



A Narrative Inquiry Approach to the Design and Practice of Early English Education in Chinese Families

Zhang Yue¹, Hafiz Hanif²

Abstract

This study employed a narrative inquiry method. It used qualitative techniques such as in-depth interviews, family diaries, video recordings, and field observations. The study systematically examined the design and practice of early English education in Chinese families. Globalization has accelerated. The importance of English as an international language continues to rise. Families serve as key environments for early language learning. Their educational settings, parental teaching strategies, and emotional support significantly influence children's learning motivation and oral expression. The study developed a theoretical model: Family Factors → Interest Stimulation → Motivation Formation → Enhanced Oral Expression. Analysis of several representative family cases revealed key factors. A warm and open family environment played a crucial role. Diversified teaching methods—such as parent-child reading, picture book reading, nursery rhyme instruction, scenario simulation, and interactive games—were important. A positive shift in parental attitudes and effective resource integration also contributed significantly to stimulating children's learning motivation. Parents continuously adjusted their teaching strategies. They enriched language input and created authentic communication scenarios. These efforts significantly improved children's English oral expression skills. This study provides empirical support for early English education theories. It offers valuable guidance for parents, teachers, and policymakers in developing scientific and systematic family English education strategies. The findings promote a shift from traditional exam-oriented models to approaches that emphasize emotional experience and communicative practice.

Keywords: *Chinese Families, Continuous Adaptability, Early English Education, Family Factors, Learning Motivation, Narrative Inquiry, Oral Expression.*

A. Introduction

Globalization is accelerating. International exchanges in economy, culture, and technology are booming. The importance of English is increasingly prominent. According to the British Council, approximately 1.5 billion people study English worldwide (Sohu, 2022). An EF report states that the global market for English learning will reach USD 13.01 billion in 2024 (Sohu, 2024). These figures reflect an urgent need for English in daily life, workplaces, and academia. UNESCO reports that English accounts for over 92.5% of scientific publications worldwide (Baidu, 2023). This demonstrates English's central role in international academic exchange and its importance for accessing the latest research.

Early English education lays the foundation for children's global perspective. It also boosts national soft power and competitiveness. However, family English education in China faces challenges. These include uneven resource distribution, a single teaching model, and an

¹ Faculty of Human Development, Sultan Idris Education University (UPSI), Tanjong Malim, Perak, Malaysia.
yuezhang2856@163.com

² Faculty of Human Development, Sultan Idris Education University (UPSI), Tanjong Malim, Perak, Malaysia.

excessive focus on test preparation at the expense of communicative competence. To address these challenges, this study adopts a narrative inquiry approach. It uses interviews with parents and children, family logs, and video recordings. The study explores the complex logic and emotional dimensions in family English education practices. It aims to provide new insights for optimizing early English education.

This study proposes an internal logical model. It starts with family factors. These factors influence children's interest. In turn, this interest shapes learning motivation. Ultimately, the motivation affects English oral expression skills. The model covers four key dimensions: family educational atmosphere, family teaching methods, parental attitudes toward early English education, and the sustainability and adaptability of the educational model. In a warm and open family environment, children receive positive emotions and feedback from parents and other family members. They develop a sense of psychological security. This security encourages them to explore the external world.

At the same time, diversified teaching methods are used. Methods include picture books, nursery rhymes, role play, and scenario simulation. These methods shift English learning from mere knowledge transmission to a vivid learning experience. They effectively stimulate a strong interest in learning. This interest reflects intrinsic emotion. It provides the emotional drive to form proactive learning motivation. As a result, children voluntarily seek more opportunities to learn English. Parents' recognition and positive attitudes are critical. They continuously adjust their teaching strategies to meet their children's developmental needs. Through modeling, resource investment, and continuous positive feedback, parents reinforce children's willingness to learn. This approach helps avoid boredom and frustration caused by monotonous and rigid teaching. Each element builds on the previous one. They interact to internalize and strengthen learning motivation. Ultimately, this process directly enhances children's English oral expression skills. Children become more confident, fluent, and natural in communication. Notably, the narrative inquiry method played a crucial role in this study. It captured authentic and detailed family interactions through in-depth interviews, family logs, and video recordings.

This study employed a narrative inquiry method. It comprehensively examined and enriched the chain effect that influences children's oral expression in early English education within Chinese families. The study focused on four key factors: family educational atmosphere, teaching methods, parental emphasis, and the sustainability and adaptability of the educational model. It explored how these factors stimulate children's interest in learning English in authentic family settings. This interest is then internalized as strong learning motivation, which significantly enhances oral skills (Huda et al., 2022). To achieve this goal, the study used in-depth interviews with parents and children, family logs, and video recordings. These methods captured genuine emotional experiences and subtle interactions that traditional quantitative research often overlooks. They provided solid qualitative evidence for each component (Loose et al., 2023).

Theoretically, the study revealed the implicit relationships among internal family factors. It deepened the understanding of the underlying mechanisms in early English education and built an educational model that is both scientifically rigorous and emotionally engaging. Practically, its findings offer parents actionable educational guidelines and help create an inspiring English learning environment. They also provide specific strategies for policymakers, schools, and other stakeholders in resource integration and teaching method optimization. Furthermore, the study demonstrated the unique value of narrative inquiry in capturing authentic educational contexts and promoting theoretical innovation. It supports the advancement of early English education in Chinese families toward more scientific, systematic, and efficient practices.

B. Theoretical Framework

1. The Theoretical Framework and Practical Application of Narrative Inquiry in Family Early English Education

Narrative inquiry is a qualitative research method that focuses on individual experiences and the construction of meaning. Its theoretical foundation emphasizes the temporality, interactivity, and identity reconstruction functions of narratives within specific historical, cultural, and social contexts. As Bu et al. (2022) noted, narratives are not only reflections on the past. They are ongoing processes of constructing and reshaping the self and social relationships. In recent years, as the need to understand individual experiences and contexts has increased, narrative inquiry has been widely applied in family early English education. This method effectively compensates for the shortcomings of traditional quantitative approaches in capturing subtle emotions, interaction details, and psychological changes. Researchers used various methods such as semi-structured interviews, participant observation, focus group discussions, and family logs. They recorded authentic narratives of parents and children during the English learning process. These records revealed how the family educational atmosphere, teaching methods, parental attitudes, and the sustainability of the educational model stimulate children's interest. This interest is then internalized as learning motivation, which promotes improvements in English oral proficiency (Covelli, 2024). As García-Peñalvo (2013) demonstrated, this method has unique advantages in capturing authentic educational contexts and revealing underlying interaction mechanisms. It provides solid qualitative data for each element of the theoretical model. It also lays the foundation for developing an educational model that aligns with the realities of Chinese families and has universal guiding significance. Furthermore, it offers empirical evidence for parents, educational policymakers, and schools to optimize teaching methods and integrate educational resources.

2. Family Educational Factors and the Internal Mechanisms of Children's English Learning

Family educational factors and the internal mechanisms of children's English learning are intertwined in multiple dimensions. They interact comprehensively. Family teaching methods and design include contextualized, interactive strategies used by parents in daily life. Parents use picture books, games, and role-play. These approaches make the learning process engaging and stimulate children's interest in learning English. These methods also serve as a model for parents. Through demonstration, emotional encouragement, and continuous resource investment, children subconsciously recognize the importance of learning English. This enhances their learning motivation (Cabero-Almenara, 2023). A warm, supportive, and open family atmosphere provides children with a sense of security and the courage to explore. It encourages active learning through positive emotional experiences and helps internalize interest as lasting motivation (Ye et al., 2021). Furthermore, the sustainability and adaptability of the educational model play a key regulatory role in this chain mechanism. The model must be continuously optimized according to children's developmental needs, changing interests, and learning feedback. This prevents learning burnout caused by monotonous content and rigid methods. It maintains stable learning motivation and ultimately enhances English oral proficiency (Amelia et al., 2022). Family teaching methods provide concrete learning contexts. Parental positive attitudes, through emotional support, stimulate interest. A harmonious family

atmosphere forms the emotional foundation. A continuously adaptive educational model ensures teaching coherence and effectiveness. The close interaction among key factors provides solid theoretical support and practical evidence for constructing a scientific and efficient family early English education model.

C. Methods

1. Overall Research Design and Methodological Overview

This study focuses on early English education practices in Chinese families. It explores how multiple internal family factors, through dynamic interaction, stimulate children's interest in learning English. This interest is then internalized as learning motivation. Ultimately, oral expression skills are enhanced. Traditional quantitative methods have limitations in capturing emotional changes and authentic interaction details. Therefore, we selected narrative inquiry as the primary research method. This method employs in-depth interviews, family logs, and video observations. It comprehensively presents the unique educational contexts of various families. In doing so, it constructs a research model that is both logically rigorous and rich in theoretical and practical significance.

2. The Theoretical Foundations and Advantages of Narrative Inquiry

Narrative inquiry is rooted in humanistic and constructivist theories. It emphasizes the construction of meaning through life experiences and interactions. Each family's English learning experience is regarded as a unique narrative. These narratives reflect changes in time and context. They also reveal the processes of emotional exchange and value transmission among family members. This method offers strong explanatory power and situational fidelity. It captures subtle emotions and immediate responses that traditional questionnaires and quantitative data cannot present. Data collected from semi-structured interviews, family logs, and video observations ensure authenticity and completeness. Moreover, narrative inquiry allows for an in-depth exploration of the interaction between individuals and their environments. It reveals the internal mechanisms that affect the outcomes of family English education.

3. Research Framework and Internal Logical Model Construction

After selecting narrative inquiry, this study combined extensive literature reviews and preliminary field research to construct an internal logical model: Family Factors → Stimulating Children's Interest → Forming Learning Motivation → Enhancing English Oral Expression. The model identifies key variables such as the family educational atmosphere, teaching strategies, parental attitudes, and the sustainability of the educational model. It also examines how these variables interact through emotional support and interactive patterns in real contexts. Specifically, the study collected authentic narratives of parents and children in English learning through in-depth interviews and family logs. Video recordings were used to capture subtle interaction contexts and emotional flows within the family. The data were systematically organized and deeply analyzed using thematic and inductive analysis methods. This model provides theoretical support for the research process and clear guidance for practical implementation. It has high theoretical explanatory power and practical application value.

4. Data Collection Methods and Specific Cases

This study employs multiple qualitative data collection methods. It aims to comprehensively recreate the authentic context of early English education in Chinese families. The study captures subtle emotional exchanges, interaction details, and cognitive transformation processes among family members. These data support the construction of a scientifically rigorous and emotionally rich educational model. For this purpose, three methods were used: in-depth interviews, family diary records, and video recordings combined with field observations. Each method complements the others. They display the full process of family education from different perspectives. This ensures that the data are both continuous and diverse, thereby enhancing the credibility and representativeness of the findings.

5. Design and Implementation of In-depth Interviews

In-depth interviews are one of the core data collection methods in this study. Based on extensive literature reviews and pilot interviews, the research team developed a detailed semi-structured interview guide. The guide covers topics such as the family educational atmosphere, parental teaching strategies, parent-child interaction details, and the sustainability of educational models. All interviews were conducted in a family setting to ensure respondents feel comfortable. Each interview lasted between 60 and 90 minutes. This duration ensured sufficient depth while avoiding respondent fatigue. Informed consent was obtained before each interview. All sessions were audio recorded and transcribed verbatim to ensure data accuracy. Open-ended questions encouraged respondents to describe their specific practices in family English education, such as parent-child reading, scenario simulation, and role play. This approach revealed both surface phenomena and the underlying mechanisms of emotional connection and cognitive transformation.

6. Construction and Collection Strategy of Family Diaries

Family diary records are another key data collection method. They are used to capture the continuity and dynamic changes of daily English teaching activities in the family. The research team provided participating families with a detailed diary template. The template includes daily English learning activities, duration, activity descriptions, participants, emotional responses, and parents' subjective evaluations. Family members were required to record all English-related activities every day, whether formal teaching or casual interactions. The diaries record specific activities such as reading picture books together, singing nursery rhymes, role play, and interactive games. They also reflect both immediate reactions and long-term feelings. After organization and coding, the diary data provided important evidence for analyzing the implementation and trends of family teaching strategies.

7. Video Recording Methods and Field Observations

Video recordings combined with field observations present the authentic context of English teaching activities within the family. With parental consent, the research team either installed portable cameras in the home or directly participated in family activities to record them. The video recordings capture parental guidance, children's autonomous learning, family interactions, and nonverbal communication such as facial expressions, gestures, and eye contact. In addition, field observations and detailed notes helped capture key behaviors and emotional changes. For example, during a role-play activity, one parent patiently explained and provided active encouragement. Under this guidance, the child not only accurately used new vocabulary but also showed clear signs of excitement and satisfaction.

Video data and field observations corroborated each other. They provided direct support for the in-depth analysis of dynamic interaction mechanisms within the family and compensated for the shortcomings of other methods in capturing nonverbal information.

By using in-depth interviews, family diary records, and video recordings with field observations, this study has constructed a comprehensive and detailed map of early English education in families. This map reveals the specific practices and emotional investments of parents in family English education. It also reflects the entire process by which children transform emotional experiences into cognitive change. The systematic organization and in-depth analysis of rich qualitative data clearly demonstrate the complex interactions among key factors. This provides a solid foundation for constructing an educational model with strong theoretical explanatory power and practical guidance. The model not only offers improvement strategies for parents but also provides robust empirical evidence for educational policymakers and schools to optimize teaching methods and integrate educational resources. In this way, early English education in Chinese families can develop in a more scientific, systematic, and efficient manner.

8. Data Analysis Methods

This study employs diverse qualitative data analysis methods. It systematically organizes and deeply analyzes rich data from in-depth interviews, family diaries, video recordings, and field observations. The data analysis follows steps including open coding, thematic induction, comparative analysis, and extraction of internal logical chains. These steps enable a comprehensive understanding of the emotional, interactive, and cognitive transformation processes in early English education within Chinese families. The research team used triangulation and member checking during analysis to enhance the credibility and validity of the findings. This ensures that the conclusions possess both theoretical explanatory power and practical guidance.

9. Thematic Description and Induction of Narrative Data

Before organizing all narrative data, researchers first conducted a preliminary reading of the interview recordings, diary records, and video transcripts. They repeatedly reviewed the data and initially marked recurring keywords, emotional expressions, and interaction descriptions. Next, they used open coding to analyze the text line by line. The content was broken down into basic concepts, and each concept was annotated in detail. Similar codes were then grouped into higher-level themes. For example, recurring terms in family diaries such as “parent-child reading,” “scenario reenactment,” and “positive feedback” were grouped under the theme “Emotional Support and Teaching Interaction.” Descriptions of “parental attitude change” and “flexible teaching strategies” in the interviews formed the core theme “Adaptability of the Educational Model.” The research team employed comparative analysis to compare similarities and differences across families and data sources. They also invited feedback from some participants to refine the themes further, ensuring that the thematic description closely reflects real family educational contexts.

10. Extraction and Validation of the Internal Logical Chain

After completing thematic induction, researchers constructed a preliminary logical model: Family Factors → Stimulating Children’s Interest → Forming Learning Motivation → Enhancing English Oral Expression. They carefully identified key variables in each stage, such as the family educational atmosphere, teaching strategies, parental attitudes, emotional support, and resource investment. The causal relationships and interaction patterns among

these variables were examined. By comparing cases with similar contexts across different families, researchers continuously refined and enriched the logical chain. This ensured that the model was both generalizable and reflective of individual differences. To validate the scientific soundness of the internal logical chain, the research team used triangulation, cross-case comparisons, and member checking. Some participants were invited to provide feedback in discussion sessions. After repeated validation, a rigorous and emotionally resonant internal logical model was finalized. This model provides a solid theoretical basis and empirical support for revealing the complex interactive mechanisms in early English education within Chinese families. The entire data analysis process emphasized both theoretical depth and practical significance, offering detailed guidance for subsequent strategy development and improvements in educational models.

11. Ethical Considerations and Trustworthiness Assurance

This study strictly adheres to ethical guidelines. Before data collection, the research team fully explained the study's background, purpose, methods, risks, and benefits to all participants, including children and their parents. Informed consent was obtained from all participants; minors required additional permission from their parents or guardians. All data (interview recordings, family diaries, and video records) were encrypted and anonymized. Any cases cited were used only with explicit consent, and sensitive information was concealed to protect privacy. To ensure data trustworthiness and research reliability, the team used triangulation to cross-check interview, diary, and video data. This ensured consistency and complementarity of the data. Multiple researchers participated in data coding and thematic induction. Group discussions and member checking were conducted to reduce subjective bias. All research procedures were meticulously documented to ensure transparency and reproducibility.

D. Results and Discussion

1. Overall Narrative Data and Description

This study explores how the logical model “Family Factors → Stimulating Children’s Interest → Forming Learning Motivation → Enhancing English Oral Expression” operates in early English education in Chinese families. We used in-depth interviews, family diaries, video recordings, and field observations to capture authentic and dynamic educational contexts. These data allowed us to construct a research model with both theoretical and practical significance.

Data Sources, Collection Methods, and Case Background

Data were collected through three primary channels. First, in-depth interviews were conducted using a semi-structured guide. These interviews focused on the family educational atmosphere, parental teaching strategies, parent-child emotional interactions, and the sustainability of educational models. They took place in natural settings, lasted between 60 and 90 minutes, and were audio recorded and transcribed verbatim (Skalstad et al., 2022). Second, family diaries required participants to record details of daily English learning activities. The diary template covered activity details, duration, participants, and emotional responses. This method showed how teaching strategies were implemented and dynamically adjusted (Yang et al., 2023). Third, video recordings combined with field observations captured parental tone, gestures, facial expressions, and children’s nonverbal reactions. This

provided empirical evidence for the analysis of emotional support and interaction patterns (Feng et al., 2024). All participating families signed informed consent forms. Data collection strictly followed ethical guidelines, and all data were encrypted and anonymized.

Introduction to Typical Cases

After organizing, coding, and inductively analyzing the data, the research team selected three representative family cases. Case A came from a middle-to-high-income family. In this case, parents used strategies such as parent-child reading, scenario simulation, and role play to effectively stimulate the child's interest in English. Positive feedback led to a significant improvement in oral expression (Sannathimmappa et al., 2022). Case B illustrated how a family with an average income used limited resources. They created a home-made "little theater" and interactive games to foster a safe and supportive learning environment, which helped internalize learning motivation (Li et al., 2023). Case C involved a multicultural family. In this case, parents combined traditional teaching methods with modern multimedia and continuously adjusted their strategies to meet the child's needs. This approach maintained the sustainability and adaptability of the educational model and enhanced the child's English oral expression (Luarn et al., 2023). These cases not only highlight key dimensions such as the family educational atmosphere, teaching methods, and parental attitudes but also provide robust evidence for the internal logic of "Family Factors → Children's Interest → Learning Motivation → English Oral Expression." They offer rich empirical support for subsequent discussion and strategy optimization.

2. Family Educational Atmosphere and Emotional Support

This section examines the critical role of the family educational atmosphere and emotional support in early English education. Through environmental arrangements and parent-child interactions, parents provide a dedicated learning space and convey feelings of safety and support. This process stimulates children's interest and transforms it into a stable learning motivation, making them more confident and proactive in English oral practice.

Construction of the Family Educational Atmosphere: Environmental Setup and Parent-Child Interaction

Family educational atmosphere is built through multiple dimensions. The core lies in the environmental setup and parent-child interaction. Parents deliberately arrange the home environment by creating an "English corner," displaying picture books and word cards, and using bright colors with proper lighting. This setup creates an environment that is both inspiring and functional (Lee et al., 2022). In addition, parents use sincere emotional expressions, varied intonation, and body language (such as smiling, hugging, and encouragement) during interactions. These behaviors effectively enhance children's interest in learning English (Lai et al., 2023). Through scenario simulation and role play, parents also introduce real-life social situations into daily interactions. This allows children to practice oral skills in a relaxed and enjoyable setting while boosting their confidence in facing language challenges.

Case Analysis: Emotional Support in Parent-Child Reading and Scenario Reenactment

Parent-child reading and scenario reenactment activities are vital for sparking children's interest and internalizing learning motivation. In Case A, a middle-to-high-income family used daily parent-child reading with gentle intonation and timely encouragement. This strategy not only enriched their collection of English picture books but also alleviated the child's language anxiety through discussion and mimicry. In scenario reenactment, role play

such as simulating ordering in a restaurant or shopping at a supermarket further strengthened language application (Hori et al., 2024). In Case B, a middle-income family, despite limited material resources, employed a homemade mini-theater and interactive games. Using a friendly tone and supportive body language, parents provided positive feedback that effectively promoted the internalization of vocabulary and sentence structures (Baber et al., 2023). Overall, these cases demonstrate that optimizing the physical environment and fostering active interactions create an emotional support mechanism. This mechanism effectively transforms learning interest into internal motivation and significantly enhances children's English oral expression.

3. Family Teaching Methods and Case Studies

This section describes the application of family teaching methods in early English education. It explores how diversified teaching strategies stimulate children's interest in learning. Data from in-depth interviews, family diaries, and video recordings reveal that diverse teaching not only makes the English learning process more engaging but also promotes the formation of learning motivation through emotional transmission in parent-child interactions.

Application of Diversified Teaching Strategies in Family English Education

Family teaching methods are reflected in two main aspects. First, parents use picture books, nursery rhymes, and role play for language input. By carefully selecting engaging and educational picture books, using repeated reading, question prompts, and interactive discussions, children are helped to build a language framework. Nursery rhymes and physical movements also train pronunciation and language sense. Role play introduces real-life contexts (such as ordering or shopping) into lessons, transforming language knowledge into practical communication skills (Rakesh et al., 2024). Second, scenario simulation and interactive teaching are equally important. Parents set up a "scenario corner" and regularly arrange activities such as simulated shopping or dining. This creates realistic language exchange settings (Mandić et al., 2024). By using open-ended questions and discussion formats, parents not only impart knowledge but also encourage children to express themselves boldly through positive feedback and guidance. This significantly improves children's practical English skills.

Case Analysis: The Impact of Teaching Methods on Stimulating Children's Interest

Diversified teaching strategies effectively spark children's interest in learning English. In Case A, a middle-to-high-income family transformed abstract knowledge into vivid scenarios through daily parent-child reading and role play. Changes in intonation and interactive discussions by parents stimulated the child's learning interest and enhanced oral expression through scenario reenactment (Zhang et al., 2025). In Case B, a middle-income family used a homemade mini-theater and interactive games to transform common household items into teaching tools. Creative strategies and positive feedback reinforced the child's memory and practical use of vocabulary and sentence patterns (Chen & Chang, 2024). In Case C, within a multicultural family, parents combined traditional teaching with multimedia resources. They used video teaching and scenario simulation and continuously adjusted strategies to meet the child's needs. This maintained the adaptability of the teaching model and significantly improved the child's English oral expression (Bell, 2024). Overall, diversified teaching strategies create a lively and secure learning environment by providing rich language input and emotional support. They promote the stimulation of learning interest

and the formation of internal motivation, ultimately enhancing children's English oral expression (Habib & Nadira, 2024). This internal logical chain offers empirical evidence for theoretical research and serves as a valuable reference for parents, teachers, and educational policymakers in optimizing family English education strategies.

4. Parental Attitude Transformation and Resource Investment in Early English Education

Parents in early English education play a dual role. They participate in daily teaching and drive improvements through attitude transformation and resource investment. As awareness grows regarding the importance of English in global competition, more parents are abandoning traditional exam-oriented views. Instead, they adopt open and interactive teaching strategies (Elbes et al., 2022). By actively participating, modeling behavior, and integrating resources, parents create a language environment filled with positive reinforcement and support. This environment boosts children's learning motivation and enhances their English oral expression.

Changes in Parental Attitudes and the Positive Feedback Mechanism

Interviews and family diaries reveal a clear shift in parental attitudes. In the past, parents viewed English primarily as an exam tool and focused on written knowledge. Today, they see English as a gateway to global perspectives and multicultural communication (Chen et al., 2022). This change has led parents to adopt interactive and experiential teaching methods, such as parent-child reading, role play, and scenario simulation. During these activities, parents use gentle intonation, timely encouragement, and positive body language. These behaviors instill confidence and a sense of security in children, making them more proactive when facing language challenges (Ningrum, 2022). Positive feedback is provided not only through verbal praise but also by supplying additional learning resources. This further stimulates a sustained interest in English learning and self-driven progress (Ali et al., 2023).

Case Analysis: Parental Involvement, Modeling, and Resource Integration

Case studies further demonstrate the impact of changing parental attitudes and resource investment. In Case A, parents in a middle-to-high-income family shifted from relying solely on school textbooks to using parent-child reading and role play. They built a teaching model based on parental guidance, positive feedback, and resource integration using English picture books, interactive games, and online resources. This approach significantly improved the child's oral expression (Liu & Ma, 2024). In Case B, a middle-income family, despite limited material resources, created homemade teaching props and adapted everyday items into learning tools. This resource integration helped overcome external deficiencies and enhanced the child's language practice (Freer, 2023). In Case C, a multicultural family combined traditional teaching with digital resources. Parents continuously adjusted their strategies to meet the child's needs, thereby broadening learning channels and reinforcing English oral skills (Sihombing et al., 2025). Overall, parents' attitude shifts and resource investments provide rich language input and practice opportunities. Their positive feedback transforms learning interest into internal motivation, robustly supporting the chain "Family Factors → Children's Interest → Learning Motivation → English Oral Expression." This mechanism offers valuable insights for parents, teachers, and educational policymakers.

5. The Role of Sustainability and Adaptability in Educational Models on Learning Motivation

This section discusses how continuous adjustment and adaptive optimization of family educational models stimulate and internalize children's learning motivation. Sustainability and adaptability require parents to update teaching strategies and resource allocation regularly. These updates keep the learning content fresh and relevant in response to changes in children's interests and abilities (Junça et al., 2022). This section is divided into two parts: an explanation of theory and practice, and a case-based demonstration of the model's effectiveness.

Continuous Adjustment and Adaptability in Educational Models

In early English education, continuously adjusting teaching models is essential. Parents routinely evaluate learning feedback. They update teaching resources, introduce multimedia tools, and modify teaching methods. These changes ensure that activities match children's actual levels (Feraco et al., 2023). Adaptive teaching strategies integrate traditional parent-child reading with modern digital resources. This organic blend of teaching forms creates a learning environment that evolves over time (Mallillin et al., 2022). Such a model not only offers an ever-changing learning atmosphere but also reinforces children's internal motivation through positive feedback and scenario reenactment. This process significantly improves English oral expression (Liu, 2023).

Case Analysis: How Model Optimization Promotes the Internalization of Learning Motivation

In Case C, a multicultural family initially used traditional parent-child reading and role play. Later, they introduced online interactive platforms and digital resources. This enriched the child's language experience and increased enthusiasm and initiative during interactions (Sato et al., 2023). In Case B, a middle-income family used a homemade mini-theater and interactive games. By continuously adjusting activity content, they overcame learning fatigue and used positive feedback to reinforce internal motivation (Isaeva et al., 2023). These cases confirm that continuous adjustment and adaptive optimization play a critical role in internalizing learning motivation. They show that when parents regularly update teaching content and offer emotional support, children are more likely to explore language use actively. This significantly enhances English oral expression.

6. Construction and Validation of the Internal Logical Chain

The Internal Relationship Among Family Factors, Interest, Motivation, and English Oral Expression

The model constructed in this study centers on the chain "Family Factors → Stimulating Children's Interest → Forming Learning Motivation → Enhancing English Oral Expression." Family factors include the educational atmosphere, teaching methods, parental attitudes, and resource investment. Together, these create a safe, supportive, and motivating environment (Zhang et al., 2023). In such an environment, parents provide emotional support, positive feedback, and interactive communication. Children experience emotional satisfaction and realize their self-worth. This process stimulates their interest in English. Data indicate that after engaging in parent-child reading, role play, and scenario simulation, children internalize their sustained learning motivation. This, in turn, promotes improvements in English oral expression (Gao et al., 2022).

Case Validation: Formation of the Logical Chain in Specific Family Practices

In Case A, parents from a middle-to-high-income family used daily parent–child reading and role play to create a strong family educational atmosphere. Their detailed emotional involvement and positive feedback successfully stimulated the child’s interest. Video recordings showed that the child displayed increased confidence in simulated scenarios, and his English oral expression gradually became more fluent. This validates the direct impact of family factors on stimulating interest and forming motivation (Carvalho et al., 2023). In Case B, despite limited material resources, parents in a middle-income family used homemade teaching props and flexible interactive games to build a supportive learning environment. Immediate affirmation during each interaction helped the child internalize a sustained learning motivation and continuously improve oral expression in daily practice (Septiantoko et al., 2024). In Case C, a multicultural family combined digital resources with traditional teaching methods. Parents regularly adjusted their teaching models based on feedback, keeping the learning environment dynamically updated. This process strengthened internal learning motivation and steadily improved oral skills (Ma & Liu, 2024). Overall, multiple family cases and diverse data sources corroborate the validity and effectiveness of the logical chain “Family Factors → Children’s Interest → Learning Motivation → English Oral Expression.” Parental strategies in emotional support, resource investment, and educational model optimization play a key role in stimulating and internalizing learning motivation. This provides a robust empirical basis for both theoretical development and practical improvements in family English education strategies.

This study constructed an internal logical model using narrative inquiry: Family Factors → Stimulating Children’s Interest → Forming Learning Motivation → Enhancing English Oral Expression. The findings indicate that emotional support within the family, diversified teaching strategies, changes in parental attitudes, and continuous adjustment of the educational model are key factors in promoting children’s English oral expression. First, a warm and open family environment provides children with psychological safety. Parents set up “English corners,” use multimedia resources, and conduct parent–child reading and role play. These activities stimulate children’s interest in learning English. Emotional support and ongoing interaction help children gradually overcome language barriers, internalizing a lasting learning motivation. Second, diversified teaching strategies such as picture books, nursery rhymes, scenario simulation, and interactive teaching enrich language input and transform abstract knowledge into practical communication skills. Third, under international competition, parents have gradually abandoned exam-oriented views. They now value language communication and comprehensive ability. They model behavior and integrate resources by purchasing high-quality English picture books, using digital media, and creating teaching tools. Finally, parents adjust teaching strategies based on their children’s developmental needs by combining traditional methods with modern digital resources. This keeps the content fresh and relevant. Positive feedback and scenario reenactment reinforce internal motivation and significantly improve English oral expression. Overall, multiple family cases and diverse data validate the model. The positive interactions among key factors lay a solid foundation for enhancing children’s language abilities and provide valuable insights for parents, teachers, and educational policymakers.

This study employed narrative inquiry to construct the model “Family Factors → Stimulating Children’s Interest → Forming Learning Motivation → Enhancing English Oral Expression.” The model broadens the research perspective in early English education by emphasizing the interactions among family emotional support, diversified teaching strategies, changes in parental attitudes, and continuous adjustment of the educational model.

It moves beyond traditional frameworks that focus on single variables. By integrating in-depth interviews, family diaries, and video recordings, the study reveals how family education provides psychological safety and stimulates learning interest. It confirms a positive correlation between emotional support, interaction frequency, and oral expression ability. The model offers a comprehensive and dynamic explanatory framework for early English education theory. It also provides a theoretical foundation and new research directions for integrating multiple family factors.

The findings offer practical recommendations for both parents and educational policymakers. Parents should create a warm, open, and encouraging home environment. They can set up an “English corner,” use multimedia resources, and conduct parent–child reading and role play to provide positive feedback and emotional support. Furthermore, parents need to adjust teaching strategies based on their children’s developmental needs by flexibly combining traditional reading with digital resources. This ensures that the teaching content remains fresh and targeted. The study shows that active parental involvement and modeling effectively stimulate children’s internal learning motivation. Based on these findings, educational policymakers should implement policies that offer training and resource support for parents. This will promote the diversification and systematization of family English education to meet the varying needs of families.

This study has made progress in revealing the interactive mechanisms of early English education in Chinese families. However, it has some limitations. First, the study mainly relies on qualitative narrative data. The sample size is small, and the family backgrounds are limited. This may affect the representativeness of the findings. Second, the subjectivity of the data and self-reporting may introduce bias. Future research should use mixed methods. Combining quantitative and qualitative data can offer a more comprehensive validation and extension of these findings. In addition, expanding the sample size and including families from diverse regions and socio-economic backgrounds will improve external validity. Longitudinal research on the evolution of family English education models is also recommended. Finally, cross-cultural comparisons can further explore commonalities and differences in family English education across cultures. This will provide a broader perspective for the development of international English education theory.

E. Conclusion

This study used narrative inquiry to construct an internal logical model: Family Factors → Stimulating Children’s Interest → Forming Learning Motivation → Enhancing English Oral Expression. The model was built using multiple qualitative data sources, including in-depth interviews, family diaries, video recordings, and field observations. The findings indicate that a warm, open, and positively reinforcing family environment is the cornerstone of children’s English learning. Parents provide abundant language input and positive emotional reinforcement by establishing an “English corner” and conducting parent–child reading and role play. These practices help children internalize learning motivation and improve their oral expression skills.

Furthermore, diversified teaching strategies—such as using picture books, nursery rhymes, scenario simulation, and interactive games—transform abstract language knowledge into practical communication skills. Changes in parental attitudes and the integration of resources, along with the continuous adjustment and adaptive optimization of the educational model, play a key role in fostering internal learning motivation. With a deeper understanding of the importance of English in global competition, more parents are shifting from traditional exam-

oriented approaches to methods that emphasize communication and practical application. They actively incorporate digital media and online interactions, creating a continuously updated family education system.

Overall, the findings of this study provide rich empirical support for early English education theory. They also offer valuable practical insights for parents, teachers, and educational policymakers in developing more scientific and efficient educational strategies. Future research should expand the sample, adopt mixed methods, and engage in cross-cultural comparisons to further explore the roles and practical differences of multiple family factors. This will promote the continuous improvement of both theory and practice.

References

- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1), 41–49.
- Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022). Improving public speaking ability through speech. *J. Soc. Sci. Technol. Community Serv*, 3(2), 322.
- Baber, H., Deepa, V., Elrehail, H., Poulin, M., & Mir, F. A. (2023). Self-directed learning motivational drivers of working professionals: Confirmatory factor models. *Higher Education, Skills and Work-Based Learning*, 13(3), 625–642.
- Bell, M. A. E. (2024). Child development at the intersection of emotion and cognition (pp. viii–299). American Psychological Association.
- Bu, J., Ding, R., Zhou, L., Chen, X., & Shen, E. (2022). Epidemiology of psoriasis and comorbid diseases: A narrative review. *Frontiers in Immunology*, 13, 880201.
- Cabero-Almenara, J., De-La-Portilla-De-Juan, F., Barroso-Osuna, J., & Palacios-Rodríguez, A. (2023). Technology-enhanced learning in health sciences: Improving the motivation and performance of medical students with immersive reality. *Applied Sciences*, 13(14), 8420.
- Carvalho, I., Ramires, A., & Bakas, F. (2023). Who are the language tourists? A factor-cluster analysis based on language-related attitudes, beliefs, and travel outcomes. *International Journal of Tourism Research*, 25(1), 150–168.
- Chen, C. H., & Chang, C. L. (2024). Effectiveness of AI-assisted game-based learning on science learning outcomes, intrinsic motivation, cognitive load, and learning behavior. *Education and Information Technologies*, 29(14), 18621–18642.
- Chen, S., Zhao, J., De Ruiter, L., Zhou, J., & Huang, J. (2022). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1212–1229.
- Covelli, A. (2024). The teacher's role in motivating preschool children to learn English as a FL in a classroom environment: An exploratory study.
- Elbes, E. K., & Oktaviani, L. (2022). Character building in English for daily conversation class materials for English education freshmen students. *J. English Lang. Teach. Learn*, 3(1), 36–45.
- Feng, Y., Chu, X., Xu, Y., Lu, Z., Liu, B., Yu, P. S., & Wu, X. M. (2024). TASL: Task skill localization and consolidation for language model continual learning. *arXiv preprints*, arXiv:2408.
- Feraco, T., Sella, E., Meneghetti, C., & Cona, G. (2023). Adapt, explore, or keep going? The role of adaptability, curiosity, and perseverance in a network of study-related factors and scholastic success. *Journal of Intelligence*, 11(2), 34.

- Freer, J. R. (2023). Students' attitudes toward disability: A systematic literature review (2012–2019). *International Journal of Inclusive Education*, 27(5), 652–670.
- Gao, Y., Wang, X., & Fan, P. (2024). Exploring male English major's motivation trajectory through complex dynamic systems theory. *Current Psychology*, 43(10), 9089–9100.
- García-Peñalvo, F. J. (2023). The perception of Artificial Intelligence in educational contexts after the launch of ChatGPT: Disruption or panic?
- Habib, M., & Nadira, D. (2024). The role of the family in character education for children. *ONTOLOGI: Jurnal Pembelajaran Dan Ilmiah Pendidikan*, 2(1), 27–36.
- Hori, R., Fujii, M., Toguchi, T., Wong, S., & Endo, M. (2024). Impact of an EFL digital application on learning, satisfaction, and persistence in elementary school children. *Early Childhood Education Journal*, 1–12.
- Huda, S., Ridwanulloh, M. U., Khasanah, S. M., Prasetyo, A. E., & Donasari, R. (2022). Improving language skills and instilling character values in children through storytelling. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 13(2), 161–184.
- Isaeva, R., Karasartova, N., Dznunusnalieva, K., Mirzoeva, K., & Mokliuk, M. (2025). Enhancing learning effectiveness through adaptive learning platforms and emerging computer technologies in education. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(1), 144–160.
- Junça Silva, A., & Pinto, D. (2024). Training under an extreme context: The role of organizational support and adaptability on the motivation transfer and performance after training. *Personnel Review*, 53(3), 743–770.
- Lai, C. Y., Cheung, K. Y., & Chan, C. S. (2023). Exploring the role of intrinsic motivation in ChatGPT adoption to support active learning: An extension of the technology acceptance model. *Computers and Education: Artificial Intelligence*, 5, 100178.
- Lee, H. E., Kim, J. Y., & Kim, C. (2022). The influence of parent media use, parent attitude on media, and parenting style on children's media use. *Children*, 9(1), 37.
- Li, Y., Dong, B., Lin, C., & Guerin, F. (2023). Compressing context to enhance inference efficiency of large language models. *arXiv preprint, arXiv:2310.06201*.
- Liu, G. (2022). Research on the relationship between students' learning adaptability and learning satisfaction under the mobile media environment. *International Journal of Emerging Technologies in Learning (iJET)*, 17(2), 43–58.
- Liu, G., & Ma, C. (2024). Measuring EFL learners' use of ChatGPT in informal digital learning of English based on the technology acceptance model. *Innovation in Language Learning and Teaching*, 18(2), 125–138.
- Loose, F., Hudders, L., De Jans, S., & Vanwesenbeeck, I. (2023). A qualitative approach to unravel young children's advertising literacy for YouTube advertising: In-depth interviews with children and their parents. *Young Consumers*, 24(1), 74–94.
- Luarn, P., Chen, C. C., & Chiu, Y. P. (2023). Enhancing intrinsic learning motivation through gamification: A self-determination theory perspective. *The International Journal of Information and Learning Technology*, 40(5), 413–424.
- Ma, L., Xiao, L., & Liu, J. (2024). Motivational beliefs of urban and rural students in English as a foreign language learning: The case of China. *Journal of Multilingual and Multicultural Development*, 45(5), 1524–1537.
- Mallillin, L. L. D. (2022). Teaching and learning intervention in the educational setting: Adapting the teacher theory model. *International Journal of Educational Innovation and Research*, 1(2), 99–121.

- Mandić, A., Pavlić, I., Puh, B., & Séraphin, H. (2024). Children and overtourism: A cognitive neuroscience experiment to reflect on exposure and behavioural consequences. *Journal of Sustainable Tourism*, 32(11), 2258–2285.
- Ningrum, A. S. B. (2022). Evaluating the effectiveness of intensive English course in Islamic higher education. *JEELS (Journal of English Education and Linguistics Studies)*, 9(2), 279–302.
- Rakesh, D., McLaughlin, K. A., Sheridan, M., Humphreys, K. L., & Rosen, M. L. (2024). Environmental contributions to cognitive development: The role of cognitive stimulation. *Developmental Review*, 73, 101135.
- Sannathimmappa, M. B., Nambiar, V., & Aravindakshan, R. (2022). Learning out of the box: Fostering intellectual curiosity and learning skills among the medical students through gamification. *Journal of Education and Health Promotion*, 11(1), 79.
- Sato, S. N., Condes Moreno, E., Rubio-Zarapuz, A., Dalamitros, A. A., Yañez-Sepulveda, R., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2023). Navigating the new normal: Adapting online and distance learning in the post-pandemic era. *Education Sciences*, 14(1), 19.
- Septiantoko, R., Murdiono, M., Saliman, S., Setyawan, H., García-Jiménez, J. V., Latino, F., ... & Eken, Ö. (2024). Differences in achievement in physical education learning outcomes for high school students based on parental occupation: Analysis of differences in parental social status in providing learning motivation. *Retos: nuevas tendencias en educación física, deporte y recreación*, (55), 882–888.
- Sihombing, T. H., & Nguyen, M. X. N. C. (2025). Cultural content of an English textbook in Indonesia: Text analysis and teachers' attitudes. *Asian Englishes*, 27(1), 227–249.
- Skalstad, I., & Munkebye, E. (2022). How to support young children's interest development during exploratory natural science activities in outdoor environments. *Teaching and Teacher Education*, 114, 103687.
- Yang, Z., Pu, R., Zhang, Y., Zhang, Y., & Wu, Y. (2023). Family atmosphere and suicidal ideation in college students: The chain mediation effect of attachment and cognitive flexibility. *Psychological Reports*. <https://doi.org/10.1177/00332941231216420>
- Ye, B., Lei, X., Yang, J., Byrne, P. J., Jiang, X., Liu, M., & Wang, X. (2021). Family cohesion and social adjustment of Chinese university students: The mediating effects of sense of security and personal relationships. *Current Psychology*, 40, 1872–1883.
- Zhang, X., Lau, C., & Su, Y. (2023). Home environment and development of English as a second/foreign language for young children in Asian contexts: A systematic review and meta-analysis. *Early Education and Development*, 34(1), 274–305.
- Zhang, Z., van Lieshout, L. L., Colizoli, O., Li, H., Yang, T., Liu, C., ... & Bekkering, H. (2025). A cross-cultural comparison of intrinsic and extrinsic motivational drives for learning. *Cognitive, Affective, & Behavioral Neuroscience*, 25(1), 25–44.
- Zou, H., Yao, J., Zhang, Y., & Huang, X. (2024). The influence of teachers' intrinsic motivation on students' intrinsic motivation: The mediating role of teachers' motivating style and teacher-student relationships. *Psychology in the Schools*, 61(1), 272–286.