

# PARENTS' SOCIO-EDUCATIONAL JOURNEY: SCAFFOLDING YOUNG LEARNERS' MULTILANGUAGE EDUCATION

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**Abstract.** This study examines the coping mechanisms of parents in navigating the challenges of multilanguage education for young learners in face-to-face learning settings. The research used a qualitative design and carefully considered ethical considerations in participant selection, data collection, analysis, and interpretation. The participants, parents selected through referrals, shared their experiences, challenges, and coping mechanisms related to supporting their children's academic development through multilanguage approaches. The study found that parents faced challenges in collaborating with teachers, supporting children with learning disabilities, and developing effective strategies. Coping mechanisms included building support networks, fostering positive relationships with learners, and providing sustained parental care. The study also highlighted the importance of parental involvement in school governance, seeking support from local partners, and advocating for policy reviews and actions. The findings suggest the need to translate the research into practical interventions at the district, school, and classroom levels. Continued collaboration among stakeholders is essential for improving educational practices, policies, and support systems for young learners and their families.

## KEY WORDS

1. parents' socio-educational journey
2. scaffolding young learners' multilanguage education

## 1. Introduction

Starting from the premise that children learn better when their learning community respects their families and cultures, this thought-provoking resource shows what it means and what it takes to include today's diverse parents in their children's learning. Moving readers away from out-of-date practices that can potentially marginalize and devalue the cultural assets of families, the authors provide practical, ready-to-use strategies to help schools re-envision the meaning of parental involvement and engagement. Based on the research and K-12 teaching experience of three educators, chapters address contemporary issues such as the absent parent, homework, vulnerable populations, limitations of current school-based family programs, and pedagogies of hope. On the other hand, teachers are expected to provide guidelines and examples of homework that allow multicultural and multilanguage parents to engage with their children around learning; parents may share how teachers and school leaders can collabo-

rate to effect more inclusive practices. This leads to reframing the conversation surrounding parental engagement to emphasize community and parental empowerment; and will effectively address the importance of parental engagement amid today's political discourse surrounding immigration (Herrera, Porter and Barko-Alva, 2020) . Moreover, in another country, building effective partnerships with parents of young children with language delays has strong face value and is supported by multiple areas of research; however, building and maintaining partnerships to optimize child outcomes in practice can be difficult. Hampton, Stern and Rodriguez (2023) provides a guide to teachers and speech-language pathologists who work with young children with language delays for how to collaborate toward building and maintaining effective parent partnerships. Building effective partnerships starts with, first, getting to know the family using responsive interview questions and communication rooted in clinical psychology practices; second, instructing parents to implement instructional approaches at home using effective adult learning strategies; and third, maintaining partnerships through effective ongoing communication; and, finally, problem-solving with motivational interviewing. In the Philippines, Petri, Mayr, Zhao ad Montanari (2023) examined the content and function of parent-child talk while engaging in shared storybook reading with two narrative books: a wordless book versus a book with text. Pragmatic and linguistic measures of parental and child talk during both narrative storytelling and dialogic interactions were compared between the wordless and book-with-text conditions. The results show that the wordless book engendered more interaction than the book-with-text, with a higher rate of parental prompts and responsive feedback, and significantly more child contributions, although lexical diversity and grammatical complexity of parental language were higher during narration using a book-with-text.

Further, Auriemma, et.al., (2023) investigated the relationship between parental cognitions, coping styles, and stress in parents of children with learning disabilities. More specifically, parental beliefs about self-efficacy and satisfaction in the parenting role were examined in relation to parenting stress. Results revealed that parents' perceptions of the severity of their child's learning disability, as well as their use of emotion-focused coping strategies, were significant predictors of parenting stress levels. Participants' beliefs regarding their self-efficacy in the parenting role and their satisfaction with the parenting role were not significant predictors of parenting stress. Additionally, parental use of problem-focused coping strategies was not a significant predictor of parenting stress. Implications for future research and clinical practice are discussed. This made challenges for the parents and on their sustaining skills and attitude of patience toward support the children on their early language learning. Exploring parents' and teachers' meaning making of children's learning in transitions from preschool to school, for 5-7-year-old children makes educational transitions. These children often need individual adaptations in pedagogical settings and are most dependent on supportive persons for learning. In a Malita West District, the transitions from preschool to school of eight children are observed and studied. Parents, preschool- and school teachers were observed to have performed on three occasions pre- and post-transition. Challenges have been met on how parents and teachers perceived and responded to the children's learning. Individualization of transitions is needed and should be built up by close and tentative adaptations that prevail over transitions.

This made the proponent write the concept paper for her thesis to support claims of the phenomenon happening among parents. It is expected that results could provide sound contribution to school heads and teachers to come

across sound interventions to support parents in scaffolding the learning who are beginning to learn Multilanguage in the respective grade levels.

The purpose of this phenomenological research study was to describe Parents' socio-educational journey's coping mechanism given their experience and the challenges on the scaffold among young learners' multilanguage education' in the full face to face learning processes during School Year 2022-2023. At this stage

*1.1. Research Questions*—This study aimed to understand and describe the experiences of parents in the Elementary Schools

- (1) What are the socio-educational experiences of parents in scaffolding young learners' academic beginnings using multilanguage education?
- (2) How do parents cope up with the challenges encountered in scaffolding young learners' academic beginnings using multilanguage education?
- (3) What socio-educational insights can be drawn from the experiences of the parents?

Results of this study will be of beneficial and provide significant inputs and bases for the management of curriculum implementation and assessment given quality assurance assessment cycle for schools to consider curriculum of Key Stage 1 learners policy on Mother Tongue-based and Multilanguage Education instruction be improved amongst schools in Malita West District, Davao Occidental Division. The following stakeholders shall be of beneficial given the outputs of the study. School Principals. The School Heads/Principals sets the management and eventually directs the Teachers and other stakeholders for performance improvement whether in school's operation and or curriculum management. The School Principal is expected to manage the curriculum implementation for Kinder to Grade 3 learners' to prepare teachers and parents as well in the skills intended to be mastered given face to face learning modality. Thus,

in the research, parents' lived experiences, challenges encountered and insights are generally defined as their social interaction and educational involvement to learners' academic performance and ability to develop and improve through multilanguage approaches and despite of all instructional interventions delivered, and where learning is generally happen not only in school but at home as well is being considered to be explored.

of Malita West District, Davao Occidental in socio-educational journey with young learners during SY 2022-2023. It sought to answer to the following inquiries:

the results of the study will provide insights to school heads of Malita West District schools, Davao Occidental as to how parents socially interact and involved in the educational system, improve delivery of curriculum through its extent of management and implementation can be of help as intervention in making learners' and teachers enhance academic and professional skills. Teachers. Teachers as generalist in the elementary curriculum are expected to teach all learning areas following the Most Essential Learning Competencies in Kinder to Grade 3. Further do follow direction based on the provided plan that is comprehensive and doable in each time and cost given the guidelines of MTB-MLE. In this context, teachers ensure that their efforts in the implementation and facilitation of learning to learners will not be in vain, thus, effectiveness and production of outputs based on objectives and targets set by the MELCs can

be achieved. The results of the study will give an idea to teachers for them to see clearly if approaches of the sessions on MTB and MLE can make facilitation more effective in teaching and learners become more productive and contributory to their performance development skills. Parents. Parents play significant roles in the language skills development of their children. The results of the study will give insights and enlightenment to the members of the PTA and the school governing council as well, in advocating empowerment to continuously improve the process and performance of the school and learners' academic achievement as well through full participation in the whole cycle process given learners beginning learning through MTB-MLE. Future Researchers. Implications based on the generated results of the study will provide more information to future researchers to replicate the practices to be discovered in the proposed study. Practices such as the type and approaches of curriculum implementation and the elements of efficiency in improving quality delivery of education outputs through the process introduced in the MELCs.

The following terms are variables used in the study where definition by concept and operation is presented according as to how the terms were used in the context of the study. This served as the references in the analysis and interpretation of the results to come up with a meaningful implication for a better understand-

*1.2. Theoretical and Conceptual Framework* —This study is anchored on the theory of group cohesiveness. Group cohesion has been defined as an emergent state that is reflected in the tendency for a group to stick together and remain united in the pursuit of instrumental objectives and/or for the satisfaction of member affective needs (Carron, Brawley, Widmeyer, 1998). Although cohesion is a multifaceted process, it can be broken down into four

ing and recommendations.

*Parents' Socio-Educational Journey.* The term refers to the latent variable that is set on the context of the study. This is where parents are asked of their personal experiences and challenges on their involvement through collaboration with other parents and assisting their learners in preparing them of their language development through MTB-MLE instruction. Such experiences generates challenges and insights which are worth sharing with other parents whose children are also beginning to learn the multilanguage education system. In this study, the term is used as a latent variable where experiences, challenges and learning insights were taken from personal interviews among parents.

*Scaffolding Young Learners' Multilanguage Education.* The term refers to the teaching and instructional approaches used by the Department of Education in the early years of beginning learning which is Kinder to Grade 3. In this study, the term is used as the latent variable where parents support and assistance are expected through their social involvement and participation on educational processes and activities shared by the School. Thus, this will be the basis of the parents to see clearly directions on how to make learning more fun for their children and their collaboration with teachers and other parents.

main components: social relations, task relations, perceived unity, and emotions. Members of strongly cohesive groups are more inclined to participate readily and to stay with the group. Carron (1982) developed a model to conceptualized cohesion and identified four main antecedents, or factors, that affect the development of cohesion in sport: environmental, personal, leadership and team factors. Group cohesion is based on several different factors, but the most

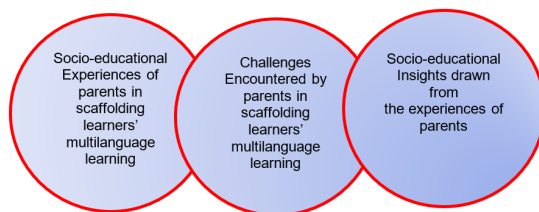


Fig. 1. Conceptual framework of the study

crucial factor that will create a positive relationship between group cohesion and group performance is a strong group commitment to organizational performance goals and norms. Group cohesiveness can help develop effective communication and foster meaningful relationships among peers. Groups typically communicate regularly to measure progress, assign tasks and understand the group’s goals. The most important aspect of developing group cohesion is to help the group unite around a shared goal or purpose. Leaders should therefore establish a clear purpose for the group before it is even created. Group cohesion improves Coordination. If the aims and liking of group members are alike then group cohesiveness helps in delivering better results and productivity. It includes better cooperation between members and team members. Cohesion is generally a positive group attribute. It can also lead to groups function as teams. High cohesion levels can negatively impact individual member productivity and group performance. High levels of cohesion can cause pressure for members to conform their behavior to adhere to group norms. Group cohesion is indicated by the strength of the bonds that link members to the group as a whole, the sense of belongingness and community within the group, the feelings of attraction for specific group members and the group itself as experienced by indi-

viduals, and the degree to which members coordinate their . A characteristic commonly seen in high-performance teams is cohesiveness, a measure of the attraction of the group to its members (and the resistance to leaving it). Those in highly cohesive teams will be more cooperative and effective in achieving the goals they set for themselves. Three elements are always present in any effective, cohesive team open communication, cooperation, and trust. Like the strands of a cord, these elements hold the team together and give it strength. In the context of this study, group cohesion is essential to be developed and strengthened between among parents and teachers to come up with common goals and achieved such goals to have better outcomes. These outcomes are ultimately, learners development in early language, the multilanguage development and academic performance. The communication and coordination between and among members of the parents and teachers will simply contribute significantly to the increase of learners’ confidence, trusts and respect between and among learners. Thus, scaffolding will not only emanate from the parents but from teachers as well as they continue to discover and unfold barriers of early development of learning among Kinder to Grade 3 Pupils in Malita West District, Davao Occidental.

## 2. Method

This chapter of the study presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study and the ethical considerations. Exploring

facts and knowledge in this study necessitates the consequent design and implementation, as elaborated in this chapter. This details the operational implementation of the methodology used in the study. The primary sources of the concepts were taken from the respective authors who established the foundation for qualitative research methods. Parts of this chapter are philosophical assumptions, qualitative assumptions, design and procedure, ethical considerations, the role of the researcher, data collection, analysis, framework and the study's trustworthiness. Each section is thoroughly conceptualized to establish authority and ethical standards in the collection, analysis and interpretation process. The researcher also used artificial intelligence to proofread the paper during its development stage.

*2.1. Philosophical Assumptions*—This study delves into four philosophical assumptions that form the basis for the proposed qualitative research. These assumptions include ontology, epistemology, axiology, and methodology, each offering a unique perspective on understanding the observed phenomenon.

Ontology refers to the nature of reality, encompassing the description of things, their relationships, and characteristics within a specific domain, such as ecology or astronomy. It involves understanding the hierarchical relationships among a group of things and dealing with the nature of reality. In the context of nursing research, qualitative researchers must grapple with the complexity of the world in which they work. Ontology assists researchers in acknowledging the certainty of the nature and existence of the objects they are studying (Creswell, 2012). Epistemology. Guba and Lincoln, as cited by Creswell (2012), shared that Epistemological assumptions deal with knowledge gained through an empathic understanding of participants' lived social realities; the goal of science is to describe people's subjective lived realities, experiences, and understandings. Researchers have to decide what knowledge they want to gather about the social world and how, but epistemological assumptions, values and methods may be inextricably intertwined. The theory of knowledge and deals with how knowledge is gathered and from which sources. In research terms, view of the world and of knowledge strongly influences interpretation of data

and therefore philosophical standpoint should be made clear from the beginning. Epistemology is important because it influences how researchers frame their research in their attempts to discover knowledge. By looking at the relationship between a subject and an object we can explore the idea of epistemology and how it influences research design. Axiology, in the context of research proposals, pertains to the ethical considerations that must be taken into account. It encompasses the philosophical framework for making value-based decisions (Finnis, 1980). One of the key axiological assumptions is the preference for objectivity over subjectivity (Creswell Poth, 2018). The researchers' worldviews shape the types of questions posed, as well as the interpretation of findings and identification of themes. In essence, axiology delves into the value of research, which is crucial as it influences the conduct of research and the significance of research findings. In the realm of qualitative research, axiology is relevant as it directly impacts the ethical dimension of research, elucidates the assumptions underpinning different research paradigms, and lays the groundwork for comprehending knowledge generation processes. Rhetoric encompasses the study and application of written, spoken, and visual language. It delves into how language is utilized to organize and uphold social groups, shape meanings and identities, coordinate behavior, wield power, drive change, and generate knowledge. It serves as both a theory for analyzing public understanding and an ac-

tivity for shaping it. In its analytical capacity, rhetoric unveils two primary models of public understanding: the deficit model and the contextual model. Through rhetorical methods, a critic examines individual or multiple texts to articulate an informed preference, comprehend how the texts fit into a broader social, political, historical, or economic framework, unpack meaning, and provide context to the text. The presented philosophical assumptions are all relevant in the proposed study, for this make the researcher strengthened the foundation of analysis given principles and its significance in the conduct of the study. The context speaks of the parents' socio-educational scaffold that facilitates learners' beginning in their learning processes, which will make parents explore their challenges and learn from those that are worth emulating. Given the ontological perspective, the researcher gained from various connections of the experiences and challenges encountered by the participants, thus giving an idea to lay more foundation using the epistemological principle where knowledge of the body has been gained through strong supports and claims by the phenomenon. However, further as the discovery of the details of the circumstances, axiology came to its function to filter the meaning of beyond subjectivity of the participants. This calls of reactivation of ethical standards thus, protecting the participants' personal views that may influence the wholeness of the phenomenon. After all has been given, rhetoric came in to make everything in place and in order. Thus, this proposed research gained confidence in applying the qualitative process to make the establishment of the latent variables more sound and worthy of sharing for future research.

2.2. *Qualitative Assumptions*—This proposed qualitative research assumed phenomenological research, which is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. Phenomenology as a method has four characteris-

tics, namely descriptive, reduction, essence and intentionality. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. The phenomenological approach is a form of qualitative enquiry that emphasizes experiential, lived aspects of a particular construct – that is, how the phenomenon is experienced at the time that it occurs, rather than what is thought about this experience or the meaning ascribed to it subsequently. Phenomenology helps understand the meaning of people's lived experience. A phenomenological study explores what people experienced and focuses on their experience of a phenomena. It is considered that there are two main approaches to phenomenology, descriptive and interpretive. Descriptive phenomenology was developed by Edmund Husserl and interpretive by Martin Heidegger (Connelly 2010). Advantages associated with phenomenology include better understanding of meanings attached by people and its contribution to the development of new theories (Moustakas, 1994 as quoted by Creswell, 2014). In this process, the research brackets set aside his or her own experiences to understand those of the participants in the study. Advantages associated with phenomenology include better understanding of meanings attached by people and its contribution to the development of new theories. Its disadvantages include difficulties with analysis and interpretation, usually lower levels of validity and reliability compared to positivism, and more time and other resources required for data collection (Lotich, 2011). Application of the research design in the context of the study suggests appropriateness in the advancement of exploration and description through narrating personal experiences in all given related circumstances. Through using the lens (Lakey and Cohen, 2020), corroborated that the value of phenomenology is that it prioritizes and investigates how human being experiences the world, which will be explored in this

study that instructional delivery is assumed to be effective in augmenting learners' performance outcome. The phenomenon shall be unfolded and be experienced authentically by the learners. Through the selected design, the researcher can generate original experiences. The standards may not be adopted but variations of learning outcomes are appreciated and meaningful.

*2.3. Design and Procedure*—According to Creswell (2014), the overall strategy that was chosen to integrate the different components of the study in a coherent and logical way was called as research design. Research design constituted as the blueprint for the collection, measurement, and analysis of the data. Thereby, ensuring that the researcher was effectively addressing the research problem. Added to, research problem was also determined the type of design the researcher used. This research intended to use a qualitative research method engaging phenomenological qualitative design. Creswell, (2013) as cited by Chambers, (2013), phenomenology was an approach to qualitative research that focused on the commonality of a lived experiences within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon. Right after the panel members approved the thesis proposal on February 2023, the researcher started to prepare for data gathering. She prepared letter to the office of the Schools Division Superintendent allowing her to conduct the study through the procedures presented. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art was also used. The data was then read and reread and was culled for phrases and themes that was grouped into clusters of meanings. Through this process, the researcher constructed the universal meaning of the event, situation. Such series of activities were done during the days of March 2023. Other than

that, as cited by Chambers (2013), Maxwell (2013) also added that with the roots in philosophy, psychology and education, phenomenology attempted to extract, untainted data and in some interpretations of the approach, bracketing was used by the researcher to document personal experiences with the subject to help remove him or herself from the process. Creswell, (2012) also claimed that interviews are primarily done in qualitative research and occur when researchers asked one or more participants general, open-ended questions and record their answers. Often audio tapes were utilized to allow more consistent transcription. Interviews were also useful to follow-up with individual respondents after questionnaires, such as to further investigate their responses. In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees would say (McNamara, 1999). Withal, based on the statements of Quad (2016), the researcher transcribed and typed the data into a computer file, in order to analyze it after interviewing. Interviews were particularly useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic. Conversely, several challenges have been pointed out. The researcher was required a solid grounding in the philosophical guidelines of phenomenology. The subjects that was selected into the study should be individuals who have actually experienced the phenomenon. The researcher needed to bracket his/her own experiences and observations, which was difficult to do. Since the focus of this study was to explore and assess the teachers' experience and challenges in enhancing classroom instruction in the new face to face classes, the researcher intended to employ the phenomenology type of qualitative method research.

*2.4. Ethical Considerations*—The researcher observed promptly the protocols



deemed necessary as the standard guidelines in carrying out the research study, hence, adherence to the policy set by the Rizal Memorial Colleges research committee, corresponding requirements will be religiously secured, to ensure appropriateness of the process based on the standards, thus mitigating possible risks such as physical psychological and socio-economic affectations were avoided. Proper authorization and consent was also obtained from the respondents of the study, to ensure that all their rights would be fully protected, specifically in handling the data, however, not limited to; Voluntary Participation. Several ethical considerations were considered by the researcher to ensure that the study be conducted in an appropriate manner. To comply with ethical considerations in conducting research all participants were provided with informed consent to participate in the study. This indicated that the participation were voluntary in nature (Lotich, 2011). Privacy and Confidentiality. Profile of the participant of the study was in utmost confidential in nature for the purpose of protecting their rights. Privacy and confidentiality specifically observed through presentation and discussions of results (Koenigna and MacMillan, 2004). Informed Consent Process. The researcher observed and adhered to the proper protocol on the recruitment process. Initially, the researcher sought the permission of the schools division superintendent, to conduct the study. Then, the endorsement from the said office was submitted to the school principal where the study will be conducted (Lotich, 2011). Thus, the researcher also ensured that the protocol and reminders given by the office of the SDS was properly observed. This includes the observance on the time-on-task policy. It was further explained to the participants that their information would remain private and confidential and that the specific content of individual survey would only be discussed with the research adviser. The research adviser and

the participants are unknown to each other. In the final report the identity of the respondents was removed and pseudonyms were used for the participants. While sharing the purpose of the study with the participants, the researcher also shared personal background and some of researcher's personal stories as a professional woman in a teaching industry. This was helpful in building trust and in turn encouraged the respondents to answer the survey honestly. Risks. Moreover, the researcher informed the participants that their participation in the study would not bring any foreseeable risks to their personal health or well-being. Thus, they were informed that in the event that they become upset or distressed as a result of answering the questions that are part of the researcher's standard battery then the researcher would have helped them obtaining a referral for the respondent's to see a trained professional who can help process these feelings (Lotich, 2011). Benefits. Further, observable benefits of the study was immediately disseminated to the stakeholders. The findings of the study generated facts which is important for the enhancement of the young learners' well-being (Koenig nd MacMillan, 2004). The findings of the study served as basis for educational institution to pay attention to create a learning environment that enhances the ability of students to become more productive and active. Also, this study provided meaningful information to both school heads and teachers as they develop plans to best implement change and develop learners multilanguage learning development. Plagiarism. Furthermore, the researcher strictly adhered other ethical issues which include plagiarism, fabrication, and falsification (Lahey and Cohen, 2020). The researcher ensured that the resources being used in this study are properly cited. The authors' ideas are paraphrased and properly synthesized to abstain plagiarism. No fabrication or inclusion of data, survey, or enactment that never arise in the gathering of data.

The researcher made only conclusions that are only found from the results of the study. In the event of the emergence of any unintentional plagiarized, fabricated and falsified ideas, the researcher immediately revised the manuscript (Lotich, 2011). Fabrication. The researcher guaranteed that provisions on deceit and conflict of interest aspect will be strictly observed. The researcher assured the participants that the study was done with honesty and transparency. Evidences show that the benefit of misleading the participants outweigh any potential harm to them (Creswell, 2014). The researcher assisted the participants satisfactorily and talk through the process and the outcome of the study. They are given general idea of what the researcher is investigating and why such study is conducted. Their role and contribution to the study were promptly explained. Falsification. This study complied with the citation rules set based on APA 7th edition citation format to avoid misrepresentation of work or alterations of any data gathered in the study (Cohen, 2020). The data and information were written and be presented in the most accurate way as possible. Conflict of Interest. The researcher ensures that conflict of interest (COI) in this study is highly observed (Lotich, 2011). No set of conditions as to professional judgement concerning primary interest as the participants' welfare or the validity of the research tends to influence by the secondary interest such as financial of academic gains or any forms of recognition. Deceit. The writings of this paper will not be utilized in any form of untruthfulness to harm anyone especially the participants, since all information written were checked and validated by the panel of thesis experts (Lakey and Cohen, 2020). Permission from the Organization/Location. Prior to the conduct of the study, procurement of letter to conduct a study duly signed by the Dean of Graduate School is basically provided by the researcher to the Schools Division Superintendent. Then the reply from

the said office allowing the researcher to conduct the study and were delivered to the School principal where the conduct of the study was done. Authorship. Finally, upon the approval of the final version to be published, the researcher considered for the authorship the adviser and few other individuals such as colleagues who gave substantial contributions to conception and design of the study, or acquisition of data, or analysis and interpretation of data and drafting the manuscript or revising it critically for important intellectual content as co-authors (Lotich, 2011). Participants can contact the researcher at given mobile number and email address on the informed consent form if they have questions, concerns, or complaints about the research. Also, the researcher ensured that the benefits of the study would be shared during meetings and conferences having stakeholders as part of the audience.

2.5. *Research Participants*—The respondents of the proposed study were the parents of Kinder to Grade 3 Learners among schools of Malita West District, Davao Occidental Division. Inclusions of the participants are assumed and expected to be a parent of Key stage 1 level learners in the respective schools. Sometime in second week of March 2023, the researcher randomly look for parents who are god in oral communication skills. She used the referral sampling as to which among the teachers could recommend a parent to become the participant of the interview during data gathering. Once participants were determined, they were informed through online platform or text / direct personal messages for orientation of the purpose and importance of the study. The researcher further, observed ethics in research which may paved the way for a parent-participant to decline and thus corresponding forms of consent / decline was provided. This was deliberated through the coaching of the thesis adviser. In this manner, ethics standards of research as part of the policy of the Rizal Memorial Colleges, Graduate

School was strictly followed, thus, observance to health protocol was likewise implemented based on the Executive Orders released by the local community leaders of Asuncion and the local government of Davao Occidental to avoid possible and lower the risk of contamination. All interviews were taped recorded and were transcribed verbatim afterwards, as this was protected against bias and was provided with a permanent record of what was and was not said. It was helped to make 'field notes' during and immediately after each interview about observations, thoughts and ideas about the interview, as this helped in the process of data analysis. A good quality multi-directional external microphone was used for the recording of focus groups; as internal microphones are useful to cope with the variation in volume of different speakers. If observers were present, they were introduced to the participants as someone who was just there to observe and often also would take notes. Videotaping was required more than one camera to capture the whole group, as well as additional operational personnel in the room (Chadwick, et. al., 2008).

*2.6. Role of the Researcher*—Meanwhile, Fink (2000), suggested that roles of researcher is to thematize, develop design, conduct interview, transcribe, analyze, verify and report. Further, the main task is to transformation data to live the experiences of the participants. This is to bring individual's experiences into words through gathering of facts and information in verbatim form, and then attempt to understand those experiences based on the statements, and finally, develop and categories themes which will be the bases in founding a comprehensive phenomenological description of the conducted study. It is in this sense that in qualitative research, the "researcher is the instrument" herself (Starks and Trinidad, 2007). The author further emphasized that precision is important and several lenses and degree of sensitivity must be considered, especially in collecting, viewing

analysing and reporting the data. In this study, the researcher is considered as part and one of the instrument in the conduct of the study. As a proponent, there is a need to describe relevant aspects, including any biases and assumptions, expectations and experiences to qualify the ability to conduct the research. Asking probing questions to the participants, listening well, thinking and analysis to get into deeper analysis provided an opportunity to build picture and drawing out ideas and theories from a variety of sources and responses.

*2.7. Research Instrument*—To establish credibility, transferability and dependability of the study, the researcher applied qualitative analysis. The experiences of the participants were collected and investigated by means of one-on-one non-structured interview, audio taped, field notes, and peer debriefing. Interview Guide. To gather additional information and supporting answers in order to validate the findings of the study, the researcher prepared 5 open-ended questions in unstructured type of interview. The interview questions were inclined to the components contained in the questionnaire. Unstructured interviews were not reflected by any preconceived theories or ideas and was performed with little or no organization. Their use was generally only with significant depth or either virtually nothing is known about the subject area or a different perspective of a known subject area is required. Moreover, the purpose of the research interview was to explore the views, experiences, beliefs and or motivations of individuals on specific matters. Qualitative methods, such as interviews, are believed to provide a deeper understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires (Stewart et. al., 2008). A guide question served as a questionnaire was a set of carefully designed, written down, and tested questions, which was asked on individual respondents to gather information in a research (Enon, 2008). The open-ended

questions were given the respondents opportunity to give further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents. O'Leary (2014), also added that questionnaires have many uses, most notably it discovers what the masses were thinking.

*2.8. Data Gathering Procedure*—This research set the procedure and discussed the step process in data gathering. This detailed the content when getting a permission to conduct the study, distribution and retrieval of the questionnaire, and the collation and statistical treatment of data. Permission to conduct the study. On the first week of February 2023 prior to data gathering, the researcher prepared necessary conditions in observance to the health protocol policy of the Local Government of Malita West, Davao Occidental. Ethics in data collection was assumed to have been observed properly. At this point, as soon as the research proposal presentation and has been approved by the members of the panel on February 2023, through the Dean of the Graduate School's approval and the guidance of the thesis adviser, the researcher prepared a letter of permission to conduct the study through data gathering. The researcher sought permission from the office of the Schools Division Superintendent through channel for approval to collect data from the chosen respondents. She then proceeded to Schools handling the letter of approval to the School Heads and thus, made connections with the teachers. Distribution and retrieval of the questionnaire. The researcher prepared a google sheets and some number of hardcopies for distribution of guide questions. This was sent through a link to the randomly selected participants through email addresses and personal meetings. Once data was gathered and completed, the researcher double checked its responses ensuring that no statement survey is unanswered. This made ready for the next step which was collation and treat-

ment of the data gathered. Collation and statistical treatment of data. During May 2023, given the premise that data gathered were complete, the researcher sought the guidance of the thesis adviser and treated through an expert in data analysis. This went on until last days of September 2023, and it is expected that all statement problem posed generated answers. This gave meaningful insights in the discussions and interpretations of results.

*2.9. Data Analysis*—The process of data analysis involves making sense out of the text and image data. This involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data and making the interpretation of the larger meaning of the data. Creswell (2014) pointed out that analyzing data involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by the participants. Steps to be followed suggests linear in a manner that the approach is building from the bottom to the top. In this sense the researcher organized and prepared the data for analysis. These were transcribing interviews, scan material, and typing filed up notes or sorting and Ullrich et.,al. (2012) also added that due to the characteristics that underlie qualitative research, this is the subject of constant questioning regarding its scientific rigor, which is linked to the criteria of reliability, validity, and generality used in its development. However, these criticisms build on quantitative assumptions, which do not respond to the objectives of qualitative research that seeks to understand, analyze, and describe a given event and not to measure or quantify it. Moreover, Heale, and Noble (2019) mentioned that triangulation in a research study is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the con-

cept or ideas being investigated. Triangulation, by combining theories, methods or observers in a research study, can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome. Environmental triangulation involves the use of different locations, settings, and other key factors related to the environment in which the study took place, such as the time, day, or season. The key is identifying which environmental factors, if any, might influence the information that is received during the study. If the findings remain the same under varying environmental conditions, then validity has been established. It is only used when it is likely that the findings may be influenced by environmental factors. The environment provided by the researcher to the participants facilitated a more significant space, while the more restricted environment provided for thematic oral history provided a more qualified and receptive listening space, stimulating the in-depth analysis of more intimate issues since it is a must to follow the protocol provided by the Inter-Agencies Task Force Against Emerging Diseases (IATF) to avoid the spread of the COVID-19 Virus. Added to, it is observed that, even in the face of environmental changes (time, day, place), the key information for the participants' experiences remained the same, and the only aspect that changed was the level of information, which, in turn, were evident with a greater or lesser extent under certain circumstances. Thematic Content Analysis. Thematic Content Analysis (TCA) as mentioned by Anderson, (1998) is a descriptive presentation of qualitative data. Qualitative data may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study. While video, image, and other forms of data may accompany textual data, this description of Thematic Content Analysis is limited to textual data. Thematic Content Analysis portrays the thematic content of interview tran-

scripts by identifying common themes in the texts provided for analysis. It is the most foundational of qualitative analytic procedures and in some way informs all qualitative methods. In conducting a Thematic Content Analysis, the researcher's epistemological stance is objective or objectivistic. The researcher groups and distills from the texts a list of common themes in order to give expression to the communality of voices across participants. Every attempt reasonable is made to employ names for themes from the actual words of participants and to group themes in manner that directly reflects the texts as a whole. While sorting and naming themes requires some level of interpretation, the said interpretation is kept to a minimum. The researcher's own feelings and thoughts about the themes or what the Thematic Content Analysis themes may signify are largely irrelevant to a Thematic Content Analysis (Anderson, 1998) also affirmed. In analyzing the data, the researcher adopted the steps in utilized by Anderson, (1998). Before beginning a Thematic Content Analysis, the researcher makes multiple copies of interview transcript or other extant text, including post-interview notes as relevant and stipulated in the Methodology. Next, the researcher marks all descriptions that are relevant to the topic of inquiry with a Highlighter. From the highlighted areas, mark each distinct unit of meaning. Meaning units are separated by a break or change in meaning. However, the researcher makes sure to retain all information relevant to understanding a meaning unit within the meaning unit. Units may vary in text length. Label each pile as initial categories or themes using key words or phrases copied from highlighted texts. Revise categories as you continue to code data. Then if obvious information is missing from text, the researcher will identify categories that are missing and will go through the entire interview transcript identifying distinct units, grouping and regrouping similar and dissimilar units, and re-labeling cat-

egories for each additional interview transcript (or other texts), use the Thematic Content Analysis (TCA) as indicated on the steps highlighted above. Afterwards, when all Thematic Content Analysis are complete, the researcher will read each Thematic Content Analysis separately. While retaining meaning units, combine categories or themes for all interview transcripts and notes. Collapse or subdivide categories as appropriate. Re-label categories as appropriate. After a few days, the researcher will reread the total categories as a whole. Consider whether too many or too few categories made overall sense of the interview transcripts given on the topic. Redo all the instructions above until the researcher is satisfied that the categories reflect the interview transcripts as a whole. The researcher read through all the data, and began the detailed analysis with a coding process of which themes will be developed based on the description represented in the qualitative narratives. Finally, the researcher made an interpretation or making meaning of the data by asking what were the lessons learned which captures the essence of all of the process of data collection and analysis. These lessons could be researcher's personal interpretation, couched in the understanding that the inquire bring to the study.

*2.10. Analytical Framework*—As the Figure 1 shows the diagram of the conceptual framework of the study where it gives greater emphasis on the teachers' enhancing instructional method during the new face to face normal classes, particularly their live experiences as manifested on the first circle of the diagram. To come up with further point of view enabling them to showcase their teaching competence as depicted on the second circle, their experiences is being examined, scrutinized and discussed. The said experiences of the teachers as well as showcasing their teaching competency were explored and inspected to bring out their feelings, understanding and different

educational insights on the study to create a backbone on what essential themes should be strengthened to achieve the quality education for all. Additionally, this also intends to impose details and ideas as to what teaching reading to the teaching pedagogies as well as on their instructional process. In discerning for patterns and themes, the collected information during interviews was written down, produced, systematized and reviewed. Informed consent was secured for ethical purposes on this study because this involved human participants. The analytical framework of the study that appears in Figure 2 shows procedures undertaken to analyze the organized textual data. Semi-structured in-depth interviews is conducted with the use of audio recorder; experiences of the teachers were investigated after the signing of consent forms. The data taken from the interview was organized, listened to and transcribed. With list of significant statements that was developed from the transcripts and is then grouped into larger units of information called meaning units or themes. Afterwards the experiences of the key informants were described as structural and textural and is being supported with verbatim narratives as well as the utilization of literature. The organized data were collected, listened to and were recorded (Creswell, 2007). According to Longhurst, (2009), in-depth, semi-structured interviews are verbal interchanges where one person, the interviewer, attempts to elicit information from another person by asking questions. Even though interviewers tend to prepare a list of predetermined questions, in-depth, semi-structured interviews usually unfold in a conversational manner offering participants the chance to pursue issues they feel are important. The researcher is in need to continue to bracket any assumptions to remain true to the phenomenon with the list of non-redundant units of meaning. The researcher will rigorously examine these units of meaning to elicit the essence of meaning within the holistic con-

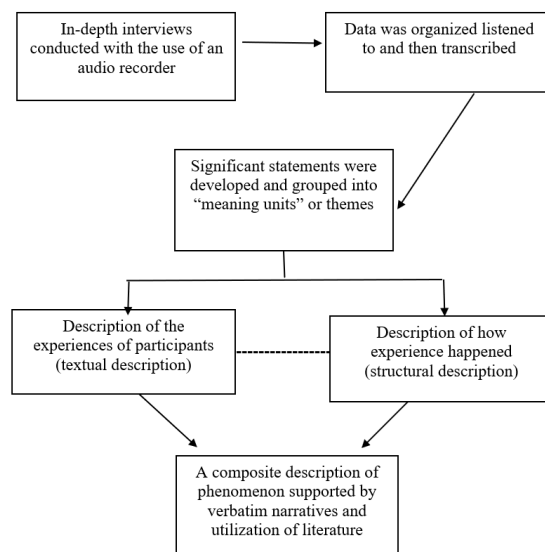


Fig. 2. Analytical Framework of the Study

text (Groenewald, 2004). By grouping units of meaning together, clusters of themes are formed (Creswell, 1998). Moustakas, (1984) described writing a description next is the structural description which was written about how the experience happened, reflecting on the setting and

context in which the phenomenon was experienced (Creswell, 2007). Lastly, the combined description of the phenomenon was written, this is the essence of the experience and represents the culminating aspect of the phenomenological study (Creswell, 2007).

*2.11. Trustworthiness of the Study*—The trustworthiness of this study is established to ensure rigor of the research at hand. The common critiques done on qualitative research focuses on validity and reliability, however, the author presented the trustworthiness of the study anchored from Starks and Trinidad (2007). Guba (1985) emphasizes that a qualitative research should embody credibility, transferability, dependability, and confirmability. Credibility refers to internal validity and it is concerned with the question on how congruent are the findings to the reality. Lincoln and Guba (1985), as cited by Creswell, 2014) emphasizes that credibility in study ensures correctness of the data and this is the most important factor in trustworthiness. As a researcher, I established credibility in my study as anchored to the suggestion of Shenton (2004) as cited by Creswell (2013), using the Triangulation method. Strategies for ensuring

trustworthiness in qualitative research projects. Triangulation method is a strategy used to gather data from many sources. It can be done through interviews, focus group discussions, observation an document analysis (Starks and Trinidad (2007). As a researcher, I employed the use of Triangulation method by affixing the transcript of interview done to collect different data coming from different perspectives of the informants of the study. I employed skills in ensuring honesty on the responses of my informants. It is of my understanding that it is my responsibility to solicit answers form the participants during the interview that are truly based from their experiences. However, from the beginning of the conduct of the interview, I ensured that informants who will be participating in the study I am carrying out are those people who are willing to participate and pledge to give honest answers on the questions. As a researcher, I used

tactics to pave way for questions that intends to gain answers to the questions that gave description to the phenomenon under study. Moreover, to further establish credibility, I employed member-checking to ensure that data gathered is of transparency to the key informants of the study. As a researcher, I asked my key informants if what I have recorded during the interview are the same with their responses. After the participants have confirmed, I had them signed a member-checking form to confirm the validity of the data. Further, establishing transferability will also be taken into consideration as I move forward to accomplishing this study. Transferability according to Lincoln and Lotich (2011), cited by Creswell (2014), refers to the degree to which the result of the study can be generalized and be used in other setting that is of similar contexts. Researchers can establish transferability when they do thorough discussion on the description of the research context and the assumptions that were central to the research. To ensure transferability, I made sure that I gave a thorough job in describing the context of the issue under study so as to give readers who are interested in the same study the general idea of the context and they given reference as they transfer data. Besides, dependability in research is also a must. Dependability entails a through coverage of the research procedures. This entails that thorough documentation on how the study is carried out is established in the study. This allows people outside the research to follow through the steps taken in the conduct of the study Lotich (2011), cited by Creswell (2014). Moreover, Lakey and Cohen (2020) posited that dependability in a study includes a detailed coverage of the methodology and the methods employed which allows readers to assess whether the conduct of the study follows appropriate research practices. As a researcher, dependability is a must in the conduct of the study by giving clear description of the research design and the research procedures. Lastly, a re-

searcher must have ensured confirmability in the study. Confirmability, as Smith (2013) posited, this focuses on how the researcher establish the degree to which the findings of an inquiry are a function solely of the respondents and not influences of biases, motivations, and perspectives of the researcher. To achieve confirmability, as a researcher, I demonstrated that the results are clearly linked to the conclusions in a way that replicated as a process. I ensured that I did not lost sight of the informants as the sole sources of the gathered data and inflict no biases and personal perspectives of the phenomenon under study. Further, I employed the use of audit trail which traces the research process, the action taken and the procedures being followed (Lakey and Cohen, 2020).

**Ethical Considerations.** Ethics and showing appropriate behavior shall be taken seriously by the researcher in dealing with selected participants must be observed, therefore, ethical considerations must be considered. These ethical considerations should emphasize on social value, informed consent form, vulnerability of the participant, risk, benefits and safety, privacy and confidentiality of information, justice, transparency, qualification of the research, adequacy of facilities and community involvement (Creswell, 2013, Smith, 2013). Social value. Social value refers to the relevance of the study to an existing social or health problems such as the results are expected to bring about a better understanding of related issues or continue to the promotion of well-being of individuals, their families and communities. The social value of the study is appreciated through the observed change behavior among parents in adopting the implications of the study. Informed consent form. As Koenig and Macmillan (2004) stated that the researcher has to inform the participants and the respondents in facilitating the rigor of the conduct of the study. The researcher has prepared an informed consent form following the standard format of the Institution to adhere



to the policy of the graduate school. The informed consent form shall be reflecting the content on the ethics of research and be discussed thoroughly with the participants for the interview and discussion. The details must reflect the inclusion of the process and the form of communicating the results of the study (Cohen, 2020). Vulnerability of the participant. Respect virtue will be observed in the conduct of the study. This shall be carefully managed by the researcher for the results of data analysis will be reflected on the phenomenon experienced by participants. This shall be taken considerations to further promote trust and confidence in the conduct of data gathering. Risk, benefits and safety. Research shall be conducted if only there is an acceptable positive benefit-risk ratio. The need to protect the participants from significant harm is equally important. Hence, the risks, benefits and safety of the participant need to be secured (Cohen, 2020). In this study, the result in both qualitative and quantitative data will be advantageous selected public elementary schools. The result will serve as an eye-eye-opener to the audience and significant stakeholders of the study. Privacy and confidentiality of information. Facilitating central and follow up questions shall be prepared before data gathering which is found in the last part of this proposal paper. Data collection, analysis and interpretation shall be treated with utmost confidentiality in this study (Smith, 2013). The researcher shall take extra careful in handling the confidentiality of the responses as well as the respondents and participants of the study. Responses must be coded, analyzed, and stored carefully to protect the names, and image of the participants, especially those who are holding high position and influential to the organization. Justice. The researcher in this study must share the knowledge and the benefits gained for the participants for taking the burden in participating the conduct of the research. Results and significant implications of the study shall be well communicated to the participants and the next steps to do, especially in the development of policy recommendation to be acted (Creswell, 2013). Qualification of the researcher. As a Master of Arts major in Educational Management candidate, the proponent has to claim moral authority in the conduct of the study, since, he has the qualification to facilitate the context of the study. Adequacy of facilities. In this study, Smith (2013) said an audio or video recorder will be the primary facility to be used. The researcher needs to secure materials to address the adequacy of facilities. The downloaded videos are the most important tool for the qualitative phase. Other tools to secure are laptops and software applications which are needed for the study. Anonymity of the participants was taken into account, which the researcher has to preserve the privacy, including profile's unrecognizability and secrecy, thus, codes for each of the participant is needed. This principle is bound on the argument of Creswell (2013), that participants identity must be faceless and in the state of inconspicuousness. Meanwhile, confidentiality is included in the model of ethical considerations with respect to participants' presence in the study. Responses of participants must be treated with utmost confidentiality in nature, which the researcher has to be keen enough in keeping the records whether print or non-print in nature (Creswell, 2014). Interpretation of responses should be kept and coded through themes. On the other hand, it is in the discretion of the participants to share and flaunt all the information or not to the interviewee or whether in the focus group discussion. This is so, Starks and Trinidad (2007) terms of reference during the interview or FGD must be set between both parties. Further, this is the point where informed consent is taken in most account. Lastly, confidentiality deals with the preservation of the sacredness of the participants' responses, because this is based on their opinions and experiences, while anonymity has

to play in a sense that the participants' identity or profile must be in confidential, and it is the researcher's responsibility to completely inform the participants of different aspects of the research in comprehensible language (Creswell, 2013). Clarifications need to include such as the nature of the study, the participants' potential role, the identity of the researcher, the objective of the research and how the results will be published. The participant/s has the right to know all the information and procedure in the conduct of the study, including on how the result is revealed and communicated through publication. Ethical issues and principles are important and primarily centered on protecting participants to have a guiding foundation of "do no harm", for ethical standards prevent against such things as fabrication or falsifying data which therefore promote the pursuit of knowledge and truth which is the main goal of research. Starks and Trinidad (2007) stated that core principles are respect for persons in their autonomy, decision-making and dignity; beneficence which means minimizing the risks and maximizing benefits to research participants; justice for the benefit of the researcher and the participants and respect for communities which promotes protection and respecting the values and interests of the community as a whole and protect the community from harm (Creswell, 2013).

### 3. Results and Discussion

This part of the research dealt with the research questions and requirements of this study. The participants disclosed their experiences on their socio-educational journey through scaffolding young learners' multi language education. The teacher-participants' experiences were also discussed as to how they overcome their difficulties and shared their insights to make and prepare for the ways forward.

*3.1. Socio-Educational Experiences of Parents in Scaffolding Young Learners' Academic Beginnings Using Multilanguage Education—* Parents play a vital role by giving children the courage and confidence to do their work, providing encouragement and helping them develop study skills. A plethora of studies also indicate that the quality of parent-caregiver interactions plays a formative role in children's early language and learning. In fact, the amount and style of language that parents use when conversing with their children is one of the strongest predictors of children's early language. Researchers say how parents interact with young children is a major factor in how a child develops language skills. Experts say the amount of time parents spend with a child is also a contributor to the child's development. Reading to children is also important, as is providing encouragement to learn new things. The fol-

lowing themes presents the lived experiences among parent-respondents in scaffolding their young learners' academic beginnings. These discusses the collaboration with teachers, dealing with children with learning difficulties and developing strategies. This further supported by conducted studies among authors along with the results and lessons and insights.

*3.1.1. Collaboration with Teachers—*The parents, in partnership, with the teacher scaffold the children's reading development by reading storybooks to the children at home. Qualitative data gathered via interviews, teacher journals and home visits showed the children largely benefited from the teacher and parents collaboration. Based on the positive results of school-home partnership of past studies, this study proposed a formalized partnership, i.e. the Smart Partnership in Reading in English (SPIRE) project. The outcome of the study

was the formation of two levels of partnerships, firstly, the formation of a teacher-parent partnership, where the teacher scaffolds the parents, who in turn scaffold the children's development of reading skills at home. Secondly, the family partnership, where all family members, including extended family members were involved in scaffolding the children's reading development. This partnership also positively influenced the other children and teachers beyond the participating group. Another pertinent outcome was a clear link between the levels of partnership and the children's reading progress. The closer the parents worked with the teacher, the better was the children's reading progress. Similar partnership can also leave conventional splits in EFL context in the past and genuine sharing of responsibilities for EFL literacy development in the future (Harji, et.al.,2017). The parental role in supporting young children's oral language development at home is crucial for children's language and literacy development. However, there is limited expertise in how teachers can support lower-educated parents effectively to enhance their interactions with their children and stimulate the use of language. Therefore, teachers need specific knowledge and training in how to establish partnerships with these parents and provide support adapted to the home language environment. The study contributes to understanding how an adaptive approach creates opportunities for teachers to extend their roles in classrooms and build partnerships with all parents, bridging the gap between lower-educated families and schools as the two most important domains where young children acquire language (van der Pluijm, et.al., 2022). This statement highlights the dynamic and proactive role that parents play in fostering multilanguage learning experiences for their children. The term "scaffolding" implies a supportive framework that parents construct to facilitate language acquisition in a multilingual context. The phrase "lived experiences" underscores the authenticity and real-world nature of the efforts parents invest in this process. By actively seeking out resources, such as books and media in various languages, parents aim to provide their children with exposure to diverse linguistic contexts, enriching their language repertoire. Moreover, the mention of collaboration with educators, language specialists, and community members underscores the collective approach taken by parents to ensure comprehensive support for their children's multilanguage learning journey. This collaborative effort reflects a holistic commitment to nurturing a multilingual environment, emphasizing the importance of community and educational partnerships in creating a rich linguistic tapestry for the child's development. In the Philippine setting, the lived experiences of parents in scaffolding young learners' multilanguage learning are shaped by the country's linguistic diversity and cultural context. Multilingualism is deeply ingrained in Philippine society, with over 170 languages spoken throughout the archipelago. As a result, many parents are already well acquainted with the concept of multilingualism and understand the inherent value of exposing their children to multiple languages from an early age. One notable aspect of the lived experiences of parents in the Philippines is the widespread practice of code-switching and code-mixing. Code-switching refers to the seamless switching between two or more languages within a single conversation, while code-mixing involves the intermingling of words or phrases from different languages in a sentence. These linguistic phenomena are commonly observed in everyday communication, both within the family and in the broader community. Consequently, parents naturally incorporate code-switching and code-mixing when interacting with their young learners, creating a linguistic environment that facilitates multilanguage learning. Parents in the Philippine setting also draw on their own linguistic and

cultural backgrounds to scaffold their children's multilanguage learning. They often integrate traditional stories, songs, and cultural practices into the language learning process, making it more meaningful and engaging for their young learners. This approach allows children to connect with their cultural heritage while developing language skills in multiple languages simultaneously. Additionally, parents actively seek out resources, such as books, media, and educational materials, in different languages to expose their children to diverse linguistic contexts. They may collaborate with educators, language specialists, or community members to gain additional support and guidance in scaffolding their children's multilanguage learning journey. This collaborative effort ensures that parents have access to effective strategies and techniques to support their children's language development. The lived experiences of parents in the Philippine setting also encompass maintaining a balance between languages. Parents understand the importance of promoting the development of each language while respecting their child's individual language preferences. They strive to create an environment where their children can comfortably use and practice multiple languages, allowing them to become proficient and confident in their multilanguage abilities. Overall, the lived experiences of parents in scaffolding young learners' multilanguage learning in the Philippine setting reflect a deep appreciation for linguistic diversity and cultural heritage. Through their active involvement, parents play a vital role in fostering their children's language skills and nurturing a strong multilingual foundation that will benefit them in various aspects of life, including education, employment, and cultural understanding.

*3.1.2. Dealing with Children with Learning Disabilities*—The lived experiences of parents dealing with children with learning disabilities are often marked by emotional challenges and a strong sense of advocacy. When parents

first learn about their child's learning disability, they may experience a mix of emotions, including shock, denial, sadness, and worry. It can be disheartening for parents to come to terms with the fact that their child's educational journey may be different from what they had initially imagined. However, as they begin to understand their child's unique needs and strengths, parents become dedicated advocates. They actively seek out information, resources, and support networks to help them navigate the educational system and ensure their child receives the appropriate accommodations and services. Parents become experts in their child's learning disability, collaborating with teachers, therapists, and other professionals to develop individualized education plans and support strategies. Additionally, they often join support groups or connect with other parents in similar situations to share experiences, advice, and encouragement. Through their tireless efforts, parents empower themselves and their children, working towards creating an inclusive and supportive environment that allows their children to thrive academically, socially, and emotionally. Liu (2022) investigated Chinese parents' experiences of reading English storybooks to their preschool children. While the spread of English as a global language is associated with an increasing emphasis on English education, few studies have examined its impact on the early home literacy practices in non-English speaking countries. With the most English learners in the world, China has an increasing number of parents making an early start for children to learn English. This study followed the tripartite framework of Family Language Policy (FLP) to examine Chinese parents' beliefs, practices and management in early storybook reading activities. In-depth interviews with 20 parents in Guangzhou revealed that parents' English reading practices are language-oriented with utilitarian language ideologies. Parents' reading practices and management were identified with

contextual constraints, including non-English speaking environments, parents' inadequate English proficiency and knowledge of selecting English storybooks. Our findings highlight the impact of English globalization on the educational practices in local families with implications for educational practitioners in countries with similar changing sociolinguistic landscapes. During early childhood, economically disadvantaged children can experience challenges that affect their social-emotional, language, and physical health development across the lifespan. Psychologists have tested several interventions to address developmental problems during early childhood, but information about the degree to which economically disadvantaged children are included in such research is limited. The current paper reviews selected interventions in the areas of social-emotional, language, and physical health challenges to examine the degree to which economically disadvantaged children have been included in early childhood intervention research and to identify efficacious interventions for practitioners and researchers. The review suggests that some areas, such as interventions for Type 1 diabetes and child anxiety disorders, warrant additional research with economically disadvantaged children. The authors recommend increased dissemination, collaboration among early childhood professionals, and the replication of effective interventions with young children and their families to increase their access to quality early childhood care (Damashek, et.al., 2022). This statement illuminates the profound emotional and practical commitment undertaken by parents of children with learning disabilities. The mention of "deep empathy and understanding" emphasizes the heightened awareness that these parents cultivate regarding their child's challenges. The phrase "work tirelessly" underscores the ongoing and dedicated efforts these parents invest in providing not just academic assistance, but also crucial emotional support. Creating

a nurturing environment at home becomes a paramount goal, aiming to foster a sense of security and confidence in their child. Despite the inherent difficulties, the statement acknowledges the resilience of these parents, who derive immense joy and pride from witnessing their child's progress. The emphasis on celebrating even the smallest victories emphasizes a positive and supportive approach, highlighting the significance of acknowledging and appreciating incremental achievements. This portrayal recognizes the emotional rollercoaster that parents of children with learning disabilities often navigate, showcasing their unwavering commitment to their child's well-being and growth.

In the Philippine setting, parents dealing with children with learning disabilities face unique challenges within the context of the country's cultural and societal norms. Upon receiving the diagnosis, parents may experience a mix of emotions, including shock, sadness, and confusion. They may initially encounter stigma or lack of understanding from some members of the community due to limited awareness and misconceptions surrounding learning disabilities. However, Filipino parents are known for their strong sense of familial bonds and resilience. They become fierce advocates for their children, seeking available resources and support networks to better understand their child's needs and navigate the educational system. Despite potential financial constraints and limited access to specialized services, parents in the Philippines actively collaborate with teachers, therapists, and professionals to develop individualized educational plans that address their child's specific learning challenges. They often rely on their extended family and social support systems, which play a significant role in providing emotional and practical support. Additionally, parents connect with local organizations, online communities, and support groups to share experiences, exchange information, and find encouragement from others facing similar

situations. Within the Philippine setting, parents dealing with children with learning disabilities demonstrate resilience, resourcefulness, and a commitment to supporting their children's learning and overall well-being. Filipino parents often find themselves navigating through a society that places high value on academic achievements, which can create additional pressure and challenges when their child faces learning difficulties. Despite these challenges, parents are driven by their deep love and dedication to their children's well-being. Cultural factors play a significant role in the lived experiences of these parents. The strong emphasis on family bonds and intergenerational support provides a foundation for parents to draw strength and resilience. Extended family members often play active roles in supporting the child with a learning disability, providing practical assistance, and offering emotional support to both the child and parents. The Filipino concept of "bayanihan," the spirit of communal unity and cooperation, can also be observed in the lived experiences of parents. They reach out to their immediate community, seeking guidance, sharing resources, and collaborating with local organizations or support groups that cater specifically to the needs of children with learning disabilities. In the Philippine educational system, parents often face challenges related to access, affordability, and quality of services. Specialized support and accommodations for children with learning disabilities may be limited, particularly in more remote areas. Financial constraints can also hinder parents' ability to seek additional interventions or therapies beyond what is provided in mainstream schools. However, parents demonstrate resourcefulness in finding alternative solutions and making the most of the available resources. They actively engage with teachers, attend workshops, and stay updated on research and interventions that can support their child's learning and development. The lived experiences of parents in the Philippine

setting also involve combating societal stigma and misconceptions surrounding learning disabilities. Some parents may encounter judgment or lack of understanding from others who may perceive learning difficulties as a result of laziness or lack of effort. To counter this, parents become advocates not only for their own child but also for raising awareness and promoting inclusive education within the broader community. They educate others about learning disabilities, challenge stereotypes, and work towards creating a more supportive and inclusive environment for children with diverse learning needs. In summary, the lived experiences of parents dealing with children with learning disabilities in the Philippine setting reflect their resilience, resourcefulness, and commitment to supporting their child's learning and overall well-being. Despite societal challenges, they draw strength from cultural values and community support systems, actively seek available resources, and advocate for inclusive education. Their determination and unwavering love for their children serve as a powerful force in overcoming obstacles and nurturing their child's potential.

*3.1.3. Developing Strategies*—Parents often take an active role in their young learners' early academic development, recognizing the importance of building a strong foundation for future learning. They engage in various strategies to support their child's academic growth. This may include creating a stimulating home environment that encourages learning through play, exploration, and hands-on activities. Parents also seek out age-appropriate educational resources, such as books, puzzles, and educational games, to foster their child's cognitive and intellectual development. Lived experiences of parents involve establishing routines and structures that promote a positive learning environment. They may set aside dedicated time for learning activities, such as reading together, engaging in educational discussions, and practicing basic skills like counting or writing. Par-

ents also provide guidance and gentle instruction, breaking down concepts into manageable parts and tailoring their approach to their child's individual needs and learning style. Collaboration with educators and schools is another significant aspect of parents' lived experiences. They maintain open lines of communication with teachers, attend parent-teacher meetings, and actively participate in their child's school activities. This collaboration allows parents to gain insights into their child's progress, receive guidance on supporting their academic development, and align their efforts with classroom instruction. Parents also emphasize the importance of fostering a positive attitude towards learning. They encourage their child's curiosity, celebrate their achievements, and provide encouragement during challenging moments. By creating a supportive and nurturing environment, parents help young learners develop a love for learning and a growth mindset. Additionally, parents engage in continuous learning themselves, seeking out information and resources on child development and effective teaching strategies. They may participate in parent workshops, read books, or access online resources to enhance their knowledge and skills in supporting their child's academic development. The lived experiences of parents in developing strategies for young learners' early academic development involve a combination of nurturing, guidance, collaboration, and a commitment to lifelong learning. By embracing these experiences, parents contribute to their child's educational journey and help lay a strong foundation for future academic success. Kim and Riley (2021) tested a preschool-home partnership intervention, in which early childhood teachers encouraged the parents/caregivers of preschoolers to engage in dialogic reading at home. The impacts of the six-week parent involvement intervention continued to grow during the six-week follow-up phase, and represented substantial gains of the intervention group in four aspects of early language and literacy skills. The study provides evidence that a simple homework assignment intervention can be an effective tool to promote child development when parents/caregivers are engaged. The intervention also had ongoing influence on children's early language and literacy skills, even after the intervention period had ended. This statement underscores the pivotal role that parents play in shaping their children's educational experiences by establishing routines and structures. The mention of "consistent learning opportunities" highlights the deliberate effort parents put into creating an environment that fosters regular and meaningful engagement with academics. By allocating dedicated time for academic activities, parents not only prioritize learning but also instill a sense of discipline and responsibility in their children. The phrase "setting clear expectations and goals" speaks to the intentional guidance provided by parents, assisting young learners in understanding the importance of academic pursuits. In doing so, parents contribute to the development of a sense of purpose and motivation, crucial elements in fostering a positive attitude towards learning. This portrayal of parental involvement emphasizes the active and strategic role parents play in shaping their children's educational journeys, emphasizing the impact of structured routines on the holistic development of young learners. One study by Diaz-Abaya and Ladesma (2016) examined the experiences of parents in facilitating their children's literacy development in the early grades in the Philippines. The study highlighted the importance of parental involvement in fostering children's reading habits, creating a literacy-rich environment at home, and engaging in activities that promote language and literacy skills. Another study by Diamante (2015) explored the experiences of parents in supporting their children's mathematics learning in the early years. The study emphasized the significance of parents' understanding of mathematical concepts, their engagement in hands-on

activities with their children, and their use of real-life situations to reinforce mathematical understanding. Furthermore, a study by Agawa (2018) investigated the experiences of parents in developing early science learning opportunities for their children. The study emphasized the role of parents in encouraging exploration, inquiry, and experimentation, as well as providing resources and opportunities for hands-on science activities. Altindag (2022) investigated the relation between the early mathematic and receptive language skills while considering letter knowledge as a mediator. Participants included 357 children with a mean age of 64.5 months and their parents. Results suggest that letter knowledge mediates the relation between the early mathematic and receptive language skills. This study revealed the correlation between receptive language, letter knowledge, and early mathematical development, suggesting the need for mathematics to be taught in conjunction with language and early literacy skills to increase the gains out of these skills. Understanding the nature of how these skills relate will help identify children at risk of mathematical difficulties in future years, design individualised teaching activities, and improve the development of math curricula. This study also examined the impact of maternal education level on these three skills and found that children's performance in these skills improved as mothers' education level increased. In this

context, this result can serve as an important indicator of the maternal education level, and for whom early intervention programmes should be planned and implemented. Book-sharing with young children is an established vehicle for promoting early language development and pre-literacy skills. Although parents are widely encouraged to read to their child and existing interventions provide instruction on book-sharing strategies, there is a prominent lack of guidance for parents on how to choose the book itself. Importantly, there is a foundational lack of knowledge on the factors that parents take into consideration when choosing books to share with their young child. While understanding that parent book-choice is important for all children, it may be particularly important for those with language-impairment (LI), since book-sharing is an evidence-based intervention approach and widely recommended to promote language for LI populations. Daniles, t.al., (2022) examines parents' book selection choices, and the elements they consider, when choosing books to share with their infants and toddlers with LI. Parent responses indicated that the most common themes considered included physical aesthetics, text difficulty, physical properties, educational considerations and content; the relative importance of these themes varied depending on context. Results are framed in the context of research on parent-child book-sharing interactions.

*3.2. Parents Coping up with the Challenges Encountered in Scaffolding Young Learners' Academic Beginnings Using Multilanguage Education*—Any conscious or nonconscious adjustment or adaptation that decreases tension and anxiety in a stressful experience or situation. Modifying maladaptive coping mechanisms is often the focus of psychological interventions. There are many different conceptualizations of coping strategies, but the five general types of

coping strategies are problem-focused coping, emotion-focused coping, social support, religious coping, and meaning making. Further, coping mechanisms can be broadly categorized as active or avoidant. Active coping mechanisms usually involve an awareness of the stressor and conscious attempts to reduce stress. Parents play a crucial role in scaffolding young learners' academic beginnings, especially in the context of multilanguage education. They face



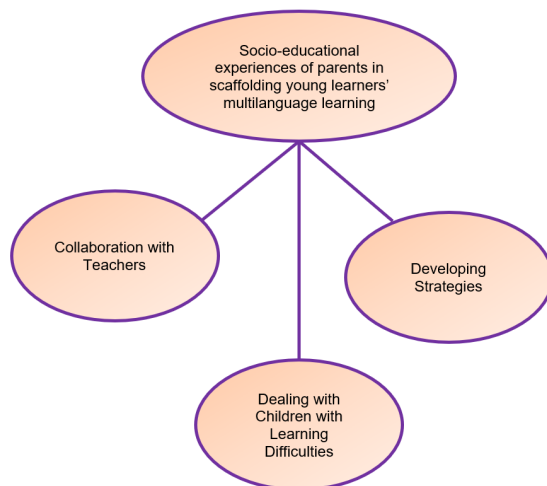


Fig. 3. Emerging themes on the Lived Experiences of Parents in Scaffolding Young Learners’ Multilanguage Learning

various challenges in this process but employ coping strategies to navigate them effectively. One challenge parents encounter is the linguistic diversity inherent in multilanguage education. They may need to navigate multiple languages at home, school, and in the community, which can pose communication and language development challenges for both parents and children. To cope with this, parents often prioritize creating a language-rich environment that exposes their children to multiple languages, including reading books, storytelling, and engaging in conversations in different languages. Another challenge is the coordination of different educational approaches and systems in multilanguage education. Parents may need to familiarize themselves with different curricula, teaching methods, and language policies. They cope with this challenge by actively engaging with schools, attending parent-teacher meetings,

and seeking guidance from educators to ensure they can provide appropriate support and reinforce learning at home. Additionally, parents face the pressure of setting high academic expectations for their children while balancing their emotional well-being. They cope by adopting a balanced approach, providing emotional support, and promoting a growth mindset. They celebrate their children’s achievements, encourage perseverance, and create a supportive learning environment that nurtures their child’s confidence and resilience. Overall, parents coping with the challenges encountered in scaffolding young learners’ academic beginnings in multilanguage education demonstrate adaptability, collaboration with educators, and a commitment to providing their children with a solid foundation for academic success in a multilingual context.

**3.2.1. Building Support**—Building support is crucial for parents as they cope with the challenges encountered in scaffolding young learners’ academic beginnings in multilanguage education. Parents require a strong support system to navigate the complexities of multilanguage education effectively. One aspect of building support involves seeking guidance

and collaboration with educators. Parents can establish open lines of communication with teachers, attend parent-teacher meetings, and actively participate in their children’s education. This collaboration allows parents to gain insights into their children’s progress, receive guidance on supporting their academic development, and align their efforts with classroom

instruction. Additionally, parents can engage with other parents who are also navigating multilanguage education. This can be done through parent support groups, online communities, or workshops focused on multilingual education. Sharing experiences, resources, and strategies with like-minded parents can provide a sense of camaraderie and valuable insights. Seeking support from extended family members, friends, or community members who are familiar with multilanguage education can also be beneficial. They can offer advice, share experiences, and provide practical assistance, further strengthening the support network for parents. Moreover, accessing professional support, such as language specialists, tutors, or educational consultants, can provide parents with additional expertise and guidance in scaffolding their children's academic beginnings in a multilingual context. By actively building support, parents can enhance their coping mechanisms, gain valuable insights, and create a robust network to navigate the challenges of multilanguage education effectively. Schäfer, et.al., (2023) claimed that exposure to childhood adversity has been consistently associated with poor developmental outcomes, but it is unclear whether these associations vary across different forms of adversity. Parent reports on childhood adversity were used to construct adversity latent constructs. Psychopathology was measured by the Child Behavior Checklist (CBCL) to generate a measure of general psychopathology (the "p" factor). Executive function (EF) and attention orienting toward angry faces were assessed using cognitive tasks. All measures were acquired at two time-points 3 years apart and associations were tested using general linear models. Higher levels of psychopathology were predicted by higher levels of threat cross-sectionally and longitudinally, and by deprivation longitudinally. For EF, worse performance was associated only with deprivation at baseline and follow-up. Finally, threat was associated with attention orienting towards angry faces cross-sectionally, but neither form of adversity was associated with changes over time in attention bias. Our results suggest that threat and deprivation have differential associations with cognitive development and psychopathology. Exposure to adversity during childhood is a complex phenomenon with meaningful influences on child development. Because adversity can take many forms, dimensional models might help to disentangle the specific developmental correlates of different types of early experience. Syeda and Richards (2022) shared that immigrant families face many cultural and adjustment issues, including children's engagement in early childhood education (ECE). Through research-based interviews, nine Indian parents shared their perceptions of their children's experiences in New Zealand ECE. They identified positive experiences and concerns related to curriculum, language development, teacher's attitudes, children's participation, and EC centre operational hours. They offered recommendations including parents inquiring about ECE philosophies and practices prior to admission, and early enrolment. They made recommendations for teachers around timely and meaningful interactions with immigrant children and families, developing active listening skills, communicating with parents around curriculum approaches and health and hygiene practices, understanding each child's diverse cultural and social practices, and promoting multicultural environments and knowledge in ECE. This statement underscores the importance of community engagement and online resources in enhancing the parenting experience, particularly in the context of cultural and linguistic backgrounds. The act of participating in cultural and community events is depicted as a powerful avenue for parents to connect with others who share similar cultural and linguistic affiliations. This connection not only fosters a sense of belonging but also establishes a support network where par-

ents can exchange experiences and insights. The mention of online resources, including forums, websites, and educational platforms, highlights the role of technology in providing a wealth of information and support for parents navigating multilanguage education. By tapping into these online platforms, parents can access valuable tips, share best practices, and stay informed about the latest developments in multilanguage education. Overall, the statement emphasizes the dual impact of community engagement and online resources in creating a supportive ecosystem for parents, enabling them to navigate the complexities of raising multilingual children with a sense of connection and well-informed guidance. Syeda and Richards (2022) said that parents can actively engage with schools and teachers by attending parent-teacher meetings and participating in school activities. This collaboration allows parents to gain insights into the academic expectations and language policies prevalent in the Philippine school system, fostering better alignment between the home and school environments. Seeking support from other parents who are also navigating multilanguage education is invaluable. Parent support groups, online communities, and social media platforms specific to the Philippine context provide spaces for sharing experiences, resources, and strategies. By connecting with fellow parents, they can exchange advice, learn from one another's lived experiences, and find encouragement. Additionally, seeking guidance from language specialists, tutors, or educational consultants who are well-versed in multilanguage education in the Philippine context can offer targeted support. These professionals can provide valuable expertise, strategies, and resources to help parents effectively scaffold their young learners' academic beginnings. Furthermore, participating in cultural and community events can be beneficial, as it allows parents to connect with others who share their cultural and linguistic backgrounds.

3.2.2. *Getting along with Children*—Over recent decades much research has analyzed the relevance of 9- to 20-month-old infants' early imitation skills (object- and language-based imitation) for language development. Yet there have been few systematic comparisons of the joint relevance of these imitative behaviors later on in development. This correlational study investigated whether multimodal imitation (gestural, prosodic, and lexical components) and object-based imitation are related to narratives and sociopragmatics in preschoolers. Results revealed that both narrative and sociopragmatic skills were significantly related to multimodal imitation, but not to object-based imitation, indicating that preschoolers' ability to imitate socially relevant multimodal cues is strongly related to language and sociocommunicative skills. Therefore, this evidence supports a broader conceptualization of imitation behaviors in the field of language development that systematically integrates prosodic, gestural, and verbal linguistic patterns (Castillo, Pronima, Hübscher and Prieto, 2023). Getting along with children is a crucial aspect for parents as they cope with the challenges encountered in scaffolding young learners' academic beginnings using multilanguage education. Effective communication plays a vital role in this process. Parents can establish open and honest lines of communication with their children, creating a safe space for them to express their thoughts, concerns, and needs. By actively listening and engaging in meaningful conversations, parents can better understand their children's perspectives, aspirations, and challenges in the context of multilanguage education. Building strong relationships based on trust and respect is essential. Parents can foster a positive and nurturing environment where children feel supported and valued. By demonstrating empathy, patience, and understanding, parents can develop a strong bond with their children, which serves as a solid foundation for their academic journey.

Additionally, parents can actively participate in their children's learning experiences, showing genuine interest and involvement. Wasik and Jacobi-Vessels (2017) claimed that play is an important activity in young children's lives. It is how children explore their world and build knowledge. Although free play, which is play that is totally child directed, contributes to children's learning, self-regulation and motivation, adults' participation in children's play is critical in their development, especially their language development. Guided by children, adults can help scaffold children's language, and especially their learning. Adults scaffold children's language during play by using research based strategies such as asking questions that invite extended responses and new inquiry, provide meaningful feedback and effectively use wait time, which provides children with the opportunity to respond to adults' comments and questions. The goal is to provide adults with strategies to scaffold children's language development during play while allowing children to direct their own play activities. As the parents shared that balancing academic support with play, leisure activities, and family bonding time is crucial for children's overall well-being. By creating a harmonious atmosphere where children feel loved, understood, and supported, parents can effectively cope with the challenges of scaffolding young learners' academic beginnings using multilanguage education. This statement emphasizes the importance of a well-rounded approach to parenting by advocating for a balance between academic support and various facets of a child's life, such as play, leisure activities, and family bonding. The idea is that fostering a holistic environment contributes to overall well-being. By incorporating play and leisure into a child's routine, parents not only provide moments of joy and relaxation but also allow for the development of creativity and social skills. Family bonding time is highlighted as a key component, as it strength-

ens the parent-child relationship and creates a supportive foundation for a child's emotional growth. Importantly, the statement suggests that this balanced approach has a positive impact on a child's attitude towards learning, emphasizing the interconnectedness of different aspects of a child's life. In essence, it advocates for a harmonious blend of academic and non-academic activities to nurture a child's well-being and cultivate a positive and holistic approach to life and learning. Children's exposure to screens has been increasing in recent years and so has the concern about its impact on children's development. Monteiro, Fernandes and Rocha (2022) analyze preschool teachers' and parents' views on the influence of screen-time exposure on children's development. Children's habits of exposure to screens at home, changes in children's play habits at school, strategies/methodologies used by preschool teachers, use of technologies at school and children's language development. The results from the study with parents show that screen-time exposure of children is between 1 h to 2 h of television per day, mostly to watch cartoons. Parents also report that most of the children use vocabulary in other languages at home. Most preschool teachers agreed that children are changing their play habits and mainly their behaviors and attitudes, influenced by screen-time exposure. They believe that language development is also changing, mentioning more language problems in children. Changes in pedagogic strategies and specialized training on educational technology are needed to get closer to children's interests.

*3.2.3. Sustaining Parental Care*—Sustaining parental care is a crucial aspect for parents as they cope with the challenges encountered in scaffolding young learners' academic beginnings using multilanguage education. In this context, sustaining parental care refers to the ongoing provision of emotional support, guidance, and involvement in children's educational journey. Parents play a vital role in nurturing

their children's academic development by creating a supportive and encouraging environment. They provide consistent care by showing interest in their children's learning, actively participating in their educational activities, and offering assistance when needed. Moreover, sustaining parental care involves promoting a positive mindset and fostering resilience in children. Parents encourage their children to embrace challenges, learn from mistakes, and persevere in their academic pursuits. They also prioritize the emotional well-being of their children by providing a nurturing and loving atmosphere. This involves creating a balance between academic expectations and allowing for downtime, play, and relaxation. By sustaining parental care, parents effectively navigate the challenges of multilingual education, promoting their children's academic success and overall well-being. A key factor that has been found to be critical in shaping family language policy is parents' linguistic identities, or parents' personal experiences with bilingualism, biculturalism or second language learning (King, Kendall A. Lyn Fogle. 2006) as cited by Ellis, et.al. (2022). Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism. In other words, parents' experiences of languages will colour and influence both their aims for their children's plurilingualism, and the practices that they bring to bear to that end. This proposition was explored in a paper by Sims, Margaret, Elizabeth M. Ellis Vicki Knox. 2017) as cited by Ellis, et.al. (2022). Parental plurilingual capital in a monolingual context: Investigating strengths to support young children in early childhood settings, stated that "parents construct their own understandings of plurilingualism based on their own experiences with languages" meaning that the parents' linguistic identity indeed provides the potential and the basis for bringing up their chil-

dren as plurilinguals. This, reports on the link between parents' linguistic identity and their family language policy, on their impact beliefs (De Houwer, Annick. 1999 (as cited by Ellis, et.al. (2022)). This statement underscores the pivotal role of parental recognition and celebration in nurturing a child's sense of achievement and motivation. By acknowledging and celebrating their children's accomplishments, parents not only provide validation but also contribute to the development of a positive self-image and a motivation to excel. The emphasis on taking care of children's emotional well-being signifies an understanding of the delicate balance between academic expectations and overall happiness. It suggests that a child's emotional health is paramount in sustaining effective parental care. This holistic approach recognizes that success goes beyond academic achievements and encompasses the emotional and psychological aspects of a child's well-being. In essence, the statement highlights the multifaceted nature of parenting, emphasizing the importance of both academic and emotional support to ensure a healthy and fulfilling upbringing for children. In the Philippine context, sustaining parental care is crucial in supporting children's academic development within a multilingual education framework. Several studies globally have emphasized the significance of parental involvement in children's education, and these findings can be applied to the Philippine context as well. Research suggests that when parents sustain parental care, provide emotional support, and actively engage in their children's education, it positively influences their academic performance and overall well-being. Studies conducted in various countries have highlighted the positive impact of parental involvement, including regular communication with teachers, participation in school activities, and creating a conducive learning environment at home.

### 3.3. *Socio-Educational Insights Can Be Drawn From The Experiences Of The Parents—*

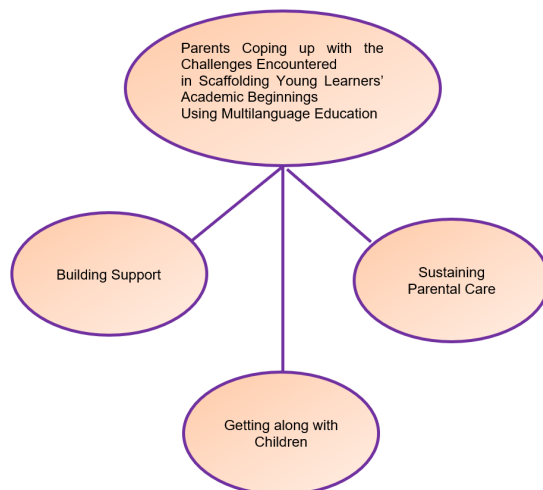


Fig. 4. Emerging themes on the Parents Coping with the Challenges Encountered in Scaffolding Young Learners’ Academic Beginnings Using Multilanguage Education

Socio-educational insights can be drawn from the experiences of parents as they navigate the challenges of scaffolding young learners’ academic beginnings. By studying and understanding the lived experiences of parents, researchers and educators can gain valuable knowledge that informs educational practices and policies. Parents’ experiences offer insights into the social and cultural contexts in which children learn, highlighting the importance of factors such as family dynamics, community support, and language proficiency. These insights can help shape educational strategies that

are sensitive to the needs of diverse learners, including those from multilingual backgrounds. Furthermore, parents’ experiences shed light on the impact of parental involvement, communication, and support on children’s academic success. Understanding these dynamics can guide efforts to enhance parent-teacher partnerships and encourage active parental engagement in education. Socio-educational insights drawn from the experiences of parents provide a comprehensive understanding of the complex interplay between socio-cultural factors, family dynamics, and educational outcomes.

*3.3.1. Intensifying participation with the school governing council*—An important aspect from which socio-educational insights can be drawn based on the experiences of parents. The school governing council, also known as the parent-teacher association or parent-teacher organization, plays a significant role in shaping educational policies, programs, and decision-making processes. By actively participating in these councils, parents can contribute their perspectives, insights, and experiences to inform educational practices and policies. Through their involvement, parents gain firsthand knowledge of the inner workings of the school system,

allowing them to understand the challenges and opportunities that exist in providing quality education. This increased participation fosters a sense of ownership and responsibility among parents, empowering them to actively contribute to the improvement of their children’s education. By drawing socio-educational insights from the experiences of parents involved in the school governing council, researchers and educators can gain a deeper understanding of the needs, aspirations, and concerns of families within the educational context. These insights can help identify areas for improvement, address issues of equity and inclusivity, and create strategies

that better cater to the diverse needs of students. Despite 40 years of research indicating that parent involvement is important for student achievement, schools have done little to engage parents across Canada. MacPhee (2021) recommend strategies to enhance the probability of educational involvement for parents who do not speak the school language. Parents wanted to help but struggled with French schoolwork and school-community involvement. Parents' low French proficiency and low school effort to facilitate parent communication and comprehension were some of the barriers that led to a decreased sense of parent autonomy and competency. Policy and practices by educators and parent-groups can encourage involvement and support parents in a French minority-language population as they overcome language and insecurity barriers at home or school. The findings can be generalized to support parent involvement in other multilingual contexts. This statement underscores the significance of active parental participation in school governance, emphasizing the valuable role parents play in shaping educational practices and policies. By being part of the school governing council, parents have the opportunity to contribute their unique perspectives and insights, thereby influencing decision-making processes. This involvement not only empowers parents but also fosters a collaborative relationship between educators and families. The mention of enhancing understanding regarding challenges and opportunities suggests that parental participation goes beyond individual contributions it creates a more informed and comprehensive approach to education. In essence, the statement highlights the symbiotic relationship between parents and the educational institution, portraying parental involvement in the governing council as a key factor in fostering a supportive and effective educational environment. Because parental engagement has been shown to have a positive relationship with K-12 student academic achieve-

ment, the problem for this study was that though information and communication technology applications (ICT apps) are available to engage parents with teachers and schools, it was unclear whether parents are aware of and use them. Connectivism was the conceptual framework for the study because it contextualizes how schools and parents use technology for knowledge-sharing in the digital age. The findings indicated parents prefer short message service texting and Gmail school communication, and they prioritized timely, two-way communication with the school to support student academic achievement. The findings contribute to positive social change by providing stakeholders with new information on how to simplify and leverage ICT apps for school-parent engagement that supports academic gains. The implications of this study include consideration of ICT apps as an integral component that supports equity in school communication policies, particularly in Title I schools, where school-parent engagement is federally mandated (Dewhurst (2022)). Parents are one of the most important factors promoting children's educational success. Using parent survey data from rural primary and middle schools in one county, this study examines the implementation of the parent councils (PCs) policy in rural China, specifically, the relationships among PCs, school-based parent involvement (PI), and parent satisfaction. Analysis shows that not all schools have established PCs and only a small proportion of parents were aware of the existence of PCs. Multi-level mixed effects logistic regression results indicate that having a PC and perceiving a PC in school were both associated with improved parent-teacher communication and parent participation in various school activities. However, the magnitudes of the relationships were substantially higher in the models using perceived existence of PCs. Because of more frequent parent-teacher communication and parent participation in school activities, parent satisfaction levels were higher

in schools with PCs, and the satisfaction levels were even higher in schools where parents were aware of the PC's existence. The findings contribute to our understanding of the importance of PI and have implications for policymakers and school leaders to promote parent satisfaction by establishing PCs, raising the awareness of PCs among parents, and increasing meaningful school-based PI (Wei and Ni, 2023).

*3.3.2. Seek Support with Local Partners*— Seeking support with local partners is an essential approach from which socio-educational insights can be drawn based on the experiences of parents. Local partners, such as community organizations, NGOs, and local educational institutions, play a crucial role in supporting and enhancing educational outcomes for young learners. By actively engaging with these local partners, parents can access a range of resources, expertise, and support systems that contribute to their children's academic success. Through seeking support with local partners, parents can tap into additional educational opportunities, enrichment programs, and extracurricular activities that supplement their children's learning. These partnerships can provide access to specialized resources, language learning materials, and cultural programs that promote multilingual education. Furthermore, engaging with local partners allows parents to build a network of support and connect with other families who share similar educational goals and challenges. This sense of community provides a support system where parents can exchange ideas, seek advice, and share experiences. It fosters a collaborative environment where parents can learn from one another and collectively address the socio-educational needs of their children. Almendingen, Clayton and Matthews (2022) elucidated the experiences of educators raising and responding to child-related concerns within Early Childhood Education and Care settings. Parent satisfaction with interactions, educators' ratings of how well interactions went, and educator con-

fidence related to raising or responding to concerns, were examined. Participants were 302 parents and 118 educators from 19 long day care and/or kindergarten services in Victoria, Australia. Results revealed child behaviour, toilet training and social development concerns were most often discussed, and most parents felt satisfied with interactions they had with their child's educator about those concerns. Overall, educators reported favourably about their own interactions. Some negative experiences reported by parents, and educators' comments about successful components of raising and responding to concerns, provide key insights into effective communication and relationship-building strategies. This study addresses the importance of active skills-based training for early childhood educators in communicating effectively with parents and along with local partners. This statement emphasizes the collaborative approach between parents, local partners, educators, and policymakers in addressing the educational needs of young learners within a specific local context. By drawing socio-educational insights from parents' experiences, educators and policymakers gain valuable perspectives that are crucial for tailoring strategies to meet the unique needs of young learners in the community. The emphasis on collaboration between parents and local partners suggests a collective effort to create a more comprehensive and effective educational framework. This collaborative endeavor not only promotes a shared responsibility for supporting young learners but also fosters a strong sense of community engagement in education. In essence, the statement highlights the importance of a holistic and inclusive approach, where input from parents and collaboration with local partners contribute to the development of strategies that are not only educationally sound but also culturally and contextually relevant for the young learners in the community. Sawyer, et.al., (2022) described the development and investigation of the social validity of Parents Plus, a



parent-implemented intervention for preschool children with developmental language disorder. Parents Plus is a fully online intervention that is delivered through three components such as training delivered through an app that educates parents on how to use focused stimulation (FS), a language facilitation strategy; parent implementation of FS during naturally occurring routines; and remote practice-based coaching provided by a coach via Zoom. Parents Plus was developed in three steps: initial content development with input from parents and professional advisory board members, brief field test with five parent-child dyads, and full-length field test with seven parent-child dyads. Throughout the development process, authors collected social validity data on the intervention's goals, procedures, content and outcomes. Each step was followed by revisions to Parents Plus. Findings suggest that Parents Plus has strong social validity. Recommendations for early intervention practice are provided based on lessons learned, such as different methods to scaffold learning experiences for parents. In the Philippine context, seeking support with local partners not only expands educational opportunities but also nurtures a sense of community and shared responsibility among parents. It encourages active participation in community-driven initiatives, such as barangay education committees and local governance councils, where parents can contribute their voices and advocate for their children's education. Furthermore, the socio-educational insights drawn from parents' experiences with local partners can guide the development of localized curriculum materials, pedagogical approaches, and teacher training programs that are culturally responsive and inclusive. These insights ensure that the educational strategies implemented in the Philippines take into account the unique cultural, linguistic, and socio-economic backgrounds of Filipino learners. Overall, seeking support with local partners in the Philippine setting is essential for drawing

socio-educational insights from parents' experiences. It fosters community engagement, harnesses local resources, and promotes collaborative efforts in shaping educational practices that effectively scaffold young learners' academic beginnings using multilanguage education.

*3.3.3. Review Related Policy and Recommend Actions*—Socio-educational insights drawn from parents' experiences guide the development of evidence-based policy recommendations that aim to address these identified issues. These insights can highlight the need for inclusive education, equitable resource allocation, teacher training programs, and support services that cater to the diverse needs of young learners. Recommendations based on socio-educational insights encourage policymakers to consider the voice of parents in policy development and implementation. They advocate for policies that promote parental engagement, collaboration between schools and communities, and meaningful parent-teacher partnerships. Furthermore, policy reviews and recommendations based on parents' experiences contribute to the creation of a more responsive and inclusive educational system. By aligning policies with the realities and aspirations of parents, educational practices can be tailored to meet the needs of young learners and ensure their holistic development. Chng, Waniganayake and Andrews (2022) claimed that Pedagogical documentation within early childhood centres is a key component of pedagogy and teacher accountability. In Singapore, documentation is a requirement specified under legislative policies included in the national Pre-school Accreditation Framework, with parents often perceived as the main audience. This paper reports on a study utilising Rogoff's observation on social cultural activities to focus on the interconnectivity between children, parents and teachers as stakeholders in the early childhood sector. An electronic survey was used to ascertain parents' perspectives on documentation of their

child's learning and development. Analysis of this data was shared in five individual teacher interviews to explore responses to the parents' perspectives. Findings of this study affirmed that documentation varied as a process and a product of pedagogy in early childhood centres. Within a climate of assessment and accountability, these findings invite inquiry and offer possibilities for professional learning on improving pedagogical documentation across the sector. Boardman (2022) outlines the findings of an empirical research study exploring how early years settings support under-threes with their early reading development in England. The paper seeks to acknowledge where children's voices and their choices are included in educational settings' early reading policies, and at what point. The data provides some original insights, especially for the under-threes in this study. The data suggests that when it comes to under-threes and early reading, there is no space for their voices to be included, alongside the wider neoliberal reading attainment agenda. This is where opportunities among parents involvement need to be translated into sound influence through policy making and or review for action recommendations. Jahreie (2022) offers new insights into our understanding of the formation, textual mediation, and reproduction of perceptions of children's 'school readiness' in kindergarten and its consequences for teachers' assessment of minority-language children's 'readiness'. Building on Danish Early Childhood Education and Care (ECEC) teachers' accounts of assessing minority-language children's 'lingual readiness', this current research identify key characteristics of 'the standard school-ready child', which functions as an ideological code and shapes replicable understandings of what constitutes 'school readiness' in institutional discourse and assessment materials. This code departs from Danish majority-class culture in its structuring of normalcy and deviance embedded in the language assessment materials issued by the Danish government. By departing from the standard school-ready child in their assessments of minority-language children's school readiness, ECEC teachers unintentionally reproduce and legitimize stratified educational outcomes for native-majority children and children from disadvantaged and low-income immigrant backgrounds. This statement underscores the crucial role of parental involvement in the development and implementation of educational policies. By actively engaging parents in these processes, recommendations are derived from their firsthand experiences, promoting collaborative decision-making and fostering a stronger partnership between home and school. The mention of socio-educational insights from parents highlights the valuable perspective they bring to the table, offering a nuanced understanding of the strengths and weaknesses of existing policies. This input becomes instrumental in informing policy reviews aimed at continuous improvement. In essence, the statement advocates for a more inclusive and participatory approach to educational policy-making, where the voices of parents contribute to a more comprehensive and effective framework. The collaborative nature of this involvement not only enhances the quality of policies but also strengthens the connection between the educational institution and families, ultimately working towards the betterment of the overall educational experience for students. Reviewing related policies and recommending actions based on socio-educational insights drawn from the experiences of parents is a crucial aspect of improving the educational landscape. Policies shape the educational system, and by examining them in light of parents' experiences, valuable insights can be gained to drive positive change. The experiences of parents provide a unique perspective on the strengths and weaknesses of existing policies, as well as the challenges encountered in the education system. By reviewing related policies, policymakers and ed-

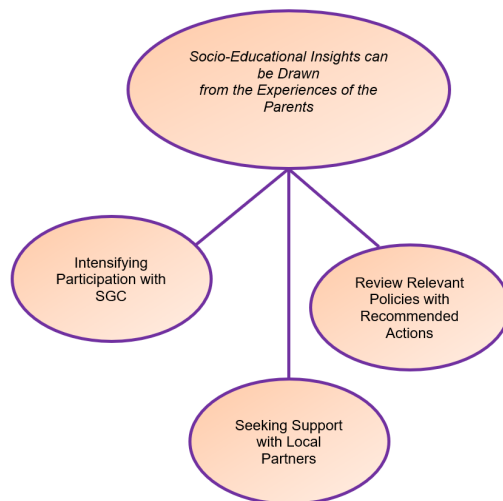


Fig. 5. Emerging themes on the Socio-Educational Insights Can Be Drawn From The Experiences Of The Parents

education stakeholders can identify gaps, areas for improvement, and opportunities for innovation. Socio-educational insights drawn from parents’ experiences guide the development of evidence-based policy recommendations that aim to address these identified issues. These insights can highlight the need for inclusive education, equitable resource allocation, teacher training programs, and support services that cater to the diverse needs of young learners. Recommendations based on socio-educational insights encourage policymakers to consider the voice of parents in policy development and implementation. They advocate for policies that promote parental engagement, collaboration between schools and communities, and meaningful parent-teacher partnerships. Furthermore,

policy reviews and recommendations based on parents’ experiences contribute to the creation of a more responsive and inclusive educational system. By aligning policies with the realities and aspirations of parents, educational practices can be tailored to meet the needs of young learners and ensure their holistic development. In summary, reviewing related policies and recommending actions based on socio-educational insights from parents’ experiences is instrumental in shaping an effective and inclusive educational system. It ensures that policies are grounded in the realities of families and provides opportunities for collaborative decision-making, ultimately benefiting young learners and fostering their academic success.

#### 4. Implications and Future Directions

In this chapter, the summary of the study is presented, from the summary of the findings, drew the implications and future directions. The purpose of my study was to to describe Parents’ socio-educational journey’s coping mechanism given their experience and the challenges on the scaffold among young learners’ multilanguage education’ in the full face to face learning processes during School Year 2022-2023. To achieve the research objectives, a qualitative phenomenological method was utilized with the use of thematic analysis. In adherence to Cresswell’s (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of people’s experiences. Furthermore, through this interview approach,

participants were encouraged to present their own definition or meaning of the phenomenon being explored.

*4.1. Findings of the Study*—The preceding statements are findings of the study that results coming from the merging themes generated from the responses of the participants. Findings of the study on the socio-educational experiences of parents in scaffolding young learners' academic beginnings using multilanguage education, found to have experienced and challenged with collaboration with teachers, dealing with children with learning disabilities and developing strategies. In terms of the coping mechanisms of parents to cope up with the challenges encountered in scaffolding young learners' academic beginnings using multilanguage education, it revealed that they cope through building support, getting along with learners and sustain parental care. As to the socio-educational insights drawn from the experiences of the parents, they shared that intensifying participation with school governing council, seeking support with local partners and review related policies and recommended actions.

*4.2. Implications*—The implications of the study, considering the lived experiences, coping strategies, and educational insights drawn from the experiences of parents, are significant and can have a profound impact on various aspects of education and family support. Some key implications include: The socio-educational experiences of parents in scaffolding young learners' multilanguage learning carry significant implications for collaboration with teachers, the development of effective strategies, and addressing the needs of children with learning difficulties. Collaborating with teachers becomes paramount as parents navigate the complexities of multilanguage learning, ensuring a cohesive approach between home and school environments. Sharing insights on successful strategies and challenges faced in language acquisition allows for a more comprehensive under-

standing, promoting collaboration that benefits the child's linguistic development. Moreover, these experiences offer parents an opportunity to actively engage with educators in developing tailored strategies that cater to the unique needs of multilingual learners. Additionally, the insights gained from socio-educational experiences equip parents with valuable perspectives on dealing with children who may encounter learning difficulties. This knowledge fosters a collaborative and supportive environment where parents and teachers work together to address challenges and create inclusive learning spaces for all young learners, enhancing the overall effectiveness of multilanguage education. The implications of parents coping with the challenges encountered in scaffolding young learners' academic beginnings using multilanguage education are multifaceted. Building support systems becomes crucial as parents navigate the complexities of facilitating multilanguage learning, emphasizing the need for collaborative networks involving educators, language specialists, and the community. Sustaining parental care involves not only addressing academic challenges but also nurturing the emotional well-being of the child amidst the linguistic learning process. This requires a delicate balance between academic expectations and creating a supportive and encouraging home environment. Additionally, getting along with children during the learning journey involves effective communication, understanding individual learning styles, and fostering a positive attitude towards education. The implications extend beyond academic achievements, encompassing the holistic development of the child, with parents serving as pillars of support in their academic and emotional growth within a multilanguage educational framework. The implications of drawing socio-educational insights from the experiences

of parents are substantial, especially when considering intensifying participation within the School Governing Council (SGC). Actively involving parents in decision-making processes contributes to a more comprehensive understanding of the challenges and opportunities in the educational landscape. Seeking support from local partners amplifies the impact, fostering a collaborative relationship that extends beyond the school boundaries. The insights garnered from parents' experiences shed light on the strengths and weaknesses of existing policies, prompting a critical review. This evaluation, when coupled with recommended actions, paves the way for continuous improvement in educational policies and practices. Altogether, the involvement of parents in these multifaceted aspects not only enriches the educational discourse but also strengthens the foundation for a more effective and responsive educational system, benefiting the entire school community.

*4.3. Future Directions*—The future directions of the study can provide valuable guidance for different stakeholders in the education system, including Public School District Supervisors, School Principals, Teachers, and Future Researchers. Here are some specific directions for each group:

Public School District Supervisors, may encourage and support the implementation of evidence-based practices derived from the study's findings in public schools within the district. Promote professional development opportunities for teachers that focus on strategies for scaffolding young learners' academic development and fostering positive parent-school partnerships. Advocate for policies and resources that prioritize multilanguage education, parental engagement, and inclusive practices in the district.

School Principals, may provide leadership

and create a supportive school environment that values and promotes collaboration between teachers, parents, and the community. Allocate resources for professional development programs that enhance teachers' skills in scaffolding young learners' academic beginnings and engaging parents effectively. Establish mechanisms for regular communication and collaboration with parents to ensure their active involvement in their children's education. Teachers, may incorporate the findings of the study into their teaching practices, implementing effective strategies for scaffolding young learners' academic development and fostering positive relationships with parents. Seek ongoing professional development opportunities to enhance their skills in multilanguage education, differentiated instruction, and inclusive teaching practices. Collaborate with colleagues, parents, and community partners to create a supportive and inclusive learning environment that meets the diverse needs of young learners. Future Researchers, may further explore the impact of specific interventions and strategies identified in the study, focusing on their effectiveness in different educational contexts and with diverse student populations. Investigate the long-term effects of parental involvement and support on young learners' academic success and overall development. Explore the role of technology and digital tools in supporting parental engagement and facilitating multilanguage education. Overall, the future directions of the study should aim to translate the findings into practical actions and interventions at the district, school, and classroom levels. Continued research and collaboration among stakeholders will contribute to the ongoing improvement of educational practices, policies, and support systems for young learners and their families.

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