



Parental Involvement, Children's Learning Needs and Reading Motivation of Young Chinese EFL Readers*

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<ABSTRACT>

Studies on teaching English as a foreign language (EFL) in children have extensively focused on the school context, but the home environment has not been fully studied. In the present study, parental involvement, children's learning needs, and reading motivation were measured to explain young Chinese EFL readers' behaviors. The participants were 278 primary school students, together with their parents, who completed questionnaires and an English reading test. The results revealed that parental involvement had a prevalent role in facilitating children's reading motivation and achievement, and it did not vary in terms of parents' educational backgrounds and children's gender. The children reported the highest degree of satisfaction with belonging needs, but the lowest with esteem needs. Multiple regression analyses indicated that (1) the extra instructional spend and parental involvement were weak predictors of children's EFL reading performance; (2) self-actualization needs were found to be the best predictor of intrinsic reading motivation, and parental involvement had a stronger impact on children's first language intrinsic reading motivation than on EFL; and (3) neither parents' educational background nor extra instructional spend influenced children's EFL intrinsic reading motivation.

★ **Key words:** Parental involvement, learning needs, reading motivation, Chinese young learners, EFL reading

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I . Introduction

In many Asian countries and regions, teaching English in primary schools is rapidly expanding and fitting into national curricula. Increasingly, parents paid careful attention to their children's English education even from early childhood. In case of the Chinese EFL context, in 2001, English-language began to be a mandatory subject starting in the third-grade in the primary school curriculum (Ministry of Education, henceforth MOE, 2001). By 2008, an average of 60% to 70% of primary schools in China were teaching English, and the percentage can be up to 100% in large and mid-sized cities (Wang, as cited in Wu, 2012). With this emphasis on English education, a large number of out-of-school academies rapidly emerged as a supplement to formal school education. Most parents vigorously send their children to these academies for extra English-language courses, expecting the young learners to become competitive on school achievement tests. However, some academies not only violate standard pedagogy but principles of children's growth and development as well, only to increase children's learning burdens and family's unreasonable education spends (State Council, 2018). In 2017, the MOE officially demanded ten-hours' sleeping time for primary school students with the cooperation of both their parents and school educators. Did children feel satisfied with their basic needs (e.g., sleeping time, a sense of achievement) in a home-school context? Did children benefit from their parental supports in promoting greater reading achievement and higher reading motivation? The lack of study on children's learning needs leaves ample room for research.

Prior literature has confirmed that children's general educational attainment was closely related to their parental involvement, including their first language (L1) (e.g., Hayes et al., 2018) and the second language (L2) development (e.g., Al-Mahrooqi, Denman & Al-Maamari, 2016; Brumen, Lešnik & Ivanuš Grmek, 2017; Gao, 2012; Midraj & Midraj, 2011; Park, Byun & Kim, 2011; Zhang, 2009). Consistent facilitating effects of parental involvement on children's L2 attainment were predictable by difference parental supports such as providing rich reading materials (e.g., Brumen et al., 2017; Gao, 2012; Midraj & Midraj, 2011). The variances of parental involvement in children's L2 education have also been studied in terms of parents' perceptions, parental strategies, educational background, family socioeconomic status, and children's gender (e.g., Al-Mahrooqi

et al., 2016; Brumen et al., 2017; Gao, 2012; Midraj & Midraj, 2011; Zhang, 2009). However, this issue has received inadequate attention in the Chinese EFL context.

Particularly, this study attends to the impact of Chinese parental involvement on their children's reading motivation. Reading motivation must be closely related to reading achievements both in L1 (e.g., Guthrie et al., 2007; Lau & Chan, 2003) and L2 (Lee, 2015; Lin, Wong & McBride-Chang, 2012) and also very critical to academic success in the Chinese context.

In this line of research, the purpose of the present study is to investigate the effects of the critical variances, such as parental involvement, children's reading motivation, and learning needs, on Chinese children's L2 reading achievement. Three research questions are raised: first, does parental involvement differ in terms of the characteristics of Chinese parents (i.e., gender or educational background) and their children (i.e., gender)? How do their children perceive their learning needs and intrinsic reading motivation? Second, how do parental involvement, children's learning needs, and intrinsic reading motivation predict children's L2 reading achievement? Third, how do parental involvement and children's learning needs predict children's intrinsic reading motivation?

II. Literature Review

1. Parental Involvement

Parental involvement represents various parenting behaviors and practices from providing supplies (e.g., food, shelter, and safety) to engaging in affective communication with their children, schools or other parents (Fan & Chen, 2001). According to Fantuzzo, Tighe and Childs (2000), parental involvement consists of three factors: school-based involvement, home-based involvement, and home-school conferencing. Prior research has revealed that parents play a crucial role in developing children's L1 literacy (Hayes et al., 2018) and L2 achievement (Midraj & Midraj, 2011; Park et al., 2011). Nevertheless, a few studies reported that although parents have realized the necessity of their supports in children's L2 education, the level of their involvement was limited. For instance, Brumen et al. (2017) investigated 600 ninth-grade students (14 years of age) in Slovenia with a

closed-type questionnaire. The students reported that their parents did not frequently encourage them to learn an L2 at home, and the most frequent parental supports was offering them movies or TV programs in the L2. In the case of Oman, Al-Mahrooqi et al. (2016) surveyed 391 parents of students in the public school system. The findings revealed that these parents highlighted the benefits of parental supports in their children's academic achievement, but they were not willing to attend some home activities (e.g., encouragement, supervising homework).

Additionally, some characteristics of parents and children have also been examined. For example, a higher level of parental involvement was found in parents with a higher rather than a lower educational background, and in families with higher rather than lower socioeconomic status (Brumen et al., 2017; Midraj & Midraj, 2011). Midraj and Midraj (2011) surveyed 131 fourth-grade primary students and their parents in the United Arab Emirates where English is used as a medium of instruction (e.g., science, math). They observed a significantly higher level of home-provided reading resources for girls than for boys. Confusingly, the students who did not receive tutoring outperformed their peers who received tutoring in their English reading comprehension and fluency. The reason, as the researchers suggested, should result from the fact that Emirati parents commonly hire tutors for their children due to unsatisfying L2 achievements in schools, other than the influences of tutoring per se. In contrast, Park et al. (2011) traced around fifty 7th-graders for two years in South Korea which is characterized by its high prevalence of private tutoring. They reported that parents' efforts (e.g., selecting private tutoring) were significantly associated with their children's English test scores. The inconsistent findings call for further research.

In China, parents are closely involved in children's English education in general due to the growing public enthusiasm for learning English. They hold different understandings of their children's English learning and have adopted various strategies to support their children's English learning (Gao, 2012; Zhang, 2009). However, since prior qualitative studies in the Chinese EFL context interviewed only a small number of participants who came from well-resourced families with highly educated parents, little known is about the effects of parental involvement on children's L2 development (e.g., reading) in a wide range of Chinese families.

2. Children's Reading Motivation

Motivation is the impetus for sustaining goal-directed behavior (Schunk, 2012). The sources of reading motivation were usually adopted to categorize this construct, including extrinsic and intrinsic motivation. The former derives from an external source (e.g., good grades, approval by others) whereas the latter is inherent in the behavior being performed, such as curiosity or pleasure (Deckers, 2010).

Specifically, reading motivation should predict continual reading behavior, greater reading comprehension, and more reading amount and breadth in children (Guthrie et al., 2007). Previous literature has extensively discussed the facilitating effects of children's reading motivation on their L1 as well as L2 reading development (e.g., Guthrie et al., 2007; Lee, 2015; Lin et al., 2012). In a study on the differences and similarities between L1 and L2 reading motivation in young readers, Lin et al. (2012) found a higher level of L1 motivation in terms of self-efficacy, curiosity, involvement, recreation, and social-peer attitudes. Children's L1 reading performance was particularly associated with recreation, referring to a sense of taking reading as a desirable leisure activity. In contrast, L2 reading performance had the highest correlation with instrumentalism, which is reflective of the utility value of language learning. In Lee's (2015) study, Korean junior high school students' L2 reading performance was found to be positively predicted by both intrinsic and extrinsic motivation, but only intrinsic motivation had positive explanatory power in their L1 reading performance. Similarly, Lee (2015) reported a higher level of intrinsic motivation in L1 and a higher level of extrinsic (i.e., grades/utility) motivation in L2.

3. Maslow's Hierarchy of Needs Theory

The present study employed Abraham Maslow's Hierarchy of Needs theory (1970) as the framework to explain children's needs in the home-school context, as discussed next. Human needs are not equally important, at least in their potency to motivate behaviors (Deckers, 2010). This hierarchy has five basic needs (despite several revised versions later): physiological, safety, belongingness, esteem, and self-actualization. Physiological needs provide the necessities for living, such as food, water, and sleep. Safety needs are indicative of a comfortable

and non-threatening environment as well as the absence of fear and anxiety. Once physiological and safety needs are addressed, humans seek closeness with their friends and family members and belonging to groups to avoid feeling rejected and lonely, which are belonging needs. Esteem needs comprise self-respect and esteem from others, involving achievement as well as glory from others. The first four needs are regarded as “deprivation needs”, deficiencies of which motivate people to meet them. Finally, self-actualization needs, or “growth needs”, are the ultimate form of self-fulfillment realized by utilizing one’s abilities and talents. These needs motivate behaviors due to a desire for personal growth rather than a deficiency.

By definition, these five needs are regarded as hierarchical, which means one can gradually achieve higher order needs only when lower order needs have been satisfied adequately (Schunk, 2012). The IEA (2017) has confirmed that children are more likely to be good readers when they do not feel tired or hungry and when they attend safe schools. Did Chinese parents’ involvement meet their children’s needs in the home-school context? Is a higher degree of children’s satisfaction predictable in their L2 reading performance? To the researchers’ best knowledge, the hierarchy of needs theory has not been used in understanding children’s L2 language learning. In light of the limited research, the presented study developed the scale of Schunk’s (2012) to measure the degree to which children have satisfied each need category, expecting to examine the correlations between what parents have done and how their children felt.

III. Method

1. Participants

On the principle of convenience sampling, original participants were 304 students from the third to the sixth grade, together with their parents, from an average public elementary school in a medium-small sized city in North China. Two classes from each grade were randomly chosen. After removing missing data, 278 children ($M = 10.52$, $SD = 1.24$, range = 5) and their parents became the final sample. The participants utilized English only at school or academies and barely at home with families. Besides, Chinese public elementary schools recruit

their students based on geographical areas, which indicates that this sample can represent an average level of primary school students. Published by the Chinese Academy of Social Science (2017), a study reported that the per capita disposable income (PCDI) of urban residents was up to 21,035 CNY. Therefore, the majority of participants came from relatively medium-lower-income families with medially educated parents (Table 1).

<Table 1> Demographic information of participants

Children		<i>n</i> (%)	Parents		<i>n</i> (%)
Gender	boy	156 (56.1)	Gender	father	51 (18.3)
	girl	122 (43.9)		mother	227 (81.7)
Grade	3	56 (20.1)	Educational background	primary level	74 (26.6)
	4	65 (23.4)		secondary level	132 (47.5)
	5	66 (23.7)		tertiary level	72 (25.9)
	6	91 (32.7)	Extra instructional spend	no extra spend	46 (16.5)
				≤500 CNY	46 (16.5)
				500–1,000 CNY	66 (23.7)
				≥ 1,000 CNY	120 (43.2)
			Family income/year	≤ 50,000 CNY	165 (59.4)
				50,000–150,000 CNY	103 (37.1)
				≥ 150,000 CNY	10 (3.6)
Total		278 (100%)			278 (100%)

Note. CNY = China Yuan, which is the currency in Mainland China. 1 USD ≈ 6.72 CNY (www. finance.sina.com, March 24, 2019).

2. Instruments

Four instruments were employed in this study, including a 15-item Parental Involvement Scale (PIS) (Fantuzzo et al., 2002), a 10-item intrinsic Reading Motivation Scale (RMS) (Lin et al., 2012), a 20-item Learning Needs Scale (LNS), and a 30-item L2 Reading Comprehension (L2RC) Test. All the items were expressed in Chinese (L1).

<Table 2> Characteristics of PIS, RMS and LNS

	No. of items	Items	Reliability	Mean item-total correlation ($p = .01$)
PIS	15	1-15	.896	.637
RMS	15	1-15	.897	.642
RMSL1	5	1-5	.831	.775
RMSL2	5	6-10	.788	.614
LNS	20	1-20	.873	.569
LNS1	4	3, 7, 11, 19	.723	.593
LNS2a	4	5, 9, 13, 20	.590	.419
LNS3	4	6, 8, 14, 15	.759	.583
LNS4	4	2, 10, 16, 17	.720	.639
LNS5	4	1, 4, 12, 18	.642	.613

Note. LNS2 was removed from the analyses since its reliability did not reach .6 (Dörnyei & Taguchi, 2010).

The first part of the survey elicited participants' demographic information, including parents' educational backgrounds, family incomes, extra instructional spend, as well as students' ages, genders, and grades. The items of PIS were related to children's English reading activities (e.g., I spend time working with my child on English reading skills). A 5-point Likert scale was utilized to indicate different frequencies to which a parent fit each statement, from never (1) to always (5). The RMS included five items for intrinsic reading motivation in L1 and L2, respectively. The items of L2 reading motivation were explained with illustrations (e.g., I love reading a storybook like this), considering the students may lack L2 reading experiences. Additionally, the LNS was developed based on Maslow's hierarchy of needs theory (see Appendix), in which each need category was measured by four items. The five-point "smilegram" was utilized by asking children to click the face that best fits their situations. More scores in RMS/LNS refer to a higher degree of motivation of pleasure reading/satisfaction with needs. All the scales showed a high internal consistency except LNS2 (Table 2).

Finally, the L2RC test items were designed with gradually increasing lexical, grammatical, and cognitive difficulty based on the textbooks used in participants' English classes ($.23 \leq \text{item difficulty} \leq .92$, $M = 56.71$, $SD = 13.95$, range = 68). The points of test items were decided based on the reading length plus the syntactic and semantic complexity. For instance, the item with 1 point asked

students to choose the corresponding option from three pictures according to a phrase (e.g., a white cat). The item with 3 points required students to choose the most suitable word to fill in the gap from three provided words (e.g., My aunt is a ____, and she works with nurses in a hospital.). To complete the last five items with 5 points for each, students needed to judge the correctness of statements after reading a 100-word passage. The maximum score of the L2RM test was 100, and the test reliability was .70 in the final sample.

3. Procedures

The survey was distributed online through parents' smartphones (<https://www.wenjuan.com>, in which only Chinese is available presently) during the second semester of the 2017–2018 academic year. At the beginning of the PIS, each parent was informed that all their family information will be only utilized in the present study. Children's information was collected with their parents' permission. After completing the PIS, parents guided their children to understand the rules of the survey; then, the children finished the RMS and the LNS independently. The L2RC test was conducted by teachers in students' own classrooms within 20-minute time restrictions in May 2018. Before the test, students were informed that they can give up whenever they felt difficulty. For instance, they need to submit their answer paper when they were not sure about five consecutive answers.

4. Data Analysis

The data were analyzed with SPSS (22.0) software. A series of independent sample *t*-tests were performed to explore the variances of parental involvement in terms of the characteristics of parents or children. A one-sample *t*-test was used to determine whether the item mean scores of each subscale in children (LNS and RMS) were statistically different from the test value 4, considering the children may tend to choose a higher degree than what they really thought to show they performed well. The final sample size ($n = 278$) was adequate at $\alpha = .01$ and with a 95% power level for an $R^2 = .10$ in multiple regression (Cohen, Cohen, West & Aiken, 2003). The two categorical variables, parental educational background and extra instructional spend, were dummy coded as the first two steps of multiple

regression. Then, parental involvement, subscales of learning needs (LN1, LN3, LN4, and LN5), and reading motivation (RML1 and RML2) entered into the equation stepwise to check the strength of their correlations with L2 reading performance. Similarly, a multiple regression analysis was run to examine the explanatory powers of parental educational background, extra instructional spend, parental involvement and learning needs in children’s intrinsic reading motivation. The effect sizes of each added factor were calculated following the equation $f^2 = R^2 / (1 - R^2)$, where R^2 refers to the variance explained by a dependent variable in the multiple regression.

IV. Results

1. The Differences in Parental Involvement Level

Although visible higher parents’ self-rating parental involvement levels were found in mothers than in fathers and for girls than for boys, there were no statistical meanings (Table 3). No difference was found between parents in primary and tertiary educational levels, either.

<Table 3> The differences in parental involvement levels in parents and children

		<i>n</i>	PI		Independent-sample <i>t</i> -tests		
			<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Effect
						(two-tailed)	size <i>r</i>
Parents	fathers	51	50.63	11.81	-1.122	.266	.09
	mothers	227	52.61	9.50			
	primary level	74	54.80	11.51	-.054	.957	.00
	tertiary level	72	54.89	8.79			
Children	boys	156	51.44	9.71	-1.540	.125	.09
	girls	122	53.29	10.24			

Note. $p^* < .05$, $p^{**} < .01$. The effect sizes $r = .2$, $.5$, and $.8$ are for small, medium, and large effects, respectively (Larson-Hall, 2010).

2. Children’s Learning Needs and Reading Motivation

By running one-sample *t*-test, the results of the one-tailed test were shown in table 4. As findings, children’s the degree of satisfaction with LN3 ($t = 10.27$, $r =$

.62) and LN5 ($t = 2.58$, $r = .16$) were statistically higher than the test value with noticeable effects. They also performed a significantly higher level of intrinsic reading motivation in L2 ($t = 4.18$, $r = .25$). However, they reported a significantly lower level of satisfaction with LN4 with a small effect ($t = -2.07$, $r = .12$).

<Table 4> The difference of children's variables from a neutral value

	<i>M</i>	<i>SD</i>	One-sample <i>t</i> -test (Test Value = 4)		
			<i>t</i>	<i>p</i>	<i>r</i>
LN1	4.08	.75	1.71	.044	
LN3	4.40	.64	10.27	.000	.62
LN4	3.91	.71	-2.07	.020	.12
LN5	4.11	.70	2.58	.005	.16
RML1	4.02	.79	.52	.325	
RML2	4.18	.73	4.18	.000	.25

Note. LN = learning needs, RM = (intrinsic) reading motivation,.

3. Predicting Children's Reading Achievement

The Pearson r test revealed that children's L2 reading achievement was lowly and significantly correlated with parental involvement ($r = .193$), learning needs ($r_s > .126$, except LN4), and intrinsic reading motivation ($r_s > .163$) with small effects (Table 5). The correlation between parental involvement and learning needs or reading motivation was statistical with considerable effects ($r_s > .369$). Learning needs had significant associations with reading motivation with large effects ($r_s > .500$). The interrelations among subscales of LNS ($r_s > .561$) and RMS ($r = .564$) were also statistical with large effects.

<Table 5> Interrelations among PI, children's LN, RM and L2RC

	PI	LN1	LN3	LN4	LN5	RML1	RML2
L2RC	.193**	.126*	.154**	.095	.130*	.189**	.163**
LN1	.404***	–					
LN3	.375***	.566***	–				
LN4	.419***	.561***	.652***	–			
LN5	.369***	.652***	.639***	.739***	–		
RML1	.447***	.497***	.515***	.538***	.575***	–	
RML2	.403***	.530***	.558***	.500***	.590***	.564***	–

Note. PI = parental involvement, L2RC = L2 reading comprehension

As found in the study (Table 6), parents’ educational background (EB) had no impact on children’s L2RC, whereas the extra instructional spend (EIS) on English education facilitated students’ L2 reading development with a small effect ($\Delta R^2 = .04$, $p = .013$, $f^2 = .042$). The LSD post-hoc analysis of ANOVA found significant differences of L2RC between the “no spend” and the “more than 1,000 CNY” group ($p = .012$) and between the “less than 500 CNY” and the “more than 1,000 CNY” group ($p = .006$). The results suggest that the effects of extra spend on children’s English-language education may be observable when it reaches at least 500 CNY per semester. Moreover, parental involvement was found to be the only predictor of children’s L2 reading performance in the third step with a small effect ($\Delta R^2 = .02$, $p = .013$, $f^2 = .020$).

<Table 6> Predicting children’s L2 reading achievement

Models	R^2	ΔR^2	p	PI B	LN B	RM B	f^2
1 EB	.02	.02	.096	–			
2 EIS	.06*	.04*	.013*	–			.042
3 PI	.08*	.02*	.013*	.212			.020
4 LN	.08	.004	.261	.168	.142		
5 RM2	.08	.002	.426	.157	.071	.303	

Note. B = unstandardized regression coefficients. The effect sizes $f^2 = .02$, $.15$, and $.35$ represent small, medium, and large effects, respectively (Cohen, 1992).

4. Predicting Children’s Reading Motivation

The findings indicated that neither EB nor EIS had the power to predict children’s RML1 (Table 7) or RML2 (Table 8). LN5 was found as the best predictor of children’s intrinsic reading motivation in the L1 ($\Delta R^2 = .35$, $p = .000$, $f^2 = .538$) and the L2 ($\Delta R^2 = .32$, $p = .000$, $f^2 = .471$) with quite large effects. In addition, parental involvement had an explanatory power in children’s RML1 with a noticeable effect ($\Delta R^2 = .06$, $p = .000$, $f^2 = .064$), followed by LN3 ($\Delta R^2 = .02$, $p = .000$, $f^2 = .020$) with a small effect. Whereas LN3 predicted children’s RML2 ($\Delta R^2 = .06$, $p = .000$, $f^2 = .064$), followed by LN1 ($\Delta R^2 = .02$, $p = .000$, $f^2 = .020$) and parental involvement ($\Delta R^2 = .01$, $p = .018$, $f^2 = .010$) with small effects. parental involvement had more explanatory power in children’s RML1 than in RML2, indicating that the at-home learning environment has more power for cultivating a more enjoyable approach to L1 reading.

<Table 7> Predicting children's L1 reading motivation

Step	R^2	ΔR^2	p	LN5 B	PI B	LN3 B	f^2
1 EB	.02	.02	.063	–			
2 EIS	.03	.01	.106	–			
3 LN5	.35**	.32***	.000	.808***			.538
PI	.41***	.06***	.000	.684***	.105***		.064
LN3	.43***	.02***	.000	.531***	.093***	.283**	.020

<Table 8> Predicting children's L2 reading motivation

Step	R^2	ΔR^2	p	LN5 B	LN3 B	LN1 B	PI B	f^2
1 EB	.02	.02	.088	–				
2 EIS	.04	.02	.116	–				
3 LN5	.36***	.32***	.000	.752***				.471
LN3	.42***	.06***	.000	.498***	.434***			.064
LN1	.44**	.02**	.001	.369***	.361***	.247**		.020
PI	.45**	.01**	.009	.357***	.331***	.206**	.050**	.010

V. Discussion and Conclusion

1. Parental Involvement in Children

In this study, no evidence supporting higher educated parents increased parental involvement level was found, which was inconsistent with some prior studies (e.g., Brumen et al., 2017; Midraj & Midraj, 2011). The level of parental involvement did not differ in terms of children's gender whereas Midraj and Midraj's (2011) reported that Emirati parents provided more reading support to their daughters. The reason may lie in that Chinese parents' general enthusiasm for and awareness of the necessity of English education (Gao, 2012). Additionally, the level of parental involvement was closely associated with the degree to which children felt satisfied with esteem needs (LN4), followed by physiological (LN1), belonging (LN3), and self-actualization needs (LN5). Parental engagement also influenced young learners' intrinsic reading motivation in both L1 and L2, indicating its lasting effect on maintaining children's reading activities.

2. Children's Learning Needs

In general, the children felt more satisfied with belonging needs (love and intimacy), followed by self-actualization (self-fulfillment), physiological needs

(sleep and food), and esteem (respect, glory). According to Maslow's (1970) Hierarchy of Needs theory, children are supposed to obtain higher scores in lower need categories than in higher ones. Nevertheless, as found in this study, children did not meet different need categories sequentially. In the home-school context, Chinese children may feel more intimate with families, teachers, and friends (LN3), but less esteemed by themselves or from others (LN4). Chinese society is characterized by an "implicit culture", in which elders seldom praise children for their achievements. It should be one reason that children lacked confidence in a language learning environment. Similar situations were also observed in Slovenia (Brumen et al., 2017) and Oman (Al-Mahrooqi et al., 2016) in which parents did not implicitly provide encouragement to their children.

3. Children's Reading Motivation

Self-actualization (LN5) was the best predictor of children's reading motivation and is at the top of the needs hierarchy. Self-actualization implies the desire to utilize one's abilities and talents to fulfill personal growth (Deckers, 2010; Schunk, 2012). This finding showed that children at a higher level of self-actualization were more likely to read. Additionally, parental involvement showed a stronger explanatory power in children's RML1 than in RML2, indicating the motivating effects of parental supports in a language learning environment (Al-Mahrooqi et al., 2016). Other need categories also had powers, although quite weak, to explain intrinsic reading motivation in young readers. However, interestingly, esteem needs (LN4) had no explaining power in children's intrinsic reading motivation, suggesting that Chinese students lacked confidence in reading or they were seldom recognized for their study in a language learning environment.

4. Children's L2 Reading Achievement

Children's L2 reading achievement was more correlated with parental engagement than with other variables. Parents' educational background was not influential in children's L2 reading achievement. In contrast, extra instruction in children's English education had a limited, but significantly positive effect. Prior studies reported different findings on private tutoring, which might result from various contexts. For instance, Emirati parents hired an English-language tutor

mostly when their children had difficulties at schools (Midraj & Midraj, 2011) whereas English education in Korea is characterized by a high prevalence of private tutoring (Park et al., 2011), and most Chinese parents send their children to out-of-school academies due to their awareness of the importance of English education (Gao, 2012; Zhang, 2009).

Neither learning needs nor reading motivation showed predicting powers in children's EFL reading achievement. Firstly, repeated practice and memorization may yield a high score in children's reading comprehension test. Some students admitted that they spent much time in extra English courses after school. Thus, despite their needs and motivation, they got perfect scores in this study. Secondly, physiological and safety needs are predictive of children's L1 literacy (IEA, 2007), which were lowly reported by our participants. Besides, children's L2 reading performance had a higher correlation with extrinsic rather than intrinsic motivation (Lin et al., 2012). Further in-depth analyses are needed to determine and expand these results.

5. Conclusion

Parental involvement played an irreplaceable role in children's L2 language development. However, many Chinese parents are not willing to read English with their children due to a lack of confidence in the language proficiency. Parents do not need to become a professional at-home instructor. Children's judgment of their L2 reading abilities can be enhanced through their positive feedback and assistance (Wang & Pape, 2005). Parents can make the best use of home-based reading opportunities by recognizing and praising children's reading behaviors, sharing English comic books, playing phonetic games, or providing English cartoons on TV.

Additionally, it is important to provide children with a highly satisfying learning environment, such as guaranteeing sufficient energy (e.g., food and sleep time) and giving plenty of praise and encouragement. The higher degree of learning needs children felt satisfied with, the more motivated readers they will be. The self-actualization needs should be the best indicator of sustaining young learners' reading behaviors in the long term. Teachers and parents should provide more chances for children to realize they can read in another language for enjoyment. Teaching phonics and utilizing graded readers (Nation, 2009; Wang & Ao, 2017)

fits well with teaching EFL reading in Chinese young readers.

A limitation of this research is that the Parental Involvement Scale was self-reported by parents, which indicates that parents may have different criteria to define the frequency of reading assistance. For instance, mothers may think they usually read with their children three times per week, whereas fathers may perceive that they always do so one time per week. It seems confusing that fathers reported a similar level of parental involvement as mothers did, considering mothers generally devote themselves more to children's development in China. The self-rating survey might partially account for this result, calling for further research to determine this point. Objective survey items or qualitative data are necessary, such as the times of attending school-home conferences or the time spent in children's reading activities at home. Moreover, this study was conducted by employing only quantitative methods. More in-depth analyses on young L2 learners' reading behaviors and their parental supports on different population need to be conducted. The researchers sincerely hope that this study will contribute to the literature on children's L2 education and will assist parents and teachers in scaffolding home-school reading activities.

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<국문초록>

중국 아동영어학습자의 부모학습관여, 아동학습욕구, 읽기 동기 연구

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본 연구의 목적은 부모의 학습관여가 아동의 영어독해능력과 학습동기에 미치는 영향에 대해 알아보는 데에 있다. 지금까지의 아동영어교육은 학교맥락에서 연구되어왔으며, 가정의 교육환경에 대해서는 본격적으로 논의된 바 없다. 이러한 연구의 필요성을 토대로 본 연구에서는 중국인 아동영어 학습자를 대상으로 부모의 자녀의 학습관여, 아동의 학습욕구, 모국어 외국어 읽기 동기를 측정하였다. 278명의 초등학생과 학부모를 대상으로 설문과 영어 읽기 검사를 실시하였다. 그 결과 부모의 학습관여는 아동의 읽기동기와 읽기성취에 주요한 역할을 하는 것으로 드러났다. 반면 부모의 교육배경이나 아동의 성별과는 유의미한 상관관계가 나타나지 않았다. 아동들은 소속감에 대한 욕구에 가장 큰 만족감을 느끼고, 존중감의 욕구에 대해 가장 낮은 만족감을 보였다. 다중회귀분석결과 첫째, 사교육비와 부모관여는 아동의 독해능력을 예측하는데 다소 낮은 요인이었고, 둘째, 자기 실행 욕구는 내적읽기 동기의 가장 큰 요인이었으며, 학부모의 관여는 영어 읽기 동기보다, 모국어 읽기 동기에 더 큰 영향을 주는 것으로 나타났다. 마지막으로 부모의 교육수준과 사교육비지출은 아동의 내적 읽기 동기에 유의미한 영향을 미치지 못하는 것으로 나타났다.

★ 주제어: 부모 학습관여, 학습 욕구, 읽기 동기, 중국 아동 학습자, EFL 읽기