# Exploring Parental Motivations, Attitudes, and Home Literacy Practices Towards Bilingualism

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## Abstract

This study embarks upon uncovering the probable relationships between Iranian parents' attitudes, motivations, and home literacy practices (HLP) towards bilingualism, Persian and English. To undertake the study, sixty-eight parents of young language learners (YLLs) were asked to fill up a survey questionnaire. The questionnaire aimed to uncover parental attitudes, motivation, and the types of HLP towards bilingualism. The results of Pearson correlation and multiple linear regression analysis indicated that parents espoused positive holistic attitudes, integrative motivation, and formal practices in HLP towards bilingualism. The findings also revealed that there was positive relationship between parental attitudes, motivation and HLP. The multiple regression analysis for the corresponding variables revealed that only motivations predict the variance in the home literacy practices. Implications for teachers, policy makers, and curriculum developers along with some suggestions are provided.

*Keywords:* attitudes, bilingualism, home literacy practices, Iranian parents, motivations

# Introduction

In recent years, educationists have come to acknowledge that the development in different areas of language is interwoven with different factors other than satisfactory linguistics skills of language users. A number of professional experts in the field (Cziser & Dörnyei, 2005; Oxford, 1996; Ushioda, 2001) have scrutinized the role of affective factors (e.g., motivation & attitudes) in language learning. Different theories such as attribution (Weiner, 1992), self-efficacy (Bandura, 1993), goal-setting theories (Lock & Latham, 1990), and theory of reasoned action (Ajzen & Fishbein, 1980) highlighted the concept of motivation and attitudes respectively. The theoretical underpinning of the present study lies on Cole's (1996) cultural psychology. This perspective maintains that adults' efforts are more successful if they foster a socio-cultural or ethno-cultural nexus with the children. Similar to this notion is Vygotsky's (1978) zone of proximal development (ZPD) and Bruners' Scaffolding (1986).

Attitudes and motivations toward language learning can play a critical role in language achievements (Ager, 2001; Baker, 1992). Positive attitudes and the level of motivation towards the target language influence the success of foreign language learning. Similarly, YLLs attitudes and motivations regarding a target language are often strongly influenced by those of their parents. Therefore, uncovering the attitudes and motivations of parents in language learning may pave the ground for language attainment (Chou, 2005; Luo & Wiseman, 2000; Ramos, 2007; Tse, 1998) because parents' and their children perspective are connected as far as language learning is concerned (Baker, 1992). Thus, parents' positive attitude and high motivation can pave the ground for better home literacy practices (HLPs). According to Leseman and de Jong (1998) HLPs are language behaviors which experience literacy learning environments. HLPs refer to experiences with various literacy-related activities, like knowledge usage processes. Sénéchal, LeFevre, Thomas, and Daley (1998) demonstrated that home literacy activities are divided into two forms: formal and informal. Formal literacy practices refer to activities in which language learners focus on understanding print itself.

On the other hand, in the informal printed literacy the focus is on developing comprehension of the message or story. HLPs are divided into a variety of activities based on purposes, participants, and types of interaction

including reading, writing, school-related activities like homework, entertainment like reading game rules, religious activities like reading Bibles, domestic chores such as reading and writing shopping lists and paying bills, and communication by reading and writing letters, notes, and holiday cards (Gallimore & Goldenberg, 1993). These literacy practices at home can directly influence children's language learning and school performance (Hammer, Miccio, & Wagestaff, 2003). Heath (1983) investigated the difference between children from a mainstream community and those from working-class. The findings revealed that HLPs are influenced by socioeconomic status, affecting children's school performance differently.

Likewise, some authors (e.g., Dagenais & Day, 1999; Ramos, 2007) concluded that interactions with others were especially effective for children to improve their literacy knowledge and skills. Additionally, Shared-book reading and joint writing with parents positively influenced their children's literacy learning and school performance (Aram & Levin, 2002; Sénéchal, 2006). Some experts in the field (Bus, Van Ijzendoorn, & Pellegrini, 1995; Yuet-Han & McBride-Chang, 2005) posited that joint writing activities were more effective than shared-book reading with parents in developing children's literacy abilities. In contrast, Sénéchal and LeFevre (2002) demonstrated that while children's own book reading was effective for their improvement of vocabulary and listening skills, shared-book reading with parents did not influence children's language and emergent literacy. They maintained that HLPs such as storybooks and shared reading did not significantly affect fostering children's emergent literacy.

Parents' attitudes, motivations and HLPs can be affected by a variety of personal characteristics such as individual differences, educational background, social status, age, and gender. In Iran, English is taught as an optional subject in many kindergartens and primary schools, and as a mandatory school subject beginning in Grade 7. In addition, the expansion of language institutes contributed to the promotion of teaching English to a large number of students (Farhady, Sajadi Hezaveh, & Hedayati, 2010). Accordingly, Iranian parents are increasingly interested in English education and bilingualism in Persian and English. Despite a number of studies, probing the role of HLP in ESL contexts (Cairney, 1991; Kantor & Klein, 1998), to date few studies have examined in

the EFL context of Iran. There are different untouched areas in EFL literacy context. To fill the gap, this study examines Iranian YLLs' parents' attitudes, motivations and their type of HLPs toward bilingualism. To comply with the objectives, this study was delimited to: (a) explore Iranian parents' attitudes toward bilingualism in an EFL context like Iran; (b) discover the types of motivations Iranian parents posited towards their children's bilingualism; (c) investigate the types of HLP Iranian parents advocate for their children's bilingualism; and (d) determine the relationships between parents' attitudes and motivations, and HLP, (e) scrutinize how motivation and attitude can best predict HLP toward bilingualism. To back the claims and in order to comply with the objective of the present study, the following research questions were formulated:

1. What are Iranian parents' attitudes toward bilingualism in Persian and English in Iran?
2. What types of motivation do Iranian parents have toward bilingualism in an EFL context like Iran?
3. What kinds of home literacy practices do Iranian parents provide for their children's successful bilingualism?
4. Are there any significant relationships between parents' attitudes, motivations and home literacy practices toward bilingualism?
5. Which is the best predictor of home literacy practices toward bilingualism: motivation or the attitudes of parents?

## Method

### Participants

The participants of the present study consisted of the parents of the Iranian adolescent EFL learners. They were queried regarding their attitudes, motivations, and home literacy practices toward their children's bilingualism in Persian and English. To undertake the study, a total of 68 Iranian parents, 30 males and 38 females, who enrolled their children at Iran Language Institute (ILI) were considered as the subject pool of the present study. A purposeful sampling procedure was conducted to select a branch of a celebrated national language institute, ILI. The age of the children ranged from 10 to 14. They were all native speakers of Persian in a middle class area in Iran.

### Instrumentation

A survey questionnaire adapted from Jang (2012) was used in this research. The adapted questionnaire was validated by three experts holding PhD degree in the field. It was later administered in a similar group to probe the reliability of the questionnaire in the context of Iran. The survey questionnaire enjoys a reliability of .81. The first part of the survey instrument consisted of sixteen items on parents' attitudes toward bilingualism: eight items regarding holistic view of bilingualism and eight items regarding fractional view of bilingualism. The second part of the questionnaire comprised of fifteen items: three items regarding instrumental motivational subsystem, three items regarding integrative motivational subsystem, two items regarding need for achievement, two items regarding attributions about past failures, and five items regarding international posture. The third part of the survey concerned home literacy practices which comprised of eighteen items: three items regarding formal practice, three items regarding informal practice, five items regarding CALL, three items regarding private institute participations, and four items regarding overseas experiences.

**Procedure**

For the purpose of this study, Parents' attitudes, motivations and home literacy practices toward their children's bilingualism in Persian and English were probed quantitatively. It was predicted that a number of variables such as parental attitudes and motivations toward their children's bilingualism were strongly correlated with home literacy practices.

To conduct the study, a survey questionnaire adopted from Jang's (2012) were utilized to collect the data. Prior to administering the questionnaire, it was piloted in a similar group. Using Cronbach alpha, the questionnaire enjoyed high reliability of .87. To recruit the target participants, the researcher talked to the principal of  ILI in Nur, Mazandaran. After getting permission, the researcher administered the survey questionnaires to 68 students in four classes, all taught by the same teacher-researcher. The researcher asked the students to deliver the questionnaire  to either of their parents at home. The researcher had already informed the parents about the importance of the research and asked them to respond the items honestly, carefully, and anonymously.  They were all assured about the confidentiality and the ethical consideration of the research.

The next session, the researcher received 68 survey questionnaires answered by the parents.

To analyze the data, they were computer-coded and the data quality, including outliers, accuracy, and missing values were also checked. To answer the questions posed in the study, frequency, descriptive statistics, Pearson correlation, and a multiple regression analysis were conducted using the Statistical Package for the Social Science (SPSS) software. The assumptions involving normality, linearity, and homoscedasticity were verified before the tests.

# Results

## Analysis of Parents' Attitude

To answer the first research question stating parental attitudes toward bilingualism, descriptive statistics was run for their attitudes toward holistic and fragmented view of bilingualism. Table 1 presents the descriptive statistics for the holistic view in the questionnaire.

Table 1

*Descriptive statistics of Iranian parents' attitudes toward the holistic view of bilingualism*

| Item | Holistic view | *M* | *SD* |
|---|---|---|---|
| 1 | I help my children to speak both Persian and English. | 4.75 | .61 |
| 2 | Speaking both Persian and English helps children to be more knowledgeable about the world. | 4.78 | .45 |
| 3 | Speaking Persian and English is a valuable skill. | 4.78 | .45 |
| 4 | If children know Persian and English, they can have more friends and know more people. | 4.19 | .90 |
| 5 | Both Persian and English should be important in Iran. | 4.54 | .85 |
| 6 | Speaking Persian and English is significant for the future of Iran. | 4.67 | .64 |
| 7 | Speaking Persian and English helps children to reach their goals. | 4.46 | .82 |
| 8 | Speaking Persian and English makes children's lives more enjoyable. | 4.37 | .81 |

As indicated in Table 1, items 2, 3, 1, 6, and 5 had the highest mean rank with the following mean and standard deviation respectively, M=4.78, SD=.45; M=4.78, SD=.45; M=4.75, SD=.61; M=4.67, SD=.64; 4.54, SD= .64. More precisely, parents believed that speaking Persian and English is a valuable skill. They maintained that speaking both languages could help children be more knowledgeable about the world, thus, they helped their children speak both languages. They continued that speaking Persian and English is significant for the future of Iran  The results indicated that parents had positive attitudes toward practical advantages of bilingualism such as the improvement of their children's life quality in the future.

The second section deals with the fragmented view of bilingualism. To analyze the data, all the statements were reverse-coded. Table 2 illustrates the parents' attitudes toward fragmented view of bilingualism.

Table 2
*The Iranian parents' attitudes toward the fragmented view of bilingualism*

| Item | fragmented view | M | SD |
|------|-----------------|---|----|
| 9 | Children only become bilinguals if they learn both Persian and English from childhood and have no accent.* | 2.00 | 1.08 |
| 10 | It is impossible to speak both Persian and English well.* | 4.21 | .99 |
| 11 | Children have to concentrate on only Persian as their native and national language instead of learning English.* | 4.09 | 1.13 |
| 12 | Children who speak English are not real Iranians.* | 4.43 | .82 |
| 13 | Children have to forget Persian in order to learn English well.* | **4.68** | .66 |
| 14 | If children are not going to live abroad, they don't need to learn English.* | 4.49 | .80 |
| 15 | If children learn both Persian and English, they will suffer in the future.* | **4.56** | .53 |
| 16 | The more English children use, the worse their Persian will become.* | 4.46 | .72 |

*The scores for these statements were reverse-coded.

As indicated in Table 2, parents did not reveal positive attitudes toward acquiring two languages simultaneously.  More specifically, item 13 and 15 seemed to have the highest mean rank  as what follow respectively, M=4.68,

SD=.66; M=4.56, SD=.53. Item 16 (M=4.46, SD=.72) indicated that that parents disagreed with the frequent use of English language. They maintained that it interrupted children's development in Persian. In addition, they disagreed with the item 11 (M=4.09, SD=1.3) indicating that children have to concentrate on only Persian as their native language instead of learning English. The descriptive statistics in Table 2 indicated that Iranian parents do not show concern over bilingualism at the expense of loss of their Persian language.

**Analysis of Motivation**

To probe the types of motivation parents posited toward bilingual education in Iran, their attitudes were screened the following 5 components, instrumental motivation, integrative motivation, the need for achievement, attribution about past failure, and international posture toward bilingualism. Table 3 illustrates the type of motivation parents displayed for bilingualism.

Table 3
*Parent's Type of Motivations Toward Bilingualism*

| Item | Instrumental motivation | *M* | *SD* |
|---|---|---|---|
| 1 | English competence is required for entrance into competitive schools. | 4.35 | .75 |
| 2 | English competence is required for getting a good job. | 4.36 | .75 |
| 3 | English competence is required for career development. | 4.41 | .60 |
| | Integrative motivation | | |
| 4 | I hope my children broaden their own worldview. | **4.65** | .64 |
| 5 | I hope my children have a desire for new stimuli and challenges. | 4.44 | .68 |
| 6 | I hope my children have a desire to actually become-integrated into another community. | 4.25 | .82 |
| | The need for achievement | | |
| 7 | English competence is required for achieving high performance in a job. | 4.43 | .74 |
| 8 | English competence is required in order to get good grades in school. | 4.12 | .86 |
| | Attribution about past failure | | |
| 9 | I have experiences of past failure because of lack of sufficient competence of English. | 3.67 | .98 |
| 10 | English competence is required to avoid repeating past failures. | 3.78 | .88 |
| | International posture toward bilingualism | | |
| 11 | I hope that my children have a general interest in foreign languages, cultures, people, and events. | 4.18 | .76 |
| 12 | Children should learn English because it is a world language. | 4.66 | .51 |
| 13 | I hope that my children will live in a foreign country at some point in time. | **2.84** | 1.15 |
| 14 | I hope that my children will work in an international organization | 3.60 | .95 |

| | | | | |
|---|---|---|---|---|
| | such as the United Nations. | | | |
| 15 | I hope that my children can freely go on trips overseas without an obstacle of language. | 4.57 | .74 | |

Of the 5 components, parents reported the following motivation types toward bilingualism in the EFL context of Iran respectively: Integrative, instrumentation, need for achievement, international posture, and the past failure. As indicated in Table 3, of the 68 parents, 73.52% (n=50) hoped that their children increased their own worldview by learning English. In addition, 8.82% (n=6) hoped that their children would live in a foreign country at some point in time. The results indicated that Iranian parents' tendency towards bilingualism is integrative motivation with the mean of 4.44 and the SD of .62. Table 4 summarizes descriptive statistics of motivation and the corresponding subscales.

Table4
*Descriptive Statistics for Types of Motivation*

| Item | Motivation | *Min* | *Max* | *Mean* | *SD* |
|---|---|---|---|---|---|
| 1 | Instrumental motivation | 2.67 | 5.00 | 4.39 | .58 |
| 2 | Integrative motivation | 1.67 | 5.00 | 4.44 | .62 |
| 3 | Need for achievement | 2.00 | 5.00 | 4.28 | .71 |
| 4 | Past failures | 2.00 | 5.00 | 3.72 | .82 |
| 5 | International posture | 2.60 | 5.00 | 3.97 | .57 |

**Analysis of Home-literacy Practice**

In order to determine the type of HLP that parents advocated in bilingualism, descriptive statistics was run. As indicated in Table 5, parents advocated formal practices in order to provide a better HLP for their children. Concerning the HLP, the subjects indicated higher mean rank for providing many prints like English books (*M=4.40, SD=.60*), audio-visual materials like CDs and DVDs (*M=4.37, SD=.60*), and meeting native-speaking populations (*M=4.25, SD=.68).* What is interesting in Table 5 is the last component, oversee experience. In other words they did not advocate sending their children to the English-speaking countries for developing English skills (*M=3.39, SD=1.03*); sending them to the English-speaking countries for improving other cultures (*M=3.43, SD=.95*);

interactions with English native speakers in the countries for developing English skills *(M=3.87, SD=.88);* and overseas experience to the targeted language countries for developing future career *(M=3.82, SD=.90).*

Table 5
*Parents' Perspectives towards Home literacy Practice*

| Item | Formal practices | M | SD |
|------|------------------|-----|-----|
| 1 | Providing children with many print samples | 4.40 | .60 |
| 2 | Providing children with a lot of audio-visual materials | 4.37 | .60 |
| 3 | Providing children with frequent interactions with English-speaking populations | 4.25 | .68 |
| | Informal practices | | |
| 4 | It is important for shared-book reading with parents to develop comprehension | 4.42 | .68 |
| 5 | Listening to English news is important | 4.16 | .70 |
| 6 | Providing English TV programs, video, and DVDs to understand culture | 4.21 | .61 |
| | The Parents' CALL Practice | | |
| 7 | At present, computers are the most useful means to learn English as a foreign language. | 3.46 | 1.09 |
| 8 | CALL will be more competitive in learning English when CALL is used more frequently. | 3.82 | .83 |
| 9 | CALL provides children with more opportunities to be exposed to English learning environment. | 3.91 | .75 |
| 10 | CALL is a very effective way to learn English without financial problems. | 3.50 | .89 |
| 11 | CALL can replace the teacher in an English classroom. | 2.33 | .75 |
| | Private institute participation | | |
| 11 | Sending children to private institutes | 4.29 | .71 |
| 12 | To hire English tutors in order to improve children's English competence. | 3.59 | .92 |
| 13 | Private language institutes are more effective than public schools for bilingual education | 4.07 | .78 |
| | Oversee Experience | | |
| 14 | Sending my children to the English-speaking countries is the most effective way to improve their English skills. | 3.34 | 1.03 |
| 15 | Sending my children to the English-speaking countries is the most effective way to understand other cultures. | 3.43 | .95 |
| 16 | Interactions with English native speakers in the countries are more helpful in developing English skills. | 3.87 | .88 |

Table 6 provides the descriptive statistics of HLP components.

Table 6
*Descriptive statistics of HLP Components*

| Item | HLP components | *Min* | *Max* | *Mean* | *SD* |
|------|----------------|-------|-------|--------|------|
| 1 | Formal activities | 2.67 | 5.00 | 4.34 | .56 |
| 2 | Informal activities | 2.67 | 5.00 | 4.26 | .55 |
| 3 | CALL | 1.80 | 4.80 | 3.61 | .65 |
| 4 | Private institute | 2.00 | 5.00 | 3.99 | .62 |
| 5 | Overseas experiences | 2.50 | 5.00 | 3.40 | .60 |

As indicated in Table 6, parents preferred the following HLPs respectively: formal activity *(M=4.34; SD=.56),* informal activities *(M= 4.26, SD=.55);* private institute (M= 3.40, SD= .62); CALL *(M= 3.61, SD= 65);* and oversee experience *(M= 3.40; SD= 60).* The results in Table 6 indicate that parents do not advocate the oversee experience.

**Analysis for the relationship among the variables**

To examine the relationships among the Iranian parents' attitudes, motivations, and home literacy practices toward bilingualism, Pearson correlation was run. Regarding the linearity and homoscedasticity, Figure 1 presents the scatter plots for the assumption of the variables.
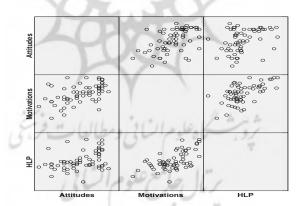


*Figure 1.* Matrix scatterplot for Attitudes, Motivations and HLPs

To test the normality, one-Sample Kolmogorov-Smirnov test was conducted. As Table 7 presents, the P-values for all sets of scores were higher than 0.05 and all of the three main variables were normally distributed.

Table 7
*One-Sample Kolmogorov-Smirnov Test*

|  |  | Attitudes | Motivations | HLP |
|---|---|---|---|---|
| N |  | 67 | 65 | 64 |
| Normal Parameters(a,b) | Mean | 4.34 | 4.15 | 3.91 |
|  | Std. Deviation | .363 | .504 | .389 |
| Most Extreme Differences | Absolute | .139 | .06 | .155 |
|  | Positive | .089 | .04 | .155 |
|  | Negative | -.139 | -.06 | -.076 |
| Kolmogorov-Smirnov Z |  | 1.1 | .52 | 1.23 |
| Asymp. Sig. (2-tailed) |  | .14 | .94 | .093 |

a  Test distribution is Normal.   b  Calculated from data.

As indicated in Table 8, there were significantly positive relationships between the participants' attitudes and motivations (r= .527, p<.01) and home literacy practices (r=.383, p<.01). In addition, the relationship between the parents' motivations and home literacy practices was positively significant (r=.589, p<.01).

Table 8
*Pearson Correlation among Attitudes, Motivations, and HLP*

|  |  | Attitudes | Motivations | HLP |
|---|---|---|---|---|
| Attitudes | Pearson Correlation | 1 | .527(**) | .383(**) |
|  | Sig. (2-tailed) |  | .000 | .002 |
| Motivations | Pearson Correlation | .527(**) | 1 | .589(**) |
|  | Sig. (2-tailed) | .000 |  | .000 |
| HLP | Pearson Correlation | .383(**) | .589(**) | 1 |
|  | Sig. (2-tailed) | .002 | .000 |  |
|  | N | 64 | 62 | 64 |

** Correlation is significant at the 0.01 level (2-tailed)

Following the guidelines of Cohen (1988), Table 7 reveals that  there is a strong correlation between attitude and motivation, and motivation and HLP. However, this is a medium relationship between attitudes and HLP. To probe which variables (motivation of attitudes) can best predict the variance in HLP, a multiple regression analysis was conducted.  The results of model summery is presented in Table 8.

Table 9
*Model summary*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-----|----------|-------------------|----------------------------|
| 1 | .593(a) | .351 | .330 | .31896 |

*a Predictors: (Constant), Motivations, Attitudes*

As indicated in Table 8, the multiple correlation coefficient (R) and the coefficient of determination (R²) were .593 and .351, respectively. In other words, 35.1% of the variance in the home literacy practices scores by the two predictors, attitudes and motivations.

Table 9 indicates that the regression model was significant because the value computed went beyond the critical value, F (2, 59) =15.990, p<.001.

Table 10
*ANOVA(b)*

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|--------|
| 1 | Regression | 3.253 | 2 | 1.627 | 15.990 | .000(a) |
| | Residual | 6.002 | 59 | .102 | | |
| | Total | 9.256 | 61 | | | |

a  Predictors: (Constant), Motivations, Attitudes; b  Dependent Variable: HLP

Table 11 indicates that of the  two predictors, including attitudes (t=.632, p=.530) and motivations (t=4.499, p<.001), only  motivations is statistically significant.

Table 11
*Coefficients (a)*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|------|------------|------|-------|------------|
| | | B | Std. Error | Beta | B | Std. Error |
| 1 | (Constant) | 1.808 | .499 | | 3.619 | .001 |
| | Attitudes | .083 | .131 | .077 | .632 | .530 |
| | Motivations | .424 | .094 | .550 | 4.499 | .000 |

a  Dependent Variable: HLP

## Discussion

The primary goal of the present study was to probe the relationship of HLP to motivation and attitudes. More precisely, two dimensions for attitudes (i.e., holistic and fragmented) five dimensions for motivation ( i.e., instrumental, integrative, need for achievement, past failure, and international posture) and five dimensions for HLP (i.e., formal, informal, CALL, private institute, and oversea experience) were considered for the purpose of the present study. The findings of the present study revealed that parents advocated holistic perspective toward bilingualism. Of the main components in the motivation, parents indicated tendency towards integrative motivation. Additionally, a number of factors contributing HLP for the YLLs were found to be formal activities, informal activities, CALL, and oversee experience. The finding indicates that there is a positive relationship among motivation, attitudes and HLP. This finding supports Ezell at al. (2000) study, in which a positive correlation was found between the opportunity to access the literacy material and children learning enhancement.

The statistical analysis presented in the present study indicates the positive relationship between home literacy and learning outcome, which is in line with a number of researches ( Britto & Brook, 2001; Britto et al. 2006;  Rober et al, 2005) who have reported a positive nexus between HLP and learners' literacy skill.

The practices of home literacy were supported by parents' involvement. The study indicated that parental attitudes are influencing factors for the YLLs. This study supports parents' role regarding literacy practices at home.  This also echoes a number of studies ( e.g., Gillander & Jimnez, 2004, Robers, Jargens & Burchinal, 2005) advocating  the role of literacy practice at home. Additionally, of the five components related to HLPs, the formal activities were the most preferred and the oversee experience were the least preferred components by the parents.

Parents reported less interest towards the informal practices  than formal ones. This probably means that the majority of parents seemed to understand the importance of conversational interaction with others like shared-book reading with parents to acquire the target language successfully (Ramos, 2007). When children listen to and read the target language literacy through interactions with others, they might develop the skills beyond the input

provided (Pica, Young, & Doughty, 1987; Swain & Lapkin, 1995). The finding also echoes the main perspective of the socio-cultural approach to literacy, "cultural meditational model of literacy" (McCarthy,2000). The results indicate that parents supported the first component of HLP, the formal activities, which may vary according to a number of factors such as parental educational background, the age, social class, parent and child interaction socio-cultural condition, and the economic status. The findings are also in line with the main theory of literacy as set by social practice (Barton & Hamilton, 1998), Vygotsky (1997) ZPD. Similarly the results supported Street (1993), and Barton and Hamilton (2001) on literacy attainment. In line with their study, the present study took a psycholinguistic and socio-cognitive perspective toward the formal educational context.

The findings confirm the importance of home reading for emergent literacy skills (Jordanet al., 2000; Sénéchal, 2006). Overall, the findings suggest the importance of future studies, incorporating different components, in order to unravel a clear picture of HLP and learners literacy enhancement in the EFL context of Iran.

This study suggested that HLP is positively related to parental attitudes and motivation. A straight forward conclusion for the present study is that parents are interested in the investment of their children first and second literacy (bi-literacy). They approved that globalization is developing and hoped that their children participate in the globalized society with ease.  It shows that literacy is a multi-layered phenomenon that is generated by interaction This phenomenon has different layers such as socio-cultural, socio-economic, and socio-cognitive aspect. The findings have implications for teachers, policy makers, and curriculum developers. Thus it is suggested that different components of HLP can be reflected in the national curriculum syllabus. More precisely, a number of issues such as home-school connections, parental attitudes, motivation and their HLP can significantly pave the grand for the YLLs' education in general and their literacy in particular.

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