

Manjie Zhu, 2023

Volume 7 Issue 2, pp. 30-64

Received: 17th January 2023

Revised: 3rd April 2023, 3rd May 2023

Accepted: 19th May 2023

Date of Publication: 15th July 2023

DOI- <https://doi.org/10.20319/pijtel.2023.72.3064>

This paper can be cited as: Zhu, M. (2023). *The Use of Collaborative Learning Tools in Teaching Routine Skills in Chinese Martial Arts*. *PUPIL: International Journal of Teaching, Education and Learning*, 7(2), 30-64.

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HOW BI-LINGUAL FATHERS SUPPORT THEIR CHILDREN TO LEARN LANGUAGES AT HOME

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Abstract

This research examines how bilingual fathers help their children to acquire languages. The article applied in-depth semi-structured interviews with six multilingual dads from the University of Manchester, who explains the factors that hinder the father's language teaching and the benefits of the father's language teaching to the children. It is also worth noting that this article has four intriguing discoveries. Initially, not all fathers are absent from their children's schooling. In other homes, the father who is a university professor highly worried about the child's family studies and has also become an excellent language instructor for children. Second, the advancement of the Internet and contemporary technology has given dads

new language instruction tools for home education, particularly during the COVID-19 pandemic. Furthermore, the two most significant challenges in language instruction are a lack of social support resources and multilingual language schools. Finally, Parents' language types and children's age are important factors influencing family language strategy choices and the design of acquisition-learning activities. This study suggests that the application of the Internet in home language teaching and language education in different family types are topics worthy of future research.

Keyword

Family, Education, Language, Learning, Strategy

1. Introduction

In this part, the author will describe the Research Aims, Reasons for undertaking the Research, Research Context, and The Structure of the Dissertation in four aspects, which will offer an overview of the topic of this paper and the main topics that it seeks to investigate.

1.1. Research Aims:

The goal of this study is to look into how bi-lingual fathers help their children learn languages at home, as well as potential approaches to encourage fathers to teach their children better.

It is said that fathers are frequently strangers to their children's education as a result of the conventional division of work in the home of "women are in control, men are in charge of outside (Allen,2014)." In the United Kingdom, it is reported that women are responsible for 65 per cent of childcare. What's more, despite the fact that the COVL-19 home quarantine allows fathers more time at home, reducing the gap between the time men and women spend on parenting at home, the UCL (2021) survey shows that during the epidemic, mothers spent 72.8 hours per week on parenting, while fathers only spent 43.1 hours on childcare, nearly twice as much as mothers (Sarah, 2020). Many studies, however, demonstrate that dads play an essential and crucial role in the development of children. Claire (2018) argues that children who grow up in a household with a decent father perform well in personality, academics, and interpersonal connections. As a result, it is important to encourage dads to be more involved in

parenting.

As the globe grows more mobile and multicultural, a greater percentage of youngsters are growing up multilingual (Paradis,2008). With a strong economy and social welfare, a rising number of individuals prefer to move to the United Kingdom. According to the UK Office for National Statistics (2019), migrant inflows to the UK grew from nearly 5 million to nearly 6 million between 2013 and 2019. As can be seen, the immigrant in the UK is a key element of the multilingual environment in the UK. It was also discovered that English is not the first language of nearly 20% of UK primary school children (Lucy, 2015). Thus, the significance of home language instruction as the cornerstone of a child's social identity in language acquisition cannot be ignored (Boxer, 2002). In addition, Jackson (2007) mentions Bilingual dads are essential in their children's home language learning. As a result, focusing on fathers' bilingual education at home is a current and forward-thinking problem.

Although, in the twenty-first century, others argue that gender is unimportant in language learning (Noguchi, 2001). However, the evidence shows that dads may employ different strategies than mothers to assist their children's language learning, and that fathers' strategies may be more successful due to their game-playing and participatory character (Baker, 2000). Furthermore, Hughes and Hans argued that, as compared to traditional ways, the Internet delivers more engaging language learning tools and activities for dads' family education. According to statistics from the UK Office for National Statistics (2020), the proportion of UK homes with internet connections grew from 9 per cent to 96 per cent between 1998 and 2020. As a result, it is critical to review the subject of fathers' engagement in language acquisition in a modern context to determine what fathers' roles are now and how they may affect children's language development. Furthermore, the necessity to stay at home during the COVID epidemic has produced a new understanding as well as new possibilities for the role that dads may play in family learning teaching.

In this study, five multilingual dads from the University of Manchester took part in semi-structured interviews. Based on current techniques of family bilingual education, these dads offered their perspectives and recommendations on the role of fathers in children's bilingual education, based on their personal parenting experiences and thoughts. The interviews

were used to gather primary source material. It is also crucial to emphasize that, owing to the severity of the pandemic, this interview was conducted through Zoom online.

1.2. Reasons for Undertaking the Research:

The grounds for the author's interest in this issue are, on the one hand, the author's personal experience, and on the other hand, a societal phenomenon that has received a lot of attention in recent years.

One of the primary reasons for the author's choice of this issue is personal experiences. To begin with, because the author's mother is an excellent nurse, and a first-line nurse who participated in the rescue of SARS and the COVID in China, the author has spent very little time with her mother since she was a child, and the author's father is primarily responsible for the author's family education. As a result, the author discovered that the father had an active and significant part in the author's language acquisition. Similarly, the author travelled to a hamlet in China as a volunteer in 2018 to carry out a half-year education support activity. The author discovered that 90 per cent of the dads in this community worked elsewhere and only spent three days with their children during Chinese New Year. Children raised alone by their moms do lower in language topics (language, English) than children raised with both parents. Furthermore, the author's undergraduate and graduate degrees are in education-related fields. Five years of study and practice enabled the author to grasp fundamental language teaching theory and methods, as well as provide the author with a more professional viewpoint to analyze the father's family teaching. The preceding research and life experience all piqued the author's attention and prompted critical thinking on the role of father in home language instruction. The author intends to utilize this article to go more into the father's involvement in home language education and various home language teaching ways for fathers.

Another reason why the author explores this topic is inseparable from the current social situation. First, in terms of the division of labor between men and women in the family, with the development of the society, a new generation of metropolitan moms have new views of families and marriages. They actively learn and use the notion of "scientific parenting," and they push for a contemporary, democratic, and equitable family culture. As a result, they oppose the conventional division of work between men and women. They hope that males would accept

the burden of parenting children alongside them (Xu, 2020). However, Sarah (2020) asserted that in the United Kingdom, women do 65 per cent of the parenting. Men continue to devote significantly less time to childcare than women, and many fathers are unsure or even clueless about parenting. And the majority of the available literature focuses on the reasons for this phenomenon and seldom on how dads can play a better role in family language teaching. Therefore, this research aims to investigate good engagement in fathers' family parenting.

Second, in terms of the necessity of language learning, in the United Kingdom, data from the British "Daily Telegraph" in 2007 show that in England, for example, there are 17,361 primary schools, of which 51% to 70% of 574 schools have students whose mother tongue is not English, and the other 569 schools have more than 70%. There is a total of 3343 secondary schools in England, 112 of which 51% to 70% of students are not native English, and the other 83 are more serious, with more than 70% of students whose native language is not English. In total, there are more than 51% of students in 1,338 schools in England whose mother tongue is not English. Therefore, it is an urgent need to pay attention to the development of children's second language.

Third, in terms of the background of language teaching, the development of the Internet and modern technology has promoted and innovated the form of home language teaching. The teaching method that breaks time and space provides more and more flexible teaching methods for home language teaching. This feature is even more obvious during the COVID period. According to statistics from UNESCO, at the peak of the new crown epidemic, more than 190 countries implemented national school suspensions, and more than 1.7 billion students worldwide were affected. The British government will close all schools across the country from March 22. During the outbreak of the new crown epidemic, most students in the UK received education at home, and online education became the main way for UK primary and secondary schools to carry out educational activities. The British Ministry of Education has released a list of online education resources, covering students of different subjects and different age groups, to help parents and teachers better tutor their children at home. Therefore, paying attention to family education in emergency years is helpful to reflect on and promote the development of family education.

1.3. Research Context:

This paper explores how bi-lingual fathers support their children to learn languages at home. The definition of a bilingual father is the person who uses both the foreign language and the mother tongue in family life. (Liu, 2006). And home language learning includes, but is not limited to, home language strategies, watching second language media materials, reading second language books and family trips. (Jackson, 2007).

2. Literature Review

In the framework of the preceding chapter, this chapter aims to evaluate the content of the father's home language instruction described in the prior literature in order to demonstrate the present research status in this field and the unique aspects of this study. First, the author will discuss the father's roles in children language learning. Then, three widely utilized strategies in home language teaching and application of Krashen's acquisition and learning hypothesis in home language teaching activities will be presented. And the unbalanced development of four languages skills will also be explained. Thirdly, it will be the advantages and difficulties in family language learning. Finally, based on the previous background research, the core research questions of this research will be presented.

2.1. Family Domain:

Children's growth will be accompanied by the family domain throughout their lives. On the one hand, it has a significant impact on the development of children's character and the formation of values. On the other hand, the familial bond it fosters will serve as the basis for the child's interpersonal relationships.

However, although a lot of study has been done on Family domain. (Cunningham-Andersson & Andersson, 2004). While a few studies on multilingual childrearing in intermarried couples have been conducted (for example, Kamada, 1995; Noguchi, 2001; Yamamoto, 2001), and the previous research focused more on the children's perspectives on families, with little respect for the parents' perspectives.

2.2. The Role of Father:

The famous British scholar Hubbert once said: "A good father is better than a hundred

principals”. When Lamb's 1976 book *The Role of the Father in Child Development* was published, most social scientists did not feel that fathers had a significant effect on their children's experiences and development. (Bedford & Johnson, 1988), yet, as society evolves, the issue of fathers' lack of involvement in their children's education becomes more apparent. Many researchers are beginning to focus on the father's involvement in their children's home education (Wang, 2018). When it comes to kid development and learning, males have a significant edge over mothers. (Pancsofar et. al. 2017; Lamb & Lewis, 2010; Parke et. al., 2002). The engagement of fathers in their children's self-esteem and academic success has been proven to have a significant influence by Zia (2015) as well as Claire (2018).

2.3. The Role of Father in Family Language Teaching:

The first point of contention is gender in the context of family language education. Previous research suggests that in a patrilineal society, fathers tend to use their mother tongue as the primary language of the family at home (Lyon, 1996), whereas another study discovered that fewer children are bilingual in a family where the father is a non-English speaker and the mother is a non-English speaker (Kamada, 1995). However, additional research in the twenty-first century has revealed that gender is not the most important factor encouraging children to become bilinguals (Noguchi, 2001).

2.4. Family Language Strategies:

Family language strategy is regarded as a family language guiding, which affects how the second language is taught and the role family members play in it. In the previous literature, there are many classifications of family language strategies. For example, Cunningham-Andersson classified policies into one-parent-one-language, minority language at home, and artificial bilingualism, while Barron-Hauwaert and Tokuhama-Espinosa proposed 7 different strategies in family language teaching. Based on the answers of interviewees from this paper, this article will discuss three of them One-Parent-One-Language, Minority Language at Home and Time and Place.

2.4.1. One-Parent-One-Language Strategy: The definition of One-Parent-One-Language is that parents communicate with their children in their native language. It generally appears in families where the mother and father have different mother tongues. The strategy's origins may

be traced back to French linguist Maurice Grammont, and this basic idea is supported by Lanza's (1997) notable study. Lanza claimed that parents who employ consistent tactics that foster a monolingual linguistic background are more likely to develop active bilingualism. However, both the practicality and the efficiency of the OPOL method have been questioned by Japanese research. When Billings (1990) presented a questionnaire to interlingual Japanese and non-Japanese families from various ethnic origins, Billings found that the results were surprising. Because it showed that both parents employing the minority language at home approach were more effective in developing actively. Yamamoto's research in 2001 also echoed this view.

2.4.2. Minority Language at Home Strategy: Minority Language at Home is considered to mean that both parents and children use the same minority language to communicate with their children at home. This strategy is more common in families with the same mother tongue (Jackson, 2007).

2.4.3. Time and Place Strategy: Time and Place refers to the use of a few languages to communicate with children in specific situations, such as family dinner parties, language summer camps, etc. This strategy is not restricted by the parent's language type (Jackson, 2007). In previous studies, most of these three strategies were only introduced, and there were few actual cases describing why family members chose this strategy, how to use this strategy, and the obstacles encountered in adopting this strategy.

2.5. Acquisition-Learning Theory:

The author discovered, through a survey of the literature, that many of the actions reported in the literature by dads teaching their children's language are based on Krashen's Acquisition-Learning Theory. The activities chosen by the five dads in this interview for language education are also consistent with Krashen's Acquisition-Learning Theory. According to Krashen's Acquisition-Learning Theory, there are two distinct routes for the acquisition of foreign language competence.

2.5.1. Acquisition: The first is the acquisition. The acquisition is a subliminal process. It is a subconscious learning process that occurs in a natural setting and is unaffected by a formal educational background. Common family language acquisition activities include parent-child language games, reading, watching movies, traveling, etc. (Gong, 2021). However, the

usefulness of travelling to learn a language is debatable. Some professors believe that a trip to the children's parents' hometown is a viable bilingual activity (Lachlan, 2006), and an English-Bulgarian child from Slavkov's (2015) research confirmed this view, but a sample from Janice (2018) argued that, while the father used bilingual communication with the children during the trip, the children's interest in bilingual learning was not well stimulated.

2.5.2. Learning: The second concept is learning, which relates to learners' acquisition of second language information. This is an intentional process. It is a purposeful process that individuals intentionally construct in a more formal context, and it is frequently the learner's planned and explicit instructional direction. Online language courses and language test tutoring are both language learning activities.

2.6. Four Skills in Language Learning:

Scholars disagree on the sequence in which the four competencies of hearing, speaking, reading, and writing in a second language should be learned. Some researchers in the 1920s claimed that the sequence of learning a second language was significantly different from the order of learning the first. It is frequently stated as reading, speaking, listening, and writing, and writing in a foreign language is a skill that can only be attained by those with higher levels of education (Jiang, 1996). However, with the continual advancement of research and practise, the language output target's point of view is accepted, the scholars deemed the second language instruction in the twenty-first century should adhere to the idea of "leading in listening and speaking while keeping up with reading and writing." Writing in the second language should be achieved through the input of hearing, reading, and other languages (Li, 2005), like Jacobs (2014) argued instructors prefer to employ the four abilities in a standard sequence—reading, writing, speaking, and listening—when, in reality, the order should listen, then talk, and then read and write.

2.7. The Benefit of Learning Languages:

Bilingual ability is defined as "the capacity to use two languages alternatively," or, in other words, "the ability to utilise another learned language successfully outside the mother tongue." According to Wildemark's poll of various European nations, many individuals reckon that bilingual speakers are not ordinary people and acquire the second language will harm the

first language. Nevertheless, Vildomec's findings disproved this view. It has been shown that bilingualism not only improves people's response ability, dialectical thinking, and broadens their perspectives, but that youngsters who can speak two languages have greater brain flexibility and cognitive analysis capacity than monolingual children (Wang, 2009).

2.8. The Barriers in Family Language Teaching:

Home language training is influenced by a number of factors. Examples cited by many academics include media, societal acceptance of a language, as well as downsides of school language education.

2.8.1. School: Catherine (2019) considered that if the school recognises and encourages bilingualism, multilingual families will feel respected regardless of their mother tongue. As a consequence, the "linguistic level" issue is avoided (this level view considers the family language to be less important than the language learned in school) and families are encouraged to speak their native language at home (part of family language planning). On the contrary, if the school does not respect bilingualism, bilingual families who assume that "simply speaking English" will ensure English competence may give up or limit their usage of their mother tongue (Bulelwa & Ntando, 2022). Bilingualism provides a number of benefits for cognitive development; yet, some teachers are unaware of the psychological benefits. It is fairly unusual for them to pressure multilingual families to give up their mother tongue. In general, parents who are concerned about their children's English skills will listen to the teacher's recommendations. Multilingual children who are unable to communicate in their mother language lose the opportunity to grow in the aforementioned areas.

2.8.2. Prejudice Based on Language: According to Nigel Vincent, a professor of linguistics at the University of Manchester, it is not necessary to enable children to acquire any other language if children live in a culture where only Russian or English can be used to accomplish success. Certain people have been believed to be on the point of eliminating their own language. Despite the fact that language equality is promoted throughout Europe, there have been a few occasions where language usage has been discriminated against or disregarded.

2.8.3. Media: Many academics believe that integrating media and education has both benefits and drawbacks. Zou (2019), for example, expressed that, while the Internet can give additional

resources, the inaccuracy and unprofessional quality of material will have an impact on children's knowledge development. Similarly, while Craig (2003) reported that using internet language improves the development of children's language, some studies have shown that using online language excessively might impair one's capacity to academic write (Dansieh, 2008; Irawaty et al, 2022).

2.9. Research Gap:

Based on a review of the existing research, the author discovered three areas in father's home language instruction that are rarely addressed. This study aims to augment and expand existing research in these areas.

To begin with, the COVID pandemic has had a significant impact on offline education throughout the world. Simultaneously, internet home schooling has grown in popularity, allowing for increased connection between children and parents while also providing uncommon possibilities for enhancing family education. Furthermore, according to UKOM 's poll, the typical British adult spent 3 hours and 34 minutes each day on the Internet in 2019. People are increasingly choosing to use Internet resources for socializing and learning in the Internet era. It has also become a reality to consider how to better combine the Internet with education. In recent years, it has become a social hotspot. As a result, this thesis is up to date and attempts to give more modern thinking for father's home language instruction.

Furthermore, early research on the development of the four skills of listening, speaking, reading, and writing is largely from classroom practise and seldom incorporates the sequence of the four skills cultivations in home language instruction. As a result, whether the sequence of home language ability development is consistent with school language instruction is a concern of this article.

Finally, it is stated that children's language learning is inextricably linked to the collaborative efforts of family, school, and society; however, most previous studies focused solely on the impact of the family's internal environment on children's language school, ignoring the school's and society's attitudes toward multilingualism. As a result, the purpose of this study is to address gaps in existing research and propose new research paths for future home language teaching by discussing the negative impacts of school language instruction and

sociolinguistic bias on fathers' home language teaching.

2.10. Research Questions:

Based on the previous literature and the interview content of this research, the author mainly elaborates the following four core questions

1. What role does the father think he plays in children's language teaching?
2. What the family language strategy is used by the father and why?
3. What language teaching activities does the father use to teach the child a second language?
4. What helps fathers to develop their children's the second language learning skills?
5. what benefits of family languages teaching?
6. what barriers fathers have in teaching language?

2.11. The Research Design and Methods:

2.11.1. Qualitative Research: The goal of this research is promising, expecting to promote the richness and completeness of family second language teaching from the perspective of the father. The main question of this research is how bi-lingual fathers support their children to learn languages at home. Blaikie (2007) claimed that "How" questions are used to explore the interaction between objects and the solution of the problem. And based on the characteristics of openness and flexibility of qualitative research (Steinar, 2008), Flick et al. (2004) claimed qualitative research has played important role in discovering and solving problems. As a result, in order to explore the role of fathers in family second language teaching and the main problems fathers faced, this research will mainly adopt qualitative methods.

2.11.2. Sampling: This study will use snowball sampling and an advertisement to find potential interviewees. The snowball sampling is a non-probabilistic survey method and a suitable way for interviewers who are not familiar with groups they will interview. Because it relies on the initial interviewee's recommendation to other interested parties. Its advantages are cost-saving and efficient, but it is a non-random selection procedure, which will affect the data universality (Johnson, 2014). Using advertisement to recruit interviewees is a heterogeneity sampling, which focuses on collecting different and various views about one topic. Its merit is diversity, but its drawback is the lack of representativeness of data (Etikan & Bala, 2017). As an international

student, I am not familiar with British people and family culture, so it is a good way for me to interview second-language fathers from my professor's recommendations, but this may increase the similarity of answers, so I also adopt the heterogeneity sampling by posting advertisement to get some different ideas. As a result, combined snowball sampling and heterogeneity sampling can increase my interview trustworthiness.

2.11.3. Semi-Structured Interview: Semi-structured interview is an interview form in which the interviewer determines the interview questions in advance, but during the interview process, the interviewer can adjust the order and wording of the questions, or even raise new questions according to the actual situation. (Doody & Noonan, 2013). And Semi-Structured Interview has the characteristics of being open, flexible and interactive, which can motivate interviewees to talk about their views, opinions, and experiences, and realize effective interaction between interviewers and interviewees (Kallio et. al., 2016). Because this research is to collect and analyze the father's experience and views on second-language teaching at home, so it is necessary for the interviewer to actively interact with the second-language fathers by a thematic and open interview, so semi-structured is a reasonable choice in this study. It is worth mentioning that Kvale and Brinkmann (2007) suggested that open questions are the non-prescriptive and oriented question, which are commonly used in semi-structured interviews, it not only ensures interview, but also maintains the curiosity and critical thinking of the interviewer. Also, the interviewer can learn from unexpected information from the interviewee. As a result, I will ask some prompt questions to interviewees to explore the topic.

2.11.4. Interview Topic: Okita's (2011) and Rivers (2018) books suggested that the order in which second language teachers train learners' listening, speaking, reading, and writing skills will affect learners' learning efficiency and outcomes. And Hismanoğlu (2008) hold that the popularization of the Internet in the 21st century has brought new teaching experience and development opportunities to second language teaching; However, the previous researchers haven't paid enough attention to father's second language teaching at home in a contemporary context and ignored the inequality four language skills. To fill the blank in these areas, the two main topics in this interview are the role of the Internet in fathers' second language teaching at home and the four skills (speaking, listening, writing and reading) development in children

home second language learning.

2.11.5. Interview Steps: The steps of this interview will adopt Robson's (2011) interview structure, which are Introduction, Warm-up, Main body, Cool-off and Closure. Firstly, I will introduce myself and explain the goals of the interview to make interviewees know what we will talk about in this interview, Secondly, I will ask some easy questions as a warm-up to relax the situation. Thirdly, I will focus on their experience and views about father second language teaching at home to highlight the topic, and then I will use simple questions to cool the interview. In the end, I will express my thanks for their participant and valuable contribution.

2.11.6. Interview Record: This interview will have an audio record and transcription under the agreement from interviewees. According to Robyn (2003), recording and translating the interview content not only relieves the pressure of the interviewer while taking notes and asking questions during the interview, which make the interviewer more focused, but also it plays a key role on finding important and impressive interview content when interviewers reviewing the interview, it can increase the quality interview, especially for persons like me whose mother language is not English. Because of limit English listening and writing skills, it is too difficult for me to write down interview consent while using English to have a deep conversation with others. As a result, on the one hand, an audio record and transcription will smooth the interview process, on the other hand. it can increase the interview quality by allowing me to recap the interview again and again.

2.11.7. Data of Analysis: Data analysis based on thematic analysis. "Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data." (Braun & Clarke, 2006). Thematic analysis is not just coding but using coding to explore key ideas and general phenomena (Greg et. al., 2012). The author can therefore use it to analyze and classify fathers' attitudes and perceptions towards second language learning at home. According to Virginia and Victoria (2006), thematic analysis is divided into six steps: familiarizing the data; producing code; collating code to find themes; refining themes; defining themes; reporting findings. To follow these steps, I will read the transcripts multiple times to become familiar with data, and then I will identify words or short segments which appear to reflect particular ideas emerging from the data and give them a code. After coding data, I will read all the coded

data, and see if can link some codes together into larger themes which I will then use to help structure my report. In the last step, I will put a report based on the systematic data analysis.

3. Analysis and Findings

The preceding chapter described the research's study method, as well as its rationale and limits. This section will describe and evaluate the findings of the interviews based on the use of this approach. First, an introduction to the interviewee will be offered. The author will then present three research findings on the father's home language teaching strategy, father's home language teaching activities, four skills developments in children's language learning, and the main obstacles and advantages in father's home language teaching, one by one, and discuss the consistency and difference with previous research. Finally, based on the research findings, the summary section will address what role dads play in children's language education and how fathers may better help children learn second languages.

3.1. Types of Participants:

Six multilingual dads from the University of Manchester served as interviewees for this study. Turkish (father A and C), English (father B), Omani (father D), and Cantonese (father E) are the second foreign languages they teach their children.

First and foremost, this essay focuses on dads' strategies for home language instruction. In the interview, the author discovered that two of the six dads speak the same mother tongue as their wives, while the other four do not. Because of the distinction, they will employ various strategies in home language instruction. As a result, the author will split the interviewees into two groups based on whether their mother tongue is the same as their wife's. Second, the author discovered that many dads adopt Krashen's acquisition-learning hypothesis, however, because of different goals of language learning, some of them just use acquisition hypothesis, others emphasized on learning. Therefore, the author will split the interviewees into two groups. Finally, it is worth mentioning that because these six multilingual dads are all professors at the University of Manchester, they have a better education and a higher income, and more time to spend with their children, which create advantageous conditions for them to actively engage in the language education of their family children and to reflect on the family.

3.2. The Role of Father in Family Language Teaching:

The Economist indicated that dads' time and effect in family parenting were considerably lower than mothers', yet the author discovered in this interview that these fathers performed a stronger role in home language instruction. The following are extracts from interviews with Fathers A, C, and E.

Father A said, "First and foremost, I believe I am a university professor." Because I work from home, I spend a lot of time with my children every day, especially during the epidemic. Although, to be honest, my wife has more than I do. I handle the family's cleaning and parenting duties, but I also have family talks with my children and will attend the school's parent meeting with my wife. In terms of family language learning, my children and I are studying Turkish together. My child looks up to me as a role model, and my engagement encourages him to study more."

Father C stated, "My wife and I usually spend equal time at home because we are both university professors. And I believe that because I am the only one in the family who knows Turkish, I should be the one to accompany the children to Turkey. With my children, I frequently read Turkish novels and watch Turkish movies. And I believe there is no distinction in the function of parents in language instruction in the household. The duty for the family, in my opinion, lies on both the father and the mother. and, in a more conventional sense, the mother stays at home. As a result, they have more time to spend with children, allowing them to transmit languages. That is why it is referred to as a mother tongue bite; I refer to it as a first language bite. From my perspective, I spend more time with my children than his mother, maybe due to the circumstances, and it is sometimes a work time. As a result, anybody who has lived with a child knows how vital language is."

Father E expressed, "Because I am a Chinese teacher, I not only have adequate time to spend with my children, but I am also the primary instructor of their language acquisition. I let my children read traditional Chinese novels with me when they were small. I bought Chinese textbooks when I was a bit older to teach kids Chinese at home. Of course, my wife and I are more concerned with their children's physical and mental health than with their academic performance, so I frequently engage in outdoor activities with them and converse with them."

3.2.1. Discussion: The author believes that the subject of the father's position at home in this interview is insightful and worth considering. Their perspectives support some of the prior research's findings, but they also offer a fresh take on the subject.

3.2.2. Similarity: ANNICK discovered no difference in the responsibilities of men and mothers in home language instruction after completing the in-depth research of 1899 bilingual homes. There is a significant difference in language ability between children raised in two-parent households, but there is practically no difference in language ability between children raised in two-parent families, regardless of whether the parents are men or women. As a result, Biblarz and Stacey (2010) argues that the most significant factor in family education is the number difference rather than the gender difference. Father B's point of view in this interview is likewise in line with this discovery.

3.2.3. New Points: The author discovered that the five dads who took part in this interview are not only excellent at participating in family parent-child education, but that some fathers are the primary instructors of their children's language. They also have their in-depth thoughts and distinct perspectives on family rearing. Many prior studies found that fathers were not good at parenting, such as dads' clumsiness in family parenting, fathers' refusal to participate in family parenting Jamie and Mavluda (2021). However, in this interview, six fathers are all actively engaged in family education. And when asked why they have enough time to follow and engage in their children's upbringing, dads responded that they are university professors, and their working hours and educational level provide them with the energy and capacity to teach home language.

3.3. The Strategy of Family Language Teaching:

Based on their family conditions, the six dads questioned in this study adopted three distinct family language methods. One-Parent-One-Language, Minority Language at Home, and Time and Place. Based on the interview material, the following is a description of three family language strategies.

3.3.1. One-Parent-One-Language: Among the author's interviewees, three fathers and their wives have different mother tongues, and two of them have adopted One-Parent-One-Language as a family language teaching strategy. The following are some interview records from the interviewed fathers.

Father A said, "At home, I can only talk with my children in English, and my wife can only connect with her children in German, since our children believe that because you are British, you should speak English for me."

Father B described that: "My wife is British, and I am Turkish, thus I am the only one in my family who speaks Turkish. As a result, I plan to speak Turkish with my children at home. I want to be the one who introduces youngsters to the other language and the way of thinking that underpins it."

3.3.2. Minority Language at Home: In this interview, two fathers and their wives speak the same minority languages, and they both use Minority Language at Home as their family's main language strategy. The minority languages of these two families are Omani (Father C) and Cantonese (Father D). The following are interview transcripts from the two fathers.

Father C explained, "My wife and I both use Omani with our children at home since my wife does not speak English well and utilising Omani is more beneficial to our seamless communication,". Second, it is the reason we protect Omani culture and identity. This is the primary reason for speaking Omani. More importantly, I believe that language acquisition is vital but not at the same level. So, from a young age, I must establish an atmosphere in which my children may learn Omani at home."

Father D stated, "My wife and I agreed to solely speak Cantonese at home, and when the child talks English with us, tell the child that we do not understand or speak English, so please communicate with us in Cantonese,". This choice is the result of a conversation between me and my child's school instructor. Your mother tongue is Cantonese, and the teacher speaks it. You are more suited to teach your children, and English is your second language. We are more qualified than you to teach English. Second, we think that speaking Cantonese at home enhances the children's identification as Chinese while also allowing them to experience the lifestyle and charm of the Chinese in a more authentic and deep way."

3.3.3. Time and Place: There is a parent (father E) in this interview who has a unique circumstance. Although he and her wife had different mother languages, he did not have a feeling of identity with his hometown's language because he had left when he was young, so he picked his wife's mother tongue as the family's second language and used the Time and Place method.

Father E explained, "I don't speak Turkish very well, so I'll study and utilise Turkish at home with my children," For example, when we go to see her grandmother, we all speak Turkish because her grandmother cannot hear it. Recognize English. Similarly, when our children attend Turkish tutoring lessons, we can communicate in Turkish because my children believe that because my father learns it, I should learn it as well, and I can learn it better. At times, though, I will opt to interact with my child in English."

3.3.4. Discussion: By comparing the answers of the bilingual father in this interview with previous research, the author found that many of the father's views respond to previous research, but there are also some new views that are worth thinking about.

3.3.5. Similarity: First and foremost, this is the same as Lachlan's (2007) point of view. In families where only the father speaks a minority language, the One-Parent-One-Language language approach is more prevalent, but in families where both parents speak a minority language, the Minority Language at Home language strategy is more common. Second, the above-mentioned interviews reveal that the parents' degree of language mastery and language usage skill is also an essential influence in the family's choice of language policy, which is consistent with Jack's study. Finally, Li (2018) stated that the main beginning points of the family's language choice strategy are conserving the cultural traditions of minority languages and developing the children's identity, and several of the father's replies in this interview support this perspective.

3.3.6. New Points: Although the majority of the dads' perspectives on family language policy in this interview are similar to prior research, the author offers two novel results. First, the author discovered that many dads believe that teaching the kid's minority language is not because he masters the language, but because he is imparting a style of conduct and thinking to the child, much as a father does. You may be able to speak a language fluently, but it does not

guarantee you can think and act like a native. Previous research has devoted little attention to this area. Second, in some families, the second foreign language is not the father's mother tongue, thus the father functions more as a motivator and language learning partner than as a conventional instructor and leader during the process of children's second language acquisition. The parent and kid learn the family second language jointly by creating a unique family language scenario. It is also a location that prior study has overlooked.

3.4. Acquisition-Learning Theory in Family Language Teaching:

Krashen's acquisition and learning theory is frequently utilised in the teaching of second languages. Based on his father's family language teaching activities in this interview, the author categorizes the respondents into second language acquisition based on the various methods of home language teaching. The two teams of the father who received the theory and the father who accepted the theory of second language learning attempted to investigate why they selected different language teaching techniques.

3.4.1. Acquisition: Among the interviewees in this study, there are three fathers who have adopted the acquisition theory to teach the second language at home. They are father B, second language English, father C, second language Turkish father D, second language Oman, father E, second language Cantonese. The following are the interview clips from these three fathers. Father B said, " I like teaching my children English in real-life settings. For example, I might take my two-year-old daughter to the store and converse with her in English. For instance, I may pick up a potato and place it in her hand. Then I told her that we needed to get a potato, and she would learn my pronunciation and pronounce potato in English. In addition, I will drive her to school. In the car, I'll point to whatever we see and tell her, "See here, there's a green car," in English. Today's weather is pleasant. We'll also play rhyming games like "There was an elderly lady who lived in a shoe." She was at a loss for what to do because she had so many children. My children and I enjoy this game a lot, and I've found it to be a really effective method of second language acquisition."

Father C replied, "I discovered that composing tales in Turkish is a really good method to nurture my child's skill and imagination to utilise the Turkish language, therefore I will frequently read stories to him in Turkish, and then we will use the words in it to create

many new stories together," . Story. I also send text messages to my child in Turkish and request that he respond in Turkish. I think this is a good way to exercise his Turkish writing skills.”

Father D expressed, "I'll convince myself that I'm not intentionally teaching my child Omani; I'm just interacting with him in Omani. As a result, I exclusively teach him Omani traditional songs before bedtime on Oman's National Day. During supper, tell him Omani stories and discuss noteworthy events that occurred in Oman today. When your kid is small, use these simple and enjoyable methods to touch and perceive Oman.”

Father E said, "I am a Chinese instructor. Since they were small, my children have copied me by doing calligraphy and reading Chinese novels. Every day since they began to learn to read, I have read Chinese traditional literature aloud to them. I don't expect kids to understand or recite these novels. I just want them to feel the power of Chinese and create an environment for them to immerse themselves in Chinese.”

3.4.2. Learning: Four fathers in this interview employed learning theory to teaching their children a second language. They are father A, who speaks Turkish as a second language, father B, who speaks English as a second language, and father D, who speaks English as a second language. Omani language the following is a summary of what they learnt and taught.

Father A stated, “Because my kid and I expect that he will achieve A-level scores in the British academic level test, I enrolled my child in Turkish online courses during the pandemic." This course meets once a week. Last time, I worked for 90 minutes at a time. This course contains tight course arrangements and assessments of learning achievements, as well as homework that corresponds to the course topic after class. My youngster believes that this training has significantly enhanced his Turkish language skills.”

Father B expressed, "Because my eldest kid is studying in the United Kingdom and my youngest son is studying in London, their teachers and homework must be completed in English. As a result, they must get an A-level. It is necessary to learn English proficiently.”

Father C said, "I enrolled my children in online Omani classes during the pandemic because one-on-one tuition helps them to study Omani more specifically.”

3.4.3. Discussion: By comparing this interview to previous studies, the author discovered that many of the activities used by the father in home language teaching in this interview are consistent with the acquisition-learning theory, but in the new social context, many fathers' practises have also brought a new discovery to the author.

3.4.4. Similarity: Many of my father's ideas in this interview confirm the beliefs of acquisition-learning theory. First and foremost, this idea holds that language acquisition happens throughout the early phases of a child's learning. It does not place emphasis on the outcomes of children's language learning, but rather on the creation of a language learning environment for children (Gong, 2021). Many dads mentioned in this interview that they build a linguistic environment for their children through family reading, everyday talks, and so on, so that children may come into touch with and utilise a second language organically. Second, Krashen argued that acquisition and learning may be utilised concurrently in children's second language instruction. Both exist independently and encourage one another, therefore boosting learners' total language ability. (Fu, 2008) The presentation of the preceding conversation reveals that two dads utilised a mix of acquisition and learning to increase their children's vocabulary via acquisition and enhance their children's ability to use language through learning. Finally, according to acquisition-learning theory, the technique of acquisition and learning is connected to the child's age and motivation to learn the language. This interview also shows that dads mostly utilise learning techniques when their children are small, but as children get older and their cognition and comprehension abilities increase, fathers will offer learning methods.

3.4.5. New Points: Based on the substance of the interview and the literature study, the author found certain perspectives that had received less attention in prior studies. For starters, the advancement of contemporary technology and the Internet has opened up new avenues for the actual application of acquisition-learning theory. This benefit was especially noticeable during the COVID-19 epidemic. During the epidemic, the two dads contacted said they enrolled their children in an online second language study course. This training not only broke through geographical barriers, but it also enabled them to Youngsters can encounter native language speakers online, and online education methods give children more concentrated and expert guidance, resulting in more advanced language acquisition. Furthermore, a father said that

utilising mobile phone text messages to converse and train with children is an excellent way of learning a language. Second, the techniques used by fathers to teach their children languages are connected to their motivation to allow their children to learn languages. Last but not least, dads who simply want their children to maintain their father's identity will favour the theory of acquisition, but fathers who want their children to excel academically would favour the theory of learning.

3.5. The Four Language Learning Skills:

Listening, speaking, reading, and writing are the four most crucial abilities for acquiring a language. The previous studies and this interview both demonstrate that when fathers educate their children to learn to speak, the children's capacity to master the four abilities is not balanced, and the order of learning is also different. The following are five dads' perspectives and experiences with cultivating their children's four abilities.

Father A explained, "In terms of Turkish, my child's oral and listening abilities are the best, but his reading and writing skills are significantly lower." Because English is the most widely spoken language in Europe, there are few chances and no need to utilise other languages. Compose and communicate. Also, because Turkish and English have comparable linguistic systems, reading Turkish aloud is not difficult for those whose first language is English."

Father B said, "My primary school-aged daughter talked extremely well, but her writing was poor since she disliked teachers who taught language and writing at school. However, my college-aged child's hearing, speaking, reading, and writing abilities are extremely good, particularly writing, because their papers must be done in English."

Father C stated, "My son speaks Turkish fluently, but his writing is abysmal. I'll text him in Turkish and urge him to reply in Turkish to encourage him to use it more.

Father D described, "My youngster Speaking, and listening are both beneficial.' Reading is far worse. I believe that writing skill varies with age. His writing abilities will improve as he grows older.'

Father E said, "I only developed my child's capacity to talk when he was small. I'd have him read Chinese classics aloud to me. Even if he doesn't comprehend the material, I want him to remember the Chinese voice and develop his interest in Chinese. I plan to help him with

his expression, reading, and listening skills as he grows older. I'll let him read me Chinese stories. I'll also play Chinese textbook recordings for him and let him finish several textbooks. Finally, I plan to improve my children's writing skills since I believe they will benefit from it. Writing from reading is only possible if my children have a large reading library and a lot of reading experience.”

3.5.1. Discussion: Many researchers have noted an imbalance in the growth of second language learners in the four capacities of hearing, speaking, reading, and writing. This phenomenon was noticed by all fathers in this interview. Some of their perspectives reinforce prior research, while others complement and critically reflect on the perspectives of researchers.

3.5.2. Similarity: First, both prior study and this interview indicated that while learning a second language, learners might have strong listening and speaking abilities but weak reading and writing skills. Second, language skill instruction is consistent and systematic. Writing skill is dependent on the growth of reading ability, and reading ability is dependent on brain development. One of the key aspects of corpus input in the process of children's second language acquisition is "sufficient amount." When a kid reaches the second language stage, he or she begins to input mostly through "hearing" and "reading." They develop their enthusiasm for the second language learning and sense of language by engaging in a variety of English listening and picture book reading tasks. Third, both Father A and Father B said that developing language abilities necessitates ongoing and long-term instruction. It is difficult to maintain a high level of language hearing, speaking, reading, and writing abilities without adequate practise opportunities. According to Mike's language theory, if there is no appropriate training opportunity, the learnt language will be forgotten within two months.

3.5.3. New Point of View: The two points of view of dads are worth mentioning in this interview. First, a father recommended using text messages to assist his children to practise writing. Text message acronyms, contrary to popular belief, are positively connected to literacy, according to Coventry University researchers. Children are increasingly embracing online social networking and online games in this Internet age, as well as animated emoticons and other ways to utilise and write languages. Beverly Plester and Clare Wood presented their findings from a study of 35 11-year-olds at the British Psychological Society's developmental

section annual conference. A unique game developed by Oxford University researchers has been proven to enhance a child's language skills by 2.4 years after six hours of play.

It is pleasant for children to use, which is when they learn the most. Computer games that are entertaining and intriguing are an excellent method to do this. Furthermore, if children enjoy the activities, they will have fun while growing their brains to help them learn better."

On the one hand, it increases their odds of using a second language and frequency of use. On the other hand, it is debatable if the unprofessionalism, secularism, and brevity of internet languages will have a negative impact on children's language acquisition. Second, the degree of similarity between the second and first languages influences language acquisition. Because Turkish and English have so many similarities, they are rather easy to learn, as the first parent stated. For youngsters from father E's household, however, English and Chinese originate from two whole distinct language families, and language acquisition must begin with fostering interest and mechanical recounting.

3.6. The Benefits of Learning Languages:

Many academics feel that studying many languages benefits children's development. Three fathers (A, B, and C) emphasised the advantages of language acquisition for children in this interview. The three dads are explained further below.

Father A said, "I believe that speaking Turkish will provide my child with cultural capital, allowing him to become an international person,". On the other hand, he can do well in the graduation test language subjects. I don't believe that my children will benefit economically from learning Turkish. We don't put much emphasis on money.

"I suppose I teach my children English for three reasons," Father B explained. For starters, studying English can provide my children with opportunities to work all around the world. Second, I hope my children do not have any preconceptions or biases towards English individuals with accents. Third, understanding the manner of thinking of people in a nation through language can make my children more creative and inclusive."

Father C remarked, "Learning languages can help my child achieve higher academic success, and it can also help him comprehend the world better,". Of course, it will also provide him with a few pleasant surprises. For example, while in a Turkish restaurant, my youngster

told me, "Because he can speak Turkish." He speaks to people in Turkish, and he gets free food, and he realises that this language is more than simply a language; he can utilise it to his advantage."

3.6.1. Discussion: By comparing prior research and this interview, the author discovered that the father's answer on the issue of the benefits of multilingualism for children mostly agreed with researchers' opinions, although there are two fresh points of view worth considering.

3.6.2. Similarity: According to Mike's research, youngsters who learn many languages outperform those who only speak one language. This point of view was also expressed by dads A and C in their responses. Furthermore, Mike feels that learning many languages is a type of capital that may help people compete in global jobs. This is also one of the reasons Father B enables his children to study English.

3.6.3. New Points: For starters, many studies feel that multilingualism may contribute significantly to wealth growth. Father B, on the other hand, underlined that he educates his children to study languages not for monetary gain, but to make them international. Second, father A, B and C stated that teaching children language can make them more accepting and provide them with a broader viewpoint. It can be shown that, when contrasted to real advantages, dad's priorities the development of intelligence and values provided to their children through language acquisition.

3.7. Barriers in Family Language Teaching:

Based on previous research and this interview, the author discovered that, while social progress and the development of educational theories have provided fathers with more opportunities and conveniences for second language teaching at home, there are still some obstacles for fathers in home language teaching, and these obstacles are primarily related to three factors: school, media, social

3.7.1. School: It is often assumed that school is the starting point for children's formal language learning. The cooperative effort of school and home is a significant motivation for children to learn a language properly. But, to my surprise, four of the five dads highlighted the negative effect of school when discussing issues that impede home language instruction. The following are the perspectives of Fathers A, B, C, and D on the questioning problem.

Father A said, “My kid had a really poor experience studying Turkish at school, which also made him feel bored to learn Turkish.”. It was a national holiday in Turkey that day, and their Turkish instructor spent an hour and a half asking the kids to retell a historical narrative about a Turkish hero. My children began to dislike this learning since the teacher talked too much. Because he believes the teacher believes he is Turkish, but he believes he is an international person. He is not required to worship this hero in the manner of a Turk. Another issue is the scarcity of Turkish language schools.”

Father B expressed, "I believe that bias among school instructors is a significant impediment,". When my children study languages in Australian schools, their teachers dislike pupils who are not Australian citizens. This frustrates my children and makes them unwilling to study languages.”

Father C stated, " I believe the education system is not accommodating enough to bilingual youngsters. Bilingual or trilingual kids should be encouraged at school to learn another language. Schools should provide children with the opportunity to improve their language abilities.”

Father D said, " I believe that the school's big class size does not give adequate language support and special attention to multilingual youngsters like my child. This makes it difficult for my youngster to learn languages.”

3.7.2. The Society: Three dads noted social barriers in this interview, which are mostly expressed in societal language bias and a lack of social language support tools. The opinions of fathers A, C, and E are as follows:

It is essential to note that the two dads whose second language is Turkish both cited the same societal barriers; thus, the author merged their perspectives.

Fathers A and C complained, "I believe that one of the most difficult challenges I have in teaching my children Turkish is societal linguistic bias." People will categorise the language as high level or low level. People will appreciate you if you can speak high-level languages like Spanish or French, but if your second language is Turkish, they will believe that studying this language is pointless.”

Father D suggested, " I believe that the resources offered by British society for

youngsters to study Chinese are insufficient. I surveyed nearly all of Manchester's Chinese schools. It's unfortunate that none of the Chinese schools has a library. Second, there are not only extremely few resources on the market that are appropriate for Chinese children to learn Chinese, but many of them are out of date and include unprofessional content. When browsing for home teaching resources, this makes me nervous.”

3.7.3 Media: According to Ke (2019), while the media extends and enhances home language instruction in today's Internet age, it also introduces certain negative impacts. In this conversation, Fathers A and D discussed the harmful impact of the media on home language instruction. The following is the content of the dads' interview.

Father A stated, "My youngster enjoys using technological equipment. He spends a lot of time on the computer or playing video games. This should be an excellent opportunity to study a foreign language, but did you know? Even in Turkey, nearly everything online is in English, and there are almost no Turkish video game versions. This compels my children to spend the majority of their time speaking English, which is not beneficial to learning Turkish.” Father C described, "I despise the impact of social media on my children's language acquisition because I learned that my children would make some friends online who will teach my children some poor terminology, and I don't like some types of Omani on the Internet. I despise the impact of social media on my child's language acquisition since he will pick up some terrible terminology from his pals. In addition, I dislike certain internet speakers that utilise Omani.”

3.7.4. Form Discussion: Based on the interview results and comparisons with prior research, the author discovered that some of my dads' opinions are compatible with the findings of many experts, but fathers also gave some intriguing ideas.

3.7.5. Similarity: First and foremost, Gonca (2019) thinks that a family's second language would be influenced by societal attitudes about language. Those who study high-level languages look up to those who study low-level languages, while those who study low-level languages look down on those who study high-level languages. In this conversation, two fathers who taught their children Turkish discussed how society's bias against Turkish language learners affected their home language education. Second, Catherine (2019) claimed there is a contradiction between the school's emphasis on mainstream languages and minority languages.

Three dads stated in this interview that the school did not sufficiently respect multilingual children and did not give them enough assistance and opportunity to learn minority languages. However, they feel that today's culture and education are becoming more internationalized, and that language instruction for bilingual and even multilingual youngsters should be prioritized.

3.7.6. New Points: Initially, many dads worry about a lack of social language support tools as well as unprofessionalism. They noted that it is quite difficult to get children's books in some languages, such as Chinese and Turkish, in the United Kingdom. They are always so many that I have to acquire a large number of language study books on my trips back to my homeland and bring them back to the UK. Updating the instructional content is a time-consuming and challenging task. Secondly, the Internet's predilection for mainstream languages makes it impossible for certain minority language users to utilise their native language on the Internet, and it also inhibits many minority language learners from utilising the minority language on the Internet.

4. Conclusion

The author has identified several topics that can be researched further as a result of this interview. When discussing children's language education during the pandemic in the interview, Surprisingly, the two dads stated that they thought that the emergence of online language courses not only had no effect on their children's language teaching at special times, but that this method of teaching is actually more conducive to their home language teaching. Furthermore, a father noted that composing text messages is a highly effective approach for youngsters to improve their second language writing abilities. However, three fathers also noted the unprofessional character of Internet resources, the secularization of the language used on social platforms, and the fact that the majority of web apps were exclusively in English, all of which had a detrimental influence on their home language instruction. As can be seen, the emergence of the Internet and contemporary technology has had a significant impact on and transformed the concept and technique of father's home language education. The use of the Internet and education in home language instruction is a topic worthy of investigation.

4.1. Limitations:

On the one hand, only two interviewees in this survey were chosen by the heterogeneity technique. As a result, the final interviewees are all Manchester teachers and students in the educational area. They all have a better degree of knowledge and more free time, which may result in viewpoints being limited. However, dads with various jobs and educational backgrounds Language teachers play a variety of responsibilities, and their perspectives are likely to differ greatly from those of the interviewees in this study. As a result, dads from various occupations should be used to investigate the common perspectives and practices of fathers in home language instruction.

This study, on the other hand, falls short in terms of how dads educate their children to acquire a second language in households when the second foreign language is the mother tongue. Four of the five dads questioned this time taught their children's second language in their mother languages, and just one father (A) taught their children's second language at her wife's alma mater, although the author feels this father's circumstance is unique. It is worth mentioning that Annick's (2007) research reveals that choosing the father's language as the second foreign language in the family is more common than choosing the mother's language as the second foreign language. Furthermore, the author discovered minor variations in the techniques and roles of (Father A) and other dads in home language instruction in this interview. In households when the second language is the father's mother tongue, for example, when the father teaches language more like a teacher and leader, but in families where the second language is the father's mother tongue, the father takes on a more collaborative and facilitative role. As a result, dads need special consideration here.

It is also worth mentioning that the five dads in this study are all from two-parent heterosexual marriages. According to Biblarz 's (2010) survey, there are significant disparities in cognitive ability and academic development between children raised in single-parent homes and children raised in two-parent families. Furthermore, the language family education of children raised in same-sex marriages differs from that of two-parent households. As a result, one of the drawbacks of this study is the absence of family language teaching perspectives from dads from various family combinations.

4.2. Suggestions for Future Research:

The author has identified several topics that can be researched further as a result of this interview. When discussing children's language education during the pandemic in the interview, Surprisingly, the two dads stated that they thought that the emergence of online language courses not only had no effect on their children's language teaching at special times, but that this method of teaching is actually more conducive to their home language teaching. Furthermore, a father noted that composing text messages is a highly effective approach for youngsters to improve their second language writing abilities. However, three fathers also noted the unprofessional character of Internet resources, the secularization of the language used on social platforms, and the fact that the majority of web apps were exclusively in English, all of which had a detrimental influence on their home language instruction. As can be seen, the emergence of the Internet and contemporary technology has had a significant impact on and transformed the concept and technique of father's home language education. The use of the Internet and education in home language instruction is a topic worthy of investigation.

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