pressure he experienced from peers had affected his well-being, but it was this which had encouraged him to make more effort rather than his outgoing personality at that stage, as his mother had thought.

Apart from the stress which he had experienced when they arrived, other factors seemed to motivate him to keep developing his oral fluency after he had shown confidence in his ability and had managed to make friends. He believed that it was the most beneficial skill for improving his understanding and learning 'unconsciously random vocabularies' as he put it. He added that his mother had advised him to do more socializing with native speakers to overcome his L2 study challenges. Data obtained from his journal showed his desire to make more improvement in his speaking ability. He planned to keep on socializing with native-speaker friends.

The second difference between the two settings was his different academic performances. He stated,

> 'When I arrived, my grade was 0.01, it was really bad … I cried, and I was upset many times about it … I experienced so many stressful things at school when I started there. They badly affected me emotionally, but I pretended that I was OK in front of my mother. I understood that she was struggling with adjustment herself …. I felt that I did not want to face the reality that I had become not good at school after I was very good in SA.' (Round1).

The academic challenges seemed to increase as he moved up to Y10 and Y11 to the extent that he had wished that he had 'not left the SA schools'. He believed that he had to work on 'gaps like vocabularies or methods such as metaphor, such knowledge could give me problems to writing [in the GCSEs]'.

His sense of a lower ability in academic skills but his desire to pursue higher education abroad seemed to affect his L2 behaviours. He seemed to be focused on skills which would enable him to pass the GCSE exams. He worked with tutors to overcome some of his academic language problems such as gaps in his academic knowledge. He practised school writing assignments and he worked with his teachers on increasing his writing speed to reach the required time for the GCSEs. The data obtained from his journal show that he was consistently improving his handwriting, and he highlighted that it was one of his undeveloped skills. He worked with his mother to improve his handwriting. In the first interview, he explained that he was determined to tackle his poor handwriting because of his fear of losing grades in the GCSEs, as his mother had said. On the contrary, he was less disciplined about his own plans to improve some of

his skills as the data obtained from the journal show. Although he reported that he needed to improve his writing, reading and spelling, he believed that he could not develop them for one of these reasons:

1- not being asked to do it,
2- feeling too lazy to do it, or
3- being busy with other things.

These findings illustrated his reliance on others to improve his L2 academic achievement while he acted intentionally to develop his speaking ability. It could be said that he was active in his choices and decisions. This could have been because of not satisfying his need for competence. It may also have been because he shared the belief that formal instruction at the UK school would improve his language learning.

In summary, Suhail was extrinsically motivated. He wanted to gain different external rewards more than the feeling of enjoyment in the language. Different pressures seemed to have affected his well-being. The external stress from peer pressure had motivated him to develop his oral fluency. Consistent effort to improve increased his sense of competency in this skill, whereas his lower sense of competence in academic aspects but his desire to study abroad made him more reliant on others, or a passive agent in his academic learning experience. Additionally, his L2 behaviours to improve his academic aspects seemed to be more exam-driven.

5.2.2.2.2   Theme two: Parental roles and child development

This theme discusses the possible influences of parents' roles on child development. It contains two sub-themes. The first sub-theme presents the child's perceptions of his mother's values and some links between his mother's communicated beliefs and his own reactions. The second sub-theme shows the boy's perceptions of his mother's support.

<u>Sub-theme one: Perception of parental values for English language learning</u>

Suhail perceived that his mother wanted him to learn English specifically for later university study and for wider job opportunities:

> 'She always tells me that if I learn it, I can put it on my CV when I
> become older. It's also important for university, it will make studying
> at university easier for me. (Round1).

From this remark, it appears that the mother was repeatedly stressing the extrinsic usefulness of English to her child. The influence of his mother's extrinsic orientations on her child's orientations was articulated by the child himself. For example,

> 'I asked her once 'Why do you want me to learn English?' She said
> 'Because it is very beneficial for university and for all your future' …
> I was convinced because definitely it will provide me with the
> opportunity to study at university and make my future easier.'
> (Round1).

By comparison, it seemed that he took her orientations as his own orientations. He was also aware of his mother's L2 beliefs regarding continuous oral practice, studying in English and age as factors which enhance language learning in the natural setting. He copied her beliefs, for example:

> ' in the UK, I can practise the language, but in SA, I had been taught
> extensively in Arabic and English was only one subject; you could
> learn it in SA but not as solidly as when you are here … it's well
> known that if you live with any people for 40 days, you'd be like
> them, I'm here studying in English and with English people … you're
> practising the language the whole day so it will be easier for you.'
> (Round2).

In summary, Suhail had copied his mother's orientations. He also shared her L2 learning beliefs. Although he had experienced a stressful time while learning English in a natural setting, he seemed to believe in the successful learning experience in the mainstream context.

Sub-theme two: Perception of parental support during English literacy development

Suhail was satisfied with his mother's role in supporting him to learn English in the UK. He perceived his mother's parenting style as not pressuring him because he believed that she wanted the best for him:

> 'I don't feel I'm pressured [by her] … practically we will get the benefit from learning English.' (Round2).

He went further and wanted to overcome language challenges for her sake as well:

> 'Actually I want to learn it … then for my mother's sake.' (Round2).

He believed that she had contributed to his language competence in different ways which contradicted the mother's belief that her own language ability had restricted her engagement with her sons.

He stated that watching English programmes with her had helped him to learn new vocabularies as they discussed their meanings. He also believed that her encouragement to rely on himself while running errands had helped him improve his language. Regarding his L2 study, the boy gave some examples of her interaction. He believed that her continual monitoring of his schooling had helped him to stay on track. She had helped him by hiring private tutors and had also helped him to improve his handwriting by giving him specific tasks. His understanding that she valued his education was possibly one of the reasons that made him accept her strong control when she asked him to improve his handwriting. He narrated the incident:

> 'She threatened me [*laughs loudly*] that she would bring me a [handwriting] book published in 1993; she did bring me one and she told me to practice some pages weekly. I did them but she was not satisfied with my effort, and one day when I returned from school, she threw the book at my face [*laughs loudly*] and asked me to practise every day. To be fair my handwriting improved then … she knows and I know that handwriting in GCSE is very important; if the examiner cannot read my handwriting, he would cancel my answer.' (Round1).

In the second interview, he added that her feedback over his handwriting was constructive even though her style in assigning this task was 'tough [*laughs*]'. He believed that her financial support, for him to attend online classes for example, had helped him to show progress in his L2 study.

He also believed that her emotional support had contributed to his well-being. He stated that he felt relieved when he started sharing his problems with her and discussing ways to sort them out. Moreover, he regretted hiding his school problems because of his sympathy with her own academic challenges. He advised Saudi parents to be like friends with their children and to understand their children's needs as his mother did. He found his mother's comparison between his previous school reports and his current ones a source of relief after feeling frustrated because of his school performance. He said,

> 'Mom did a thing which was like a relief to me; every time I brought home a school report, she fetched all the old ones and told me 'See how you've progressed', but didn't yell at me … it was such a relief.' (Round1).

He added that she had built his self-confidence in his English ability by different means. Her reliance on him to speak on her behalf and to help her in her studies had boosted his self-confidence. He further believed that her frequent praise for his oral proficiency was beneficial to the extent that it made him feel that his English ability had become 'superb', as he put it.

In summary, the child/mother relationship was a motivator for carrying on learning the language. His understanding of her good intentions and the importance of improving some of his academic weaknesses (such as his handwriting) had made him accept the writing practice which she gave him regardless of her controlling style. The child had found her support both in terms of competence and emotional support strategies which had helped him during his experience of English learning in the UK.

Table 5.2 shows the codes identified and the number of times they were mentioned by Suhail, the youngest child, in both phases of data collection.

Table 5.2 *The Younger Son's Beliefs and Motivated Behaviours*

codes	Themes	Frequency	
		Round	Round

	(1)	(2)
Theme (1) The child's motivation		
He understood that English is required for study- and job- related reasons	4	4
He seemed to have been affected by unpleasant experiences at school	1	5
He believed that English improvement is important for making friends with native speakers		2
He wanted to learn English to pass his GCSE exams:	1	1
He believed that language difficulty increased at Y10 and Y11		1
He wished that he had stayed in an SA school		1
He said that he wanted to face L2 study challenges for his future	2	5
He said he wanted to continue learning English for his future	2	
He worked on writing skills with his tutors.	1	2
He worked on his handwriting with his mother to avoid missing grades at GCSE.	1	1
He used technology to improve oral skill after his arrival		4
He sought for opportunities to communicate with English people after his arrival	1	3
Theme (2): Parental roles and child development		
Sub-theme (1): Perception of parental values for English learning		
He believed that his mother wanted him to learn English for study and job-related reasons.	5	3
He believed that his mother believed that learning English takes place by immersion.	2	1
He held the same belief	2	3
He seemed to be aware of his mother's beliefs regarding continuous oral practice and the age factor.	2	1
and he held the same L2 beliefs	3	4
Sub-theme (1): Perception of parental support during English literacy development		
He said that he did not feel pressure from his mother to learn English.	6	6
He believed that his mother's sacrifice motivated him to be determined to overcome L2 study challenges.	1	3
He said that some home-based activities had improved his oral competence	4	4
He considered his mother's personal engagement in L2 study as a helpful practice.	1	4
He was content with his mother's financial support for improving his L2 study.	1	1
He considered the emotional support he had received from his mother as helpful	6	6

5.2.2.3 Section three: Data from elder son

This section discusses the two themes emerged from the data of the elder child, Ameen. The second themes, further, includes two more sub-themes.

5.2.2.3.1 Theme one: The child's motivation

Ameen had both intrinsic and extrinsic motivation for learning foreign languages. He seems to be genuinely like learning English. He said, for example:

'I feel English is a nice language. From the bottom of my heart, I love it.' (Round1).

He said twice in the second interview that his passion for English would last forever and would grow. In both interviews, he asserted that he wanted to keep learning it until it became part of him or until he felt entirely fluent in English 'songs and swear words', as he put it. His genuine interest in English made him want to learn different dialects in English. He added that his passion for English had emerged as soon as he had started to learn it in SA. Even so, he was frustrated by the learning outcomes in the previous setting for the same environmental reasons that his mother and brother had given. On the other hand, he seems also to have been extrinsically motivated to learn English. He understood that it would become a requirement for his future:

> 'English will help me in the future. It's substantial for my future, it
> will become in everything in life.' (Round1).

His perception of its status globally and his older age seem to have been two of the reasons for his increased extrinsic orientation. He believed that English had become the second language in SA and that it is useful when travelling anywhere. His different orientations towards English seem to have influenced his L2 desires and behaviour. He wanted to overcome language challenges for his own pleasure and enjoyment as well as for his grades at school. He vividly imagined himself fully mastering it in the future. Although he acknowledged that he felt pressured by and had been busy studying at an SA high school from a distance, he had joined an A-level college. He believed that it had helped him to improve his academic English skills. He looked for different ways to improve his language skills as data obtained from his interviews and journals demonstrated. He utilized technology to make progress in writing, reading, vocabulary and spellings, such as Grammarly and Google Translate tools. He read comic novels originating from Japan, known as 'Manga' in English, and he used English subtitles to build vocabulary and spelling. He wrote down new vocabulary in a notebook. He was encouraged to go to the cinema not only for fun but also to learn new things related to English. He refused to use Arabic with his Arab classmates because he did want to show the greater improvement in his English ability than his Arabic. He made friends, for example, with Londoners to learn different accents. The findings suggest that he was more aware of the differences between academic and general English than his mother and brother were. He also showed more motivation, pleasure and persistence in improving his language than his brother did.

Although Japanese was not present in either the SA or the UK immediate settings of the boy, he was motivated to learn it. His interest in Anime stimulated his intrinsic motivation for learning it. He used technology with the aid of his English to improve his Japanese. For example, he watched Japanese programmes with English subtitles in order to familiarize himself with it.

Ameen was obviously both intrinsically and extrinsically motivated to learn English. He seemed to believe that he was an active agent with the capacity to affect his own development. He wanted to show improvement in his oral and written literacy skills. His opinions about English (that it is a nice language as well as important for his future) seem to have encouraged him to identify different resources to improve his academic and general English proficiency. On the other hand, his intrinsic motivation for learning Japanese encouraged him to be creative in his way of approaching it even though it was not a language which existed in his immediate environment.

5.2.2.3.2   Theme two: Parental roles and child development

This theme discusses the possible influences of parents' roles on child development. It has two sub-themes. The first sub-theme presents the child's perceptions of his mother's values and some links between his mother's communicated beliefs and his own reactions. The second sub-theme shows the boy's perceptions of his mother's support.

Sub-theme one: Perception of parental values for English learning

Like Suhail, he perceived that his mother wanted him to learn English for extrinsic reasons:

> "As I said last time, she strongly believed that English is significant
> for my life, my future.' (Round2).

She seemed to have been one of the factors behind his increased extrinsic orientation for English:

> *A*; Basically since I was in intermediate Saudi school, I have really
> liked it.
>
> *I*: Just to check my understanding, do you mean that you genuinely
> liked it, but she did not convince you to learn it?

> *A*: She could have played a small part … she tells me it's important
>
> for everything in my life and future.

From this excerpt, he seems to be saying that she had played no significant part in stimulating his intrinsic orientation as she had done with the extrinsic reasons. He also believed in the importance of explaining the extrinsic usefulness of learning English to a child. He advised parents to explain to their children the negative consequences on their future of not learning English, as his mother had done. He understood that his mother believed in the powerful role of the environment to enhance or hinder language learning. He shared the same belief:

> 'If I learned it in SA, I would not learn it perfectly as here, I'm sitting
>
> with native-speakers who were born with the language … I would not
>
> have been able to reach the level I'm at now if I were there.'
>
> (Round2).

This comment indicates that his clear progress had increased this belief. He attributed his success to the environment, although he had made an effort to improve his English as well. His frustration from the environmental reasons in the previous setting and his motivation and effort to learn Japanese showed the conflict in his attitudes toward learning a language which does not exist in the immediate environment.

In summary, the boy's intrinsic orientation was stimulated by a genuine desire to learn English whereas his extrinsic orientations could be linked to his mother and to his age. He understood the usefulness of explaining the extrinsic gains to a child as a motivator. He shared the belief in the role of the environment in language learning. This could have been one of the reasons behind the conflict between his beliefs and behaviours in regard to learning languages which do not exist in the immediate setting. Furthermore, it could also be a reason for him attributing his development more to the environment than to his self-determination.

Sub-theme two: Perception of parental support during English literacy development

Ameen believed that his mother valued education generally; she had helped him to learn English in different ways, the most effective of which had been moving to the UK. He believed that this transition had given him the opportunity to learn a language which he liked. He also acknowledged her role in supporting him academically by

paying for private tutors or buying materials such as IELTS books. He believed that her personal engagement in the academic aspects of his life was beneficial. He believed that she had helped him to improve his oral fluency by creating opportunities to interact with native speakers. Slightly different from his younger brother, he seemed to be more appreciative of competency support than emotional support, possibly because of his older age. He stated that he would not mind sharing his problems with her, but that he preferred to share them with friends. He also would not mind if he received no comments about his language development from her, although she did comment favourably after he had shown more progress. He also gave different responses when asked about his mother's expectations. In the first interview, he stated that she was confident in his ability to learn it. In the second interview, he said that he had 'no clue' and he did not 'mind it'.

In summary, the older boy had found the support for competence which he had received as beneficial for showing his improvement in English. He showed satisfaction with his mother's practices to enhance his language learning. He believed that the most important step they had taken was learning the language in a natural setting.

Table 5.3 shows the codes identified and number of times they were mentioned by Ameen in both phases of data collection.

Table 5.3 *The Elder Son's Beliefs and Motivated Behaviours*

	Themes	Frequency	
		Round (1)	Round (2)
	Theme (1) The child's motivation		
	For English learning		
codes	He believed that English is an interesting language	1	2
	He believed that he genuinely liked it	1	2
	He believed that his passion for English will last for ever		1
	He believed that his interest in English arose when he studied in SA although he was frustrated by the outcomes there because of environmental reasons	2	3
	He believed that English is significant for his future	4	1
	He believed that English is helpful when travelling abroad		1
	He wanted to take on challenges for his own pleasure besides grades	1	1
	He wanted to continue to learn English and to learn more dialects	1	1
	For Japanese language (L3)		
	He believed that he liked the Japanese language		1
	He had started to learn Japanese for fun		2
	He wanted to continue to learn English and to learn more dialects	1	3
	Theme (2): Parental roles and child development		
	Sub-theme (1): Perception of parental values for English learning		
	He believed that his parent wanted her to learn English for study and job-related reasons	2	3

He believed that mother played role to stimulate his extrinsic orientation in English more than intrinsic orientation:	1	1
He believed that his mother believed in the powerful influence of the environment to enhance or hinder English learning	1	1
And he held same L2 belief	2	3
He seemed to attribute failure and success in English learning to the external environment	1	3
Sub-theme (1): Perception of parental support during English literacy development		
He felt grateful for the opportunity to learn English in the natural setting	4	3
He referred to his mother's assistance in the academic aspect as a helpful practice	2	4
He considered that creating spaces to practise oral fluency outside home is helpful	1	2
He believed that some of his mother's home practices had helped him to enlarge his vocabulary		1
He was content with his mother's financial support to enhance his L2 study	2	2
He considered the emotional support which he had received as helpful	6	6

5.2.3 Summary: Case one

Naeema was extrinsically motivated in her support for English. External pressures such as the educational demand had increased her belief about the significance of learning English for the near future. She believed that language learning takes place by immersion, and that this is a useful motivator for a child. Accordingly, she attributed the failure of English learning in SA to external factors. But she had a mental image that successful learning only takes place in a host country because of the available and inevitable advantages such as interacting with native speakers and studying in English. Her younger son's unpleasant experiences at school made her amend her trust in the UK education system to support the child academically. She also believed that the younger the learner, the better. This belief made her confident that the youngest child would outperform both her and her eldest child. She also believed that learning language can take place by playing. She opposed parental pressure to get a child to learn a language although she believed that external environmental pressure was a useful factor in the UK. She stressed the importance of emotional support for her sons during their stay in the UK. Her beliefs and her younger son's school experiences had affected her engagement in supporting L2 learning in the UK. On the other hand, the external educational demand for English made her demotivated to support L1 in the meantime.

Her younger son was extrinsically motivated to learn English. He wanted to learn English to attain external gains and achievement. Different external pressures had affected his well-being, but his sense of competence in his oral skill seemed to be one of

the reasons that helped him to cope with the stressful situation, although his lower sense of competency in his academic work made him more reliant on others. Additionally, he wanted to reach the level needed to pass the exams. He copied his mother's orientations for English learning and L2 beliefs. He believed that he had benefitted from his mother's competency and emotional support. The child/mother relationship had helped him to deal with some of his mother's controlling behaviour.

Her older son showed some differences from his mother and brother regarding English learning orientation. He held intrinsic and extrinsic orientations for English learning. He shared with his mother and brother a belief in the powerful influence of the environment to enhance or hinder language learning. His different orientations affected his L2 behaviour. He was keen to improve both his academic and his general English fluency by using different resources. He was satisfied with his mother's L2 parenting style. He also believed that parents should show the extrinsic benefits of English learning to their children as his mother had done to him. He considered her competency support as an important factor. On the other hand, he was also intrinsically motivated to learn a third language. He made an effort to learn Japanese even though it was not present in his immediate environment.

The findings showed that the agency of the two adolescent children regarding English learning seemed to play a role in the parents' language policy. In SA or just before the family's departure, they seemed to be not fully accepting their mother's choices about supporting their English abilities (hiring a private tutor and buying grammar books). When the family arrived in the UK, they resisted their mother's insistence on using English words in the household. But when their language developed, they started to use it not only with each other but also with their mother.

Although Naeema had experienced a change in her over trust on the UK schools in regard to support competency after her younger son's unpleasant experiences after arrival, there were no other identified changes in her beliefs by the second round of her interview. Suhail seemed to have experienced a change in his L2 study behaviours. He seemed to have put effort as he reached Y11 or before GCSE's exams. Ameen's interest toward English language seemed to increase by the second interview. His increased self-competence seemed to encourage him to develop his skills. He wanted to keep learning it until it became part of him.

5.3   Case study two: Hala's Family

Hala's family had spent more than one year in the UK by the time I met them. This family consisted of five members. Three members of the family had participated in the current study (the mother and two boys). Hala was living with her three children. She had lived in Al-Madinah Almunawrah city in SA before she moved to York in the UK. In SA, she had worked as a university teacher. She had studied English at a Saudi public school and a university before obtaining a master's degree in computer science. Her self-perception of her English ability increased over time; she said that it had not been strong when she had first arrived, but she reported that it had advanced in both general and academic aspects after moving to the UK.

Shady was the eldest of her sons to be interviewed; he was thirteen. He had studied English in a SA private non-international school for six years and had then started to learn English in the natural setting in the UK when he was twelve. In the first round of data collection, he was nearly at the end of Y8 and in the second round he was in Y9. The child mostly responded in Arabic in both phases of the interviews.

Salem was the middle child, he was ten. He had studied English in a SA private non-international school for three years and had started to learn English in the natural setting in the UK when he was nine. In the first round of data collection, he was almost at the end of Y6 or primary school and in the second round he was in Y7 or secondary school. He used code-switching during both phases of the interviews.

The father was in SA during the family's residence in the UK. Hala reported that he was supportive of his family's move to the UK for his children to learn English in the host culture. The non-participating sister was Farah who was five when the family had arrived in the UK.

5.3.1   The linguistic environment

Although the mother expressed her desire for maintaining Arabic at home and both languages existed in the family environment in the UK, the exposure to English seemed to be more in the home as well as in school time. In the first round of interviews, Hala reported that she and her older boys used Arabic for interaction within the family but used a mixture of languages when speaking with the younger non-participating girl. In the second round of interviews, she reported that all her children

had shifted to English when talking to her or to one another. She used mixed languages when responding to them or when helping them to do homework. In both rounds of interviews, all the members of the family chose English as the language of entertainment in television programmes. Furthermore, her children listened only to English songs whereas she listened to a mixture.

5.3.2 Findings

This discussion is divided into three sections. The first section includes data obtained from the parent. They will start with presenting a table for parent's codes. They show the frequency of codes in both times of data collection. The table include the parent's beliefs regarding L2 learning in the UK and SA. In addition, they include the emerged codes related to L1 maintenance during residency in the UK. Then, the three emerged themes of the parent will be discussed thoroughly. The second section includes the youngest child's data. It will start with presenting a table for his codes in which the frequency of codes in both times of data collection are identified. This table includes their beliefs related to L2 learning in the UK. Next, the two emerged themes from data will be fully explained. The third section includes the eldest child's data. It follows the same pattern of information used with the youngest child. Finally, this discussion will be concluded with a summary of this family case.

5.3.2.1 Section one: Data from the mother

This section discusses the three themes emerged from the mother's data. Theme three includes three sub-themes as will be illustrated.

5.3.2.1.1 Theme one: The parent's motivation

Hala was extrinsically motivated toward enhancing different languages. Her great desire for English learning was to enable her children to achieve essentially utilitarian goals in the far future; university study and employment-related goals. She said that,

> 'Even in SA you feel that everything depends on English; at
> university they should have IELTS or TOEFL [qualifications], jobs
> require it. The person who has no English is, like, illiterate nowadays;
> it's important for their future.' (Round1).

The extrinsic reason for learning a language was not restricted to English but also applied to the heritage language of this family. Arabic was regarded as a necessity for her children's school-study purposes after their readjustment to SA in the near future:

> 'They must know how to read, write and spell in academic Arabic, I don't want them to return with poor language … I don't want to feel guilty because I want them to get a benefit from learning English, I [also] made them struggle with Arabic.' (Round2).

All in all, the demands of education, jobs or both seem to have been the source of concern for enhancing her sons' two languages. English was perceived as a benefit for their ultimate good for the far future whereas Arabic was needed for their near future.

5.3.2.1.2 Theme two: Improving a language which does not exist in the immediate environments

Hala's extrinsic orientations for both languages as well as her perceptions of the external pressures on improving the different languages had influenced her engagement to support language learning.

Her perception of the usefulness of English to secure her children's distant future and her sense of obligation toward learning English had encouraged her to support their English but in traditional ways. She had enrolled her children in private non-international schools. She had also accepted a scholarship abroad to provide them with an opportunity to learn English in the host culture. She stated,

> 'In fact, we [as parents] are here for them, not for ourselves.' (Round1).

It was expected that she could have initiated non-traditional steps, such as making use of technology, to enhance English at home when they had lived in SA. She expressed her frustration at the learning outcomes in SA because of the lack of continuous practice and the fact that English was taught as only a subject. Even so, she believed that the only access to learning English in SA is through formal instruction. Her style of involvement in the previous setting could be one reason for this. It could have been that her perception of the usefulness of English only for the distant future had

made her less worried about it at that time. It could have been her low confidence in her own language ability in the past. It could have been her first experience of learning English which had possibly formed her perception that English enhancement in SA should take place through official education in schools. Furthermore, it could possibly have been because she seemed to believe that successful language learning takes place only if a child is innately or naturally motivated, as can be inferred from her comments on the previous experience in SA:

> 'Honestly, in SA there's nothing but the syllabus, which itself isn't efficient; the most important thing is that a child himself likes the language.' (Round1).

This finding suggests that some parents are less aware that they could stimulate their children's intrinsic motivation.

Furthermore, her low faith in the usefulness of the SA setting made her worried about the future of her children's language attainment after returning there. In the first interview, she stated:

> *H*: I hope they will not forget the language and at least maintain what they have learned.
>
> *I*: So, do you think that parents' challenge will be to maintain the language in SA?
>
> *H*: Exactly.

She also considered that a child's age and length of residence in SA after returning would be factors which could lead to language attrition if there were no continuous exposure and practice. In the second round of interviews, she expressed her worries three times, which suggests that her concerns had increased over time, possibly because the time of their departure was coming nearer.

Her worries encouraged her to think about plans to maintain her children's language ability in SA. She explained that

> 'We should sort that out; we can read in English or switch to English use at home.' (Round1).

In the second interview, she went further and added new plans such as watching English movies with no subtitles and to re-enrolling her children in private (non-)international schools. Her plans show that she had undergone a change of opinion and had started to think about her personal engagement to enhance her children's language learning in the future to maintain what they had acquired in the UK. This could have been because she had become more confident in her own language skills and her experience of personal engagement when she had arrived in the UK in which she made use of technology, which had encouraged her to think of home-based activities.

Her desire to enhance L1 was motivated not only by her extrinsic motivation but also because of her low faith in the usefulness of Saudi schools to facilitate the readjustment of her children:

> 'I don't want them to be behind their peers; you know, in Saudi schools there's no emotional support for a child and they do not make any effort to help him catch up with his peers. There, the child is either smart or not smart, and the not-smart get yelled at.' (Round2).

She described her activities for enhancing L1 in the UK. She believed that she used more Arabic at home; she explained Arabic syntax to her children in her free time; she asked them to read the Qur'an and sent them to the mosque to receive some classical Arabic education for 45 minutes each week.

Clearly the external educational demand had influenced her engagement to support both English during their previous life in SA and Arabic during their current residence in the UK. She had been less encouraged to invent home-based activities to support English development in the past, but she seemed to become more encouraged to take part in the future to maintain English, whereas the need for Arabic for school readjustment in the near future had encouraged her to create some pedagogical home-based activities.

5.3.2.1.3   Theme three: Improving English as the language of the immediate environment (UK)

This theme will start with insights into Hala's L2 beliefs, followed by a discussion of her L2 parenting style. Finally, the discussion will address the activities used at home to support L2 in the UK.

Sub-theme one: L2 learning beliefs

Hala held a set of L2 beliefs which had influenced her perception of parental roles for supporting English development abroad. She believed that the immersive opportunity and environmental pressure in the UK would lead to an 'easier' language-learning experience, and would encourage her children to make an effort to fit in:

> 'A child comes here [to the UK] without understanding anything, so he is forced to focus to pick it up, to understand, to interact; but there [in SA], he isn't required to do that … it's easier for them to learn it here and they will learn authentic English; the environment will force them to learn it.'(Round1).

This is one of her comments which demonstrate her low awareness of the possible negative influences of the external or internal pressure on a child's L2 motivation caused by fear. It also shows her certainty about learning 'correct English' in the UK through natural exposure and shows too the influence of the missed opportunity in SA which had led to her belief in the effectiveness of immersion for English learning. The current progress of her and her children's language proficiency had fostered her belief in the advantages of the UK setting for enabling children to develop their language skills:

> 'They showed progress in everything, speaking, reading and writing. For example, I still found songs difficult for me even though I speak and understand very well, but they, *Masha Allah* [an Arabic phrase used when talking about good things], understand them better than me, they pick the words up faster than me. Their experience here adds things for them which we [parents] don't have.' (Round2).

One of the opportunities of immersion in the host culture is receiving authentic formal instruction in English. She believed that this opportunity would forcibly motivate her children to make more effort in order to catch up quickly. She said,

> 'It's impossible for them to spend six hours a day at school without being able to understand anything; they'll be forced to use their minds and make an effort to learn it fast … it's a motive which will encourage and force them to learn it.' (Round2).

It seems that her eldest child's experience had enhanced her belief. When they has arrived, he was emotionally affected because of his lower performance than his peers. Then he put more effort into reading 'advanced' books even though he had not liked free reading before family came to the UK.

She also believed that the UK schools provide appropriate support to promote a child's competence based on her children's UK school experience upon arrival. Unlike Saudi schools, she believed that the UK schools foster a child's adjustment to the academic setting as can be deduced from her comment:

> 'They [the school] made good efforts with them [her two sons]. They taught them the basics … School played a bigger part [than I did in furthering their language competency].' (Round1).

It should be noted that despite her claim to trust the UK schools to support language learning, she stated that she did not have any idea about the UK education systems because she had 'studied in a different education system'. Her too-high trust in the usefulness of the UK educational setting had prevented her from noticing a red flag. Some of her elder son's teachers had misjudged his language ability and thought that he was deliberately not participating in the class.

The second opportunity provided in the UK was the constant oral practice with native speakers.

> 'Unlike in SA, children here are forced to learn it to be able to interact with friends and run everyday affairs to survive; these are good motives which encouraged them to develop faster because they know they're forced to do it if they want to play with their friends and understand them.' (Round2).

She seemed to believe that oral fluency will lead to the development of other academic language skills as can be deduced from the following remark:

> 'At the beginning, a child will start being forced to learn how to speak and understand, then he will start learning reading and writing. These two skills if you've noticed will improve later after speaking development.' (Round2).

Her children's witnessed progress in oral fluency to have reassured her that they were in full control of the language:

> English becomes something they don't want to improve, because it
> becomes part of them, part of their life, recently when they play with
> Play Station not to do extra practice to language but for only the sake
> of playing with friends. (Round2).

This excerpt raises a few points. She seemed to be more focused on general oral proficiency in the meantime. Next, she believed that language learning can take place by playing or fun activities. This belief in learning by playing is connected to her belief in the importance of intrinsic motivation, as noted earlier.

She believed that the younger, the better. She repeatedly expressed her trust in age as a facilitating factor, for example:

> I did not make an extra effort because they are very young, and they
> will pick it up quickly (Round1).

She seemed to assume that all children are fast learners. Her older son's experience when he arrived had increased her belief in the age effect:

> 'I suggested to him that I should hire a private tutor … He said, 'No,
> give me some time'. He started to read very advanced books; the
> school called him a silent reader. *Mash Allah*, within two months, he
> overcame the problem without a tutor. They are kids and they learn
> fast.' (Round1).

From this incident, it appears that she was less aware that books should be at an appropriate level for a child rather than being advanced.

As with the age factor in the UK, a longer residency was a guarantee of L2 attainment in the UK setting. She seemed to consider only the quantity of exposure as a benefit:

> 'We will stay here for sufficient time so they will pick it up, pick it
> up.' (Round2).

In summary, Hala held a different L2 belief. She believed that language learning takes place by immersion and she clearly acknowledged that environmental and internal pressures would force her sons to learn English. She believed that such pressured situations would lead to the desired learning outcomes. She believed that their youth and the length of residence would certainly enhance L2 learning during the family's time in the UK. She believed that language learning takes place by playing and by interaction. The different learning experiences of herself and her children enhanced her L2 beliefs. Although she expressed her concerns about the future of English in SA and Arabic in the UK, she seemed to be more confident about successful language attainment during their stay in the UK.

Sub-theme two: L2 parenting beliefs

Along with her L2 learning beliefs, she had formed beliefs regarding parenting style and English learning which influenced her involvement in English literacy development in the UK.

Although she believed in the powerful role which external and internal pressures have on language learning, she believed that parental pressure was useless for a number of reasons. First, that the need for English in the current environment would impose language learning forcefully:

> 'They are already forced here to learn it because it is used in school;
> they've got no choice.' (Round2).

Next, she seemed to believe that only an oppressive parenting style could affect a child's ability to function well. She said:

> 'Indeed, nothing can take place with [parental] enforcement, and [if a
> child] feels forced, that would not be helpful.'(Round1).

She also seemed to believe that parents should only promote English learning until the child shows progress in speaking ability. It should be noted that she did not articulate this belief clearly but her timing of giving up supporting home-based practices was immediately after they became able to interact with the environment. She prioritized verbal encouragement over parental personal engagement to support English competency after social adjustment. She said that the parents' role

' is to encourage them, this is the most effective thing that works with
them, pressuring them is useless.' (Round2).

Her trust in the power of external and internal pressures to enhance language learning made her believe that parental involvement should be devoted to other subjects, specifically maths, science and Arabic, whereas English was the responsibility of the child unless there was a L2 schooling need.

In fact, Hala had her idiosyncratic interpretation of pressure and encouragement. She seemed to believe that emotional blackmail was a healthy strategy for keeping a child working hard to develop school skills. She believed that parents should show children their concerns about their grades. She added that she followed the same parenting style that his father had done with her. She seemed to believe in the utility of fuelling a competitive spirit in school as can be inferred from the next extract from a conversation with her younger son:

'I told him, 'See! We have achieved our target'. I stress that it's *our* target and not the teacher's target. The most important thing is that he gets more than the school's target.'(Round2).

It seems that she was not aware that her parenting had an effect on her younger son's school behaviour. She told some stories about him at school in which it seems that his motivation to study was controlled by the absence or presence of competition with peers and by the fear of punishment.

Clearly her L2 parenting beliefs showed that she was not aware of the negative influence of any pressures on a child's motivation. They also showed that she believed that parents could stop supporting English competency once a child can speak it. She considered emotional support as a priority to pass on a sense of obligation to learn English but without cohesive measures. This shows that she was unaware that promoting competency is as essential as emotional support.

Sub-theme three: Family language practices

Hala reported that her study commitments had limited her engagement during her children's English development in the UK. But the findings show that she was involved in supporting English development in a variety of ways which were more

likely in line with her beliefs, as will be shown. She seemed to have turned to intentionally involve herself in her children's language learning to enhance their language competence when the family had first arrived. She made use of the children's interest to increase their exposure to English. She explained that

> '[We watched] a simple cartoon which has no complicated language
> or grammar, such as *Peppa Pig*, I saved it [its episodes] on flash
> memory and I played it to them, including me; I have learned from it
> a lot because we watched it a lot.'(Round1).

She also encouraged her children to make use of technology, such as using YouTube to watch English programmes. Although she identified some language problems such as handwriting for both children and reading for her youngest child, she was less motivated to create home-based activities to help them. This could have been because of her perception that academic English will be significant for the distant future in IELTS or TOEFL, as noted earlier.

She also wanted to support her children emotionally. She praised them for their progress, but she had lowered her expectations of her children's language achievement, as she explained when she narrated an incident involving her younger son when he received undesirable school reports:

> 'It's good for him that he received 95/110 even though they started
> from zero. Even though we wanted higher grades, it's OK. I would
> not upset him more. He is already upset because of this
> grade.'(Round2).

In summary, Hala's practices were in line with her beliefs. She was less aware of the negative influence of problems due to the lack of skills in L2 motivation.

Table 5.4 includes the codes and the number of times mentioned by Hala in both times of data collection.

Table 5.4 *The Mother's Beliefs, Practices, and their Frequencies in Data-set*

Themes	Frequency	
	Round1	Round2

	Theme (1): Parent's motivation		
L2 extrinsic motivation	She believed that English is vital for passing IELITS or TOFEL while applying to a SA university.	1	
	She believed that English is important for university study/job related reasons.	1	1
L1 extrinsic motivation	She believed that Arabic will be important for academic readjustment.	2	3

	Theme (2) Enhancing a language that does not exist in the immediate environments		
	She believed that she had enrolled their child in a SA private school to receive formal English education.	1	
	She had taken a scholarship to give her children the opportunity to learn English in a native-speaking host culture.	1	
	She believed that school was the only form of access to the English language in SA.	1	1
	She believed that the absence of an immersive option was a hindrance to improving English in SA.	2	3
L2 codes	She expressed her worries about the possibility of L2 attrition in the future.	1	3
	She believed that children would be forced to continue to learn English because of its increased demand in SA.	1	2
	She had set plans to avoid L2 loss:		
	by reading English stories	1	1
	by switching the home language into English	1	1
	by watching English programmes		1
	by re-enrolling a child in private (non)international schools		1
L1 codes	She expressed her worry about L1 ability after readjustment.	2	2

	She had little trust in the utility of Saudi school in facilitating readjustment or providing emotional support.		1
	She had devised activities to support L1 as much as possible in the UK:		
	she asked her children to read the Qur'an.	2	
	she explained classical Arabic syntax.	1	
	she worked on improving their handwriting.	1	
	she sent them to the mosque to receive formal Arabic lessons.		1

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

	She believed that language learning takes place by immersion.	2	5
	She believed that the immersive opportunity or environmental pressure would foster language learning automatically.	2	1
	She believed that the UK setting gives the opportunity to study in English which will support language development.	1	2
	She believed in the effectiveness of the UK formal learning setting to support competence.	3	1
Codes	She believed in the usefulness of the UK education system.	2	1
	She believed that the UK setting gives an opportunity for continuous oral practice which she expected would lead to language improvement.	3	3
	She was confident that age can enhance language learning (the younger, the better).	4	3
	She was confident that the length of their stay would improve language learning.	2	1

Sub-theme (2) L2 parenting beliefs:

	She believed that parents could rely on a child's effort and school for promoting competency.	3	4
	She believed that there is no need for home-based activities to promote English learning but that there is a need to support other subjects.	2	3
Codes	She believed that parents do not need to pressure a child to learn English in the UK.	1	1
	She believed that boosting confidence is more important.	1	2

	She believed that parents should show children their concerns about their grades.	1	
	She seemed to believe in the utility of fuelling a competitive spirit in school.		1
Theme (3): Family Language practices			
Autonomy-support	Showing concerned about grades and exceeding the school's expected improvement.	1	1
Competency-support	She had switched to watching English language programmes.	1	2
	She followed her children's L2 study if needed it.	2	3
Relatedness-support	She showed appreciation of her children's achievements.	2	3
	She showed understanding to the language barriers upon arrival which made her offer hiring a private tutor.	1	

5.3.2.2 Section two: Data from the eldest child

This section discusses the two themes emerged from the data of the eldest child, Shady.

5.3.2.2.1 Theme one: The child's motivation

Shady believed that English was important for his future and that he would need it. When he was asked about his reasons for learning English in both interviews, his first response was that he needed to learn it for university study, jobs and travel reasons. In the second interview, he added that he would need it at school to make friends. He also held an ego-related reason as can be deduced from the following excerpt. At the end of the first interview, I repeated the question about his reasons for learning English and he replied:

S: I want to be different from all Saudis.

I: Why do you want to be different?

S: Because I want them to say 'OMG! This boy is superb'

His response shows that he wanted to gain outstanding status, particularly among Saudis. His frustration because of his language ability at the UK school seemed to be one of the reasons which led to this orientation, and this will be discussed next.

He seemed to want to achieve an outstanding level in English, but he was frustrated by his performance:

> 'I care about English as a subject but when I get an average grade, I
> tell myself that I'm Saudi and not English.' (Round1).

He probably wanted to regulate the negative emotions by reminding himself about his background or his relatedness to the task. When they had first arrived, he was encouraged to invent home-based activities to improve his language abilities. He tried to use English at home. He chose books by himself to improve his reading skill but they seemed to be at an inappropriate level for him. He described them as 'too difficult' and his mother described them as 'very advanced' ones. He gave up free reading but committed himself to school reading assignments. When he was asked about the reason for stopping free reading, he claimed it was because he had already learned the language within six months. When asked about his future expectations in the first interview, he replied:

> *S*: Do you mean like a Saudi or an English person?

> *I*: Both please.

> *S*: As a Saudi, I would be one of the outstanding students, but as
> English, I'd be average.

This excerpt also shows his high perceived ability compared with his Saudi peers, but a lower perceived ability compared with outstanding English peers. He mentioned that he was struggling with vocabulary and handwriting in both interviews. It should be noted that he nevertheless seemed to have become more content with his current academic performance in the second interview. He believed that he had become less dependent on his mother in looking up new words in subjects. He had also become able to pronounce academic words correctly and to master the basic rules of English. His improved self-perception of his ability could explain his different response when asked about his expectation during the second interview, he replied:

> 'I expect, and I'll try and I wish to be like a native[-speaker].'

There were other factors which had affected his motivation. His fear of negative evaluation on normatively challenging tasks seemed to be a reason which made him want to work on his skills:

> *S*: Now they assess us by grades; my achievement is average or a bit below but I'm trying to be good.
>
> *I*: Why do you want to be good?
>
> *S*: Because I don't like to be not good.' (Round2).

He also had a competitive attitude in class. When he was asked about his reasons for overcoming language challenges in the second interview, he replied:

> *S*: At the beginning I did not make much effort because there were many Saudi and Arab students, and they [the school] separated us from the rest of the class to give us extra English lessons. My language ability was like my friends, but now I'm with only English peers.
>
> *I*: Just to check my understanding, do you mean that you wanted to make more effort to compete with your classmates?
>
> *S*: Yes.

Clearly his high effort was to become equal or superior to others in English. In other words, he seemed to be relating more to social comparison than to developing his skills in English. However, his actions did not go beyond what was formally required in the school, in addition to interacting with native speakers. This suggests that he has a lower sense of self-efficacy, or it had decreased over time as he had shown more individual effort when he had first arrived. There were some other beliefs which seemed to influence him, such as his trust in the UK school to teach 'better English' and the 'basics of English' skills. He also believed that the opportunity to interact with native speakers had enhanced his language ability. His current progress in oral fluency seemed to boost his ego. When he had invited some Saudi and English friends to play online games together, he had realized that his Saudi mates made some language mistakes, unlike him. Furthermore, he viewed performance as a reflection of his innate quality, his youth. This would make it easier for him to learn it.

His frustration and ego-orientation had influenced his persistence to continue studying academic English in the future too. In both interviews, he highlighted that he would continue learning academic English through formal instruction in SA schools even though he shared the same low trust in SA schools' outcomes as his mother. He believed that 'they do not teach them well' in SA schools. He believed that he would not bother to learn more than what he had been taught at school in the UK, but he would keep learning in 'enjoyable ways like watching English movies' as he added in the second interview. This comment showed his feeling that he was not enjoying English learning while learning it in the UK. It was most likely that the pressure he had experienced and his low sense of mastery had affected his relatedness to the task.

In summary, Shady was extrinsically motivated. He believed that English was important for his future and for making friends in the UK. There were some factors which had negatively impacted his L2 motivation. Not satisfying his basic needs seemed to feed an ego orientation and negatively affect his sense of efficacy. He also held L2 beliefs which had affected his L2 behaviour during his stay in the UK.

5.3.2.2.2   Theme two: Perception of parental roles and child development

Shady believed that his mother wanted him to learn English for his own future benefits, specifically for studying, obtaining a job and travelling. Although he expressed the same idea of the utilitarian significance of English learning, it is unclear to what extent he internalized it, as discussed previously. He also believed that his mother wanted him to learn it to become able to study and make friends in the UK. His mother's communication with him influenced his L2 ego orientation. He understood that she believed in the effectiveness of learning English in the UK setting more than in SA for the available options, interaction with native speakers and effective schools. He added that she had told him this personally, and he had frequently heard her talking to Saudi friends about the successful English outcomes in UK schools unlike SA ones. He understood that she expected that his language level would outperform his Saudi peers who studied English in SA only.

Although he acknowledged that the school had supported his language competency more than his mother, he stated that he was satisfied with her style of engagement. Like his mother, he believed that the support provided by the school was enough and that there was no need to have extra activities at home. Nevertheless, he

mentioned some of her personal actions which had helped him, which contradicted his acknowledgment and his mother's belief that parents do not need to engage in their children's language experiences in the UK. He considered her encouragement to read books and her engagement in reading school assignments with him when they had first arrived in the UK as useful strategies. He thought that her continued help in his L2 study was also beneficial for him, such as explaining difficult words and terms in maths and science. He seemed to be satisfied with her emotional support style as well. He was encouraged when his mother shared positive comments about his oral language ability. He commented on her attentiveness to hear his thoughts, particularly when they had first arrived, which had encouraged him to share his language problems. It seemed that his lower relatedness was more related to the English tasks than to his mother's involvement.

In summary, the child's extrinsic orientations were linked to his mother's orientations. Furthermore, his mother's communications with him seemed to nurture his ego orientations. The child/parent relationship seemed to be more than a child-English task.

Table 5.5 shows the codes identified and the number of times they were mentioned by Shady, the eldest child, in both phases of data collection.

Table 5.5 The Elder Son's Beliefs and Motivated Behaviours

	Themes	Frequency	
		Round (1)	Round (2)
	Theme (1) Child's motivation		
codes	He wanted to learn English for university study and for job- and travel-related reasons.	1	1
	He wanted to learn English to make friends in the UK.		1
	He wanted to learn English to gain an outstanding status among his SA peers.	1	
	His efforts were conditioned by the presence of pressure in the UK:		
	He was encouraged to read extra books beside his school reading after they arrived, but he had stopped free reading after six months.	1	1
	He followed his Saudi classmates in depending on school support.	1	1
	He wanted to make more effort because his classmates were English students only.		1
	He believed that he would not make any extra future effort in SA for academic English improvement.	1	1
	He said that would keep watching English programmes to improve his English in fun ways.		1
	Theme (2): Parental roles and child development		

He believed that his mother wanted him to learn English for study and for job- and travel-related reasons.	1	3
He believed that his mother wanted him to learn English to be able to carry on L2 study and make friends.		1
He believed that his mother believed in the effectiveness of the UK setting for language enhancement.	5	1
He believed that his mother did not trust the SA learning outcomes.	1	1
He believed that learning outcomes in the UK would be better than in SA.	2	3
He believed that his mother expected that he would learn better English than his Saudi peers.	2	1
He believed that his mother's personal engagement was useful when they had first arrived.	2	3
He believed that positive comments which he had received had encouraged him.	2	2
He appreciated his mother's willingness to be aware of his challenges.	1	1

5.3.2.3 Section three: Data from the younger child

This section discusses the two themes emerged from the data of the eldest child, Salem.

5.3.2.3.1 Theme one: The child's motivation

Salem seemed to be extrinsically motivated to learn English. The only usefulness of English which he perceived for the future was being able to interact with people when travelling abroad. It seems that his different perceived competency in his oral and written skills had restricted his reasons for learning English. He was more confident about his oral fluency skill. When he was asked about the language skills which he had developed, he replied,

> 'I have become better at speaking and maths than in the past.'
> (Round2).

His sense of competency in speaking seemed to be one of the reasons for his desire to overcome language barriers at the level of speaking correctly or 'not saying the words incorrectly' as he explained in the second interview. He also recommended using the English programmes available on electronic devices to improve oral fluency skills. But he seemed to feel a lesser sense of mastery in his academic writing, he expressed his frustration with reading and writing at school in both interviews. His problems with academic English seemed to have discouraged him from thinking about individual activities to overcome his problems. He stated:

> 'I didn't make much effort because I'm struggling with reading at
> school, I don't like it as much I like maths.' (Round1).

Clearly his lower perceived competence in written literacy had made him not enjoy it or to feel unrelated to it, unlike his view of maths. His attitude to competing on a normative scale at school seemed to be the reason for him setting a goal to tackle his language challenges, as he claimed in the first interview. He was upset that he got average grades in English because he wanted to excel in it. His competitive spirit to attain higher than expected grades seemed to form his expectation for future; he said he wanted to reach native-like level. However, he seemed to have changed his expectation by the second interview. He had lowered his expectation about his future performance to being like 'anyone whose English is his L2'. This change seemed to be because English became increasingly more difficult at the secondary school level. He stated that it was 'harder than in primary'. He seemed to be unable to develop the skills he needed to thrive. There were some activities at home, no matter how well intended, which might not have helped him to overcome his frustration. When they had first arrived, his mother had asked him to read different words, some of which were from her own academic books. He commented that he did not feel comfortable having to read them at that time. He also described some incidents which had happened after he had shown some progress. While he was trying to do school reading, he was struggling with comprehending some texts. His mother just advised him to look up the difficult words and then keep on re-reading the text until he understood them. She seemed only to give him general comments to improve his abilities as can be inferred from the following remark:

> 'When I showed her my score, she told me focus on the weaknesses.'
> (Round1).

He seemed to have low trust in his mother's efforts to give him guidance in his English. He also seemed to have a low sense of self efficacy because he believed only in school support and interacting with English peers as sufficient for him to develop.

The difficulty of English at school seemed to have had an impact on his desire to pursue English learning in the future. In the first interview, he believed he would need to be more dependent on himself in SA schools because they are not as good as the UK schools in supporting competency. In the second interview, however, he said that he

would not make any effort in the SA setting because he would have learned 'enough English' in the UK.

In summary, Salem was extrinsically motivated. His orientation to learn English was restricted to its use when travelling. He felt a low sense of mastery in his written skills, which affected his sense of relatedness to the task and of self-efficacy. The increased and continued challenges which he encountered in his written skills had had a negative impact on his desire to carry on learning English and on his self- beliefs.

5.3.2.3.2 Theme two: Perception of parental roles and child development

Salem believed that his mother wanted him to learn English for his own benefit. She believed that learning English would enable him to interact with people abroad. She also believed that English learning could facilitate his education in SA because it was a requirement for university study there. By comparison, his own extrinsic orientation was solely in terms of travel, and not for university study. The perceived parental expectation seemed to be another factor which enhanced this single orientation. He believed that his mother expected him to reach a level at which he would be able to communicate well with people. It seemed that he did not see her controlling behaviour as controlling and he appreciated her involvement regardless of its degree. Although he reported that his mother had less of an influence on his English learning than the school, he stated that he was satisfied with her style of engagement. He believed that she had helped him in his English by enrolling him in a good school and providing support with his L2 homework if he needed it. He stated that he would not mind sharing his L2 problems with her if he had any. He might, however, have been referring to other subjects than English. He added that he was motivated when she praised his ability to overcome challenges or when she said 'Try again, you can do it'. These findings suggest that his sense of relatedness was at risk only with English. Regarding his mother's L2 beliefs, he understood that she believed in the effectiveness of learning English in the UK more than in SA for several reasons: it was the language of the environment, UK Schools teach English better, and the length of his stay here would guarantee more improvement. His perceptions about his mother's L2 beliefs could have been one of the reasons which had made him believe less in his own self-efficacy than in the external environment.

Table 5.6 shows the codes identified and the number of times they were
mentioned by Salem, the younger child, in both phases of data collection.

Table 5.6 *The Younger's Child's Beliefs and Motivated Behaviours*

	Themes	Frequency	
		Round (1)	Round (2)
	Theme (1) Child's motivation		
	He wanted to learn English to interact with people when travelling abroad.	1	2
	He wanted to overcome written literacy skills to compete school evaluation.		1
	He expressed his frustration with reading and writing.	2	1
	He believed that his continuing problems had demotivated him from making an effort in the past and disoriented him in English classes.	1	
	He seemed to have confidence in his speaking and maths skills only.		1
	His responses show that his actions did not go beyond school assignments.	3	2
	He would depend on himself in the SA context because its educational outcome is poor.	1	
	He would not continue learning English in SA.		1
	He saw himself as native British in the future.	1	
	He saw himself as like any L2 learner.		1
	Theme (2): Parental roles and child development		
	He thought that his mother believed in the significance of English for his future travel and study.	1	1
	He thought that his mother believed in the effectiveness of the UK setting for language enhancement.	2	2
	He thought that his mother did not believe in the SA learning outcomes.	1	1
	He thought that his mother believed that length of their UK residency would guarantee more improvement.		1
	He thought that his mother expected him to be able to speak the language well.	1	1
	He believed that the positive comments which he received had encouraged him.	2	1
	He believed that the positive comments which he received had encouraged him.	1	1
	He believed that school influenced him more than his mother	2	2
	He referred positively to his mother's support for his L2 study and in choosing a school.	2	3

(codes is printed vertically along the left side of the table body)

5.3.3 Summary: Case two

Hala was extrinsically motivated to promote both L1 and L2. Her extrinsic
orientations and the external demand had influenced her actions in enhancing English in
SA and the UK and Arabic in the UK. Furthermore, her L2 learning beliefs intruded on
her home-based activities in the UK. She believed that children learn by immersion and
interaction. The age of a child as well as the length of residence in the UK were also
perceived to be facilitators. Consequently, the nature of her parental engagement in
regard to her children learning English was mostly traditional in type. Her worries about
her children's adjustment to the UK had motivated her to take some actions to promote

their oral ability when they had first arrived. She believed that emotional support was more critical than cohesive measures for English enhancement in the UK. She used blackmail and she had fuelled the competitive attitude at school to enable her children to get higher grades to encourage them. On the other hand, she had extrinsic orientations towards Arabic which were based on her perception of the educational demand for L1 in SA schools. Her extrinsic reason for L1 enhancement had started in her first year in the UK.

Shady was extrinsically motivated. He expressed different orientations towards learning English but he seemed to be more driven by ego-related motivation. He wanted to be equal or superior to others in his English. Not feeling satisfied with meeting his basic needs (competence, task-relatedness and autonomy) seemed to be causes of this internal pressure. Furthermore, his academic problems seemed to have increasingly affected his sense of self-efficacy unlike the time when they had first arrived. It also demotivated him from wanting to continue to learn English. Furthermore, his mother's communications seemed to have had a negative effect on his L2 motivation. They had boosted his ego and made him form a vivid image that he would outperform his Saudi peers who studied English only in SA.

Salem was extrinsically motivated. He wanted to learn English only to be able to interact correctly with people when travelling abroad. This orientation was linked to his mother's expectations and only to one of her own orientations. He was emotionally affected by continuous and increasing challenges which seemed to make him less related to learning English and had changed his self-concepts over time. He seemed to have less self-efficacy than his confidence in the UK environment. He copied his mother's L2 beliefs regarding continuous oral practice and school support. The sense of less relatedness seemed to only to affect his view of learning English.

5.4 Case study three: Dalal's Family

Dalal's family had spent more than one year in the UK by the time I met them. This family consisted of five members who had lived in the UK. Three members of the family had participated in this study (the mother, the father, and the eldest son). Dalal, the mother, had lived in Hail city in SA before she had moved to the UK to live in York. In SA, she had worked as a university teacher. She had started to learn English in the UK when she was a child, and then she had returned to SA. She continued to learn

English at a Saudi public school and then at university. She had completed a master's degree at a UK university before having children. She was currently studying for a PhD in computer science. She reported her self-perception of her level of English as advanced.

Fawaz, the father, had completed only high school. In SA, he had worked as a freelancer, which he was not satisfied with. Although he had accompanied Dalal during her master's study in the UK on a previous occasion, he had not learned any English. He had joined an English language centre to learn English while Dalal was studying for her PhD. His self-perception of his English ability had increased over time. In the first round of data collection, he had reported that his English was elementary, but in the second round he described it as intermediate. His desire to maintain Saudi culture when dealing with a woman interviewer could have been one of the reasons for the lack of depth of his responses during the first interview. But his responses in the second interview were far more detailed. He might have become used to me asking questions by the second time that I met him.

Mo, the eldest child, who participated in the study, was twelve. He had studied English in a private school in SA for five years, but he had started to learn English in a natural setting in the UK when he was ten and in Y6, the final year of primary school. He had been interested in English since the family had lived in SA. In the first round of data collection, he was nearly at the end of Y7, the first year in high school, and in the second round he was in Y8.

The non-participating children were Hassan who was aged four and Noora who was two when the family had arrived in the UK. Although the interviews with the family were conducted individually, the little child was presence for some time during the first interview of the mother.

5.4.1 The linguistic environment

Regardless of both parents' desire to maintain L1 and the existence of English and Arabic at home, English had become more dominant in this case over time. In regard to mother/child interaction, Dalal said that she responded to her children in Arabic when they were at home. Mo believed that English had become more used at home ('65% for English and 35% for Arabic, but two years previously they were 50-50'). Based on my observation, Dalal was responding in English with her youngest

child who sat in on the first interview with her for some of the time. In the second round of data collection, both parents shared their children's choice of English as the language of entertainment, such as television programmes and songs. It seems that the presence of a family member who needed more support in one of the two languages was one of the language enhancement triggers at home. In the first round of data collection, the parents said that English was the language used for communicating at home between the siblings. In the second round, Mo was encouraged by his parents to use less English with his younger non-participating brother because the latter needed to learn Arabic. In the first round, Mo had to use Arabic with Fawaz because of his father's weakness in English, as Dalal explained, but in the second round, Mo used more English with Fawaz. This change could have been because Fawaz's perception of his English had increased. Dalal also reported that her children's L1 ability was negatively influenced because of more exposure to English than Arabic, although the L1 was still available at home with the parents. These findings suggest that children can play an authoritative role within the family in a transitional family context. They could be one of the factors which flouts parental language policies. Furthermore, some children could be behaviourally responsible for the linguistic development of some family members (such as parents).

5.4.2 Findings

This section is divided into three parts. Each part will start with a table showing the mother's, the father's and then the child's codes. Each table shows the frequency of the codes in both phases of data collection. Tables (6.4) and (6.5) show the mother's and the father's beliefs respectively regarding L2 learning in the UK and SA. They include the codes which emerged relating to the maintenance of L1 during the family's residence in the UK. Table (6.6) shows the child's beliefs related to L2 learning in the UK and also includes the codes of L1. In the second part, the themes which emerged will be discussed in detail. The themes of the parents and the child will be discussed separately. The section will conclude with a summary of this family's case.

5.4.2.1 Section one: Data from the mother

This section discusses the three themes emerged from the mother's data. Theme three includes three sub-themes as will be illustrated.

5.4.2.1.1 Theme one: The parent's motivation

Dalal discussed a set of orientations regarding improving both languages: she was extrinsically motivated for English but had intrinsic and extrinsic orientations for Arabic. Her extrinsic orientations for English learning were related both to the distant future and to the present. Her desire for learning English was to make her son achieve essentially useful goals. This showed her understanding of the practical benefits gained from learning English. Some of her extrinsic orientations were related to practical prospects in the distant future, specifically university and job-related reasons. She said that:

> 'In business, in academic study, in any field, he will want to improve
> himself and he will need English.' (Round1).

She also believed that English would be helpful when travelling:

> 'Even while travelling he needs English.' (Round1).

She also had some extrinsic orientations for the present. For example, she believed that English would enable her son to have different interesting experiences in the UK. Her previous experience seemed to play a role in her belief in the priority of having a fun time during the current family life in the UK. This point will be discussed in greater detail later. She believed that these current experiences would not be available in her son's own culture, such as making friends with non-Saudis and having different cultural competencies:

> 'It [English] will add to [helping] him at the present time [in the UK]
> to learn new cultures. [To] have different experiences which he would
> not be able to have in his own country … if he did not master it
> [English], he would not make the most of this scholarship experience
> … He would not be able to make friends [with people] not from his
> country or culture. So it is very important for him.' (Round2).

She expressed her disagreement with her husband for being too strict with her son to maintain SA culture and tradition because the father was anxious about his son's cultural identity; she, however, wanted her son to enjoy his time in the UK. She might have believed in the negative influence of negative attitudes toward the L2 culture in learning the host culture.

Her extrinsic view of English was founded on her perception of the status of English in international contexts: she perceived English as a global language:

> 'In my opinion, English has already become the most important language during this era. Most people's L2 is English. It's the language of communication. Especially if he wants to pursue higher education, which I believe he really wants, English is very, very important for him … for me English is very, very important. Even when he travels, he should have English.' (Round1).

She understood the current demand and the external pressure for English ability in SA setting for its pragmatic advantages:

> 'Especially now in SA with its new changes, English is required everywhere … so it's important for his future and the present.' (Round2).

Similar to English, improving Arabic was perceived as significant for a set of orientations. She believed that L1 was important for cultural identity, for having a sense of belonging to an Arab Muslim community:

> 'It is their culture. The Qur'an is in Arabic. I consider it [Arabic] to be a treasure I possess, and I am lucky that I am an Arab and I speak Arabic.' (Round1).

Her concern about enhancing her son's sense of belonging to the Arab Muslim identity had increased over time. She stated,

> 'At the beginning I had worries about how he would learn the language and how he would adjust to the [UK] environment … now I have a new different worry; I ask myself whether he just accepts their culture or he assimilates to it … their perspective on life is totally different from ours.' (Round2).

Some changes which she had seen in the child's behaviour had triggered her worry. He was comparing the two cultures and preferring the UK setting. This could be because of her own continual comparisons between the two learning settings. For example,

> 'I always tell him that the best thing I've done for you was bringing
> you to the UK.' (Round2).

On the other hand, her extrinsic orientation for schooling was not restricted to English but also applied to Arabic, but its demand was perceived for the nearer future. She clearly pinpointed this in the second round of data collection:

> 'I am orienting him for the time of resettling back [in SA schools].'
> (Round2).

All in all, Dalal held a set of orientations for supporting the different languages. English was perceived as significant for pursuing university studies in the far future and she had some orientations for English in the meantime. She believed that English mastery would enable the child to enjoy his life in the UK. Arabic was understood as a necessity for school-study purposes after readjustment in SA, in addition to her son's cultural identity. Clearly, the external pressure and the demands of education were the common reasons that enriched her extrinsic orientations for both languages.

5.4.2.1.2 Theme two: Improving a language which does not exist in the immediate environments

Dalal's orientations had influenced her role in improving both languages; English in the past and future and Arabic in the present. In addition, some of her language-learning beliefs played a part in her support for literacy development for the languages. Her perception of the usefulness of English for the far future had encouraged her to follow a traditional style in supporting L2 in SA, whereas the need for L1 in the near future had increased her personal engagement to promote the academic language aspect.

Her understanding of the usefulness of English for securing her child's far future was one of the reasons which had driven Dalal to enrol him in a SA private non-international school in the past. This shows her sense of obligation towards supporting English education even before the family had moved to the UK:

> 'In SA, I enrolled him in a private school because of my
> understanding of its significance. For me it is very, very
> important.'(Round1).

Her son's prior learning experience seemed to be a source of frustration for her. One of the perceived pitfalls had been the superficial curriculum:

> 'He was at a SA private school, and he studied it [English] there for five years but he did not show a massive improvement as [he did] here within around two years … In SA, he had just learned ABC and what's your name, very simple things … No comparison, no comparison [between SA and the UK settings].' (Round2).

She also considered having non-native speaker teachers as a shortcoming in SA. She went further and added that the previous setting had negatively influenced the child's pace of development in the UK compared with that of his siblings, because 'if you were continuing building on the wrong basics, it would be better if you start from scratch' (Round1).

Although Dalal perceived her own English level as advanced and she had had different experiences in different learning settings in SA and abroad, she had chosen only the option of providing formal direct teaching for English in the past. There are different possible explanations which could account for her previous style of supporting English literacy development. Her perception of the usefulness of English for the distant future possibly made her more encouraged to promote English in only a traditional manner. Her belief that learning Arabic is more difficult than learning English had possibly discouraged her from taking further action for the development of L2. Her SA experience of learning English had possibly shaped her perception that English enhancement in the SA setting should take place through official education in school.

The observation of the extrinsic gains from learning English, particularly for getting into a university, had also enhanced her educational aspiration. Again, this indicates her sense of obligation to continue supporting English in the future too. She expressed her desire that her son should continue to learn English. When asked whether she would like him to continue to learn English in the future, she replied

> 'Yes, sure, because there is a risk of L2 loss [in SA] … yeah, I am very supportive that he continues higher education in a UK university as he wishes. So I want him to continue learning and to maintain it.'

This response demonstrates that she had set a distant goal for her son to continue on to a university abroad, which would require a mastery of English. Her perceived positive previous university-level learning experience in the UK compared with her previous experience in an SA university had formed her belief in the effectiveness of the UK higher education system:

> 'I always tell him about my major: 'You saw that what I had studied in my major for five years in the SA university was equivalent to what they have studied here [in a UK university] in three years for a bachelor's degree. What they have studied here is more improved and recent but what I had learned in SA was very old, from 1985-1990, but the subjects here were introduced in 2000.' (Round1).

Her understanding of the far future advantages of English also made her concerned about the future of her son's language level after returning to SA. She believed that maintaining his English in the near future was going to be challenging. She stated,

> 'So, maintaining it at that time [in SA] will be very, very difficult. Very difficult. Especially with the lack of effective language centres [private ones] … I am very worried about him losing it.'(Round1).

Different beliefs had triggered her concern about maintaining L2 in SA. She had little faith in the usefulness of the previous formal learning setting not only at the university level but also at school level. She also considered the absence of continuous oral practice in SA as an obstacle for L2 maintenance. Her first-hand experience during a recent family holiday in SA had increased her concern about language attrition:

> 'Everyone was speaking in Arabic, including us. I noticed that my younger son started to lose his English ability. So I went back to speaking English with them [during the holiday]. I asked myself that if it [L2 loss] could happen within only a couple of weeks while we were on holiday, what would happen when we moved back … Whether he continues learning it or not it will depend on the environment … and if he wants to continue learning it, he will continue it and maintain his L2.' (Round1).

She also believed that the children's young age and the length of residence could lead to language attrition in SA. Her friends' experiences with their children and language loss after returning to SA had increased her belief in the possibility of language loss:

> 'It [L2 loss] happened with some of my friends.' (Round2).

Her concerns about L2 maintenance had increased over time. In the second interview, she talked about some of her thoughts and future plans to support English in the future. This was possibly because the time for the family to leave the UK was getting closer; they had just started their third year.

> 'He should find a way to maintain his language level, or I should
> enrol him in private courses or find a university instructor to keep up
> speaking practice with him once or twice a week to avoid him losing
> his speaking ability. I let him play with a PlayStation [using chat]
> with his English friends to avoid English loss when he returns to SA.'

This excerpt shows a conflict in her responses. She thought about enhancing English through direct teaching although she expressed her lower faith in the formal setting, as discussed previously. Her perceptions of the far future usefulness of English and her conviction that learning English is easier than learning Arabic could have been some of the reasons for this. She could be thinking that promoting general oral fluency is sufficient in the meantime and she thought of using either native or non-native speakers to do this, although she seemed to be hopeful that her child's passion for learning would motivate him to find ways to maintain his written skills.

Her perception of the need for Arabic for school achievement in the near future after the family has returned to SA was another source of worry for her:

> 'I do not want him to re-experience a shock such as what happened
> here at the beginning.' (Round2).

This shows that her concerns about his L1 ability for schooling had increased over time from the same explanation discussed previously in relation to the time of departure, and she had observed her son's decreased ability in L1.

Her attentiveness to enhancing L1 in the UK was also encouraged by some of her beliefs regarding learning Arabic. She believed that learning Arabic was more

difficult than learning English. She had a conviction that children should learn Arabic from an early age otherwise it would be difficult for them to master it when they get older. She also believed in the role of age in language attrition which had encouraged her to maintain communication in Arabic with her children at home, as she had claimed.

Like her perception about maintaining English after the family moved back to SA, she believed that L1 enhancement also was challenging in the UK. She reported having difficulty in improving her children's L1 because of the absence of effective formal institutions:

> 'The Arabic school here is bad, so we have to improve our children's
> Arabic language ourselves; I tell them 'You are Muslims' … I make
> them memorize the colours of the Saudi flag in English.' (Round1).

Unlike her style of English enhancement in the past or in her plans for the future, she was encouraged to devise various home activities to promote both written and oral skills in (classical) Arabic. For example:

> 'Sometimes I print some official letters from the Saudi Cultural
> Bureau and I ask him to read them; we watch Arabic and historical
> Arabic television shows so he can memorize the scenario.' (Round1).

Her increasing concern about school achievement in the near future as well as the lack of effective Arabic schools in the UK had encouraged her to take further actions. She had bought a standard Arabic book to teach her children. She also tutored her son in classical Arabic syntax:

> 'I want to orient him to the time of our return. I explained to him, for
> example, what the subject and object are because he had not learned
> them when he was in an SA school.' (Round2).

She also encouraged her son to start using Arabic with his younger brother who had experienced language loss.

In summary, the degree of Dalal's engagement to support language learning varied. Her personal orientations and the demands of education seemed to be the factors which played a part in her style of enhancing the languages which did not exist in the child's immediate environment. She was attentive to engaging personally in promoting

his competence in formal and informal aspects of the language which will be in demand in the near future (Arabic), whereas the previous and future strategies to enhance the language which will be in demand in the far future (English) followed either a traditional style (school teaching), support of oral competency, or both. Furthermore, different language-learning beliefs had influenced her involvement. For example, her belief that learning English is easier than learning Arabic seems to have been a factor which had affected her different styles of engagement to enhance both languages.

5.4.2.1.3 Theme three: Improving English as the language of the immediate environment (UK)

I shall start to discuss this theme by giving insights into Dalal's L2 beliefs, and then consider her L2 parenting style. Finally, the discussion will move to the practices enacted at home to support L2 in the UK.

Sub-theme one: L2 learning beliefs

Dalal's perceived engagement to enhance English literacy development in the UK setting was also influenced by some L2 learning beliefs. Unlike her pedagogical thoughts about Arabic enhancement in the UK, she believed that children learn English by immersion. She was confident that the continuous practice in the UK setting would help her son to learn the language effortlessly:

> 'Beside being taught the language from its source [native speakers],
> [there are] the educational resources, the teaching approaches, the
> encouragement styles. All these are important factors which influence
> his acceptance of language learning. The environment helps. All his
> friends speak English, so he is learning the language all day. English
> [in the UK] is not a subject which he studies once and then goes out
> of the class and uses Arabic … This enhances language learning.'
> (Round1).

This comment also demonstrates the influence of the missed opportunities in the previous learning experience in forming her beliefs about the greater effectiveness of learning the language in the UK setting. This second-hand experience enhanced her belief in the usefulness of the available immersive option in the UK. She seemed to believe that all children are alike in their experience of learning a language abroad:

'I was sure that they will learn it any way. So I was not very stressed
about it because I've witnessed other experiences before and after my
arrival [in the UK]. So I became less worried about him learning the
language [in the UK].'(Round1).

One of the opportunities provided by the experience of immersion in the host
culture is receiving authentic formal instruction in English. She was optimistic about
her son's English language attainment because of the language demand at her son's
school level:

'He is now in the secondary school and he has learned new advanced
words which he can use academically … I expect that after two years
he will be better than when we arrived, or now.' (Round1).

Her son's progress in written language proficiency seemed to enhance her belief in the
usefulness of the UK school in terms of learning outcomes. She said:

'They [UK textbooks] are different books. They are scientifically
well-structured. They [the school] also encourage children to read.
The vocabulary here is different [advanced] … Now he can, *Masha
Allah*, write an essay.' (Round2).

This remark reveals that the feeling of satisfaction about the UK schools was not
restricted to perceived general pedagogical features such as native-speaking teachers,
but also included the encouragement of a non-linguistic skill, free reading. It also shows
that she attributed the child's progress to an external factor, the environment or school.
It should be noted that despite Dalal expressing her trust in the UK schools to support
language learning, she nevertheless stated that she did not have any idea about the
educational system of UK schools because she had 'studied in a different education
system'(Round1). This was possibly because she had overgeneralized her own
perceived positive previous university-level learning experience in the UK onto UK
schools. It could also possibly be because of her son's previous slow progress in the
perceived less useful formal learning system (SA schools) compared with that in the UK
schools.

The second opportunity provided in the UK setting is the continuous oral practice with native speakers. She assumed that this would lead to automatic or effortless language learning:

'He speaks it automatically. He uses it with his friends in the street. This enhances language learning.'(Round1).

The current progress of her child's oral language proficiency enhanced her belief about the usefulness of the UK setting in language development:

'but now [in the UK] he speaks in a very nice way within just two years.' (Round2).

She seemed to hold a set of beliefs regarding childhood and language learning. She believed in the child's age as a facilitator for language learning in the UK:

'They will learn it eventually, so do not rush them.' (Round2).

Different beliefs had influenced her assumption about age. This was possibly because of her belief that English is easier for children to learn than Arabic. It was also possibly because she had an excessive faith that children have an out-going personality and are likely to cope with the demand for English in the external environment:

'Mostly, children like to socialize and talk to everybody. Any parental pressure would not facilitate language learning.' (Round1).

The perceived slower progress of parents compared with children's oral development had added to her positive perception regarding age. She seemed to believe that the younger the learner, the better the attainment:

'Children are quick learners. They have learned it very fast. They've learned it in six months, but their father, who started at a similar language level, is still struggling with language learning. They have outperformed me.' (Round2).

This excerpt demonstrates her perception of speaking ability as a sign that the child is in full control of the language. It seems that age was a source of worry about English when it did not exist in the immediate environment, but it was considered as an advantage in the host culture.

Like the age factor in the UK, a longer period of residence was regarded as a guarantee of L2 attainment in the UK. She seemed to consider only the quantity of exposure as a benefit:

> 'Especially the families who are doing a PhD, their length of residence is four years, which will enable them [their children] to learn it.' (Round1).

Sub-theme two: L2 parenting beliefs

Along with her L2 learning beliefs, she had formed beliefs regarding parenting style and English learning which had influenced her involvement in English literacy development in the UK.

She believed that it was useless to force or pressurise a child to learn English because it 'would not foster language learning'(Round1). She was mixed up between the influences of discipline and pressure. She understood that that any direct parental intervention, except in L2 study, could put extra pressure on children:

> 'It is enough that children are pressured because of the experience of being abroad, apart from their families, [so] do not increase the pressure … parents must be engaged with them in their homework even if it's indirectly, they must be mindful if the child has a problem or not [in homework], what are these problems, and they must know if they could provide [appropriate] help but if [they] cannot, do not worsen the case anymore.' (Round1).

This comment demonstrates some points. First, she restricted parental engagement to school-related activities only as a style of promoting competence. Second, she was influenced by the child's transition experience. Indeed, the source of this sensitivity to the cross-cultural experience could be traced to her own childhood, as the following remark shows:

> 'I had the experience [of transition] with my dad, so I tell him [her son] about my experience … I show him that I understand, and I feel what he is going through. I tell him if we adults are struggling, how about them [children]!' (Round1).

The fear of more unpleasant feelings or the desire to enjoy the UK experience had influenced some of her L2 parenting roles. It hindered her from setting rules to be followed at home:

> 'Some children like to learn the language by reading whilst others like
> to watch programmes … You just propose a suggestion and make him
> try it once, but it's not necessarily [the case that] that he follows what
> you see, or that you follow or you believe that it's right'. (Round2).

Her empathetic reaction to her son's experience of transition could also be one of the factors in her belief that her child had not faced as difficult challenges as in his Y7. In addition, he was frustrated because of homesickness. She was appreciative of the effort and determination shown by the child, and she added that his determination had helped with overcoming language challenges when they had arrived:

> 'My son likes learning and challenging himself. So his challenging
> himself to learn the language helped me a lot and relieved me of my
> concerns about overcoming the language barrier upon our arrival.'

This statement shows that she seemed to assume that her son's effort and determination to overcome the language barrier were because of an intrinsic motivation. She added that her son was very competitive to the extent that it could frustrate him if he failed to achieve his own goals. It also shows that she had a concern about his ability to develop in the new setting after their arrival. But the witnessed progress of her son's oral fluency within six months, as discussed previously, made her feel relieved that her child was in full control of the language.

She stressed the importance of initiating motivational conversations. She believed that this worked well with her son. She supported creating a warm space to understand and show understanding of his problems in his new setting. She believed in the importance of receiving assurance from parents that a child will develop language ability. She believed in the importance of giving recognition of a child's progress by providing positive feedback. She also said that she disagreed with her husband about using tangible rewards to motivate their son to develop his language ability.

Clearly her L2 parenting beliefs showed that she prioritized giving support, particularly emotional support. This shows that she did not think that promoting

competence was as essential as emotional support. She was less aware of the negative influence of challenges due to lack of skills in L2 motivation.

Sub-theme three: Family language practices

Dalal's concern about her child's adjustment to his new life had encouraged her to deliberately involve herself in her son's learning experience after their arrival in the UK. Her belief in the usefulness of oral fluency as the route to language mastery had inspired her to make use of the available resources (such as YouTube) to expose her son to the L2. She said that she gave her children extra time on the internet if they were watching English programmes. She also shifted one of her parenting beliefs related to chatting with unknown people on the internet to promote her son's speaking ability:

> 'To be honest, I refused to let him use headphones and talk with
> strangers because I was afraid for him when I was in SA, [but] when I
> came here, I felt that it is important here because it will help him to
> practise the language more, so I have changed my mind about
> allowing him to interact with his friends and with friends of friends.'
> (Round1).

After the child showed fluency in his oral competence, she was encouraged to create opportunities to use English outside home:

> 'When we go to a restaurant, we always encourage him to order for
> us. He likes it when we give him this responsibility.' (Round1).

This comment showed her attentiveness to boosting her child's self-confidence as a means of promoting his competence, as she saw it. She also intentionally involved the child as much possible in his father's English education for the same reason. The findings showed that she had bought children's stories for her son, who showed his enthusiasm for reading; she also encouraged him to read to his siblings.

Her perception of the parents' role in enhancing competence only through L2 study encouraged her to be engaged in school-related activities. She had been encouraged to do some activities (such as a mock test) to promote her son's academic writing ability in Y7 after he had told her about the stress which he felt about his writing skills. During that practice, she observed that he could not differentiate between

academic and non-academic vocabulary. He was also struggling with the different styles of presenting arguments and forming a grammatical sentence. For reading skill, the findings showed that her son was doing school reading assignments at home by himself. The increased difficulty of the vocabulary motivated her to buy him a dictionary in Y7. She taught him how to look words up in the dictionary and then remotely followed his use of it. Her ignorance about the school system as well as her own study commitments had encouraged her to offer the child a private tutor or an after-school club to overcome the challenge of homework. She believed that this club had supported her son and he preferred it. On the other hand, her belief in the significance of cultural identity for a child enhanced some practices. She taught him some Islamic terms to be used in his religious education classes in Y7. She also gave him the names of historical Muslim scholars to search for on the internet and write about them in one of his history assignments.

Dalal was supportive of initiating motivational conversations to regulate L2 behaviours and emotional distress. She believed that this fulfilled all her son's needs to be encouraged to make an effort. In order to pass on the extrinsic value of English or to stimulate his self-determination, she made use of his dream of studying abroad:

> 'I always encourage him to continue studying here, but it's his decision in the end … He likes challenges and to have a goal, and he likes to reach it. I always tell him if I've noticed that he has started depending on himself in everything here, even in household issues, I would be able to let him continue studying for a bachelor's degree here.' (Round1).

She also directed his attention to the advantage of his young age by using a role model to sound convincing:

> 'I always tell him that what you are facing now is less challenging than what your father is facing because you are still young.' (Round1).

She also shared her expectations about his future:

'When I print my research report, he tells me 'Oh, *Mashallah*, mom,

you've written 80 pages. I wonder if I could do that'. I tell him that

one day he will write a book, but not only 80 pages.' (Round2).

Her attentiveness to reducing his emotional distress because of the language barrier also seemed to play a role in her messages to the child. She encouraged him by explaining the reason for having to face language problems as 'everything is difficult in the beginning'. She reassured him that he would learn it over time. She encouraged him to talk about his problems and to ask for help if he needed it. She enhanced his sense of pride as he was facing as big a challenge as his PhD mother was. She was attentive to expressing her support and trust in his ability. She showed her appreciation of his efforts and stressed the existence of individual differences among learners. This could be because she believed that his personality had a tendency for competition, as mentioned previously. She showed her satisfaction about the level which he had attained compared with both his parents.

Her attentiveness to reducing his emotional distress because of the transition experience encouraged her to direct his attention to the usefulness of the current UK setting for language learning by using role models and comparisons between the usefulness of the two learning settings:

'You will then teach me what's right or wrong because you've

learned it from its source, whereas I learned it in SA.' (Round1).

Table 5.7 shows the codes identified and the number of times they were mentioned by Dalal in both phases of data collection.

Table 5.7 *The Mother's Beliefs, Practices and their Frequencies in Data-set*

	Themes	Frequency	
		Round1	Round2
Theme (1): Parent's motivation			
L2 extrinsic motivation	She believed that L2 is vital for university and for study.	3	3
	She believed that L2 is vital for job-related reasons.	1	

	She believed that L2 is vital when travelling.		1
	She believed that L2 is vital for enjoying time in the UK and having cultural competencies.	4	1
L1 intrinsic motivation	She believed that L1 is vital to have a sense of belonging to the Arab Muslim community.	2	2
	Her responses reflected her worries about her child's cultural identity.		4
L1 extrinsic motivation	She believed that L1 is vital for school readjustment in the near future.		4

Theme (2) Enhancing a language that does not exist in the immediate environments

	She believed that they had enrolled their child in a SA private school to support his English learning.	1	
	She did not believe in the SA learning outcomes:		
	She believed that the SA curriculum was superficial and had demotivated the child from studying it.	1	1
	She believed that the absence of native-speaking teachers is an obstacle in SA.	1	3
L2 codes	She believed that poor L2 learning in SA had negatively affected her child's pace of development in the UK.		1
	She wanted her child to continue learning English in the future.	2	1
	She had set a goal of studying abroad for the child in the future.	1	1
	She was anxious about the future of maintaining L2 in SA:	1	1
	She believed that the absence of continuous language practice in SA is an obstacle for language maintenance.	1	1
	She did not believe in the effectiveness of private/state institutions.	2	1

	She believed that age and length of residence could lead to language attrition.	1	
	She had started to think about future plans to support English in SA:		
	hiring a tutor or enrolling the child in a private language centre.		1
L1 codes	She was anxious about her child's L1 after readjustment.		1
	She believed that Arabic is more difficult than English.	2	
	She believed that young children should learn Arabic otherwise it would it be difficult when they get older.		2
	She believe that increasing age will lead to L1 attrition in the UK.	1	
	She believed that L1 enhancement is challenging because of the absence of Arabic schools in the UK.	1	
	She made her child read some Arabic texts.	1	
	She claimed that she was maintaining L1 use at home.	1	
	She explained some Arabic syntax when possible.		1

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

	She believed that immersion would lead to unconscious language learning.	5	2
	She believed that the UK setting gives the opportunity of studying in English with native speakers which will support language development.	1	1
	She believed that UK schools have good teaching and encouragement approaches.	3	1
Codes	She believed that UK schools have helpful educational resources.	1	1
	She believed that her child's language skills had developed because of school.	2	1
	She expected more development in her child's skills because of the school.	2	1

	She believed that the UK setting gives the opportunity of continuous oral practice:	2	2
	She believed that continuous oral practice would lead to learning automatically.	2	2
	She seemed to believe that the younger the learner, the better the attainment:		
	She believed children are quick learners.	1	4
	She seemed to believe that all children are alike in English learning abroad:		
	She believed that children are socialized creatures.	1	
	She considered oral fluency as a sign of control of language.		1
	She believed that length of residence will ensure language learning.	1	

Sub-theme (2) L2 parenting beliefs:

	She believed that parental pressure would not lead to the desired learning outcomes.	2	1
	She believed that any direct parental home-related intervention to promote competency could put extra pressure on children in the UK in addition to the transition experience.	3	3
Codes	She believed that the parents' role was only to follow schooling to enhance English learning in the UK.	2	1
	She believed that emotional support is more important in the UK.	5	3

Theme (3): Family Language practices

Autonomy-support	She made use of the child's ambition about studying abroad.	1	
	She used technology to promote oral fluency upon arrival.	1	2
	She created opportunities to use L2 outside the home (for example, a child became a family spokesperson in restaurants).	1	1
Competency-support	She engaged the child with his parents' English education (parentification).	1	2
	She provided storybooks after the child showed an interest in reading.		2
	She provided help with L2 schoolwork.	6	6
	She enrolled the child in an after-school club because:	1	4

	She believed that her work commitments hindered her and	1	4
	She believed that she did not know much about the UK education system.	1	3
	She shared her expectations for the future.	1	2
	She explained the advantages of being very young for learning a language.	1	
	She expressed trust in her child's ability.	1	
	She showed satisfaction with her child's progress so far.	2	3
Relatedness-support	She explained the reasons for encountering language difficulties.	1	1
	She reassured the child that he would learn L2 eventually.	2	1
	She showed a sense of pride.	2	1
	She encouraged her child to share his problems and seek for help if needed.	5	8
	She explained the differences between the two settings in favour of the UK.	2	

5.4.2.2 Section two: Data from the father

This section discusses the three themes emerged from the father's data. Theme three includes three sub-themes as will be illustrated.

5.4.2.2.1 Theme one: The parent's motivation

Like his wife, Fawaz was extrinsically motivated for English but he held intrinsic and extrinsic orientations for Arabic.

He shared a typical view of English significance for university study and for jobs in the far future. For example:

> 'The most important thing for me is that he learns it to help him in his
> future and his university study.' (Round1).

On the other hand, he had an orientation for the near future when the family returned to SA. He believed that a mastery of English would make his son able to serve their people when they need it, as in a hospital:

'For our people in SA; no-one there knows how to speak English. If you needed a hospital, no-one could speak English correctly. Now when I go back to SA, I can send him with his grandpa or grandma to the hospital to speak on their behalf.' (Round2).

Similar to his wife, Fawaz's extrinsic view of English was founded on his understanding of the current demand for English in the domestic setting:

'God's will, English will enable him to get a higher position in SA. It's necessary in SA. Even majors in university require English.' (Round2).

His own missed opportunity also enhanced his extrinsic perspective. He believed that having no English had prevented him from finding a permanent vocation. He was determined that his son should not miss the opportunity:

'I want him to learn English to get a benefit from it. I did not make use of the opportunity when my wife was doing her master's in 2011. I could have studied it and could have got a job. But I missed it. *Wallahi*, I want him to learn it.' (Round1).

His extrinsic understanding of the usefulness of English for his son influenced his education aspirations and he wanted his son to continue learning it in the future:

'I want him to continue because I want him to get his bachelor's degree from here.' (Round1).

This remark showed that the couple had agreed on a goal of enrolling their son in a UK university and clearly English was perceived as an instrument for achieving that. He shared with Dalal the view that the UK had efficient learning systems:

'It would be better if he continued university study here.' (Round2).

Like Dalal, he held a set of orientations for L1 maintenance in the UK. He shared with her the importance of maintaining their cultural identity. In the second round of data collection, he added another extrinsic orientation; social readjustment. He said that he had started to experience social pressure from his community because his children sounded more like English people than Arabs. He had also noticed that he could not communicate fully in Arabic with one of his younger (non-participating)

children and accordingly needed to ask his participating son to translate what the younger boy said. This is an example of how unbalanced exposure to L1 and L2 could affect family interactions.

He also expressed his approval of French as an additional language which his son was learning at the UK school. He used rewards to encourage the boy to develop his French. The findings did not show his orientations.

> 'I remember when he finished a French test, I told him that I would reward him with 20 pounds because he spoke in French with me.' (Round1).

In summary, Fawaz was supportive of English learning for his child. The external pressure of English in the SA context had shaped his extrinsic orientations in both the far and the near future. Furthermore, his own previous missed opportunity had added to his belief in its usefulness for the distant future. On the other hand, he believed that maintaining the L1 was important for shaping his son's cultural identity. The external social pressure also motivated his extrinsic orientation for L1 maintenance and social readjustment because his children were experiencing language attrition. In addition, the father/child interaction needed a third party or translator.

5.4.2.2.2 Theme two: Enhancing a language which does not exist in the immediate environments

Fawaz's orientations had influenced his role in improving both languages, English in the past and future, and Arabic in the present. In addition, some of his language beliefs influenced his style of supporting the development of literacy in the two languages.

His perception of the usefulness of English had encouraged him to enrol his son in a Saudi private non-international school. This shows his sense of obligation to supporting English. He shared with Dalal the dissatisfaction about their son's (SA school) learning outcomes for similar reasons; lack of continuous oral practice and an inadequate curriculum.

> 'In SA, he was in a private school. He had not learned anything except ABC and how to write his name. He couldn't speak as fluently

as he can now. He uses it with his [English] friends [in the UK].'
(Round2).

His own previous learning experience in SA had not been successful. It seemed that it had influenced his belief in the lower level of usefulness of the previous setting. However, he thought of direct teaching as the only way to support English development. His perception of his own language level was one of the reasons for this and the following remark demonstrates his low self-confidence:

'Because his mom knows English better than me.' (Round2).

His previous learning experience before the time of internet also could be a reason for him choosing only this option for English enhancement in SA. It could also have been because the need for English in the distant future had not encouraged him to take further actions such as making use of technology as he had done during L1 or L2 enhancement in the UK, as will be discussed later.

His perception of the need for Arabic to maintain their cultural identity and his understanding that language attrition could be experienced during their stay in the UK had encouraged him to take part in the language in which he felt most confident at home. He asked his son to read the Qur'an with him. He also bought Arabic books for the boy to read. He also used online apps to read some simple sentences, but the findings did not show his style of enacting these practices. In the second round of data collection or after the social pressure had increased and he found it difficult to communicate with his little child, he asked his elder son to reply in Arabic while the boy was talking to his younger sibling who had experienced a language shift. He was also encouraged to clarify the cultural differences between the UK and SA cultures because of his desire to maintain the SA traditions.

All in all, Fawaz was driven by his orientations and beliefs to support the language which did not exist in the child's immediate environment. He based this belief on his different personal experiences.

5.4.2.2.3   Theme three: Improving English as the language of the immediate environment (UK)

I shall begin the discussion of this theme by giving some insights into Fawaz's L2 beliefs, and then discuss his L2 parenting style. Finally, I shall consider the practices enacted at home to support the use of L2 in the UK.

Sub-theme one: L2 learning beliefs

Fawaz's perceived engagement to enhance English literacy development in the UK setting was also influenced by some L2 learning beliefs. Like Dalal, he believed that children learn English by immersion:

> 'I do not think that if he was still in SA, he would improve as much he has done here because here, he practises the language daily. All his friends speak English. Every day he practises it so that he's fluent.' (Round2).

Clearly the missed opportunities in the previous SA setting had influenced his belief in the effectiveness of the UK setting for language enhancement. His comparison between his son and his son's peers who had continued learning in SA also formed his beliefs about the usefulness of the UK setting for getting superb attainment. Like Dalal, he had formed the conviction that moving to the UK was the best thing that he had done for his son to enhance his learning of English. He believed that language learning takes place by interaction, and that the external pressure of the English demand in the environment would impose language learning on a child:

> 'He wouldn't be able to speak in Arabic at school, so he will learn it [English].' (Round2).

His child's current experience had enhanced his own belief about the role of environmental pressure on his son's progress:

> 'Especially at the beginning, when he was struggling with his language level when we arrived. He used to come home really frustrated. He cried to his mom that 'They [school] said that but I didn't know what it means' … then he learned it very fast. He did not take more than two or three months.' (Round2).

This comment demonstrates that he had assessed his child's progress based on the development of oral skills. Indeed, attaining an English accent also assured him that his child was in full control of the language:

> 'I watch him when he plays with his brother. His accent is like
> British. I feel like he has finished up using the language even with his
> brother.' (Round2).

He also was satisfied and surprised that his son had not only exceeded him in speaking ability but also his mother, even though she was studying for a PhD.

Like Dalal, he believed that the younger the learner, the better the attainment. He was specifically referring to his youngest child when he referred to age as facilitating factor. This was possibly because he agreed with Dalal that 'it would be better to start from scratch'. However, he expected that his participating son would show more improvement not only because of the UK setting but also because of his determination to improve his language. When asked whether he thought that the boy would achieve a high level in the future, he said that he did

> '… because he is determined to improve his English. I witnessed
> Saudi boys who came after him [to the UK] but they could not speak
> as well as he does.' (Round2).

This remark shows that his observation of his son's performances in comparison with some Saudi peers in the UK had made him confident about his son's level of fluency.

Sub-theme two: L2 parenting beliefs

Along with his L2 learning beliefs, Fawaz had formed beliefs regarding parenting style and English learning which had influenced his involvement in English literacy development in the UK. Different beliefs about language learning and general parenting had enhanced his perceptions of the L2 parenting style in the UK.

His certainty about the effectiveness of the UK setting and his worry about cultural identity influenced his views. They made him conclude that disciplining a child according to L1 custom was his most important role during the family's stay in the UK. He stated, for example:

'My role is to discipline him. If I notice inappropriate words, I have to discipline him. Swear words – swear words here are not acceptable. I have heard them [people] say [bad] words, so I tell him that this is wrong and don't use them.' (Round1).

His perception of his own language level and his understanding of restricted parental engagement in direct teaching had made him assume that he could not help in supporting the boy's English learning:

'His mother encourages and helps him more than me because I have zero English.' (Round1).

Although he accepted that the demand for English in the environment was an inevitable external pressure which would enable children to learn the language in order to survive, he said that he did not believe that parental pressure was useful. After the family had arrived in the UK, he added that he realised that it was having a negative influence on his child's behaviour or it 'would make [a child] stubborn' (Round1). However, he seemed to believe in the usefulness of controlling the child's motivation to encourage him, unlike Dalal. His extrinsic motivation for English for study- and job-related reasons could be one of the motivators which caused his belief. He believed in the usefulness of rewards and believed that such encouragement would energize a child or persuade him to follow the imposed behaviour:

'I've witnessed that a boy will not be eager until [he receives] physical rewards, especially this son [Mo].' (Round2) .

Unlike Dalal, who focused on individual differences when she talked with her son, Fawaz seemed to believe in peer pressure as a means of encouraging the child to develop his language ability. This point will be exemplified in the discussion on family practices.

In summary, Fawaz's L2 parenting beliefs were influenced by his language learning beliefs and his general parenting beliefs. His belief in the usefulness of immersion to enhance L2 learning had enhanced his parenting belief only in regard to disciplining a child. He also considered his language level as a barrier that restricted his engagement. He experienced changes in his parenting style when he arrived in the new setting because he became more mindful that parental pressure would not lead to the

desired outcomes. Finally, he seemed to believe in controlling his child's motivation by giving him rewards or using peer pressure.

Subtheme three: Family language practices

Although Fawaz believed that his own language ability hindered his involvement in language learning, he was encouraged to contribute to his son's language learning experience. He used technology to help the child to practise his oral skills after they had arrived:

> 'I bought Mic for him and I let him speak with his friends to improve
> his language.' (Round1).

He also encouraged his son to watch English programmes on the internet to improve his spoken communicative skills. He personally participated in this activity of watching to improve his own English. He was also motivated to create opportunities for his son to practise English outside the home. There was a change in roles in this case. After his son showed progress in his speaking ability within a couple of months, the father asked the child to be the speaker for the family, such as in shops. He had provided some educational printed materials such as language grammar books and a dictionary for his son.

Similar to Dalal, Fawaz wanted to provide his son with emotional support to enhance his motivation. He reassured Mo that he would learn the language eventually whenever Mo had moments of frustration. He asked his son to work hard to outperform his Saudi peers in the UK. He also talked repeatedly with his son about his desire for him to continue studying here. He celebrated his child's success by giving him rewards and he used this strategy not only to promote English and French but also to regulate his son's behaviour:

> 'I tell him [that to get the reward] you have to get [good] grades and
> do not make your teacher get mad because of misbehaving.'(Round2).

He used role modelling to boost the boy's self-confidence by talking with his son about his rapid progress compared with the slow progress of both of his parents.

In summary, the father had been encouraged to take various actions in order to promote Mo's English learning. However, his own language learning beliefs and

parenting beliefs intruded into his style of engagement. He also enacted practices which show that he seemed to be not mindful of the influence of either parental or environmental pressures on L2 motivation.

Table 5.8 shows the codes and the number of times they were mentioned by Fawaz in both times of data collection.

Table 5.8 *The Father's Beliefs, Practices and their Frequencies in Data-set*

	Themes	Frequency	
		Round1	Round2
Theme (1): Parent's motivation			
L2 extrinsic motivation	He believed that L2 is vital for university study reasons.	3	2
	He believed that L2 is vital for job-related reasons.	1	3
	He believed that L2 is useful for helping relatives at places like hospitals in SA.		3
	He wanted his child to continue learning English in the future for the aforementioned orientations	1	1
	He had set a goal of studying at a UK university in the future.	2	3
	He believed in the effectiveness of the UK education system.	2	1
L1 intrinsic motivation	He believed that L1 is vital to have a sense of belonging to Arab Muslim community.	1	3
	His responses that reflected his worries about his son's cultural identity.	3	5
L1 extrinsic motivation	He believed that L1 will be vital for social readjustment in near future.		2
Theme (2) Enhancing a language that does not exist in the immediate environments			
L2 codes	He believed that they had enrolled their child in a SA private school to support his English learning.	1	

	He did not believe in the SA learning outcomes:		
	He believed that the curriculum was superficial	1	1
	He believed that the absence of continuous practice hindered L2 development.	1	1
	He asked his son to read the Qur'an.	1	2
	He provided some books and asked the child to keep reading them.	1	
L1 codes	He used a mobile app to read simple sentences		1
	He just made the boy behaviourally responsible for the linguistic development of his little sibling.		1
	He seemed to believe in the importance of clarifying the differences between the two cultures and then perceived misbehaviour taking place.	3	5

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

	He believed that immersion would lead to language learning.	1	4
	He believed that moving to the UK was a great idea for enhancing language learning.	2	2
	He believed that children learn by interaction.	1	2
Codes	He believed that the environmental pressure of language in the environment will impose language learning.		2
	He considered acquiring an accent and oral fluency as a sign of language learning.	2	4
	He believed that the younger, the better		2
	He believed that the child's interests would lead to more improvement in the future.		1

Sub-theme (2) L2 parenting beliefs:

Codes	He believed that parental roles should concentrate on disciplining a child according to L1 custom.	3	5

	He had started to believe in the low utility of parental pressure.	2	
	He believed in the usefulness of rewards and peer pressure to motivate a child.		2
	He believed that his language level hindered his engagement to enhance L2.	3	2
Theme (3): Family Language practices			
Autonomy-support	He expressed his desire to continue studying at a UK university.	1	
	He used peer pressure.		2
	He used rewards as a motivator.		2
Competency-support	He used technology to promote oral fluency.	2	3
	He asked the child to be the speaker for the family after showing some progress (child/parent role reversal)	1	4
	He provided printed materials.	1	
Relatedness-support	He reassured the child that he would learn L2 eventually.	1	
	He compared between his child's quick progress and the parents' slow progress.		1

5.4.2.3 Section three: Data from the child's interview and his reflective journal

This section discusses the two themes emerged from the data of the eldest child, Mo.

5.4.2.3.1 Theme one: The child's motivation

Mo was extrinsically oriented to learn different languages. He believed that being multilingual would qualify him to have better vocational opportunities:

> 'A better job. In SA, if you just speak Arabic, they will give you, like, the worst job in the world … but if you learned three languages like me, if I kept learning that, I'll get a job, like, in a big, big business like *shareekah* [trans. 'company'], and all that stuff; I'll get, like, more money, like over 5000, like that.' (Round2).

This remark shows that he believed that having only Arabic was not sufficient and that it could lead to negative consequences for his future. He also believed that learning English will be useful while travelling worldwide because it is the most used language in the world. French, the additional language which he was studying at the UK school, would help him if he wanted to visit Paris.

Although the child expressed his belief in the advantages of being multilingual for his future, he seemed to see more advantages to learning English learning than his other two languages. Another distant goal for learning was to pursue higher education abroad:

> 'I feel that if I get better in English, then maybe in the future I can go to another country to do my PhD like my mom, so I could understand like other people.' (Round2).

He also wanted to learn it for the sake of his parents whom he believed were keen that he should learn it. On the other hand, he believed that improving his English ability would help him to achieve not only distant goals but also a closer goal: getting good grades at his UK school.

His extrinsic orientations were influence by significant people in his environment: his parents and a UK schoolteacher. His parents' job experiences motivated him with hope but also fear for his far future. When he referred to his mother's experience, he said:

> 'That's how my mom got a better job in the university [because she has English].' (Round2).

but when he discussed his father's missed experience, he stated:

> 'One time he missed out was when he was with my mom [in her first scholarship period], he did not learn it. If he had, he would have got better job … he found one, but it was very, very far away. I did not see him for a month, sometimes for, like, two months, and then I would go with my mom to see him for just couple of days and then return back.' (Round2).

His perception of the usefulness of English for getting a well-paid job had encouraged him to involve himself in his father's education 'so he [my dad] could, like, get better job' (Round2). This remark shows that both the parents and child agreed on changing the roles between parent and child where the latter was responsible for developing his father's linguistic abilities.

His orientation for being multilingual was also motivated by his schoolteacher's advice:

> 'Because in the school, one of the teachers, my friend teacher said to
> me that, as I was one of the best in French, if you do this subject for
> GCSE, you will get, like, a better job as you will have three languages
> Arabic, English and French … and people [with those qualifications]
> will get a better job and people will be interested in you, yeah.'
> (Round2).

The immediate goal of getting good grades in tests had possibly emerged because of his perceived pressure from his father to get high grades and keep studying and improving:

> 'My mom always talks with me but my father yells at me he tells me
> 'Go to study well, stop playing'. Sometimes I feel pressured, but I
> know they want the best for me.' (Round2).

He believed that the pressure from his father caused him anxiety during test times and he consequently sometimes forgot what he had studied. However, the conviction that his parents wanted the best for him possibly reduced his feeling of pressure. By the end of the second interview, he advised Saudi parents not to make their children afraid of a test but rather they should provide help and initiate conversations with their child.

His extrinsic orientations seemed to be one of the motivations behind his behaviour. He felt responsible for improving his language level and showed a determination to improve all four of his language skills. I asked him if his parents had helped him to learn English and he replied

> 'Mm, sometimes. Not really, but I am someone who helps himself.
> My mom helps me sometimes. I am the one who learned English by
> myself. I could, like, when I first came here, I could understand them,

but I could not speak up … I got used to it by reading. And my
teacher helped me in the primary school last year; she assigned me
homework to write and speak every week. I've got friends and I speak
with them and they correct me because sometimes I get English right
but sometimes I don't. I go on websites which helps me to learn
English, and after that, like, I start like to write, like, when in every
English lesson I had to go onto computers, but I went to my English
teacher and asked 'Can I have a go at writing like a story', so she said
'All right, you can' and then I said 'All right'; and the table assistance
miss who helps other pupils to build up a story [helped me] and I got
the best one on the table, but not [in the class] as a whole.'(Round1).

This excerpt shows that the pressure from the demands of English did not make the child learn English effortlessly or that his efforts were driven by his intrinsic motives as his parents assumed. It also shows that he primarily attributed his progress to the improvement in his reading. This was possibly because he was struggling to express himself when he arrived – in his words, 'my problem was only in speaking, I did not get the words, all the words were like splashed off in my mind'. His description of his learning experience demonstrates another contradiction with the assumption of his parents; they had assumed that continuous oral practice was the way to language mastery.

Mo also felt responsible for his L2 study. He added that most of the time he was the only one who was doing his homework in the after-school club which contradicted his mother's comment that the club offered him complete support. He was encouraged to face more challenges to develop his ability, as the following remark shows:

'My teacher was, like, giving me something easy, so I asked her to
give me something harder so I could improve more.' (Round2).

His orientations also influenced his educational aspiration. He was determined to overcome any language challenges for the sake of his future. He wanted to continue language learning in SA 'So if I get like a job, I'll say 'Oh, I know English and French' like that, when some people from outside the country come to speak to us, [because] if I say 'Oh, I forgot that', I'll get embarrassed' he said (Round2).

The data obtained from the journal which he kept showed his determination to tackle problems with his reading skill. He was struggling with comprehension, pronunciation and recalling new words. In the first month of the journal, he decided to keep reading every day. In the second month, he revised his plan and decided to read a book every week. He also realised that if he carried on reading books with similar themes, that would help him to increase his pace of word recall. In the third month of keeping the journal, he decided to read a book every two days and to practise the pronunciation of new words.

All in all, the child was extrinsically determined to learn English. His parents' job experiences had raised his perception of the more significant role of English compared with Arabic and French. He was making an effort to improve his language ability in both his written and oral skills. He believed that reading books helped him to overcome the language barrier. His extrinsic self-determination was one of the motivators which influenced his belief in the need to continue learning English when the family returned to SA.

5.4.2.3.2 Theme two: Parental roles and child development

This theme explores the possible influences of parents' roles on child development and it contains three sub-themes. The first two sub-themes present the child's perceptions of his parents' orientation and support. The third discusses some links between the parents' communicated beliefs and the child's reactions.

Sub-theme one: Perception of parental orientation for English learning

Mo believed that his parents wanted him to learn English for the benefits it would give him in the distant future. He believed that they wanted him to learn English in order to be able to continue studying abroad:

> 'Because they want me, like, here in England, UK, the schools, the
> universities and other schools is more, like … they teach you more
> things than there [SA]. If I go, like, to college, I'll be, like, 17, 18; in
> SA I'll be in secondary school so I could get used to it so it does not
> be comlic- compiclated [complicated] to me.' (Round1).

He also believed that they agreed that English learning will help him to get a good job as his father explained to him:

'Because if you [Mo] learn more language, you'll get a better job and
you'll have a career in the future for yourself.'(Round2)

Finally, he believed that they thought of its usefulness for communicating with different people in different countries when he travels.

In summary, Mo's extrinsic orientations were linked to the perceived parental orientations. This suggests the influence of parents on their child's motivation. Furthermore, some of his orientations (the study- and job-related ones) were not only based on his observations of both parents' experiences but also on their messages to him.

Sub-theme two: Perception of parental support during English literacy development

Mo perceived his parents' L2 parenting style as not pressuring him about the additional languages, unlike his L2 study, as discussed previously:

'They know that I don't like science and maths. I get like 35 out of
45. But in French I get 100. When they know that I am getting these
grades, they are, like, so proud of me. Then after that, they say 'Oh,
you have to get … improved in this subject, but this subject is good,
and you have improved in that subject'. They are, like, mad happy,
happy.' (Round2).

He believed that his parents provided him with freedom to learn English or not. For example, he said:

'Yeah, because if I want to learn it, I can do, but if I do not want to,
it's fine.' (Round1).

He believed that his parents trusted his ability to learn because of his visible progress in his English ability. He repeatedly expressed his satisfaction with his parents' style of supporting his English learning:

'Their way [of supporting my English] was good. Yeah 50 out of 50!'
(Round2).

He believed that both of his parents had contributed to his English competency, or they were his 'teachers at home' as he described them. This suggests that the parents'

belief in the lack of any need to set up home-based practices in the UK was a false belief. He listed some home-based activities which he believed would support his competence. He was happy that the family used more English than Arabic after the members had shown progress in their language ability. He believed that communicating with them in English at home had helped him. He described an activity carried out with his father which had helped him to increase his vocabulary even though Fawaz had stated that he could not help his son's competency because of his own low language level. He explained that:

> 'I have learned difficult words from my dad. I mean, he sometimes knows words that I have no idea about. Then he tells me them. Sometimes he does not know the words I have learned, so I tell him about them. We are learning from each other.' (Round2).

On the other hand, he believed that he had benefited from his mother's engagement in promoting his written skills. For example,

> 'This year I did not understand my homework very well because it was high level and I had an English assessment in, like, the next few weeks. I asked her 'Can you help me?' and she said 'All right'. She tested me and asked me some questions which I answered. I wrote a paragraph and she corrected it for me and explained my mistakes to me.' (Round1).

He reported that some written materials bought for him by his parents were beneficial for improving his written skills. He believed that buying him books and a dictionary had helped him to show progress. Furthermore, he believed that visiting museums with the family was one of the remarkable places which had helped him to read and write. Apart from home-based practices, he discussed her mother's assistance in his L2 study as one of the strategies which had worked effectively for him. It seems that what his mother had done in the past when they had lived in SA to support his learning might have had an impact on his perception of supporting English through direct teaching.

He also believed that his parents were keen to boost his self-confidence to make more improvement. For example, they assigned him some roles:

M: When going to shop and stuff like that, so they already know I
could speak and they wanted to support me, support me really, really
hard, so I could get to the top and trust myself.

I: Do you feel happy when you go to the shops and speak in English
on their behalf?

M: Yeah [*excited*] [*laughs*]; [they are] like my children! (Round1).

They had also showed their appreciation of his efforts and his progress so far:

'They give me some stuff, like £20, books, my dad let me buy some
stuff because of my achievement. They react so happy for me and
they say they are proud of me because I am improving.' (Round1).

In summary, it was found that both competence and emotional support were
strategies which had helped the child during his experience of learning English in the
UK. He believed that both of his parents had contributed to his language ability.

Sub-theme three: The communicated learning beliefs and the child's motivated behaviours

Mo shared with his parents some L2 learning beliefs. These beliefs seemed to
influence his motivated behaviour and beliefs. He shared their belief in the opportunity
of continuous oral practice for language development:

'In school I get used to speaking English and I have friends who I
play with [using] Play Station; I play with English friends and some
of them are kind, they tell me this is wrong or right.' (Round1).

This belief motivated him to benefit from his current experience to improve his
language. He wanted to make more English friends than Arabs to improve his oral
fluency:

'My friends are English, but Arab ones – I do not hang out with them
because I want to get more advantages. They speak English better
than Arabs so I learn more new words from them.' (Round2).

He wanted to stay longer in the UK to improve more. He also shared his parents' belief in the effectiveness of the UK schools in promoting language competence:

> 'That's the thing here; they help you to have good handwriting, and you could learn how to use grammar, like there, instead of writing 'countries' with an 's' they write it without an 's', and spelling is important.'(Round2).

This could be one of the reasons that encouraged him to seek help from his teachers. However, Mo contradicted himself when he compared his level with that of some of his Saudi peers who had studied for longer in the UK:

> 'Most of my Saudi classmates have spent more time here than me, around five years, but they still don't know how to write a paragraph … I am better than Fayez [a Saudi classmate] who spent five years [here]. He can't write a paragraph; his reading is fifty:fifty. He only knows how to speak, speak …. I read 'Harry Potter' [books].' (Round2).

This was possibly because he shared the belief in the role of external factors on language enhancement which prevented him from understanding that his effort also impacted his level. On the other hand, he shared his parents' lack of belief in the ability of SA schools to enhance English learning:

> 'Most people in Saudi Arabia, like, their handwriting is rubbish, you can't really understand them.' (Round2).

His lack of confidence in the utility of the SA setting and his belief in the external factors in the UK seemed to enhance his plan to continue learning English in the future in SA.

> 'My mom will, like, get teachers for us, like, I might get, like, home-schooled. I might get home-schooled; I don't know.' (Round2).

In summary, the findings showed a set of this child's beliefs regarding language learning playing a role in his L2 beliefs and behaviours. They have also shown that there were links between the child's beliefs and those of his parents.

Table 5.9 shows the identified codes and the number of times they were mentioned by Mo in both phases of data collection.

Table 5.9 *The Child's Beliefs and Motivated Behaviours*

	Themes	Frequency	
		Round (1)	Round (2)
	Theme (1) The child's motivation		
	He believed that English is important for pursuing higher education abroad:	1	2
	He believed that English is important for getting a better job in SA.		2
	He believed that English is useful for travelling.	1	1
	He believed that English is important for getting good grades in the UK school.		2
	He wanted to learn English for the sake of his parents.		2
	He believed that learning three languages would increase his chances of getting a better job.		2
	He seemed to believe that English is the most important language		2
	He showed learning responsibility, persistence and determination to improve his language skills	2	4
	He wanted to overcome his language challenges because it would be important for his future.	2	2
	He wanted to continue learning it in the future to avoid language attrition in SA.	1	1
	Theme (2): Parental roles and child development		
	Sub-theme (1): Perception of parental orientation for English learning		
	He believed that his parents wanted him to learn L2 for study purposes.	2	1
codes	He believed that his parents wanted him to learn L2 for job purposes.		1
	He believed that his parents wanted him to learn L2 for travelling.	1	
	Sub-theme (2): Perception of parental support during English literacy development		
	He was satisfied with his parents' style of supporting L2.	4	13
	He seemed to believe that his parents supported his competency.	1	7
	He believed that his parents were attentive to boosting his self-confidence.	2	
	He believed that his parents trusted his ability to learn English.	1	3
	He believed that his parents were happy with his progress.	1	1
	He believed that he felt free to learn English.	1	1
	He believed that he did not feel pressure from his mother.	4	3
	He believed that his mother trusted his ability to learn English.	1	1
	He believed that parental encouragement motivated him to learn.	4	5
	He referred to the L2 shift at home as a helpful practice.	3	1
	He referred to assistance in L2 study as a helpful practice.	4	4
	He referred to his parent teaching him some sentences as helping him learn new vocabulary.		1
	He referred to being provided with written materials as a helpful practice.	2	5
	Sub-theme (3): The communicated learning beliefs and child's motivated behaviours		
	He shared his parents' belief in the positive role of the UK's (in)formal setting to enhance language learning.	3	1
	He shared his parents' belief of the lower usefulness of the formal SA setting for enhancing language learning.	2	4
	He attributed his success to school support.		2

5.4.3 **Summary: Case study three**

This part of the chapter has discussed the perspectives of three members of the same family. Dalal was extrinsically motivated to supporting her son's English learning.

She had a set of extrinsic orientations for different times in the child's timeline. External pressure such as the educational demand increased her belief in the significance of learning English for the distant future. She had a mental image that successful learning only takes place in the host or the UK culture. The age of a child as well as the length of residence in a native-speaking setting were perceived as facilitators. Her own childhood experience of learning had enhanced her belief in the usefulness of English for having an interesting time during the family's stay in the UK. Her L2 beliefs and her own childhood experience had influenced her L2 parenting style. Consequently, the nature of her engagement in regard to learning English was mostly traditional in type – parental assistance in L2 study and material support. Her worries about the child's adjustment had motivated her to take some actions to promote his oral ability when they had arrived in the UK as she claimed. The increased challenges which her son faced at school had encouraged her to be more personally involved in his L2 study. She believed that emotional support was more important than cohesive measures for English enhancement in the UK. She used herself as a role model and made comparisons between the two settings to motivate her son to continue learning. She believed that her son's progress was due to school support and his own efforts.

On the other hand, she held intrinsic and extrinsic orientations for the Arabic language. The extrinsic orientations were based on the perception of the educational demand for L1 in SA schools. Her intrinsic reason for L1 enhancement had become stronger over time. Her child's stances toward both cultures had triggered her concern about cultural identity.

Fawaz was supportive of additional languages for his child. The external pressure of English in the SA context had formed his extrinsic orientations either for the distant or the near future (study/university- then job-related goals). Furthermore, his previous missed opportunity enhanced his belief in the usefulness for the future. Like his wife, he had a mental image that language learning can only happen in the host culture. He was not aware of the negative consequence of external pressure on L2 motivation. This belief in the effectiveness of the UK context led him to conclude that a parent's role should be restricted to disciplining a child. He also believed that his own low language level prevented him from contributing to his son's English development, both in the past and in the present. Nevertheless, he was keen to contribute to his son's learning experience. Although he stated that parental pressure did not lead to the desired

outcomes, he was doing things which might control his child's motivation, such as rewarding him and using peer pressure.

On the other hand, he believed that maintaining the L1 was important for shaping his son's cultural identity. External social pressure also motivated his extrinsic orientation for L1 maintenance: social readjustment. This had increased over time because of his children's experience of language attrition.

Like his parents, Mo was extrinsically motivated to learn different languages but he seemed to prioritize learning English over other languages and he believed in its usefulness for him in the future. His parents' experiences and messages had shaped his extrinsic orientations. He shared their L2 belief that language learning takes place only in the host culture. His motivated behaviour was directed by his orientations and L2 beliefs. He believed that the emotional and competence support which he had received from both of his parents had contributed to his language learning experience.

5.5 Case study four: Raneen's Family

Raneen's family had spent more than one year in the UK by the time I met them. This family consisted of five members. Two members of the family had participated in the current study (the mother and the eldest daughter). Raneen was living with her three children. She had lived in Al Madinah Almunawrah city in SA before she moved to the UK. In SA, she had worked as an English teacher in a university. She had studied English at a Saudi public school and then at university. Then she had completed a master's at a US university. In the UK, she was doing her PhD in TESOL. Her self-reported English proficiency was advanced.

Luna, her eldest daughter, was eleven years old. She had studied English in a private school in SA for three years but had started to learn English in the natural setting (in the UK) when she was nine. She had been interested in the English language since the family had lived in SA. In the first round of data collection, she was nearly at the end of Y6 or primary school and in the second round she was in Y7, the first year of high school. In the first interview, Luna mostly responded in English with some Arabic terms, but in the second interview, she spoke only English to express herself.

The father was in SA during the family's residence in the UK. Raneen reported that he was supportive of his family's move to the UK for his children to learn English

in the host culture. The two non-participating siblings were Jana who was five and Layla who was two when the family had arrived in the UK.

5.5.1 The linguistic environment

Their language activities showed that English was the predominant language used in Luna's environment in the UK. Her mother had changed their home language into English when the family had arrived in the UK. It was the language used to communicate with siblings and friends and the language of entertainment such as television programmes and songs. Later, it had become the language used while Raneen and Luna cooperated over Luna's homework after the latter showed progress in her English ability. It was also, of course, the language used in school.

5.5.2 Findings

This discussion is divided into three sections. The first section contains the mother's data. It first sets out the findings under three themes which emerged about Raneen. Then it presents a table which summarises the frequency of occurrence of the themes and sub-themes on both occasions of data collection. The second section includes data obtained from Luna. It starts with the two themes which emerged from her data. Another table then summarises the frequency of the themes and sub-themes which emerged from both phases of data collection from the child. The discussion ends with a summary of this family's case.

5.5.2.1 Section one: Data from the mother

This section discusses the three themes emerged from the mother's data. Theme three includes three sub-themes as will be illustrated.

5.5.2.1.1 Theme one: The parent's motivation

Raneen seemed to be extrinsically motivated toward enhancing both languages. She expressed her agreement with the importance of learning English for her daughter. She shared her view of its significance:

> 'Nowadays English is important … it is not necessary to be fluent in it but she should have a level that enables her to study in any field in English … the most important thing is that she does not fall behind.' (Round1).

She believed that the value of having good English is incorporated in both domestic and international contexts:

> 'As I told you before, the English language sits side by side with
> Arabic in SA, so when we go back [Luna will need it at university], or
> if she wants to look for jobs in any country, English is a requirement.
> So it's important to be able to read and write [in English].' (Round1).

These responses show that Raneen's desire for English learning was to help her daughter to achieve essentially utilitarian goals; university study and employment-related goals. The observation of the extrinsic gains in learning English also enhanced her educational aspiration. In the first interview, she expressed her desire for her daughter to continue learning English in the future when asked if she would like her to continue learning English:

> 'Yes, for sure, I am supportive for her to continue learning English.'

The extrinsic reason for learning a language was not restricted to the L2 (English) but also for the L1 (Arabic) in this family. The heritage language of Arabic was understood as a necessity for her daughter's socializing and school-study purposes after her immediate readjustment in SA:

> 'I do not want them to return with weak language skills compared
> with their peers. They would not be able to interact. My daughter will
> be in high school [when the family returns to SA].' (Round1).

All in all, the demands of education, a future job or both seems to have been the source of her concerns about enhancing the child's two languages. English was perceived as a benefit for the child's ultimate good for the far future whereas Arabic was restricted to the near future.

5.5.2.1.2 Theme two: Improving a language which does not exist in the immediate environments

Raneen's extrinsic motivation for both languages as well as her perceptions of the external pressures on improving two different languages influenced her engagement in languages.

Her perception of the usefulness of English to secure her child's far future was one of the reasons which had driven Raneen to enrol her daughter in a private SA school in the past. This indicates her sense of obligation toward supporting English education even before the family arrived in the UK. Although Raneen perceived her own English level as advanced and she had had different experiences in different learning settings either in SA or abroad, she only chose the option of providing formal direct teaching for English. She expressed her lower motivation to become personally engaged in supporting English development in SA in the following excerpt:

> 'She has learned [some English words] in SA from songs and YouTube, I was not attentive to making greater improvements in her language level because she was young at Y3.' (Round2).

Raneen's first experience of learning English had possibly shaped her perception that English enhancement in the SA setting should take place through official education in schools. Her observation about the distant usefulness of learning English and her understanding of the current demand for English in SA made her less worried about supporting her daughter's English in different ways beyond the traditional style of formal instruction in a school before moving to the UK.

Her perception of Arabic being needed for school achievement in the near future after the family had moved back seemed to be another source of worry for her. She believed that L1 enhancement in the UK was challenging. In the first interview, she reported having difficulty in enhancing her children's L1 for several reasons. She believed that the lack of L1 printed resources was an obstacle in the UK. Furthermore, the children's agency and her own work commitments were also given as reasons. The family's concern about the child's readjustment increased over time as she pointed out in the second interview. She and her daughter had started to share the same worries about Luna's future school achievement because of weaknesses in her L1. She acknowledged that there was an imbalance between the two languages in the home environment after they had come to the UK, because English was the language choice between Raneen and all her children. She said,

> 'All of the sudden, I recognized that we used more English than Arabic in the family, I mean it starts to slip away, so I am trying to return to Arabic [use].' (Round2).

The reason for the increasing worries in this family about L1 was because they had just started their third year in the UK, which meant that the time of relocating back to SA was getting nearer. This had driven Raneen to enrol Luna in an Arabic school to learn classical/standard Arabic on Saturdays for four hours although her daughter was discouraged to go, the mother added. She also read the Qur'an to her children. She was trying to reuse some Arabic with her children, but English was still the language most used because of her children's resistance to her decision.

Clearly the external educational demand had influenced her engagement to support both English, during their previous residency in SA, and Arabic, during their current residency in the UK. She had been less encouraged to devise home-based activities to support English in the past, whereas the need for Arabic for academic readjustment in the near future had motivated her to think of pedagogical home-based activities such as using printed resources. Furthermore, the children's agency seemed to play a role in the FLP. They showed resistance to her decision about using Arabic at home, for example.

5.5.2.1.3 Theme three: Enhancing English as the language of the immediate environment (UK)

This theme will start by giving insights into Raneen's L2 beliefs. This is followed her L2 parenting style. Finally, the discussion will present the practices enacted at home to support L2 in the UK.

Sub-theme one: L2 learning beliefs

Raneen's perceived determination to enhance Luna's English literacy development in the UK setting was also influenced by some L2 learning beliefs. Unlike her pedagogical thoughts about Arabic enhancement in the UK, she believed that children learn English by immersion. She was confident that continuous practising in the UK setting would help her daughter to learn the language automatically:

> 'She spends three-quarters of the day in school, her community is English, the medium of instruction is English, the curriculum is in English, she interacts with people, so there is no need for me to intervene to help her learn something extra that she could already

have learned; her language level is also improving, as I found out at a parents' evening.' (Round2).

The missed opportunities in the previous learning experience had formed her belief of the greater effectiveness of language study in the UK setting as opposed to the lesser effectiveness of SA for promoting L2 learning. She explained that,

> 'The big difference between studying English here and in SA is that it is the official language here; even more, it is the medium of instruction. All the time she is interacting with it, so what she is going to acquire here is totally different, 180 degrees away from what she would acquire in SA. The environment helps the amount of language acquired and the degree of mastery is different here from there.' (Round1).

One of the opportunities in the experience of immersion in the host culture is receiving formal instruction in English. The language proficiency progress in Luna's current language learning experience seemed to have enhanced Raneen's belief in the usefulness of the UK school in terms of learning outcomes. She pinpointed that,

> 'Her writing and reading skills have improved because of the school, and [she also has learned] how to choose a book or a story … these are skills which she would not learn if she was in SA; these are the benefits that we have gained in the UK.' (Round2).

This remark showed that the feeling of satisfaction was not just restricted to language progress but also included the development of other non-linguistic skills. In other words, she was happy because her daughter had been taught how to choose books which were age-appropriate for her. It also shows that Raneen was frustrated about SA education outcomes as she said, 'these skills [(non)linguistic skills] that if she was in SA [schools], she would not learn them because she added that Luna has acquired written English skills in the UK which exceeded those of her Saudi peers who had continued studying in SA. She also had an optimistic expectation of her daughter's English language

achievement in the UK. She expected more improvement in the four language skills by the time they resettled back in SA:

> 'I expect that by the time of our return, she will show more improvement academically, in reading and writing. Her [spoken] language is already very well *Masha Allah*.' (Round1).

It should be noted that although she attributed the reason for Luna achieving the perceived successful academic outcomes to the UK formal setting, she seemed to have little knowledge about this formal learning situation, as can be seen in her remark:

> 'I don't know if her [language] development was because of the education here or the way they teach them. They focus on these [reading and writing] skills!' (Round2).

This shows that the UK educational environment was assumed to be effective by default. This positive stance toward UK schools could also be because of the influence of her child's previous learning experience which had increased her belief in the UK education system. The SA English curriculum was viewed as unhelpful, not challenging, or as she described it, 'preliminary so that Luna was not very motivated.' (Round1).

The second opportunity provided in the UK setting was the continuous oral practice. This was assumed to lead to language proficiency joyfully and effortlessly:

> 'When she started school, she started to have friends. She started learning it unconsciously without any pressure. So she was learning it joyfully and without knowing that she was learning it.' (Round1).

Oral fluency was perceived as the skill which would lead to language mastery. Her belief in the role of oral communicative skill as well as written skills can also be deduced from her response when asked about her desire for Luna to continue to learn English in the future during the second round of interviews:

> 'She will continue learning English if she picks an English major at university, but as a skill of interacting in English she already has it, so even if she stopped learning [in English when returns back to a SA

school], that will not affect her because she already has it. She already

has the keys.' (Round2).

It seems that her perception that English would be significant for the distant future made her more focused on oral proficiency in the meantime. Her current concern about L1 could be the reason preventing her from expecting L2 loss in the future after their return to SA. Or she could have been more confident that her daughter's passion for English would encourage the child to maintain her L2 level.

Raneen seemed to hold different beliefs regarding childhood and language learning. She believed in the effect of a child's age as a facilitator for language learning in the UK. Specifically, she believed that the younger the learner, the better the attainment:

'Children are quick [learners] in adaptation and in everything. Just

give them some time [then] they will quickly speak it.' (Round2).

This comment reflects two beliefs regarding the learning process. The first belief is that all children are alike in their experience of language learning abroad. This belief was founded on her perception about language challenges. She believed that the difficulties encountered because of a language barrier are manageable by all learners:

'I feel that even the challenges they passed through were normal; any

English learner would go through it.'(Round2).

The second belief was related to speaking ability. This was perceived as a sign that a child is in full control of the language. To put it simply, she believed that a child could have language struggles for some period of time before becoming able to speak it.

She also believed in L2 learning by playing with technology. She acknowledged the usefulness of technology for enhancing children's language attainment. She noted,

'Most games, electronic programmes or television shows provide

most children with the baseline to learn the language.' (Round1).

It seems that she had formed this belief based on first- and second-hand experiences, as appears from the following excerpts:

> 'I have not struggled with her [in the UK] maybe because she had learned [some words] in SA from songs and YouTube.' (Round2).

> 'Children now have more [indirect] exposure to the language. I witnessed some cases in my family where the parents had no English, but their child has good language because of online games or YouTube. It [English learning] is not a big problem [for parents nowadays].' (Round1).

Sub-theme two: L2 parenting beliefs

Along with her L2 learning beliefs, Raneen had formed beliefs regarding parenting style and English learning which had influenced her involvement in English literacy development in the UK. She believed that it was pointless to force or pressure a child to learn English because parental pressure could lead to negative consequences for the child's development. She believed that enforcement was not beneficial for education at all. She also believed that parental pressure to learn English could not and should not take place because most children form a basic knowledge of English through natural and indirect exposure to technology. It seems that her experience with her daughter had enhanced her disagreement with the usefulness of parental pressure, as she said, 'what helps me with my daughter is that she likes it'(Round2).

Although she seemed to be supportive of not adopting an oppressive L2 parenting style, she did seem to be mixed up between the influence of discipline and of pressure. She understood that any direct parental home-related intervention could out extra pressure on children in the UK:

> 'Once we had arrived, I did not force her to learn the language, but I was trying to release her pressure [from the feeling] that she was not [speaking] like a native.' (Round2).

Her fear about parental pressure may have been one of the reasons that led her to conclude that English enhancement in the UK should take place by following the child's schooling. She said:

'Now [in the UK], my experience of language learning for them is part of school; I mean it is not an extra skill that I [should] deal with it as if they are learning an extra skill which I have to get them to want to learn, but I get involved with them in their homework, I check what they have studied and what [L2 study] challenges they might have.' (Round1).

Raneen also believed that parent should be emotionally supportive to help the child overcome language challenges:

'Stand by them and support them emotionally if they experience frustration, I feel that a child is fragile. If he has faced a challenge that he could not overcome and you have not supported him, he could get frustrated or have a tantrum [because] he could think that he is an idiot. So talk with them a lot, especially at the beginning of the experience.' (Round1).

She believed that parents should create a warm space in which their child shares the language challenges. She added that parents should explain the reasons for children being behind their UK classmates in order to regulate their emotional distress and consequently avoid L2 demotivation. She believed that they should provide positive and realistic feedback to boost the child's self-confidence. Clearly, Raneen believed that what leads to positive learning outcomes is providing emotional support such as praising the child for her accomplishments. Further, her daughter's experience of feeling behind her UK classmates enhanced her belief in the need to initiate motivational conversations to enhance the child's motivation and boost her self-confidence. She seemed to be less mindful that promoting competence is as beneficial as emotional support.

Sub-theme three: Family language practices

Raneen reported that her own study commitments had limited her engagement during her daughter's English development in the UK. But the results show that she was involved in supporting Luna's English development in a variety of ways which are more likely in line with her aforementioned beliefs, as will be shown next.

She seemed to have turned to being intentionally involved in her daughter's language-learning experience to enhance Luna's language competency after the family

arrived in the UK. Her concern about her daughter's language level and her desire to facilitate the child's adjustment to her new life had triggered her to shift to English at home after their arrival in the new culture. She said 'I remember that in the beginning I used English with her and listening to songs' (Round1). She did not give details of her style of imposing L2 use; this could have been because of memory attrition. But while she was describing her child's experience of forming friendships and learning English joyfully after being enrolled in the UK school, she mentioned that 'She started learning it unconsciously without any pressure from someone [intentionally] teaching her the language'(Round1). Her expressed belief in the importance of continual oral language practice could have been one of the motivators which expanded the imbalanced home environment between Arabic and English as discussed above.

Her belief in the usefulness of technology in language learning had encouraged her to make use of available resources such as television shows and YouTube to enhance oral skills. She also encouraged her daughter to make use of internet search engines to look up the meaning of any difficult words. The findings also revealed that she had asked the head teacher to send them reading recommendations after Luna's had shared her frustration with her mother about being behind her classmates because of her language level. Her style of approaching the reading task was like helping the child to translate difficult words if needed, as can be deduced from her following comment:

> 'When she brings a story home from school but gets stuck with some difficult words, she throws the book aside and says 'I don't want to read'. The opposite happens if she comes to me and asks me about the meaning of the words, she continues reading the story.' (Round1).

She added that she kept encouraging the child to bring books home from school. She provided help in the homework to enhance Luna's language learning and help her to avoid experiencing frustration because of the language barrier.

She was keen to stimulate self-motivation by initiating motivational conversation. She wanted to pass on the value of English learning by acting as a role model. She stated,

> 'I still remember some incidents in which we had discussions about my major and how much I like English and how important it is. I talked with her about my experience in English learning … I talked about how important it is. But I have not mentioned any other potential areas, such as jobs, because it is too early, I believe.' (Round1).

This excerpt shows that Raneen seemed to be genuinely like English, however, her motivation for English learning for her children was extrinsic one. She also used her own experience to motivate and explain to her child that it was normal to come across language problems since it was her L2 as well. She was encouraged to promote a sense of pride in Luna by setting a good example to sound convincing, as the next comment shows:

> 'I always tell them that you are able to switch between two languages while you are speaking. You are using different codes. I always tell them 'Imagine your brain is like a computer and in one second you can change its programme – that is because you are smarter than many people, even your English friends who only speak one language'.' (Round1).

Even so, she seemed to be affected by her child's experience of feeling behind the rest of the class and she seemed to be less aware that less autonomy or performance motivation could coerce a child. She showed her appreciation for her child's effort by providing positive comments about her daughter's improvement in order to boost her confidence. Her understanding of the possibility of facing difficulties and her attentiveness to avoiding demotivation because of the language challenges encouraged her to set aside some time during the day for her children to share their challenges at school, if they had any. She also reassured her child that she would learn the language in time.

Table 5.10 shows the themes and sub-themes and the number of times they occurred in Raneen's interviews in both phases of data collection.

Table 5.10 *The Mother's Beliefs, Practices and their Frequencies in Data-set*

Themes	Frequency

		Round1	Round2
Theme (1): Parent's motivation			
L2 extrinsic motivation	She believed that English is important for university study/job related reasons.	1	1
	She believed in its significance for utilitarian goals domestically and internationally.	1	1
	She wanted her child to continue English learning in the future.	1	
Theme (2) Enhancing a language that does not exist in the immediate environments			
L2 codes	She believed that she had enrolled their child in a SA private school to receive formal English education.		1
	She believed that she was not attentive about inventing L2 home-based activities because her child was young.	1	1
L1 extrinsic motivation	She believed that enhancing L1 in the UK was challenging because of the child's resistance, the lack of printed resources, and her work commitments.	1	
	She believed that L1 is important for academic and social readjustment in SA.	2	3
	She believed that she became more anxious about L1 and her child's future SA school achievement.		2
	She believe that her child had started to share the same concerns about future L1 school achievement.		2
	She believed that there was unbalance between L1 and L2 use after their arrival in the UK.		1
	Apart from her children's resistance, she enrolled her child in a Sunday school, read the Qur'an and used L1 at home.		1

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

	She believed that immersion would lead to automatic language learning without a need for parental intervention.	2	3
	She believed that the UK setting gives an opportunity to study in English which would support language development.	1	1
	She believed that the UK setting gives the opportunity to study in English which will support language development	1	2
	She believed in the effectiveness of the UK's formal learning outcomes:		
	She believed that all her child's language skills developed because of school.	2	8
	She believed that her child's non-linguistic skills (choosing a book) developed because of school		1
	She expected more development in child's four skills because of the school.	3	1
	She believed that UK setting gives the opportunity for continuous oral practice:	2	3
	She believed that continuous oral practice would lead to learning joyfully and effortlessly	1	2
	She believed that her child's oral skill would lead to language mastery.	1	3
Codes	She did not believe in the SA learning setting:		
	She believed that the absence of continuous language practice in SA does not enhance English learning.	1	1
	She believed that language skills do not improve because of the SA education system.	1	3
	She believe that the curriculum in SA was superficial and demotivated children to study it.	1	1
	She believed that SA school will not help her child to learn non-linguistic skills.		1
	She seemed to believe that the younger the learner, the better the attainment:		
	She believed that children are quick learners.		1
	She believed that all children are alike in English learning abroad.	2	1
	She believed that language difficulties are manageable by all learners.	2	1
	She considered oral fluency as a sign of control of language.	1	5
	She believed that L2 learning takes place by playing with technology.	4	3

Sub-theme (2) L2 parenting beliefs:

	She believed that pressuring a child to learn is not beneficial for the child's development.	1	1
	She believed that oppressive parenting is impossible nowadays because of technology.	2	1
	She believed that any direct parental home-related intervention could out extra pressure on children in the UK.	1	1
Codes	She believed that parent should follow schooling, if needed, to enhance language learning abroad.	6	5
	She believed in the importance of emotional support to avoid demotivation.	13	6
	She believed that her work commitments restricted her involvement.	1	
Theme (3): Family Language practices			
Autonomy-support	She used herself as a model to pass on the value of English learning by sharing her positive attitude towards it.	2	
	She enhanced a sense of pride.	1	
Competency-support	She changed the home-language environment to L2 upon arrival.	1	1
	She used technology to enhance oral competency.	2	2
	She cooperated with schoolteachers to send a reading list.	1	1
	She provided help with schoolwork if needed.	6	6
Relatedness-support	She created a space to share challenges.	2	2
	She explained to the child the reason she was facing language challenges.	2	1
	She ensured the child that she will learn the language eventually.	1	
	She showed her satisfaction with the child's progress to the child.	3	4

5.5.2.2 Section two: Data from the child

This section discusses the two themes emerged from the data of the child, Luna. Theme two contains three sub-themes as will be illustrated.

5.5.2.2.1 Theme one: The child's motivation

Although Luna discussed a combination of intrinsic and extrinsic orientations for learning English, she seemed to be more intrinsically motivated. She believed that learning English was an interesting task because she enjoyed it:

'It is FUN. It's something new and I already enjoy it.' (Round1).

Although she held a set of extrinsic orientations, most of them were related to happiness. She seemed to mostly link learning English with fun. English was viewed as helpful when visiting different countries; it was helpful for making friends in the UK and then for maintaining her friendships in the future. It was helpful for online games such as animations. She also believed in the role of English for her personal development. She believed that learning English enhances a sense of pride and leads to growth, or to being smarter. She expressed her understanding of the pragmatic benefit of English learning (for job purposes) but she seemed to restrict it to other people rather than herself. She said that,

'[Learning English for some people is helpful] for their future [if] they want to teach English and stuff.' (Round2).

The child showed great motivation, pleasure and persistence in improving her language:

'It's a big challenge and I find it, like, it is tricky but also like really challenging to learn English, but I like it.' (Round1).

She seemed to feel responsible for improving her language. Her intrinsic motivation led her to be creative in the ways of improving her English. She looked for different resources to improve her language level. For example, she used different devices available to her and also the internet. These were used to improve both written and oral language skills:

'My I-pad; its stuff; all social media are in English. Like most of the things on the device are in English. I learn how to, like, type and read, yeah, from my I-pad.'(Round1).

I asked her if her mother had advised her to use it to improve her English:

'No, I just figured it out.'(Round1).

She did not just use the internet to search for the meaning of new words but also to understand their usage within a text:

> 'So I go online if I don't know a word, search what the meaning is, I
> see what it means and I go to some website to see the definition of it
> and how to use it in a sentence.'(Round2).

She deliberately used English with her siblings. She said

> 'I and my sisters talk in English. The more we talk in English the
> more we get used to it. I guess now I and my sisters mostly talk in
> English. [In]our family we just talk in English.'(Round2).

She now read 'big books' because she believed that 'You know books help in English'. She had realised that her homework became harder in the high school but she seemed to feel responsible for her L2 study when her language had progressed:

> 'Now I'm OK, I could do some work. I can understand, I can read.
> But if it's out of my comfort zone and I don't really get this question,
> I would ask mom for help.'(Round2).

She wanted to overcome language challenges for her own pleasure as well as for her future and her mother's sake:

> 'I want to overcome them for everything, honestly, my future, my
> mother but mostly for me. because I really want to know it, yeah. It's
> kind of cool to know how to talk, like, different languages at the same
> time.'(Round1).

Her motivation influenced her educational aspiration. She wanted to continue to learn English in the future. She set future plans for continuing to learn English when she had returned to SA:

> 'I feel like I will lose some of my skills, but I want to keep my
> English skill, I don't want to lose it, so I can continue reading in
> English and doing work and speaking in English with my
> family.'(Round1).

The strategies which she described showed her determination to maintain the levels which she had achieved in both L2 written and oral skills. Although she referred to her concerns about her L1 level for the near future, which her mother had also raised, she was also worried about her English level in SA:

> 'but I still want to learn it [English]. I feel like in SA, I feel like I ought to learn more Arabic. but I feel like I would not forget my English because I would obviously use English with my sisters at home and that would not go away because it's a memory, yes? Yeah.' (Round1)

This excerpt shows her feelings towards her heritage language that she "ought to learn more Arabic".

Her experience with Arabic in the UK had made her become more aware of the possibility of losing her English:

> 'Because when I arrived here, the same thing happened [with Arabic]. [In the future] I'm going to speak more Arabic and eventually …
> Yeah, my English is going to go down because I'm going to get used to speaking in Arabic and everything is going to be in Arabic, so I would kind of forget my English.'(Round1)

The child clearly seemed to be more intrinsically motivated to learn English. Her motivation and feelings towards English seemed to encourage her to actively contribute towards producing her own development. They encouraged her to accept challenges and be creative in the tasks in which she perceived to be helpful for her language level. She believed that reading books was as helpful as continuous oral practice for her English ability. She became more confident in her English language than in Arabic. She also worried about the future of her English skills in SA.

5.5.2.2.2 Theme two: Parental roles and child development

This theme contained the possible influences of parents' roles on child development. It had three sub-themes. The first two sub-themes present the child's perceptions of her mother's orientation and support. The third sub-theme discusses some links between the parent's communicated beliefs and the child's reactions.

Sub-theme one: Perception of parental orientation for English learning

The child perceived that her mother wanted her to learn English for the child's benefit. She listed two reasons. However, they varied in their frequency, as shown in Table 5.2. The most frequent one was an extrinsic reason: adjustment to the new culture.

> 'Because the school, it's [become] easier for me and it's [become] not as hard and I can understand the questions when people talk to me.' (Round2).

The second purpose is for travelling:

> 'If you fly to some place and you don't know English it's going to be so hard to understand and communicate with other people.'(Round2).

In comparison, the child's extrinsic orientation (travelling) is linked to the perceived parental orientations. Luna did not mention her mother's orientation of being smarter than others although she listed it as one of her own reasons. It should be recalled that her mother referred to it as one of the strategies which she used to motivate her children. This could have been caused by memory attrition. All in all, these findings suggest the influence of parents on their child's motivation. On the other hand, the child separated her feelings toward English as a necessity for current adjustment from English as a language of fun activities. Her passion for English which had emerged even before the family arrived in the UK, as her mother reported, could account for such a separation. Like her mother, she shared the perception of the significance of English for a career. But the child believed that it applied only to other people. Her mother's experience of being a teacher could have been the source of her belief in the job-related reason. Raneen had noted that she did not refer to the vocational reason because she believed that it was too early to discuss that.

In summary, the child's intrinsic orientation was stimulated by a genuine desire to learn English, whereas some of her extrinsic orientations could be linked to those of her parent(s).

Subtheme two: Perception of parental support during English literacy development

Luna perceived her mother's L2 parenting style as not pressuring her about learning English. For example,

> 'I'm not forced. I mean it's [her mom's L2 style] not to force me; it's just that she wants me to learn but not with pressure as 'you have to learn'.'(Round2).

She believed that her mother did not like to pressure her for various reasons. Her mother understood that she was a L2 learner:

> 'She doesn't want to put pressure on me to speak great English because it's not my first language, so she understands that.' (Round2).

In addition, her mother was confident about her ability to learn it:

> 'Because she believes I will learn it'(Round2).

She believed that her mother's shared expectation was a factor that motivated her. She also reported that her mother's reactions toward language development in her L2 study positively influenced her motivation:

> 'She reacts a bit, like, proud of me, she pushes me to the next level. You know when you feel like proud of yourself because other people are cheering for you and then you feel like you need to, like, step up your game; yeah, that's what happened, yeah.'(Round1)

In regard to parental support to promote competency, the child considered her mother's involvement as helpful. This suggests that Raneen's belief that it was unnecessary to devise home-based practices in the UK was a false belief. She listed some home-based practices which she believed were effective for her. She believed that communicating in English at home helped her to improve:

> 'My mom did not do anything but talking in English at house then I got the hint and the words [laugh].'(Round1)

She described an activity with her mother which had helped her to increase her vocabulary:

'Sometimes she would come to me and say a sentence, and if I didn't understand a word, she would tell me its definition. Then I would use the word in other conversations because I knew what it means.'(Round2).

She reported that some written materials provided by her mother were beneficial for improving her written skills. She added that the mother's continual encouragement to read and offering books had helped her in her written literacy skills. For example,

'She just offers to get me book so it could help me to improve and asks me if I want more books. Sometimes she says 'Here, take this book and read it'.'(Round2).

Apart from home-based practices, she discussed her mother's assistance in L2 study as one of the strategies which worked effectively for her. It seems that what Raneen did in the past during their life in SA to support learning might have impacted on her perception of supporting English through direct teaching.

In summary, the child found both emotional and competence support to be strategies which helped her during her experience of learning English in the UK.

Sub-theme three: The communicated learning beliefs and child's motivated behaviours

The findings revealed a set of beliefs in the child regarding language learning which directed her L2 behaviour. They also showed that there were links between her beliefs and her mother's role. She understood that learning English is a skill which does not come overnight:

'Even if you know how to speak English and you have improved a lot, there is still other stuff that's going to put you down.'(Round2).

It seems that Raneen's practice of reassuring the child about being able to learn with time had shaped this language belief. She commented,

'She would encourage me by saying: 'Luna it's OK, you will get better with time and getting used to it. You're new to this'.'(Round2).

She shared her belief in the usefulness of the UK setting for enhancing English learning or as she put it 'It becomes part of you'(Round2). This belief was founded on the shared belief about the importance of continuous practice on language development:

> 'Because if you are practising something, that will make it really easy
> to learn.'(Round2).

She believed that this opportunity would give her a chance not for learning effortlessly but rather for exploring 'Something new [in language]'. Her current progress during her language learning experience in the UK setting had enhanced this belief about the UK setting:

> 'Because when I came here, I did not have a clue, like I had zero clue,
> about what they meant. Then I got the hint of it without any help, my
> mom did not do anything but talk in English at home and then I got
> the hint and the words [*laughs*].' (Round1).

She believed that facing language challenges were her path toward learning. She referred

> 'And when you get stuck with something, you learn you understand
> you get through it. Yeah'(Round2)

She had tolerance with her language mistakes because she was aware that 'it's not my first language' as she raised. Her belief that language learning was a long and challenging process could be one of the reasons that lead her to approach language learning skills step by step:

> 'She [mother] just left me on my own to improve more. So now I get
> the easy steps done. knowing how to speak and read. Now I can just
> improve it by learning new words and speaking in a formal
> way.'(Round2).

It also seems that her mother's use of her own learning experience as a role model of a language learner had an effect on the child's beliefs and motivation, as can be deduced from the following remark:

'When she [her mother] was a child, she did not speak English

obviously, then she learned it.'(Round1).

In summary, some of the beliefs communicated by her mother were beneficial

for her. They maintained her intrinsic motivation despite the external pressure of

English in the environment.

Table 5.11 shows the codes and the number of times they were mentioned by

Luna in both phases of data collection.

Table 5.11 *The Child's Beliefs and Motivated Behaviours*

Themes	Frequency	
	Round (1)	Round (2)
Theme (1) Child's motivation		
English learning is an interesting task	1	
English is helpful when travelling	1	1
English boosts a sense of pride	1	2
English leads to personal development	1	
English is helpful for UK friendship		1
English is helpful for online funny activities		1
English could help other people to find jobs		1
She wanted to take on challenges for her own pleasure besides her future and her mother's sake	1	2
She desired to continue learning English in SA	1	2
She used the internet to improve her written and oral skills	2	4
She read books in her free time	1	5
She deliberately spoke in English with her siblings		1
She felt encouraged to take more responsibility for her L2 study	1	3
She made plans for the future to maintain her written and oral skills to avoid L2 loss	1	2
Theme (2): Parental roles and child development		
Subtheme (1): Perception of parental orientation for English learning		
For social and academic adjustment in the UK	2	3
For enhancing a sense of pride		3
For travelling reason		1
For use when travelling		1
Subtheme (2): Perception of parental support during English literacy development		
She believed that she did not feel pressure from her mother	4	3
She believed that her mother trusted her ability to learn English	1	1
She believed her parent's encouragement motivated her to learn	4	5
She referred to the L2 shift at home as a helpful practice	3	1
She referred to assistance in her L2 study as a helpful practice	4	4
She referred to her mother teaching her some sentences helping her to learn new vocabulary		1
She referred to being provided the written materials as a helpful practice	2	5
Subtheme (3): The communicated learning beliefs and child's motivated behaviours		
She seemed to believe that L2-fluency does not take place overnight		3
She believed in the usefulness of continuous practices to improve L2 proficiency	1	9
She believes that the UK setting offered an opportunity of exploring new things in English to be learned	2	1
She seemed to believe that language challenges are the path for success	1	4

Codes

She seemed to tolerate her language mistakes	4
She seemed to believe in taking gradual actions to improve her L2 skills	1

5.5.3 Summary: Case study four

Raneen was extrinsically motivated in promoting the two different languages, L1 and L2. Her extrinsic orientations and the external demand influenced her actions in enhancing English in SA and the UK and Arabic in the UK. However, her children's agency seemed to shape the language used at home. English remained the most used language although she decided to use L1 at home when the time of moving back to SA became nearer.

Furthermore, her L2 learning beliefs impinged on her home-based activities in the UK. She believed that children will learn by immersion, interaction and play. She also considered the child's age as a facilitator for L2 enhancement in the UK. Consequently, the nature of parental engagement in regard to learning and using English was mostly traditional (parental assistance in L2 study and material support). Her daughter's experiences with language barriers and her understanding of the negative consequences of challenges had motivated her to take some further actions to promote competency on the family's arrival in the UK.

She believed that emotional support is a key aspect which has to be sustained. She encouraged her daughter by acting as a role model for her, praising her language ability and sharing learning beliefs and expectations. Her reliance on less authentic resources such as experiences fostered the emergence of some non-scientific language-learning beliefs such as learning by immersion and the advantage of being young.

Luna held both intrinsic and extrinsic orientations for learning English. However, she linked the English language to fun activities. She separated her attitudes toward English as the required language in the environment from English as a language of leisure time. Her experience of L1 loss in the UK made her more mindful than her mother that L2 could go through the same process after they have returned to SA. Her extrinsic orientations were linked directly or indirectly to the perceptions of her mother. She believed that her mother had contributed to her competency. She also attributed her progress to her own effort, which contradicted Raneen's firm belief that it was the UK schools which were responsible for her daughter's development. She believed that the current setting was a window for exploring new things in English. She had also gained a

benefit from her mother's emotional support; it energized her L2 behaviours. Unlike with L2, the child shared with her mother the extrinsic orientation for L1 – the study-reason in near future.

5.6 Case study five: Mona's Family

Mona's family had spent less than one year in the UK. The family consisted of five members who had lived in the UK. Two members of the family had participated in this study (the mother and the eldest daughter). The mother, Mona, had lived in different countries before moving to Exeter in the UK. She had lived in Kuwait and studied in international schools. After her marriage, she had moved to Alkhafji in SA. She had received her bachelor's and master's degrees in English literature from SA universities. She reported her self-perception of her English as advanced. She added that her siblings and friends used English with her. However, she explained that her children had had little exposure to English because of the predominance of Arabic in the surrounding environment in SA.

Leena, her eldest daughter, was eleven years old. She had studied English in a private school in SA for four years, but she had only started to learn English in the natural setting (in the UK) when she was eleven. In the first round of data collection, she was nearly at the end of Y6, primary school, whereas in the second round of data collection, she was in Y7, the first year of high school. In the first interview, Leenah mostly responded in Arabic with some English utterances. But in the second interview, she used more English to express herself.

The father, Assim, was not willing to take part in the study for cultural reasons. Mona reported that he was not competent in English. She added that she had had to take on more responsibilities, including her children's English education in the UK, because she was the only family member who spoke English. The non-participating children were Hessah was six and Sameerah who was three years old when the family had arrived in the UK.

5.6.1 The linguistic environment

Their language activities showed that English was the predominant language used in Leena's environment in the UK. Her mother had changed their reading language into English when the family had arrived in the UK. It was the language used to

communicate with siblings and friends and the language of entertainment such as television programmes and songs. Later, it had become the language used while Mona and Leena cooperated over Leena's homework after the latter showed progress in her English ability. It was also, of course, the language used in school.

5.6.2 Findings

This discussion is divided into three sections. The first section contains the mother's data. It will start with a table showing Mona's codes and the frequency with which they were used in both rounds of data collection. This table includes her beliefs regarding L2 learning in the UK and SA and shows the codes which emerged related to L1 maintenance during the family's residence in the UK. Then the three themes which were identified in her data will be discussed in detail. The second section contains the child's data. It will start with a table showing the child's codes and the frequency with which they occurred in both rounds of data collection. This table shows the child's beliefs related to L2 learning in the UK and codes related to her L1. Next, the two themes which were identified from the child's data will be discussed in detail. The third section concludes the discussion with a summary of this family's case.

5.6.2.1 Section one: Data from the mother

This section discusses the three themes emerged from the mother's data. Theme three includes three sub-themes as will be illustrated.

5.6.2.1.1 Theme one: The parent's motivation

Mona seemed to be extrinsically motivated toward enhancing different languages. She expressed her agreement with the importance of learning English for her daughter:

> 'If you go anywhere in the world, English is the number one
> language, even for university study in Arab countries. For my
> daughter, English will enable her to find different opportunities. like
> when travelling or for jobs, she has to know English. English is one of
> the important keys for life success' (Round2).

This was one of her comments which showed her understanding of the usefulness of learning English for her daughter in the distant future. It was perceived as the path to success in attaining practical goals, such as the study-related goal. It also shows that she

had based her stance on her reflection on the current status of English both across the whole world and in the Arab world. Her own language learning experiences had enhanced her understanding of how significant it was for her child to learn English. She said,

> 'From my experience, it facilitated me [to achieve] so many things in life. Surely I would like my daughter to have the same experience' (Round1).

Her extrinsic reasons for learning a language were not restricted to the L2 (English) but also applied to her L1, Arabic, the heritage language of this family. Arabic was understood as a necessity for her daughter's school-study purposes after her immediate readjustment in SA in the future. She said that this was

> 'because we will return back [to SA] and I do not want them to get frustrated [because of their language level].' (Round1).

Her orientation toward L1 maintenance seemed to be influenced by her own childhood's experience or her previous lifestyle.

> *I*: In your opinion, how important is it for you that you use Arabic at home?
>
> *M*: *Wallhi* ['I swear to God'], I am not the right person to answer this question [*laughs*]. As a kid, English was part of my life, although my mom does not know how to speak it. All my friends and siblings were [speaking] in English, … it was …. so I do not know [if] Arabic … mmm, … I feel it is important for the Qur'an [*contemplative tone*]. So, what was your question about?
>
> *I*: It was about the importance of using Arabic for you at home.
>
> *M*: The problem is that we do not speak classical Arabic; instead, we speak slang. But I have a plan which we enacted in SA: they read in Arabic. But now we have put it on hold because this is our first year here. (Round1).

This comment shows that she was not sure about L1 significance for L2 enhancement, cultural identity, or social integration reasons.

All in all, the demand of education, a job, or both seems to have been a source of her concerns for enhancing the child's two languages. English was perceived as a benefit for a child's ultimate good for the far future while Arabic is restricted to a closer future.

5.6.2.1.2 Theme two: Improving a language which does not exist in the immediate environments

Mona's extrinsic orientations for both languages as well as her perceptions of the external pressures on improving the different languages had influenced her engagement to support language learning.

Her perception of the usefulness of English to secure her daughter's distant future was one of the reasons for enrolling her daughter in a Saudi private non-international school in the past. This shows her sense of obligation toward supporting English education even before the family arrived in the UK. Indeed, her child's prior learning experience was not satisfactory for her; she expressed her frustration about the education system in SA and she considered the absence of an immersive option in her child's SA private schools as a hindrance to language development. She went further and added that the teachers were not attentive to routinely following a student's progress. She supported this opinion with an incident from her child's experience by highlighting that the teachers had not been observant of her child's performance in spelling, reading or writing. She added that the SA educational environment was not exciting enough; consequently, this made her children's school adjustment not easy compared with their experience in the UK schools.

It was expected that she could have taken further steps to enhance English use at home during their time in the SA setting for several reasons. She perceived her own English level as advanced and she had had a different language-learning experience in Kuwaiti international schools. Also, she was obsessed with reading. For example, she said:

> 'Sometimes I doubt myself, if I am all right or not? I am really very
> fond of reading. It occupies a big part in my life. I really miss it now.'
> (Round1).

Different beliefs had played roles in her language parenting style in the past. She could believe that English enhancement only takes place through total immersion in schools based on her own learning experience in Kuwait. Her observation of the future advantages of learning English and her understanding of the current demand for English in SA for the distant future made her less worried about supporting her daughter's English in different ways, but through the traditional style of formal instruction in a school, before moving to the UK. Her understanding of the demand for enhancing classical Arabic when the child had started her formal education in a Saudi private school had encouraged her to take Arabic free reading 'seriously'. Her belief that Arabic is more difficult to learn than English could be one of the motivators to devise home-based activities to support Arabic but had less encouraged her to use similar pedagogical activities to support English in the past when they lived in SA.

The mother's sense of obligation towards English learning and her low faith in the usefulness of the SA setting made her worried about the future of her child's language attainment after returning to SA. She stated;

> 'I wish that [she continues learning English in the future], but I am
> aware that I have one option to make her maintain the language which
> is reading. I'll keep here reading novels all the time and writing in
> English her diaries…I wish I wish she will continue. I know I will go
> back to Alkhafji [their hometown] where there are no international
> schools there. We [parents] are thinking about moving to Kuwait for
> that reason but it is too early to discuss that….at home [in SA], I'll
> keep her reading and writing in English and we will travel abroad
> during the holydays.' (Round1).

This excerpt reveals some points related to her beliefs. Mona was aware that a child could experience language attrition if there were no continuous practice. This point will be explored later. Furthermore, her L2 parenting style changed. Although she chose to rely only on school support in the past, she later planned to engage intentionally and personally in her daughter's English literacy development in the future. Her personal engagement in the UK was one of the motivators to take further actions for L2 maintenance. She stated that her personal engagement when they had arrived in the UK had increased the pace of her children's linguistic adjustment. Indeed,

she had concerns about her children's school and social adjustment before arrival; this point will be revisited during the later discussion.

The mother's perception of the importance of Arabic for only educational reasons had influenced her L1 enhancement in the UK. In the first round of data collection, she stated that she did not have to support L1 at this stage because her daughters needed more support for their L2 competency to boost their confidence. As she mentioned, the family had not spent very long in the UK. She took this decision, but she was aware that language loss could be experienced if no language enhancement takes place. She reported some challenges which had hindered her from supporting L1 in the UK; the absence of effective resources (no SA curriculum or schools). In the second round of data collection, her perception of the need for Arabic for readjustment in the near future or after the family had returned to SA had raised her concern about her children's L1 ability:

> 'Now I have become more worried about all my children's Arabic ability.' (Round2).

She planned to follow the strategies which she had used to enhance Arabic in the past or English in the present to promote the L1 during their time in the UK by storytelling, reading stories and reusing L1 in the household. However, she seemed to have started facing a new challenge: her children's agency. They were not motivated to learn their heritage language:

> 'Unfortunately, they are not motivated. Now they fancy English more. They find it easier.' (Round2).

From this comment, it seems that she believed that all her children had become more intrinsically motivated to read only in English based on her observation for their efforts to read in English.

Clearly external educational demands had affected her engagement to support both English during their previous life in SA, and Arabic during their current residence in the UK. She had been less encouraged to devise home-based activities to support English development in the past, but she seemed to have become more encouraged to do so in the future to maintain English. Although the need for Arabic for academic readjustment in the near future had made her think of creating more pedagogical home-

based activities such as reading stories because no effective Arabic schools were available in Exeter, she also believed that her children's perceived intrinsic motivation for only English was one of her biggest challenges for L1 enhancement in the UK.

5.6.2.1.3 Theme three: Improving English as the language of the immediate environment (UK)

This theme will start by giving insights into the mother's L2 beliefs and will be followed by a discussion of her L2 parenting style. Finally, the discussion will present the practices enacted at home to support L2 in the UK.

Sub-theme one: L2 learning beliefs

Mona held a set of L2 beliefs which had influenced her perception of parents' roles to support English development abroad. For example, she reassured Saudi parents that their children will learn the language sooner or later and it could happen 'mainly from school, you can depend a lot on schools,' although she was the only one who invented different interventions to promote language learning, as will be discussed later.

She believed that the immersive opportunity or environmental pressure will foster language learning naturally:

> 'Here, she is forced to practise it. It is not permitted to use other
> languages at school. Otherwise, she is punished … The same policy
> was followed by my school in Kuwait. In regard to teaching,
> everything is taught in English. The only homework she has to do was
> only reading.' (Round1).

This comment demonstrates the influence of missed opportunities in SA and obtained opportunities in Kuwait in forming her belief in the effectiveness of total immersion for English learning. She was less mindful of the role of pressure on L2 motivation. She not only believed that external pressure will 'easily' enhance learning but she also believed that the internal pressure which emerges from the fear of rejection will encourage the child to make an effort in order to fit in:

> 'Here, English learning is much easier, frankly…. inevitably she's
> going to be there. She has to learn it otherwise she would be outcast

by her peers and as you know teenagers like to feel included.'
(Round2).

One of the opportunities offered by immersion in the host culture is receiving authentic formal instruction in English. She believed that such an opportunity will encourage the child to make more effort to 'catch up with her peers' and would enhance language skills 'unconsciously' as she commented in the second interview.

She also believed that the UK schools provide appropriate support to promote a child's competence, based on her child's UK school experience. She was happy that schools encouraged reading, her favourite pastime. Her child's perceived different learning experiences enhanced her positive attitude toward the UK learning environment:

> 'I can see the effect of [the UK] school on my daughter's
> progress.'(Round1).

She seemed to generalize her positive attitude to include the whole education system:

> 'Once we arrived here, they [the children] changed. The school
> became important for them; they don't like to miss it. Although before
> I arrived here, I was so worried about them being bullied or
> discriminated against because of their language or ethnicity … here it
> is better teachers, administrators and classmates.'(Round1).

This comment shows her previous stress about her children's school adjustment. But the child's progress and the support received from the school on their arrival had helped to relieve some of her stress over time:

> 'I changed my mind. At the beginning, I had no faith in the life or the
> schools here and I had no previous experience [of them] … Now, I
> have more trust in the schools and I feel that my children have caught
> up with their classmates.'(Round2).

The second opportunity provided in the UK was the continuous oral practice with friends. This was assumed to lead to the desired learning outcome:

'All of her school's friends speak in English. If she were to continue

to do this [oral] practice, her language would be pretty good.'

(Round1).

In summary, Mona believed that language learning takes place by immersion. She clearly acknowledged the role of external pressure in fostering language learning in the host culture. She also believed in the positive effect of the effort that a child will make in order to survive or to be accepted in a new environment, in terms of language outcomes. The different learning experiences of the mother and her child had enhanced her belief in the usefulness of the immersive option for language learning.

Sub-theme two: L2 parenting beliefs

Mona had also formed beliefs regarding parenting style and English learning. Some of her L2 parenting style had influenced her engagement to support English development as will be discussed in family practice theme.

Mona understood that language enhancement can take place through parental home-based activities to support the four language skills. However, she believed that parents could do such activities if they wanted to foster linguistic adjustment in the UK. She suggested that such parents should expose the child to different language channels indirectly but purposefully in order to stimulate curiosity because 'if [a] child did not have …. curiosity to learn … he would not learn [the language] or practise it'. Her child's effort to improve her English reading seemed to enhance her belief of the utility of stimulating interest on determination:

'[Because] she likes it [reading comic books], so a child would go

straight to it.' (Round1).

She also stated she did not agree with parental pressure. She went further and considered parents' expectations of child's language attainment as a kind of pressure. She founded this belief about future expectations on her own childhood experience when she felt pressured because one of her parents had told her about their educational aspiration for her. She believed that if the child felt pressured, it would not help her to attain the desired learning outcome because language learning 'has to do with psychology; it cannot take place under pressure'. She also believed that the home

should be a place where children use language freely without feeling afraid of being judged about their bad English.

All in all, Mona had a different understanding of language enhancement. She was aware of the value of parental intervention to support language development, but she also seemed to regard it as an available option for parents who want to foster their child's adjustment to the host culture. She was also supportive of not adopting an oppressive L2 parenting style. She believed that parents who want to take part in their children's English experience should promote competence but without pressuring the child. Although she acknowledged the perceived positive role of external and inner pressure on L2 motivation, she believed that parental pressure could have negative consequences on a child's development. She considered sharing expectation with a child as a source of pressure on the child.

Sub-theme three: Family language practice

Like all of the interviewed parents, Mona wanted to be intentionally involved in her child's experience of language learning after they had arrived in the UK. Her concerns which arose before their arrival about her children's adjustment had motivated her to use available options to enhance language learning and facilitate her children's adjustment to their new lives.

She was keen to look for television programmes which could meet her children's interests and their current language level to promote oral communicative skills:

> 'At the beginning, it was me [who chose the programmes] but later they did it themselves.'(Round1).

She added that she responded in English when her daughter used the language.

Mona also wanted to support written literacy skill. She switched from reading Arabic to reading English after their arrival. She also stated that she did not discuss the reasons for the language shift or the usefulness of reading, as she saw it as one of the family activities for supporting Arabic in SA. She was keen to stimulate her children's interest in English reading:

'I was acting out the story for them, [they joyfully asked me] 'Oh! Mom, how do you do that [*laughs*]' … I made them enter the world of reading and this was the first thing [I did] … I feel it is unfair [if parents do not do that], it is the child's right that you take him into the world of reading and he can continue or refuse [to carry on with it], but they will enjoy it. All you have to do is to give them the key: tell them 'If you do not like it [a book], look for another that you like' and let them read. So reading was very useful [with my children].'(Round1)

She was motivated to present different genres of printed materials to her children:

'I subscribed to a weekly magazine for the children, [because] I wanted to have it in my children's life, oops! again reading [*laughs*] … it is aimed at their age and it suits their interests … they have not liked it yet, but I took out the subscription to make it available at home. I tell them 'How about we read it together' and so on.'(Round1)

After being enrolled in the UK school, her daughter was frustrated because she frequently compared herself with her classmates as can be inferred from the following exchange:

I: Do you share with her your expectations about her future language level?

M: No, I do not pressure my daughter, especially at the beginning when she used to say 'I am different from my classmates'.'(Round1).

The child was upset that she read different books from her classmates. Mona found that promoting English skills could lead not only to successful attainment outcomes but also regulate her child's emotional distress:

'I was noticing the differences between them and their Saudi or Arab classmates. They [her children] were below average, which

emotionally affected them badly, so I was affected too. So I made
more effort to help them catch up.' (Round2)

This comment indicates that it was not only her child who was emotionally affected because of her language ability compared with classmates but the mother was too. Her feeling of distress for her child could account for her insistence on L2 reading even though her children showed no willingness for it at first. When her daughter was able to read English books by herself, she monitored her remotely. She was anxious that she might have put pressure on her children because she continually reminded them to read every day. In other words, her concerns about her child's psychological and linguistic aspects seemed to increase her control of the child's behaviour until the child had made some improvement. Further, she believed in the importance of writing. After her daughter showed progress in English, Mona suggested that she should start writing a diary.

Apart from promoting L2 competency, Mona was keen to provide emotional support. She showed her satisfaction to her child when she showed progress. She gave her child 'an ear when she was frustrated', as she put it. She wanted to stimulate a sense of pride:

'There's nothing to be shy about. You should be proud of yourself
that you will return [to SA] with a nice thing [the English language]
you have learned.' (Round1).

In fact, her child's emotional feeling of being behind the rest of the class seemed to affect some of her messages to the child. She referred to some discussions with their children which might promote less autonomy or performance motivation:

'On the contrary, you are better than them, you will learn two
languages whilst the majority here know one language, you are
making an achievement.' (Round1).

In summary, Mona's own previous language learning experience, interests and major could have helped her to devise ways to indirectly expose her children to different English resources in order to stimulate their curiosity. She also wanted to provide emotional support for her child to cope with distress. However, the child's and

mother's frustration because of their language level seemed to lead to some controlling practices.

Table 5.12 shows the codes and the number of times they were mentioned by Mona in both phases of data collection.

Table 5.12 *The Mother's Beliefs, Practices and their Frequencies in Data-set*

	Themes	**Frequency**	
		Round1	**Round2**
	Theme (1): Parent's motivation		
	She believed that English is vital:		
L2 extrinsic motivation	For university-study reason.	1	1
	When travelling.	1	1
	For job-related reason.		1
L1 extrinsic motivation	She believed that Arabic will be important for academic readjustment.	2	3
	She seemed to be unsure about the importance of L1 maintenance for L2 development, cultural identity, or social integration reasons.	1	
	Theme (2) Enhancing a language that does not exist in the immediate environments		
	She believed that they had enrolled her daughter in a SA private school to receive formal English education.	1	
	She believed that the absence of immersive school option in SA was a hinderance to English enhancement.	1	2
	She talked about her obsession with free reading.	4	1
L2 codes	She believed that the SA school environment had not helped in school adjustment.	2	

	She expressed her worriers about L2 attrition in the future because of less trust in SA schools and the possibilities of L2 attrition.	1	2
	She had set plans for future:		
	She thought of moving to another country where there are international schools	1	
	She thought of keeping free reading and writing diaries in L2.	2	1
	She thought of travelling abroad during the summer.	1	
L1 codes	She had enhanced Arabic reading in SA setting.	1	
	She believed that L1 enhancement should be stopped to build confidence in L2 in the UK upon arrival.	1	
	She believed L1 enhancement was challenging in the UK because of the lack of printed resources and no SA schools there.	1	
	She had started to get worried about child's L1 ability and motivation.		3
	She had planned to re-read and re-use L1 but she struggled with her children's low motivation (child's agency)		1

Theme (3) Enhancing English as the language in the immediate environment (UK):

Sub-theme (1) L2 learning beliefs:

Codes	She believed that the immersive opportunity or environmental pressure would foster language learning straightforwardly.	1	2
	She believed that the fear of rejection would motivate the child to learn English.	1	1
	She believed that the UK setting gives an opportunity to study in English which would support language development.	1	2
	She believed in the effectiveness of the UK formal learning setting to support competence.	3	1
	She believed that the UK setting gives an opportunity for continuous oral practice which was expected to lead to language enhancement.	3	3

Sub-theme (2) L2 parenting beliefs:

Codes	She believed that parents could depend on the school for promoting competency.	3	3
	She believed that parental intervention could help in fostering linguistic adjustment.	1	1
	She believed that if any parental interventions take place, they should not be approached in an oppressive manner.	3	1
Theme (3): Family Language practices			
Autonomy-support	She encouraged a sense of pride.	2	
Competency-support	She switched to watching English language programmes.	5	
	She encouraged reading in English language.	14	4
	She responded in English when a child you used it upon arrival.	6	2
	She encouraged her child to write a diary.	1	2
Relatedness-support	She showed appreciation of her children's achievements.	2	1
	She listened to her child's challenges.	1	1
	She avoided sharing future expectation in order to avoid pressuring her child.	2	

5.6.2.2 Section two: Data from the child

This section discusses the two themes emerged from the data of the child, Leena.

5.6.2.2.1 Theme one: The child's motivation

The child was extrinsically oriented to learn or improve her English language. English was perceived as a need in her new life in the UK. It was perceived as vital for making friends:

> 'I am learning it because my mom works [is studying] here and I want to make more friends because we will stay here for a long period of time.' (Round1).

She listed some external motivations for her to make more effort and achieve more improvement:

> 'I want to make my parents happy … and make my [school] work
> better.' (Round1).

This comment showed her additional extrinsic orientations to get involved in learning and improving her English. The demand for English in the environment was not restricted to the social aspect but also had an academic implication. Also, pleasing her parents was her aim. Indeed, the child was not certain about her parents' belief in her ability. In both interviews, she stated that she was not sure whether her parents expected her to show more progress in English. But she believed that her parents' obvious satisfaction when she did free reading had encouraged her to make more effort in order to please them.

Her extrinsic orientations had encouraged her to accept the home-based language activities set up by her mother. Although she felt pressured because her mother kept asking her to keep on reading, she admitted that "it's really important and I need to do it" (Round1). She also tried to keep reading before bedtime, even though she got bored sometimes, in order to please her parents. Furthermore, her extrinsic motivation seemed to be conditioned only by her residence in the UK. Although she shared her parents' belief that the SA schools were less efficient in language enhancement, she seemed to be less determined to continue studying English in SA:

> 'I do not mind that I have learned it. I have learned it because of my
> mom's work here. I mean I did not mind whether I learned it or not.'
> (Round2).

Clearly, she seems to have decided to make an effort to learn English in her current temporary setting in order to survive because it is the required language. Her orientations and plans to continue English learning had not changed by the second round of data collection although her responses reflected her increased confidence in her language progress compared with her level on her arrival. She also no longer felt pressured whenever her mother asked her to read, because she understood that her mother wanted her to 'become better' as she put it.

It seems that some factors had not helped her to cope well with the environment pressure and to develop more autonomous self-determination, although she showed

more confidence, as stated above. Her comparison between her level and that of her classmates, as both she and her mother commented, could have been a reason for feeling a lower sense of mastery in her L2 abilities. Her uncertainty about her parents' expectations and her mother's continual support could have come across to the child as that she was not skilful enough to learn by herself, however her mother's support was because she wanted to help her improve her skills. Second, she seemed to be unconvinced about her recent stressful reality about the required English competency as could be interpreted from her statement when she was asked about the importance of learning English. She stated,

'I need to learn Arabic because I was born in SA.' (Round1).

She felt a belonging or relation only to her L1 background as could be deduced from this response. This feeling of unrelatedness to L2 might not necessarily have been only because of her lack of autonomy and competence, but could also have been because of feeling isolated. These findings suggest the following deductions. The environmental pressure did not facilitate her learning L2 straightforwardly, as her mother had assumed based on her own personal experience in Kuwait. The child's low motivation to improve her L1 in the UK was not because of feeling more comfortable with her L2 than her L1 as Mona had thought, but it could have been because of the perception that an improvement in her English was needed more during her time in the UK. Although Mona avoided sharing future expectations with her to avoid putting any pressure on her child, the child might have helped to lessen her worries about her language ability.

All in all, not meeting the child's basic needs seemed to stimulate temporary extrinsic orientations for L2 learning. She seemed to perceive her new reality as controlling or pressuring. Furthermore, she seemed to feel a low sense of mastery in her L2 abilities and less relatedness to her new and demanding social environment. She was encouraged to learn and develop her language ability to cope with the environmental pressure for social and academic adjustment and to please her parents. But she was less determined to keep on learning English after returning to SA or because of the removal of the need to learn it.

5.6.2.2.2 Theme two: Parental roles and child development

The child stated that her parents believed that learning English was important for her in the UK, where the family was living for a period of time, as it would facilitate her adjustment. The child's extrinsic orientation for adjustment was linked to her perceived parental orientations. This suggests the influence of parents on a child's orientations.

It seems that the child had benefitted from her mother's support to promote her competence:

'It's helpful because they help me if I have no clue. I feel yes it's helpful.' (Round2).

She pointed out some home-based activities which were perceived as useful for developing her English literacy. She believed that reading, either with her mother or individually, doing spelling tests and communicating in English at home had helped her progress. She also considered her mom's support for her L2 study as one of the strategies which had improved her competence. However, she preferred not to share all her schoolwork problems with her mother because the latter was already busy with her own studies.

In summary, the child's extrinsic orientation was linked to her interpretation of her parents' orientation. She found that her mother's contribution to promoting both her oral and her written skills had helped her to improve her language.

Table 5.13 shows the codes identified and the number of times they were mentioned by Leena in both phases of data collection.

Table 5.13 *The Child's Beliefs and Motivated Behaviours*

	Themes	Frequency	
		Round (1)	Round (2)
	Theme (1) Child's motivation		
codes	She wanted to learn English to be able to be accepted socially and academically in the UK.	2	1
	She wanted to learn English to please her parents.	2	1
	She believed that it is important to make an effort in English while staying in the UK.	1	
	She wanted to learn Arabic because she was borne in SA.	1	1
	She accepted home-based activities in order to survive and please her parents.	4	3
	She believed that she had experienced some pressure from her mother who was continually asking her to read.	2	
	She had started not to feel pressure from parents because she believed that her mother wanted her to show more improvement.		3

She did not mind if she did not continue to learn English in the future in SA.	1	5
She shared her parent's low trust in the usefulness of the formal SA setting for enhancing English education.		1
Theme (2): Parental roles and child development		
Subtheme (1): Perception of parental orientation for English learning		
She believed that her mother wanted her to learn L2 for social and academic adjustment in the UK	2	3
Subtheme (2): Perception of parental support during English literacy development		
She was not sure whether her parents expected her to show more progress in English or not.	1	1
She believed that her mother's support helped her L2 competency:	1	4
She believed that doing a mock spelling test at home was helpful.	1	2
She believed that free reading and reading aloud with her mother were helpful.	5	4
She believed that using English at home was helpful.	1	1
She believed that her mother's support for L2 study was helpful.	2	1
She regarded assistance in L2 study as a helpful practice	4	4
She perceived that her mother was busy which demotivated her to share all her problems.		1
She regarded being provided with written materials as a helpful practice.	2	5

5.6.3 Summary: case study five

Mona was extrinsically oriented to support both L1 and L2. The educational demand for both languages had influenced her engagement with language enhancement. Furthermore, it had become a source of worry about maintaining English in the distant future and Arabic for the near future. She shared the belief that English learning takes place by immersion and interaction. She considered that the demand for English in the environment and the child's fear of being rejected by her classmates were a healthy motivation. She also shared positive attitudes towards the UK school system as promoting competence. Her stance toward the current educational system was influenced by her children's perceived learning experience and her own experience in total immersion in schools. Some factors had encouraged her to engage personally in her child's learning experience in the UK. She worried about her child's adjustment and emotional response to the feeling of being behind her peers in the UK. Her interest in free reading encouraged her to follow her daughter remotely after the latter showed progress in her language ability. Mona wanted to avoid putting pressure on her child but her concerns about adjustment seemed to lead to an increasingly controlling parenting style. The mother's decision to promote Arabic reading at home after her children showed progress in English was rejected by her children.

Leena was not only extrinsically motivated to learn English but also had temporary motivation for learning English, because it was restricted to the family's period of residence in the UK. She shared her mother's view that the home-based

interventions had helped her to show progress. She accepted the imposed L2 behaviour in order to survive although she had felt pressured by her mother's style of approaching reading activity at the beginning. It seemed that her comparison of her ability with that of her school friends also affected her L2 motivation.

5.7   Summary of the Chapter

The home language environment seemed to provide unbalanced exposure to both languages (English and Arabic) and the children's growing linguistic competence played different roles. The exposure to English increased over time in all the families because the children began to prefer English, including the older children who had resisted replacing Arabic with English upon arrival. Some of the younger children in the study also resisted their parents' decision to enhance Arabic use when their parents sensed that the time of departure was drawing nearer, their perceptions of children's poor L1 or better L2 competence, or both.

All participating parents believed in the extrinsic utility of English learning for their children, including the mothers who seemed to have intrinsic motivation when they had started learning English. They were affected by the pressure of imposing English learning on people in domestic and global contexts. The extrinsic motivation extended to learning the heritage language in the families. All of the parents with children who would move back to SA schools agreed on its importance for academic readjustment in SA. The mother with the children who would attend a university was more focused on English learning. None of them seemed to be aware of the significance of L1 maintenance on L2 development.

Their home environments seemed to be not meeting the three characteristics of healthy home environment proposed by SDT. All of the parents wanted to enhance autonomous motivation, but they boosted controlled motivation by stressing the pragmatic benefits of English learning. Some seemed to instil a sense of pride in their children which might have created internal pressure. Most of the families showed more reliance on mainstream schools and their children's efforts to develop their academic English skills. It was only the parents with children who shared their frustration because of language barriers who showed more parental engagement in their children's L2 study in the UK. Their L2 learning and parenting beliefs created a conflict between their L2 orientations and their FLPs promoting competency. They assumed that a successful

learning outcome takes place only in the host culture. This belief made them too optimistic about learning outcomes in the UK context but too pessimistic about learning outcomes in the SA setting. They further believed in the role of pressure for improving their child's academic English learning more than their own role. They considered the external, internal or both pressures as a motivator for making an effort. But all of the parents were attentive to developing connection or relatedness with their children by providing emotional support. They seemed to be emotionally affected by their children's transition experience to the extent that it made them assume that any parental interventions could put more pressure on their offspring.

In an attempt to create a language environment for their children, parents co-created some policies believed to be pleasing or beneficial to their children. However, they do not seem to have been successful. Some parents thought that setting rules to be followed at home would be an extra pressure on a child, and some children still shared their distress because of their English abilities. In some cases, parents restricted their roles in reading tasks to giving only the meanings of difficult words. They seemed to be less aware that less help is as disastrous as too much help. It could make a child believe that they do not care. One mother avoided sharing her expectations about her child's future achievement because of her own childhood experience with her father. Although she wanted to avoid pressuring the child, the latter seemed not to benefit from it. She seemed to be struggling with developing a perception about her English ability development. The mother seemed to be less aware that parents and children are essentially different creatures. Some parents seemed to be less aware that treating children as if they were little men or women could have an influence on their children's development just as when they treat teenagers as a child or an adult. In some cases, there was parent/child role reversal or parentification when some children became the interpreters or teachers of their parents or siblings. Although all of the parents expressed their disagreement about parental enforcement for language learning, the data showed some controlling practices which can put greater pressures on a child. For instance, some parents showed their concern about achieving higher grades without providing sufficient academic support for English learning.

The data showed that children should not be perceived as passive learners; they are active in creating meanings in their learning experience. Although all the children shared the extrinsic motivation to learn English, they developed their own L2

orientations, such as learning for experiencing fun or surviving in the UK. There was also a contradiction between some children's beliefs and their parent's beliefs. Most of the children found that both the competence and the emotional (relatedness) support of their parents contributed to their English learning. This contradicted the parents' belief which prioritized only relatedness. Unlike parents' confidence about their children's language mastery because of the environmental pressure and the current education system, all of the children discussed some language challenges and showed different levels of self-efficacy and effort. Some children had developed a higher sense of self-efficacy. Those children displayed determination and persistence. They also showed creativity when tackling a language challenge. They were happy to learn English regardless of the challenges. But some children maintained a low sense of self-efficacy because they seemed to form less self-control over the experienced language difficulties, and they were less determined and less persistent. They did not go beyond what was required by schools or parents. They also expressed unpleasant feelings towards the current experience of English learning (such as 'nightmare', 'boring') to the extent that many of them decided not to continue developing their academic English when relocating to the SA context. Some children co-created their policies, which did not seem to be beneficial. They thought that their parents would benefit if they were to hide their struggles, which hindered their parents from understanding their difficulties and providing support.

6   Discussion

6.1   Introduction

One of the purposes of this study was to explore the FLPs created by Saudi parents to motivate their children to learn English during a family residency in the UK. Since parents are critical agents in a child's environment and can influence the learning trajectory of their children, exploring their beliefs and practices is essential. A further purpose of the research was to explore their children's L2 motivation and to identify any possible links between parents' roles and children's motivation during their first experience of learning English in a natural setting. The study was designed to interpret motivation based on SDT which hypothesized that motivation depends on the level of satisfaction of the three psychological needs of a learner: competency, autonomy and relatedness. In other words, the type of motivation can be affected positively or negatively by the extent to which these needs are satisfied. Parents' beliefs can influence their strategies to construct the linguistic environment of a child (De Houwer, 1999). From the SDT perspectives, it can be assumed that the practices which parents enact with a child can also play an influential role in terms of the degree of internalization of the imposed regulation (Ryan & Deci, 2017).

This chapter will start with an interpretation and explanation of the results obtained from the interviews with parents. It will present the most prevailing beliefs among the participating parents which could possibly have affected their decisions in setting up the home environment to enhance their children's language-learning experience. It also includes the identified psychological needs in which the parents believed and the practices which they enacted to promote their children's language learning during their period of residence in the UK. I shall then discuss the findings

from the interviews with the children. I shall present the types of L2 motivation identified among them and illustrate the influence of parents on their motivation and L2 beliefs.

6.2   Discussion of Parents' View

6.2.1   What are parents' beliefs about their role in promoting their children's English language learning while sojourning in the UK?

All of the participating parents (*see* Table 8.1) agreed on the importance of English for their children's future. The global demand for English had enhanced the extrinsic orientations among them. Although they wanted to respond to this demand, they seemed to assign the responsibility for supporting competency in English to the external environment in the foreign/second language context. The interview findings showed their frustration about the previous learning outcomes of their children in SA but their satisfaction with the learning outcomes in the UK. They shared misconceptions about L2 learning which had influenced their roles during their stay in the UK. For example, they assumed that successful language learning takes place only by immersion in the host culture. They considered the pressure created by the demand for English in the external environment as a helpful motivator. Their L2 learning beliefs formed an assumption that parents can or should rely on the natural environment to enhance English learning in the UK.

The parents' responses provide evidence that they were supportive of their children's English learning, showing that one of their prime reasons for enrolling their children in Saudi non-international private schools and/or obtaining a scholarship to study in an English-speaking country was to provide a facilitating environment which would influence their children's linguistic outcomes. These results show that the parents believed in the role of the external environment in enhancing language learning. This point will be illustrated thoroughly during the following discussion. The findings suggest that these Saudi parents held more extrinsic orientations than intrinsic ones for English. They had vivid mental images of what their children could achieve in the future by learning English, specifically for study and then job-related goals. Their belief in the importance of learning English was based on their understanding of its current status domestically and globally as well as their own experiences of either missed or obtained opportunities. These results are not surprising as the demand for English in SA

has strikingly increased (Alotaibi, 2014; Alrabai, 2018). The current status of English in SA was reflected in the parents' orientations (Al-Qahtani & Al Zumor, 2016)). Kyriacou and Zhu (2008) stated that the current global status of English has influenced L2 motivation in some countries where English is a foreign language but is nevertheless mandatory for higher studies or for a career, such as China. English is commonly perceived as more significant for extrinsic orientations than for intrinsic orientations, particularly for future prospects in countries where English is not the first language (Kyriacou & Zhu, 2008). As the data showed, some parents who were intrinsically oriented towards English learning believed in its extrinsic usefulness for their children and they instilled the extrinsic orientation for learning English in their children.

From the FLP perspective, parental attitudes toward languages can shape the practices adopted to promote different languages in the environment (King & Fogle, 2013; Spolsky, 2012). These different practices can have an impact on learning outcomes (King & Fogle, 2013; Spolsky, 2012). The findings of the current study showed that some parents with children who were nearing university age were less encouraged to improve their L1 skills but were arranging external support to increase their children's academic English competency to meet the UK university enrolment requirements. They believed in the need to improve their children's L2 skills to attain future opportunities (Verdona et al., 2014) at the expense of losing L1. This result confirms those of previous studies in different learning settings. Curdt-Christiansen and various colleagues conducted different studies on different minority groups and found that different ethnicities were prone to improving the mainstream language (English) because parents positively viewed it as more beneficial for achieving utilitarian goals (Curdt-Christiansen, 2009; Curdt-Christiansen & Morgia, 2018; Curdt-Christiansen & Wang, 2018). In the EFL setting, previous studies had found that parents had invested in English education to help their children engage and persist in learning English for pragmatic gains such as well-paid jobs (Butler, 2015; Forey et al., 2016; Park, 2009).

Considering SDT, it is plausible to assume that the intrinsic motivation which could exist among young language learners could be affected by parental influence. It might be linked to the least autonomous motivation for learning English (that is, external regulation) which might consequently become the norm. Butler (2015) showed that parents can influence their children's L2 motivation and Gardner (1968) had earlier stressed that parents can have an impact on their children's L2 attainment by

influencing the children's attitude toward an L2. It is also plausible to assume that a controlling parenting style could stem from concerns about investing in a successful future for their children (Ryan & Deci,2017). From the interviews with parents in both the main and the pilot studies, I noticed parents using peer pressure or rewards to motivate the child to improve her/his language abilities.

Jung and Zhang (2016) found that immigrant parents who lacked proficiency in English tended to be less effectively engaged in their children's learning. In the current main and pilot studies, most parents believed that they could and should do little in the L2 setting, including parents who had had different language learning experiences abroad and they perceived their own level as advanced, and who showed determination to help their children to learn English. They believed that competency would be ensured by the L2 environment. The mismatch between parents' beliefs about the importance of learning English and their responsibilities for and capabilities of helping their children to learn it (their impact belief) could be traced to their time in SA. The time before their arrival in the UK is beyond the scope of this study, but for the sake of clarity, it might be helpful to consider briefly their perceptions about parental support and their English learning experience in SA.

The participants' responses about the shortcomings of or their disagreement with the type of education in Saudi Arabia show that they believed that they could not do anything but comply with the education system there. This is not to say that they did not support their children's L2 learning: they did, but in the traditional manner through schooling. Chi and Rao (2003) studied parents' beliefs about children's education in rural China and found that parents maintained that the major responsibility for learning was assigned to teachers. I had expected that those parents who had previously studied outside SA and perceived their competence as advanced would have adopted home-based practices such as language choice at home in an effort to support learning the highly valued English with the child who was enrolled in a previous private non-international school or public Saudi school. These findings suggest that parents' ideas about their responsibilities can also hinder their involvement despite their perception of their own English capabilities. They seemed to believe that their key role was to provide an external educational environment. Al-Qahtani and Al Zumor (2016) studied 68 Saudi parents who had enrolled their children in one of international schools located in southern SA. Although the sample included parents who perceived their English

competence to be advanced (47.8%), intermediate (46.3%) or poor (6%), they preferred immersion as a means of instruction because of its effectiveness in supporting English. The previous learning experiences of the current participants seemed to influence their understanding of parental roles. Their English learning experiences had been in either non-immersion or immersion schools before the time of technology. They seemed to be less mindful that digital technology has created opportunities "for engineering communicative settings for second language (L2) learning" (Thorne et al., 2015, p.216), as they tended to use social integration to foster their children's learning immediately after arriving in the UK.

The findings showed that the traditional approaches to teaching children could transfer from home to the host culture regardless of their appropriateness in the new environment. All of the current participants, except the mother who talked about her interest in reading as a hobby, tended to believe in L2 instructed support, such as helping with L2 homework. Similarly, Markose et al. (2011) found that some immigrant families followed their own traditions of teaching L2/L1 literacy skills. These findings suggest that the preferred L2 parenting style which was relevant in the FL setting (in the home country) had transferred to the SL setting (the host country). It was the urgent need for their children to settle down in the UK schools that encouraged them to create opportunities to promote general oral fluency for them, but they were less active in designing activities which could support academic English competence in the UK. These findings suggest that parents may not be aware of how to provide support which could enhance language learning by meeting the different needs in the new setting. The participating parents' impact belief in the UK was also influenced by various language-learning beliefs, as will be discussed next.

All of the parents believed that successful language attainment only takes place in the host culture. In the literature, some scholars (Freed, 1998; Pinar, 2016; Surtees, 2016) were sceptical about the assertion of successful language attainment when learning a language abroad. This popular belief about the usefulness of studying abroad for language attainment is grounded on the parents' or learners' perception of the L2 as the *de facto* official language of the host country (Freed, 1998; Pinar, 2016; Surtees, 2016). As was the case with some of the participating parents in the current study, this led a number of language learners to migrate to an L2 context. The natural setting was preferred because it was assumed to improve linguistic knowledge effortlessly because

of continual L2 informal and formal practice with the authentic community. Parents' reliance on the external environment has also been found among migrant parents from different ethnicities in Canada, who believed in the role of natural and authentic exposure in the L2 setting because of its informal and formal options (Chumak-Horbatsch,2008). Surtees (2016) commented that scholars of the study-abroad field had worked consistently for twenty years to disprove the assumption of guaranteed language learning in the L2 culture. Even so, it is still a persistent myth among parents and students (Freed, 1998; Surtees, 2016). Surtees (2016) urged researchers to identify the sources of this illusionary and long-standing belief about study abroad. For the current participants, their perceived frustration with their previous formal learning experience enhanced their belief in the usefulness of the naturalistic learning setting and the perceived progress of their child confirmed this belief. Reliance on personal experiences more than authentic references in supporting English development is plausibly a reason for the spread of less scientific-based language-learning beliefs and consequently influences their perceptions of parental engagement.

The parents in the current study considered external pressure because of the need for English in the UK as a helpful L2 motivator which would forcefully and effortlessly foster language learning in the UK. In the light of SDT, a child has to experience a sense of autonomy, competence and relatedness in order to maintain motivation (Deci & Ryan, 2000a). Otherwise, the external pressure could drive her/him to learn the language simply in order to survive in the new context but its removal might influence the future effort and persistence of L2 learning (Noels, Clement & Pelletier, 2001). The parents' beliefs about what might happen when they return to SA (that is, L2 loss) indicate that they were aware that the removal of external pressure might negatively influence their children's L2 learning motivation. But they were less mindful that learners are active agents whose own beliefs can play a role in their learning experience trajectory (Bandura, 1997; Horwitz, 1987; 1999). Instead, the interviewed parents believed that the intensive compulsory informal L2 exposure is optimal for L2 proficiency. Yang and Kim (2011) challenged the notion that intensive natural L2 exposure leads to language proficiency and maintained that learners' beliefs are a driving force which can shape their language-learning experience. The learner in their study had pre-set his own goals to maximise his L2 proficiency by interacting with native speakers before arrival. However, the perceived below expectation reactions of

the host community had disappointed him, which had restricted his interaction with the new environment. They concluded that the reality which did not meet the learner's expectation had an impact on his language-learning experience.

The parents' positive attitudes toward the current formal learning context in supporting their child to catch up with peers also suggests that they were less aware that even for those who could be considered fluent bilinguals, it can still be said of them that they continued to develop their competence in more than one language (Grosjean, 1997). The findings also suggest that the parents were less mindful that their migrant children had multiple tasks in their new setting. They needed to learn English alongside studying the curriculum content and in a different language (Cummins, 1981; 2011; Knell, 2018), which can increase the pressure on a child and in turn affect her/his motivation. Collier (1987, p.418) commented on the different challenges which immigrant children encounter:

> Immigrants of school age who must acquire a second language in the context of schooling need to develop full proficiency in all language domains (including the structures and semantics of phonetics, phonology, inflectional morphology, syntax, vocabulary, discourse, pragmatics, and paralinguistics) and all language skills (listening, speaking, reading, writing, and metalinguistic knowledge of the language) for use in all the content areas (language arts, mathematics, science, and social studies).

Some parents reported the emergence of academic difficulties, for example a shortage of academic vocabulary, reading difficulty or handwriting, even though the family had spent no less than two years in the UK. Further, some of the participating children reported weakness in the subjects which they would need for the GCSE exams. From the SDT perspective, continued frustration or feeling incompetent can lead to demotivation (Soenens et al., 2017) and, in turn, high levels of acquisition could be affected. Isik et al. (2018) found that psychological distress, limited English proficiency and self-efficacy were some of the factors which influenced academic motivation among minority school-students. Some of the parent participants reported the psychological effect on their children of not having as high academic efficacy as their English peers. LeClair et al. (2009) hypothesised that the frustration experienced by

English language learners could be due to their current lower performances compared with that achieved in their homeland. These findings show that language learning in a natural setting has its own challenges different from those expected by parents.

The results showed that the majority of the parents shared the misconception that the younger the learner, the better the attainment (McLaughlin, 1992). Again, this suggests that the current young learners were thought to be passive agents in their current language-learning experience. In the literature, advocates of the claim that early exposure to L2 is advantageous had focused on L2 oral proficiency outcomes such as the quickly acquired ability to speak or to attain nativelikeness (Cummins, 1981; McLaughlin, 1992; Muñoz & Singleton, 2011). The demand for English skills in the mainstream context, as noted earlier, exceeds the ability to speak in everyday conversation. Rather, it demands skills which require maturity in the cognitive abilities which are essential for L2 academic attainment (Cummins, 1981). Analysis of the interview responses showed that oral fluency disguised the exact level of language competency and led to the assumption that the child could meet all the different demands in the new educational setting. McLaughlin (1992) warned parents not to stop providing support as soon as their child shows the ability to speak the language.

The assumption that children are quick learners, especially if they begin when they are very young, enhanced another parental belief that younger children can overcome language challenges easily or quickly. The parents seemed to be less aware of research studies on bi-literacy development which have found that children with limited proficiency need more time to catch up with their classmates. Thomas and Collier (1997) found that immigrant children who had arrived between the ages of eight and eleven required five to seven years to master English academic language. Hakuta, Butler and Witt (2000) showed that L2 learners with limited proficiency need three to five years to develop their oral proficiency and four to seven years to develop their academic English language needs. Kieffer (2011) found that children who enter school with limited English proficiency lag behind their native-speaking peers in their reading skills. McLaughlin (1992) highlighted that the development of written academic skills takes longer than oral communicative skills, which themselves take around two to three years to develop. These findings indicate that parents are less aware that all age groups can experience difficulty during language learning which could result in frustration (Collier, 1987; McLaughlin, 1992). The findings showed that most parents became less

worried or more confident about their children's language development after they had shown progress in their speaking ability.

The responses in regard to the significance of L1 maintenance showed that the participants were not aware that L1 enhancement aids L2 development. Different writers (for example, Collier, 1989; Cummins, 2001) have emphasized that the level of L2 competence which learners accomplish is significantly influenced by their L1 competence. Cummins (2001; 2016) argued that there can be transfer of skills across the L1 and L2 which can facilitate the development of language learning. Melby-Lerva and Lerva (2011) showed some evidence of the transfer of L1 skills to L2 literacy skills. Thus older children's previous L1 academic experience might facilitate their L2 schooling whereas young learners who have no L1 academic experience might find L2 schooling more challenging (Collier, 1989). The home environment of all of the current participants with children of different ages shows that there was little or no firm policy for L1 enhancement. This discontinuity of L1 development while gaining L2 proficiency might negatively affect the development of the latter (Collier, 1989). Collier (1989) added that children need a minimum of twelve years to develop L1 proficiency. The majority of the participating parents reported a noticed decline in L1 competency or a preference for L2 use over time. This is possibly because of the absence of a firm rule at home to use L1 in conversations with siblings. Shin (2004) showed that sibling socialization can have an impact on L1 maintenance and L2 development in immigrant families. The discussion about children who had arrived before puberty and their L1/L2 competency should not be understood as suggesting that the older participating children were likely to be more efficient learners because they had already developed more cognitive skills necessary for learning a language. The adolescents also had their own pressure from the relatively little time for mastering academic English skills and the contents of subjects to meet universities' entrance requirements.

Despite their good intentions, most parents were keener to promote relatedness than competency. The interview responses, however, showed that some children's relatedness to their parents did not help in keeping their relatedness to the task because of the continuing language challenges. The parents were less mindful that feeling competent and finding a task interesting are essential for maintaining intrinsic involvement in an activity (Deci & Ryan, 2000; Ryan & Deci, 2017). Reynolds and Gill (1994) found a consistent positive relation between home-based activities and

achievement. Curdt-Christiansen and Wang (2018) concluded that parents can influence different language attainment outcomes. From the interview data, some children highlighted the effectiveness of some of their parents' practices such as visiting libraries and purchasing books.

On the other hand, some parents assumed that their children were intrinsically motivated based on the academic effort which they saw the child trying to make. Ryan and Connell (1989) found that motivated school children showed as much effort as their identified counterparts did, but also showed more anxiety. The findings showed that whatever their L2 motivation, most children discussed the effort which they made to cope with the new situation, particularly upon arrival. However, none of them referred to unease, worry, nervousness or apprehension experienced because of language barriers. Memory attrition could be one reason for this. Future studies could target newly arrived children to investigate the language anxiety which can take place in mainstream schools.

6.2.2 What changes do Saudi parents experience in terms of their beliefs and family practices in supporting their children's language learning while sojourning in the UK?

The data did not show significant changes in parents' roles to support English within three months, suggesting that they still assigned usefulness to these beliefs. But there were some differences in some of their roles during the first year after arrival. From the interview data, all of the parents seemed to perceive the new environment as threatening for their children. This perception seemed to encourage them to take part in their children's learning experiences to facilitate their offspring's social adjustment. However, worries can produce a controlling parenting style not necessarily in terms of an authoritarian attitude but from the desire to protect their children (Ryan & Deci, 2017). The findings showed that some practices seemed to be controlling or pressuring regardless of good intention. For example, some parents shifted the family's language use to English immediately after arrival. When their children showed some progress in interacting with the environment, the majority of the parents became more relaxed or less stressed. They devoted their efforts only to L2 homework. The findings also showed some changes in some parents' perceptions about promoting L2 learning in the SA context in the future. Their worries about L2 loss was one of the reasons that

encouraged them to make plans such as switching to English at home and reading English books. Future studies could target families after their return to SA to explore their parenting style to enhance L2 maintenance.

Some changes also took place after unpleasant experiences at a mainstream UK school. Some parents showed an excessive belief in the significance of their child's age. One mother, who had two children at different school levels, came to believe that only older children at secondary level need extra help. Some parents increased their personal engagement to support their children's L2 study. For example, one mother practised writing paragraphs with her child who was struggling with writing at school. Those parents were the ones who stated that their children shared their frustration because of their lower performances in the UK schools. These findings indicate that a negative event does not necessarily bring positive outcomes. In the first example, the mother seemed to be less aware that the experience of language learning can be challenging for all learners regardless of their age. It is worth recalling that her younger child was affected by his poor reading performance and felt bored during English lessons. The second example showed that the child had benefited from his mother's engagement in promoting his writing skills.

There was a change in parents' decision about Arabic use and practice at home in response to children's growing L2 competence and as the time of departure became nearer. In the second round of interviews, the data showed that some parents sensed the pressure about the importance of developing L1 for their children who showed poor L1 but good L2 abilities. They started to introduce or think about practices to enhance Arabic at home. However, the children's L2 competency developed to the extent that they not only used more L2 at home but also showed resistance to the parents' decisions in some cases. These findings showed that parental language ideologies can negotiate the language choice at home, but they cannot always have full control of it. The child's agency can negotiate the FLP (Fogle & King, 2013). It could be said that parental language ideologies can be in conflict with child's agency if the family members have different evaluations of the languages.

Table 6.1 summarizes the prevailing beliefs among the six participating parents.

Table 6.1 *An Overall Summary of Parents' Findings*

	Themes	Number of parents	Frequency	
			Round (1)	Round (2)
	Parents' extrinsic reasons for English learning:			
	Parents agreed on the essential utility for English to university study and job opportunities reasons.	6	16	14
	L2 learning beliefs:			
Codes	Parents believed that parents could rely on a child's effort, school for promoting competency, or both.	2	4	4
	Parents believed that no need for parental intervention because immersion would lead to automatic language learning.	2	5	6
	Parents believed that parental roles should concentrate on disciplining a child according to L1 custom.	1	3	5
	Parents believed that a successful language attainment only takes place in the host culture.	6	15	20
	Parents considered the external pressure because of the need for English in the UK as a helpful L2 motivator.	6	10	13
	Parents considered age as a facilitator factor for English learning in the UK.	5	8	15
	Parent noticed that children experienced a decline in L1 academic skills, but she did nothing to prevent it.	1		1
	Parents who attributed the importance of L1 maintenance to some reasons but not to L2 development.	5	7	17

6.3   Discussion of Children's Views

6.3.1   What motivates Saudi children to learn and use English while sojourning in the UK?

The findings showed a higher level of extrinsic motivation among the seven participating children (*see* Table 8.2). It seems that the instrumental reasons for learning English, especially the study-related and travel reasons, were particularly common among them. Career goals were associated with English by the five older children who were at secondary school or college. These findings support those of Connaughton-Crean and Duibhir (2017); the current study found that the researched children were conscious of English's position as a dominant language in the world. Consistent with the literature (for example, Bartram, 2006; Connaughton-Crean & Duibhir, 2017), this study found a parental influence on their children's L2 motivation. The findings showed that parents were the common source which nurtured the extrinsic usefulness of English among the participating children. All of the children perceived their parents to have instrumental goals for their English learning. Furthermore, some of the children who would return to SA shared their parents' instrumental view (that is, an academic readjustment) of the Arabic language. This result is similar to that of Connaughton-Crean and Duibhir (2017) who found an agreement between parents' and children's beliefs about the instrumental utility of not only English learning but also the heritage language. These results support the SDT assumption that parents are significant socializing agents for their children's participation in an activity.

The findings also showed that parents not only passed on extrinsic orientations but also their L2 learning beliefs. For example, many children strongly adopted their parents' L2 beliefs about the role of external factors in enhancing or hindering language development. They agreed that success or failure in L2 learning was mainly attributable to other factors than one's own effort. The findings showed some cases in which children who made an effort to improve their skills attributed their success to the options available in the environment. Furthermore, some children depended mainly on school support because they shared their parents' over-trust in the mainstream education being better than their previous learning setting. In addition, they shared their parents' higher expectations of learning outcomes in the UK than in SA. These findings support those of Kormos, Kiddle and Csizér (2011) who maintained that parents can play a role

in their children's goals, attitudes, effort and persistence. The participant parents' values regarding language learning had a profound influence on their children. They seemed to teach their children their own values and beliefs through verbal communication, as some cases showed.

However, the data revealed that children were not only recipients but also creators of their realities. In line with the findings of Jean and Geva (2012), the school-age children interviewed in the current study seemed to develop their own reasons for learning English derived from their understanding of its status in their new world. These goals were to achieve more tangible rewards. From the interview data, four children's responses showed their understanding of the importance of English for gaining course credits at the UK schools. This goal frustrated some children who felt unable to achieve it and they expressed their feeling toward English, such as Salem who said 'I don't like it as much I like maths'. The considered short-term motives were not restricted to academic achievement in mainstream education but also to surviving socially or being accepted in the new context. Three children believed that English was needed for making friends in the UK. One of these cases discussed his experience of being unaccepted or unwelcomed which influenced his attitude toward English that it is 'a nightmare' (Suhail). These findings support those of Olsen (2000) who argued that the negative affective factors such as feeling ashamed, embarrassed and rejected which newcomer school-age children could experience can create a psychological barrier between the learner and the new language. Two children were highly intrinsically encouraged because they also found that learning English is fun. Those children showed cognitive maturity in problem solving such as searching for the contextual use of a word as well as looking up its meaning. They were also able to express their positive feelings toward English, for instance, 'From the bottom of my heart, I love it.' (Ameen). It is worth recalling that the parents of these intrinsically motivated children had not played any role in stimulating their children's intrinsic motivation before arrival. These findings showed that some children developed different reasons for learning English from those of their parents, who discussed its significance mainly for university study and getting a well-paid job in the future. They also show that parents and children are basically distinct entities.

The children also acted on shaping their FLPs regardless of their parents' ideas. Some children whose parents desired to maintain L1 at home used only English with

their siblings and mixed languages with their parents. Some children accepted English use at home because of their shown development in linguistic abilities but not because of their parents' efforts to support L2.

6.3.2 What role do children perceive that their parents play in contributing to their English language learning motivation and supporting their language learning?

The data showed that the quality of received support did not match children's needs in the current context. In addition, there were some parental controlling behaviours. Many of the children reported that their attained level in English was because of their effort, school support or both. Some cases also reported some level of discomfort in children about their parents' practices. However, all of the children stated that they perceived their parents as supportive and investing in their future. Their beliefs about their parents' efforts to promote English could be the outcome of the Saudi parenting style of raising children to trust and blindly obey their parents (Almalki, 2020). The parent/child relationship also could be one of the factors which lessen the feeling of pressure triggered by parents' controlling practices.

The findings showed that some parental involvements were not sufficient to support the children's self-determination. The findings showed that in most cases, parents tended to have less direct involvement in their children's English learning. Only one mother, who liked reading, made an effort to create different home-based activities to support both oral and written skills, whereas the remaining parents restricted their role to following up L2 study. The data obtained from parents and children also showed different continuing language challenges such as in reading or handwriting. This was possibly because the degree of parental involvement could not meet the child's competency needs. A recent meta-analysis conducted by Castro et al. (2015) concluded that parental supervision and controlling homework were not related to children's achievement as the findings showed that the quality of some parental involvement in school-based activities was below expectations. Some children, for example, described their parent's engagement in an L2 reading assignment as only giving advice to the child to look up the difficult words and then keep on re-reading the text until he understood them. Considering SDT, a structured home environment can increase the sense of efficacy and competence which will motivate a child to engage in the task

actively (Ryan & Deci, 2017). FLPs could positively contribute to a child's lexical repertoire (Mori & Calder,2017) which in turn could lead to higher self-efficacy and self-determination. The findings showed that some children acknowledged that some of their parental involvements had helped them to show progress. For example, one child who had been in the UK for less than a year believed that her mother's contribution to her English ability had helped her to develop. It should be recalled that this child, however, did not develop self-determination motivation for some reasons which will be considered later. A chaotic environment might not help a child to overcome the difficulties (Ryan & Deci, 2017), so in turn, L2 motivation can be threatened. The findings showed that one mother who did not respond to her child's reading needs had a child who continued to struggle in English lessons and he consequently formed a short motive for learning academic English, as will be discussed later.

The findings also showed that there were some parental controlling practices. Some parents did not provide their child with sufficient support to improve her/his academic English skills, but they seemed to be anxious about him/her getting good grades at school, for example. Some parents continued to put pressure on the children to maintain a routine of reading in English by themselves. According to SDT, a controlling environment could cause dissatisfaction in the need for autonomy, and thus enhance the controlled motivation when involved in the learning process (Ryan & Deci, 2017). However, those children showed some tolerance of such behaviours, for example they did not consider them as harmfully controlling because they understood that their parents wanted the best for them. Even in the cases in which the children perceived their parents as controlling, as they mentioned in the first round of interviews, they believed that their parents were seeking the best for them. These findings showed that satisfying relatedness or a sense of connection with parents could have worked positively for the children in this context; it alleviated the sense of parental pressure.

6.3.3 What changes in motivation takes place among Saudi children while sojourning in the UK in learning and using English as a second language due to the role played by their parents?

Most of the children had experienced language shock at schools of their new land as the data from parents and children showed. This is understandable as they were not only incompetent in English but also had no sense of a free choice in the UK setting.

All of the children had made an effort to survive in the new environment after their arrival, but it seemed that three had restored or developed more self-determined motivation whereas four children kept the controlled motivation. The sense of self-efficacy, autonomy or both seemed to contribute to their motivation. Some children did eventually experience a higher sense of self-efficacy which seemed to be positively associated with the behaviour indicators (desire, effort and persistence), whilst others experienced a low sense of self-efficacy and less autonomy which seemed to negatively affect the behaviour indicators. These results reflect those of Noels et al. (2000b; 2001) that perceived autonomy and competence were highly correlated with most determined motivation but less correlated with least self-determined motivation. All of the children in this study referred to different language challenges and showed an understanding of the demand for English in the external environment but they differed in their ways of coping with the stress. It can be claimed that some children believed that they were an active agent in developing language competency whereas others believed that they were passive agents (Kolb,2007). These findings support those of Baqutayan (2015) that pressure could be a source of motivation to work hard and deal with a stressful situation for some people, but it also could be frustrating and could lead to psychological distress if people believe that managing the new situation requires higher skills than those which they already have (Baqutayan, 2015). Three of the five children who seemed to feel pressured or controlled and would return to SA, had formed short-term motivation for learning English: they were prepared to make an effort in the UK only in order to survive.

The data from the two interviews showed that having an increasing self-efficacy, more intrinsic motivation or both positively affected the behaviour indicators. Only three of the seven children showed more creativity in their approaches to developing their language abilities in both rounds. They were persistent in supporting their competency in both oral and written literacy skills in their own ways in addition to receiving external help from teachers or parents for academic aspects. For example, they utilized technology to improve their different language skills and read printed materials in their free time. They expressed their intention to continue learning English in the future. They could feel more competent and less worried as a result of their increased effort. These findings are consistent with that of Fan and Williams (2010) who identified a strong correlation among adolescents between self-efficacy and their

engagement with developing their English proficiency. The current results broadly support SDT predictions that intrinsic motivation is an optimal option which can lead to the desired learning outcomes. Furthermore, satisfying the feeling of competency can stimulate the greatest autonomous self-determination. Such learners can be more creative in looking for better ways to show greater improvement in their skills. They are voluntarily taking actions towards an end of the task. The two children who were also intrinsically motivated discussed not only their effort and persistence to learn English, but also referred to the desire to feel that English was a part of the self. Also, the child who believed that his competence outperformed that of his Saudi classmates who had spent more time in the UK than him showed effort and persistence and expressed the desire to develop his language ability in the present (in the UK) and the future (in SA).

On the other hand, the findings also showed that a continued low sense of competency and a controlling environment dictated a child's level of effort, desire and persistence. Four of the interviewed children only followed the instructions given by a teacher, their parents or both to address their academic language weaknesses. They also shared their frustrations with the continuous challenges in their L2 study. It should be recalled that although the child who had spent less than a year in the UK showed more confidence in the second interview than in the first, it did not help her to develop self-determination for the same reasons. She was not satisfied with her progress; she wanted to be like her peers. She continued feeling being forced to learn English to survive. The feeling of less confidence and less control over the outcome negatively impacted the sense of relatedness to English tasks in some cases. Three of the children who would return to SA expressed their unwillingness to continue studying English in the future. This suggests that some migrant children in the study were temporarily motivated to learn English in order to cope with the external demands or pressure for English in the L1 context. Only one of them, who could have the opportunity of studying at a UK university, wanted to continue learning it. A possible explanation for this could have been his age as being near to his future (Kyriacou & Zhu, 2008). According to SDT, children who feel less in control of their environment because of continuing challenges, less relatedness to the task and less freedom in choices can display less effort, persistence and enjoyment in the task. They also could abandon the task when the pressure is removed. The passive agent children in this study showed less creativity in their approaches and spoke of a feeling of boredom. Three of them expressed their

intention to stop making an effort to develop their (academic) English abilities in the future, as noted earlier. One of the passive learners seemed to experience changes in his expectations about his attainment while studying in the UK. In the first interview, he wanted to reach the level of native speakers but in the second round, when he had reached secondary school level, he had lowered his expectation to be similar to a learner for whom English is his L2.

Table 6.2 *An Overall Summary of Children's Findings*

	Themes	Number of children	Frequency	
			Round (1)	Round (2)
codes	Children hold only extrinsic orientations for English learning.	5	15	22
	Children hold a combination of extrinsic and intrinsic orientations.	2	11	14
	Children decided to quit English learning when returning to SA.	3	2	7
	Children believed in the role of external factors in promoting or hindering language development.	6	15	14

6.4 Summary

In this chapter, I have discussed the findings which emerged from the data obtained from the interviews with the parents and the children. I have presented parents' interpretations of their roles in their children's English learning while sojourning in the UK. I have also shown the influence of their L2 learning beliefs on their FLPs. In general, the participating parents were directed by their L2 beliefs which had been formed based on their own experiences. Their awareness of the beneficial practices for supporting English learning needs to be recognized in order to avoid L2 demotivation. I have also discussed the children's points of view regarding learning English and the support which their parents provided. Although the children shared their parents' belief in the extrinsic usefulness of English, some seemed to adopt other extrinsic orientations, such as making friends. Some children, further, formed only short-term motives for

English learning. This suggests the agency of children during their language-learning experience. Although all of the children expressed their satisfaction with the parental support which they had received, some of them seemed to derive less benefit from it. The different levels of the sense of mastery, autonomy and relatedness to English task had created variations among the children's motivations.

7 Conclusion and Future Work

7.1 Introduction

This conclusion contains six sections. It starts with a summary of the findings from the data obtained from parents and then from children. The recommendations section then sets out recommendations for parents and then for policy makers in the Saudi Ministry of Education. This is followed by a discussion about the limitations of this research. Then the study's contribution to the knowledge base is presented. Finally, there are some suggestions for further studies.

7.2 Summary of Main Findings

This study explored Saudi children's L2 motivation and their parents' roles in enhancing their children's language learning in the natural setting.

7.2.1 The Findings from the data from Parents

The results from this study show that these Saudi parents believed positively in English learning and considered it to be an important investment in their children's future. However, the practical and pragmatic gains did not inform these parents' FLPs due to their L2 learning beliefs. They all believed that the demand for English in the environment (daily life and at school) was an inevitable external pressure which would drive children to make an effort in order to thrive and survive. They also assumed that the education system in the UK was unquestionably effective enough to support their children's competence. These findings show that the participants were not mindful of the negative influence of pressure on motivation, the challenges which children can face in mainstream education and the current education system inevitably not being prepared enough to meet their children's needs. All of them, regardless of their perceived language ability or their own previous learning experience, blamed only the previous setting for poor learning outcomes. The absence of an external demand for English in that environment and the perceived ineffectiveness of the schools in SA were considered as a hindrance. Some of them also had a concern about how their children would maintain their attainment once they returned to SA. These findings suggest that they had less trust in their own ability to support English learning in a non-traditional style. It should be noted there were no observed changes in these parents' L2 learning beliefs, indicating that these beliefs still carried usefulness for them.

The findings also showed that these parents' positive attitude toward English learning did not translate into (healthy) practices at home. After moving to the UK, all but one had given up supporting English competency quickly and restricted their involvement to providing help with L2 homework. Some parents who maintained their engagement in promoting competency in academic English seemed to be less mindful that the quality of parental participation can also affect a child's improvement. While residing in SA, all of the families had adopted traditional techniques to provide access to English (that is, receiving formal education).

The higher instrumental utility of language learning extended to include the heritage language which is one of the components of the Saudi national identity. There was agreement among the parents with children who would move back into the SA setting upon its importance for wider extrinsic reasons (such as the academic readjustment) in the second round of interview. The findings also showed that all of the parents were not aware that L1 enhancement assists L2 learning. The home environment of most participants showed the least structured setting for enhancing L1 ability. Their children's linguistic competence increased their use of English even within the cases which desired to maintain L1 use at home. Some children, moreover, resisted their parents' (new) plans to enhance Arabic at home. Some participants seemed to conclude that priority should be given to their child's learning of English. This finding highlights the influence of imposing English learning to secure a child's future even if it is at the expense of L1 loss.

The data also revealed that these parents' policies were influenced by children's agency. Some parents who had wanted to take steps for English improvement before the time of departure from SA and immediately after arrival in the UK reported that their children did not accept their enacted practices. Some parents who wanted to enhance Arabic after their children showed more progress in their L2 abilities, found L1 enhancement became a challenge because of their children's desire to use English. This reveals that family language policy and practices within these families did not solely depend on the parents. Children's agency had a decisive role to play. This shows that FLPs are developed and maintained by the contribution of all members of the family, not just the parents.

7.2.2 **The Findings from the data from children**

This study explored the L2 motivation of Saudi children who had started learning English in the mainstream context. The children who participated in the study were much more extrinsically motivated. Although the findings showed that parents played an important role in enhancing extrinsic L2 motivation, and that the children copied their parents' L2 learning beliefs, some had formed different extrinsic utilities for learning English (such as getting high grades or being accepted by their peers in their UK schools). Some of the children who would return to SA even understood the significance of L1 for academic readjustment only.

The findings also showed that all the school children had felt pressured by the English demands in their new environment when they had arrived. This pressure seemed to deprive them of the sense of psychological freedom to engage in learning the language. However, the increased sense of competency and control over the outcome helped some children to cope with the stress and form long-term plans to improve their language abilities. Many of them also expressed complex theoretical motivations such as intrinsic motivations. They shared their positive emotions towards and their genuine interest in the English language. Others, however, experienced less sense of competency and less control over the outcome, and formed short-term goals for learning English. Many of them also expressed unpleasant emotions towards English because of the experienced continued challenges. This showed that the lack of a sense of competence and autonomy affected some children's relatedness to the task.

Although all of the children expressed appreciation of their parents' support, the findings showed that all but one of the participating children had experienced a greater sense of independence from their parents in addressing their English weaknesses. The unstructured environment did not guarantee an intention to work on overcoming the language challenges. Only those children who had a sense of competency and found enjoyment in the task or valued the task for their future had been able to improve their language abilities, whereas those who experienced less competency, less enjoyment or both followed only the school tasks, which seemed to be insufficient for some children to improve their competency.

It was found that these children's agency not only created their own different meanings of English learning or the way of developing their English academic

weaknesses, but they also shaped their FLP. All of the children contributed to English enhancement at home, including the older children who had resisted their parental practices before and just after the family's arrival. Some children kept using English with their parents or siblings although their parents wanted them to make more use of Arabic. As previously discussed, this highlights the important role which children play in shaping family language policies and practices.

It was also found that perceived parental support did not stimulate autonomous motivation in some cases. This was possibly because the child had not experienced a sense of free choice to learn English. The child who perceived her mother as controlling her behaviour showed more commitment to family practices not because of any enjoyment but to survive in her new environment. The competency which she developed seemed to regulate only her feeling towards her mother's involvement, but did not seem to enhance her autonomous motivation.

7.3 Recommendations

7.3.1 Recommendations for parents

The evidence from this study suggests the need for parents to play a more strategic role in enhancing their children's L2 competence in a foreign setting. There appeared to be some differences in their reactions to facilitating social and academic adjustments. They should consider the usefulness of parental practices to support improving competency in academic English too. They should not expect outstanding performance in academic English just because of immersion, age or length of residency. They should not assume that their children are receiving sufficient support to meet their needs at school and they should be aware that schools cannot work in isolation. They should not give up supporting their children's English competency quickly because of the development of general oral fluency. They should also take into consideration that children's agency can affect the learning outcome. Perceived control, positive self-esteem and self-efficacy are parts of their agency. To foster their children's sense of agency, they should seek and provide professional help more than suggesting choices to them. They should make it clear to their children that success in learning is strongly linked to the effort put in. They might need to understand that some children might not share their problems for various reasons. Finally, they should have firm plans for L1

enhancement as it is significant for L2 development, affiliation and belonging. Otherwise, children might find themselves feeling discomfort in both languages.

7.3.2 Recommendations for the ministries of education in Saudi Arabia and the UK

As the global education market grows, the settlement of sojourners is significant for both host and home countries. They should remember that international students can be accompanied by their children. Children's successful adjustment through acquisition of the target language could reduce stress for the parents and allow them to focus on their own studies. These children should be perceived as active agents who create meanings in life which positively or negatively influence their experiences. They should not be expected to develop and thrive without receiving professional help. Therefore, more action to facilitate the transition experiences for international migrating student families should be taken.

The results show that some Saudi parents were not sufficiently aware of the necessary means to support improving their children's English language competency. Their practices could be drawn from their own beliefs and experiences. It would be beneficial to provide training sessions for parents who are about to migrate in order to prepare them to offer better L2 parental support and to make them understand the key concepts in L2 learning. These sessions could construct a solid foundation for their children's language-learning experience. It would be helpful to design pre-sessional short courses conducted by Saudi education authorities for their children.

The findings also provide insights into parental stress over their children's academic readjustment. The parents mentioned the inadequacy of Saudi schools to facilitate their children's experience of academic readjustment. The Ministry should provide training for SA teachers to facilitate migrating children's academic readjustment experience.

The reviewed literature showed that not all UK schools are well prepared to support migrant children with limited competency. These children are vulnerable, and they need professional support. The results also demonstrate that not only can parents misjudge their children's English ability because of the children's oral fluency but also teachers can form the same evaluation. It would be beneficial to increase the number of teachers who are specialized in teaching English as an additional language.

7.4   Limitations of the Study

As with all studies, this study has its limitations. The first limitation is related to the sampling stage. For practical reasons, the researcher was not able to conduct interviews with families which had just arrived in the UK. Also, the main study involved only a small number of Saudi migrant families. Although the families were from different regions of the country, it cannot be claimed that the sample represents the whole population of migrating families. The second limitation is related to the data collection stage. The researcher could not conduct interviews with both parents as some fathers were still in SA or refused to participate. The discussion was therefore limited to one parent in most cases. Although the study employed in-depth interviews with each participant, it cannot be claimed that their responses mirrored their actual practices. If an observation tool had been adopted, it could have helped to verify the interview data further. Future studies could use the mixed-method approach to achieve greater accuracy.

7.5   Contributions to the Knowledge Base

This study focused on the previously under-explored context of Saudi families abroad. Its main aim was to explore the L2 motivation of Saudi sojourner children in the UK. The review of the L2 motivation literature showed the need for further studies which adopt the SDT perspective. Unlike many studies which focused on adults and post-secondary students in EFL contexts or on examining the relevance of SDT to other theoretical paradigms related to language learning, this study introduced the experience of Saudi adolescents who were learning English in the mainstream context. In the FLP literature, many studies have investigated only parents' beliefs and practices at home which promote the development of language learning. This study covers the perceptions of both children and parents. The other important contribution which this study has made is utilizing SDT to explore children's emotional and psychological reactions towards their family practices during residency in the L1 context. The findings also contribute to the study-abroad field. They showed that parents' frustration with their prior learning experience in an EFL setting had enhanced their beliefs in the utility of the naturalistic learning setting. The findings also showed that the perceived progress of a child confirmed this belief. They also showed that parents' reliance on second -and

first- hand experiences foster the spread of less scientific-based language-learning beliefs.

7.6 Suggestions for Future Research

This study has identified several questions which need further investigation. It is important to explore parental roles in maintaining the attained language level of their children after returning to SA. Future research could also explore the role of Saudi parents who have not had the experience of studying abroad in supporting their children's English competency. Future studies should explore the influence of imposing English on parents' motivation to support their children's L1 development.

Appendices

Appendix A

Interview Questions (Parents)

Theme	Interview Question	Supported Questions	Notes
Importance of learning English	In your opinion, to what extent English learning is important for your child?		
Reasons of learning English Focus on mastery or performance goal	Why do you think that English learning is important for your child?		
Learning setting	What is your opinion about your child experience of learning English in UK as compared to SA?		
Expectations	What language level do you expect your child will reach to after you finish the scholarship?	Have you discussed that with your child or not?	
Continue studying	Do you want your child to continue learning English in the future or not?	If no, why?	Have you discussed that with your child or not?
Preferred parental style	In your opinion, do you think that parents should force their children to learn the language or give them the freedom to choose?	How would you react, if your child is not convinced about English learning?	
Natural development	Do you think parents should let children depend on themselves in learning English or not? Elaborate.	Why do you think so?	
Impact belief	In your opinion, what is the parent's role in their children's English education?		
Family language practice	How important is it to you that your child uses Arabic at home? Why do you think so?		

Appendix B

Interview Questions (Children)

Elements	Interview Question	Supported Questions	Notes
Importance of learning English	In your opinion, do your parents think that learning English is important or not for you?		
Reasons	In your opinion, why do your parents think it is important for you?		
Focus on mastery	How important is it for your parents to do better than other Saudi children in English?		
Continue studying	Do you think that your parents want you to continue learning English in the future or not? Why do you think so?		
(Autonomy)	What do you think in your parent's way to make you learn English? Why do you think so?	In your conversation with parents, have they talked or discussed with you anything about English Learning? If yes, what? (for more clarification, if needed: discussion about the advantages of learning English or disadvantages of not learning English)	
Source of control (Expectation)	Do you think that your parents feel that you have the ability to learn English or not?	Tell me more about that Give me examples, please. (why do you think so) What level do they expect you be at in English in the future?	
Support competence?	How do your parents help you to learn English language?	Tell me more about that and give examples, please.	

Negative feedback	How do your parents react with you if they notice that you need to develop something in your language? (handwriting, reading, for examples)	Tell me more about that and give me examples, please.	
Positive feedback	How do your parents react with you if you have made a progress in English?	Tell me more about that and give me examples, please.	
Relatedness	Can you tell your parents about your difficulties in English or not? Tell me more about that	If no, why?	
	Do you think your parents should differently help you in English learning or not?	If yes, what differences they should do?	
Motivation reasons?	Why do you want to learn English?		
effort	Do you think you work hard to learn English or not?	If no, why? If yes, give me example please?	
Persistence	When you face a problem in English, do you try hard to overcome it or not? If yes, what the first thing comes to your mind makes you strongly want to overcome this challenge? If yes, give me example please?	More clarification if needed: It could be people or anything else. For example, is it you or your parents or both of you or somebody else or it could be your plan to the future or something else?	
Continue studying English	Do you want to continue learning English or not? Why?		
Expectation	What level you expect you will be at in the future? Why do you think so?		

Appendix C

Reflective Journal

Dear little researcher,

First of all, thank you for being involved in this study. Your participation in the study is very important; you will help Saudi parents to understand how they can encourage their children to learn English.

In this journal, you will provide me with information about your effort, challenges and solutions while learning English in the UK. What you will record will guide me to write for Saudi parents to support their children successfully.

I have written a modal from my experience in the UK to make the task clearer to you when you start writing about yourself. I hope you keep writing the journals for three times within three months, the report will take **only 15 minutes** to be written. Remember, your experience of learning English in the UK means a lot for many Saudi parents and children.

Thank you

(Model Answer)

Report1**: (Part one: My plans)**

Write me about some aspects in English that you want to improve within (4) weeks (Remember there is no right OR wrong answer).

Once I have started my PHD in the UK, I have noticed that I need to develop different skills in English. I have to improve my skills in: Writing, reading, listening, and speaking.

Tell me how you are going to improve them (Remember there is no right OR wrong answer).

I will write a paragraph every day, read every day, watch news, and listen to songs in English and I will look for friends to practice speaking.

Tell me what the challenges you are expecting to face while you are improving them (Remember there is no right OR wrong answer).

I am afraid I might not know what to write about, not have time to watch TV or listen to English songs.

Tell me how you think you will overcome these difficulties (Remember there is no right OR wrong answer).

I think I should write summaries of the articles I have read. I will listen to songs everyday while I am in the car.

(Model Answer)

Report 1**: (Part Two: evaluation report after 4 weeks**)

Remember what you have written before 4 weeks, tell me about the aspects you have improved so far (Remember there is no right OR wrong answer).

My writing skill is improving, and my reading skill is improving.

Why do you think you could or could not do improve the specified aspects? (Remember there is no right OR wrong answer).

Reasons of developed skills:

My writing skill is improving because I have made summaries of the articles every day. My reading skill is improving because I have read a lot.

Reasons of not developed skills:

My progress in listening is slow because I have no time to watch TV or listens to songs in English. My progress in speaking is slow because I do not have friends because I am busy with my research.

Tell me about your family comments, if any.

As a PhD student, I only receive feedback from my supervisors. My first supervisor told me that my writing becomes better than before, and my tap member told me that I am a hard worker. I trust their comments; I feel they are honest. My parents also told me that they keep praying for me and they are proud of me. I am happy with my parents' support.

Tell me about your plan for developing your English within the next 4 weeks (Remember there is no right OR wrong answer).

I will keep my routine for writing and reading, I will work harder to improve my listening. I will specify half an hour every day to watch English programs and I will practice my language with my family.

Appendix D

Consent Form for Parents

Please initial each box if you are happy to take part in this research.

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.

I understand that the purpose of the research is to help parents to be aware of their roles in enhancing their children's motivation of language acquisition and understand the most effective way to motivate them to utilize the opportunity of studying abroad.

I understand that data will be stored securely in a locked filing cabinet or on a password protected computer and only Jeehaan Terngano (jt1325@york.ac.uk) and John Issitt (john.issit@york.ac.uyk) will have access to any identifiable data. I understand that my/my teenager (son/daughter) identity will be protected by use of a pseudonym.

I understand that my and my child data will not be identifiable and the data may be used ……. ☐

in publications that are mainly read by university academics ☐

in presentations that are mainly attended by university academics ☐

in publications that are mainly read by the public ☐

in presentations that are mainly attended by the public ☐

freely available online ☐

I understand that data will be kept for four years after which it will be destroyed. ☐

I understand that data could be used for future analysis or other purposes [e.g. other research and teaching purposes] ☐

I understand that I can withdraw my and my child's data at any point during data collection and up to two weeks after data is collected ☐

I understand that I will be given the opportunity to comment on a written record of my responses ☐

Participant's Name   Date

Signature of Participant: ....

Researcher's Signature   Date

Participant Identification Number:

Consent Form for Children

Name of Researcher: Jeehaan Terngano

University: University of York

Please, listen to the following statements carefully and <u>circle</u> Yes or No to show how you feel about the statement.

1. I understand what the research is about.
   Yes   No

2. I have asked the researcher questions and I am happy with the answers she gave me.
   Yes   No

3. I know it is okay to change my mind at any point.

   Yes   No

4. I am happy to take part in the study.
   Yes   No

_____   _____

     child's Name   Date

_____   _____

     Researcher's Signature   Date

     Participant Identification Number:

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