


Perspectives of Educated and Less-Educated Parents on EFL Teaching for Potentially Dyslexic Second-Grade Elementary Students

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*Komang Rista Liani Dewi, Luh Putu Artini, I Ketut Trika Adi Ana^{abc} 

¹²³Universitas Pendidikan Ganesha, Indonesia.

Corresponding Author: rista.liani@undiksha.ac.id

ABSTRACT

This study investigates how parents with different educational backgrounds support second-grade elementary students who are potentially struggling with dyslexia in learning English as a Foreign Language (EFL). The research explores their awareness of dyslexia and the strategies they employ to assist their children's language learning. Employing a qualitative case study design, data were gathered through classroom observations and semi-structured interviews with four parents at a school in central Singaraja. The findings indicate that educated parents tend to demonstrate greater involvement, including the use of digital tools, the establishment of structured study routines, and consistent communication with teachers. In contrast, less-educated parents commonly depend on repetition-based methods and hold the belief that their children's challenges will pass over time. These contrasts highlight the importance of parental education in shaping support strategies and the need for stronger school-parent partnerships. The study also advocates for accessible resources and training to equip parents better to support their children's literacy development, especially in EFL contexts.

Keywords: *Dyslexia, Parental Support, English as a Foreign Language, Primary Education.*

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INTRODUCTION

Language skills play a crucial role in a child's cognitive and academic development. However, children with dyslexia face unique challenges in mastering language skills, particularly reading, writing, and spelling. These difficulties are exacerbated when learning a foreign language such as English, which has complex phonetic and spelling rules. Dyslexia, a neurobiological learning disorder, affects a child's ability to decipher written words and recognize phonemes, leading to difficulties in literacy development (Snowling et al., 2020). Globally, dyslexia affects approximately 5% to 10% of the population, making it one of the most common learning difficulties (World Population Review, 2024). As a result, children with dyslexia require structured and consistent support – both at school and at home – to develop their literacy skills. Parental involvement has been widely recognized as an important factor in supporting children's educational development, especially for students with learning disabilities (Jaiswal, 2018). However, the level and effectiveness of parental involvement often vary depending on the educational background of the parents. Educated parents, who generally have higher literacy levels and better access to learning resources, are more likely to implement structured learning strategies, such as digital learning tools and private tutoring. In contrast, parents with less education may have limited awareness of dyslexia and its impact, leading to a more passive approach – often relying entirely on schools to address their child's learning problems (Wael et al., n.d.).

In Indonesia, awareness and understanding of dyslexia is still quite low among parents, educators, and elementary school workers (Ayu et al., 2020). Many parents do not realize that their child's reading and writing difficulties may be caused by dyslexia, not a lack

of effort or intelligence. As a result, dyslexic children often do not receive necessary intervention early on, which can hinder their academic progress and self-esteem. In addition, there is a significant gap in understanding how parents from different educational backgrounds view dyslexia and how they provide support to their children in learning English. Given this gap, it is important to examine the role of parental education in establishing support strategies for students with potential dyslexia in the Indonesian context.

This study aimed to explore the perspectives of educated and less educated parents on dyslexia and the strategies they use to help their children learn English as a Foreign Language (EFL). By comparing the approaches of the two groups, the study aimed to identify best practices and highlight areas that require greater awareness and intervention. Children with dyslexia often struggle with many aspects of language learning, particularly reading, spelling, and comprehension. The irregular spelling patterns and complex phonetic rules of English present additional challenges for dyslexic learners (Holillah et al., 2021). Unlike languages with more consistent letter-sound relationships, English contains many exceptions to its phonetic rules, making it difficult for dyslexic learners to develop automatic word recognition skills.

One of the main challenges faced by dyslexic students in learning English is phonological processing difficulties. Research shows that dyslexic students have deficits in phonemic awareness, which explains their inability to break down speech into smaller sound units and combine them to form speech (Prasad & Sagar, 2022). This difficulty results in slow reading fluency and frequent mispronunciations. Additionally, dyslexic children may experience working memory limits, making it more difficult for them to memorize new vocabulary and remember spelling patterns.

Writing is another important challenge for dyslexic students. Due to difficulty spelling and organizing ideas coherently, their writing may be inconsistent and difficult to read. Some dyslexic students may also experience visual processing problems, where letters appear blurry, move across the page, or appear to shift. This challenge contributes to foreign language anxiety because dyslexic students often feel disappointed and hopeless when struggling to compete with their peers in English classes (Fuji, 2016). Given these challenges, dyslexic students require specialized teaching methods that incorporate multisensory learning approaches, phonics-based instruction, and additional time for reading and writing activities. However, for this strategy to be effective, parental support at home is equally important.

Parental involvement plays a crucial role in shaping children's academic success, especially for students with learning disabilities such as dyslexia (Bani et al., 2022). Research shows that children whose parents are actively involved in their learning process tend to perform better in school, have higher self-confidence, and develop stronger literacy skills (Sumanti & Muljani, 2021). However, the level and quality of parental involvement is often influenced by their educational background. Educated parents, who generally have higher levels of literacy and educational experience, are more likely to recognize early signs of dyslexia in their children. They often look to external resources such as educational websites, tutoring services, and digital learning tools to support their children's learning at home. Additionally, educated parents are more proactive in communicating with teachers and advocating for their children's needs at school. Their familiarity with effective teaching strategies allows them to reinforce classroom instruction at home.

On the other hand, less educated parents may face challenges in supporting their dyslexic children due to limited awareness and lack of access to learning resources (Ayu et al., 2020). Many less educated parents rely entirely on school to teach their children English and may find it difficult to provide additional academic support at home. Furthermore, some parents may misinterpret their child's learning difficulties as a lack of effort rather than a neurological condition, leading to misunderstandings about how best to help their child. This gap highlights the importance of raising awareness and providing support for parents, regardless of their educational background, to ensure that students with dyslexia receive the help they need. Research on how parents' educational background influences their support strategies for dyslexic children in Indonesia is still limited. Much of the research has focused primarily on teacher interventions and classroom-based strategies (El Arbaoui, 2023; Huys,

2020), with little attention paid to how parents contribute to their children's literacy development at home.

In addition, existing research often generalizes parental involvement without distinguishing between the strategies used by educated and less educated parents (Jaiswal, 2018). Understanding these differences is important for designing effective interventions and providing targeted support for families with children who have dyslexia. This study aims to answer the following research questions: What do educated and less educated parents of children with potential dyslexia in the second grade of primary school know about dyslexia? And how do they support their children in learning English?

By answering these questions, this study contributes to the existing knowledge on dyslexia, parental involvement, and EFL learning. The findings will offer theoretical insights into how dyslexia affects language acquisition and how parental educational background influences the support provided to students with dyslexia. In addition, this study has practical implications for parents, teachers, and policymakers by providing recommendations for increasing parental involvement in supporting dyslexic children in EFL learning.

Literature Review

Dyslexia is a neurological learning disorder primarily associated with reading, writing, and spelling difficulties. It is not tied to intelligence, but rather to how the brain processes language. According to Troeva (2016), effective teaching strategies for dyslexic students involve multisensory methods and individualized learning plans. While its causes remain complex and multifactorial, research agrees that genetic and environmental elements play a role in its manifestation (Prasad & Sagar, 2022). Dyslexia impacts approximately 5–10% of the population, often requiring specialized assessments for diagnosis.

Dyslexic students often struggle with fluency in reading, accuracy, spelling, handwriting, and written expression. They may also exhibit inconsistencies in short- and long-term memory, coordination, and organizational skills. Lindsay and Reid (2003) emphasize that these learners might demonstrate strong creative or artistic skills despite difficulties in core academic tasks. Effective instruction must, therefore, go beyond basic phonics to address broader learning processes and cognitive functions. Learning a second language poses additional challenges for dyslexic students. Difficulties with phonological processing, vocabulary retention, and grammar mastery can hinder progress in EFL settings (Vizhi & Rathnasabapathy, 2023). These issues may be further exacerbated by traditional teaching approaches that do not cater to diverse learning needs. Emotional responses such as anxiety or frustration may emerge, reducing motivation and self-confidence (Holillah et al., 2021; El Arbaoui, 2023b).

EFL instruction for learners with special needs requires an adaptive approach. Malkawi et al. (2023) suggest that using differentiated instruction—such as breaking tasks into smaller steps and incorporating visual and kinesthetic tools—can significantly benefit students with conditions like dyslexia. Teachers should collaborate with special education professionals and maintain flexible learning plans tailored to individual needs. Parental involvement is crucial in supporting children with learning difficulties. Beyond providing emotional encouragement, parents are often the primary advocates for their child's educational needs. Poon-McBrayer and McBrayer (2013) highlight that consistent communication with teachers and creating a positive home learning environment are vital components of effective parental support.

Parents of dyslexic children play an especially important role in reinforcing skills learned at school and boosting self-esteem. According to Abdullah and Johan (2019) and Kundi and Alharbi (2022), successful strategies include celebrating small achievements, encouraging independence, and building daily routines that enhance learning continuity. The way reinforcement is applied in learning contexts can influence student outcomes. Research emphasizes that positive reinforcement fosters engagement and self-belief, while negative reinforcement may lead to fear and demotivation (Author, 2023). Teachers and parents must understand when and how to use reinforcement strategies appropriately.

Language learning anxiety manifests in various forms, including fear of making mistakes, test anxiety, and concern about peer evaluation. These factors can impede

performance and lower confidence (Fuji, 2016; Kondo, 2010). Reducing anxiety requires a supportive classroom climate, relatable teaching techniques, and encouragement from both educators and family members (Pan & Zhang, 2023). Parental education levels significantly shape how parents support their children's education. Educated parents are generally more familiar with academic processes and more proactive in their involvement (Jaiswal, 2018; Wael et al., n.d.). In contrast, less-educated parents may lack confidence in their ability to help, although their emotional support and values can still provide meaningful encouragement.

Effective instruction for dyslexic learners should integrate repetition, visuals, and hands-on activities. Using songs, interactive media, and modified assessments such as oral presentations or extended time (ARRIES, 1999; Knudsen, 2012). Creating comfortable, inclusive spaces, such as reading corners, can also help students build reading fluency and motivation (Widyami & Putrayasa, 2023).

Several previous studies have contributed to understanding the dynamics of teaching English to students with dyslexia, particularly in inclusive educational environments. Made et al. (2022) researched teaching strategies employed by teachers to address the learning difficulties faced by dyslexic students. The study revealed the effectiveness of four key strategies: task analysis, explicit phonics instruction, multisensory instruction, and field-dependent approaches. These methods help tailor learning to individual student needs. Awada and Plana (2018) explored the use of multiple-strategy approaches in improving EFL reading comprehension among dyslexic learners. While their study found that diverse strategies could improve student outcomes, it also highlighted the importance of adjusting methods based on learners' specific challenges and classroom conditions. One noted limitation was the small sample size, indicating a need for broader studies.

Master (2013) focused on teacher preparation and revealed a concerning gap in training related to dyslexia. The majority of teachers reported limited exposure to dyslexia-focused instruction during their formal education. While many expressed interest in further training, the study also noted a reliance on self-assessment without objective measurement, limiting the findings' reliability. Keesey (2020) advocated for Structured Literacy as an effective method for supporting students with dyslexia. This approach emphasizes phonology, morphology, syntax, and semantics through systematic instruction. The study also introduced High-Leverage Practices (HLPs) – such as collaboration, assessment, and emotional support – and emphasized the potential of Universal Design for Learning (UDL) to present materials in various formats, including audio and visual resources.

Knight (2018) examined the relationship between teachers' understanding of dyslexia and their training experiences. While many teachers accurately described behavioral aspects of dyslexia, their grasp of cognitive and neurological components was limited. Additionally, initial teacher training was widely considered inadequate, highlighting a need for more comprehensive professional development. These studies collectively point to the importance of teacher training, individualized instruction, and the inclusion of multiple strategies tailored to students' specific needs. However, while much of the existing literature has concentrated on teaching strategies and classroom environments, fewer studies have addressed the role of parents – particularly how differences in educational backgrounds may affect their involvement in supporting dyslexic children's English language development. This research seeks to fill that gap by investigating parental perspectives and practices within a local Indonesian context.

METHOD

This study employed a qualitative case study approach to explore how parents from different educational backgrounds support their potentially dyslexic children in learning English as a Foreign Language (EFL). This approach was chosen for its strength in capturing in-depth, real-life experiences, behaviors, and perspectives of parents facing challenges in their children's literacy development (Creswell, 2013). The study was conducted in three elementary schools in Singaraja, Bali, namely SD Negeri 1 Kaliuntu, SD Negeri 2 Banjar Bali, and SD Negeri 1 Kampung Anyar. Participants were selected through a systematic

recruitment process, beginning with obtaining permission from the school principals and teachers to conduct observations and interviews. Before data collection, all participants were informed about the purpose and procedure of the study and gave their voluntary and informed consent. Respondents' names and personal data were not disclosed to ensure confidentiality. This study was also approved by the English Education Study Program at Universitas Pendidikan Ganesha. The research focused on parents of second-grade students identified as potentially dyslexic through a teacher-assisted screening process. Participants were grouped into two categories: educated parents (college or university graduates) and less-educated parents (high school or below). Data were collected through classroom and home observations, as well as semi-structured interviews. Observations captured real-time parental involvement and learning behaviors, while interviews explored parents' understanding of dyslexia and their support strategies. All interviews were recorded and transcribed for analysis. The data were analyzed using Miles and Huberman's (1994) interactive model, involving data condensation, display, and conclusion drawing. To ensure data credibility, triangulation was applied through multiple time points and data sources. Ethical procedures were strictly followed, including informed consent, anonymity, and data protection. Participants were assured of their rights, and all personal information was anonymized to maintain confidentiality throughout the study.

FINDINGS AND DISCUSSION

Parental Awareness and Understanding of Dyslexia

Based on interviews conducted with educated and less educated parents, it was found that none of them were aware of dyslexia. As one educated parent would say:

"No, I don't know."

Just like less educated parents, one in three less educated parents said:

"I don't know"

The other less educated parents only answered with a head shake, indicating that they did not know about dyslexia.

This lack of awareness suggests that many parents, regardless of their educational background, are unfamiliar with dyslexia. Parental knowledge of dyslexia remains low, regardless of educational background. This supports research by Padmadewi et al. (2024), who found that many parents of children with dyslexia lack a proper understanding of the condition. As a result, they may not provide the necessary attention, supervision, or emotional support that these children need to overcome their reading difficulties. The absence of awareness may stem from the fact that dyslexia is not commonly discussed in early childhood education settings or included in parental guidance programs. Consequently, many parents fail to recognize early signs of dyslexia, leading to delayed intervention and support. They often assume their child is just a slow learner or easily distracted, whereas, in reality, neurological factors affect their ability to read and spell (Budiani & Putrayasa, 2023). The lack of information and awareness about dyslexia not only delays early detection but also influences how parents emotionally process and accept their child's condition. Ichsa (2020) found that many parents initially experience disappointment, sadness, and self-blame when they first discover their child has dyslexia, mainly due to a lack of understanding of the condition and how to manage it. The study also revealed that parents undergo a complex emotional process before fully accepting their child's diagnosis. At first, they may feel shocked and overwhelmed, and without sufficient knowledge and guidance, they may take time to accept the situation and seek appropriate support.

Because dyslexia affects a child's ability to process language, parents may misinterpret this difficulty as a lack of effort rather than a real learning challenge. Without proper awareness, they may not seek professional help early, which can negatively impact the child's confidence and academic progress. Huang et al. (2021) highlight that negative feedback from parents, teachers, and peers can reinforce these challenges, potentially leading to emotional distress and long-term mental health concerns. To address this gap, structured awareness

campaigns in schools, parent meetings, and educational workshops could help increase parental understanding and provide better strategies to support children with dyslexia.

Based on the interviews that the researcher has conducted using (Peer and Reid, 2003), the ten characteristics in the theory have been asked by the parents. Children with potential dyslexia in grade two have difficulties in various aspects of literacy, especially reading, spelling, writing, memory, motor coordination, as well as the organization of schoolwork. As Educated parents said:

“Yes, of course, because he didn't go to kindergarten. The first thing is that he doesn't know the letters, but I teach him at home because I have taught him since he was little. He doesn't know the letters, so it's difficult. So, he still spells.”

This response indicates that even though the parent actively supports their child's education at home, there are still significant difficulties that the child experiences, particularly in letter recognition and spelling. One possible contributing reason could be the child's absence from kindergarten, which is supported by research (Laitinen et al., 2022) showing that children who miss kindergarten typically struggle more with reading, as early exposure to literacy activities often plays a crucial role in preparing children for reading and writing tasks in primary school.

In addition, Less-Educated Parents said that their child:

“He can read somewhat, and he is fluent, but when he speaks, it's like he's memorized it.”

This statement implies that some children with potential dyslexia rely more on rote memorization than on developing a deep understanding of words and their meanings. This is supported by a study conducted by de Carvalho et al. (2014), who observed that dyslexic children tend to have difficulties in short-term phonological memory and decoding words, which makes them slower in reading and more difficult to comprehend. Because of these difficulties, they often rely on rote memorization rather than understanding the words they encounter. Over time, this reliance on rote memorization can make it difficult for them to develop strong reading comprehension skills, ultimately affecting their academic performance. This learning approach may hinder their ability to apply reading skills in different contexts. Almost all parents from different educational levels are unaware of dyslexia, indicating that there is still a lack of education or socialization about this condition.

Strategies Used by Parents to Teach Their Children with Potential Dyslexia

Interviews revealed that parents employed different teaching strategies depending on their educational background. Educated parents tend to use digital learning methods, as one parent explained:

“I search on YouTube for him. There are basic English lessons available on his phone through YouTube.”

This approach suggests that digital media has become an essential tool for many parents in providing language support for their children. Bialystok and Hakuta (1995), Emphasize that parental participation and the availability of educational materials significantly influence second-language acquisition. The availability of structured lessons online allows children to engage with learning at their own pace. However, while online resources can be helpful, they may not always be sufficient for children with dyslexia, who require more interactive and hands-on approaches.

Some parents believe that exposing their children to videos supplements their learning and helps them understand English better. Videos are used as a learning tool to help students grasp abstract concepts (Padmadewi et al., 2024). However, passive exposure alone may not be effective for children with dyslexia. Interactive engagement, such as asking children questions about the content they watch or encouraging them to repeat words aloud, can improve their language retention and comprehension. This supports Yanuardianto (2020), who states that edutainment-based teaching techniques, like interactive inquiry and vocal repetition, make learning more interesting and improve children's language and cognitive development. One of the most effective approaches to teaching English to children with reading difficulties is the use of phonics-based methods and interactive games. According to

Budiani and Putrayasa (2023), this approach not only helps improve children's understanding of language structure but also increases their motivation to learn. Parents have an important role in supporting their children to build reading habits at home, as consistent reading will help improve children's reading skills (Padmadewi et al., 2020).

One less-educated parent adopted a more traditional visual learning method, stating:

"Sometimes, he looks at pictures. For numbers, I show him pictures of numbers, and for words, I show him pictures of fruits. It's just for an introduction so he can learn, starting from the basics like letters and numbers."

This indicates that some parents adopt a more traditional visual learning method, utilizing images as a means to introduce basic concepts. Visual learning strategies can be effective, especially for children who have difficulty reading text alone. Associating words with images can help strengthen memory and comprehension. A study by George Brako-Hiapa et al. (2024) found that children with reading disabilities showed higher engagement, better memory, and better comprehension when visual elements were combined with text. This finding suggests that visual learning strategies are particularly effective for children who have difficulty processing written text alone, as they provide an alternative route for processing information and support diverse learning styles (George Brako-Hiapa et al., 2024).

Meanwhile, there are also parents with lower education levels who prefer their children to go to tutoring centers rather than study on their own:

"I would rather take them to private lessons."

This preference highlights the challenges that some parents face in supporting their children's learning in person. Some parents may feel that they lack the necessary skills or confidence to teach their children at home, which leads them to seek external support. However, relying solely on tutoring may not always be the best solution, as consistent parental involvement has been found to significantly enhance learning outcomes for children with literacy difficulties. Utami and Kurniawati (2022) emphasize that parents who actively participate in their children's reading activities, such as shared book reading and guided literacy strategies, contribute significantly to their children's interest in reading. A closer look at the issue shows that one of the biggest challenges in getting parents more involved is the common misconception that a child's education is entirely up to the teachers and the school (Lestari et al., 2022). According to Ratnadi and Adnyani (2023), teaching English to students with learning disabilities requires a special approach to improve their understanding of the material. It's safe to say that most of these parents rely on video learning without any direct interaction, noting that they need guidance in using more effective methods. While technology provides valuable resources, a combination of digital tools and interactive engagement with parents could lead to better learning outcomes.

Challenges Faced by Parents Teaching Their Potentially Dyslexic Children English

One Less-Educated Parent said that she had difficulty controlling her emotions:

"It was extremely challenging, and I ended up shouting and getting emotional."

This response reflects the emotional stress that parents experience when trying to teach a potentially dyslexic child. The frustration of repeated unsuccessful attempts to help their child understand basic literacy concepts can lead to emotional outbursts, as noted by Wilmot et al. (2023), who found that many mothers felt frustrated and stressed when their attempts to help their child with reading difficulties were unsuccessful. The repeated struggles in learning basic literacy skills can lead to heightened emotional responses for both child and parent, often resulting in feelings of helplessness and self-doubt. This emotional burden is exacerbated by a lack of external support and understanding, making the parenting journey even more challenging (Wilmot et al., 2023). Others said that because their son could not speak at all, it was difficult for his parents to teach him: "He didn't speak very well, he could only read or write names by rote." This suggests that some potentially dyslexic children also experience difficulties with spoken language (Snowling & Melby-Lervåg, 2016), found that children with a family history of dyslexia tend to experience delays in early language development, including difficulties in phonological processing, vocabulary acquisition, and grammatical structure. These language deficits, which appear before formal reading instruction begins,

suggest that dyslexia is not simply a reading disorder but a broader linguistic challenge. As a result, early difficulties in oral language skills can contribute to later struggles with literacy (Snowling & Melby-Lervåg, 2016). Struggling with verbal expression can further complicate their learning process, making it even more essential to adopt a multisensory learning approach that integrates listening, speaking, reading, and writing.

In addition, some find it difficult to find the time to teach their children:

“At first, I couldn't either. His older sibling is also not around; the other one is already in junior high school. So, I teach him as much as I can whenever I have the time. If not, he learns on his own.”

Educated parents, on the other hand, when having difficulty teaching their children, will try to contact the teacher as a threat to get their children to learn:

“Sometimes I talk to Mrs. Wayan. Sometimes he's too lazy to study, then I tell Mrs. Wayan, so he has some fear because he's scared if he doesn't do well with me.”

These findings highlight the complex challenges that parents face in supporting their children with potential dyslexia in learning English. The varying levels of parental involvement, the emotional toll, and the different teaching strategies suggest that there is no one-size-fits-all approach. Instead, a combination of targeted interventions, parental training, and school collaboration could significantly improve the learning experiences of these children. By recognizing the difficulties faced by parents and children, educators and policymakers can develop programs that better support families with dyslexic children. Schools should offer additional resources, such as workshops for parents on effective teaching strategies, and provide specific training for teachers to identify and help students who may be dyslexic. Through collaborative efforts, children with learning disabilities can receive the support they need to thrive in their education.

CONCLUSIONS

This study highlights the nuanced ways in which parental education shapes the support provided to potentially dyslexic second-grade elementary school students in learning English as a foreign language. Rather than merely identifying different levels of awareness and strategy, the findings underscore a deeper divide in how parents perceive, approach, and respond to their children's learning difficulties. Educated parents tend to adopt more structured, resource-rich methods and demonstrate greater confidence in managing their children's literacy development, while less educated parents often rely on more traditional or passive strategies, primarily due to limited understanding of dyslexia and a lack of guidance. However, both groups share a common challenge: a significant gap in recognizing dyslexia as a learning disability, which delays effective intervention. The emotional toll experienced by parents—especially those who feel unequipped to help—adds an urgent layer to the issue. These emotional and practical challenges call for a more responsive and inclusive educational environment that does not leave families to navigate these difficulties alone. This research advocates for stronger school-parent collaboration. Educational institutions must not only acknowledge the varying needs of families but also proactively provide tools, training, and consistent communication to bridge the gap between school and home. Developing community-based workshops, offering access to digital learning platforms, and promoting awareness of learning disabilities like dyslexia could create a more equitable and supportive ecosystem for all learners. Ultimately, empowering parents through knowledge and collaboration is a critical step toward inclusive education—one where no child is left behind simply because their learning needs are misunderstood or unsupported.

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