

**Parental Involvement in English Language Learning of Grade One Students:
A Case Study**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
April, 2025**

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Declaration

I, hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Recommendation for Acceptance

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Dedication

Dedicated to

*My parents, family, all the
respected teachers, and Colleagues for their kind
Support, encouragement, and motivation.*

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Suman Rana

Abstract

This study entitled **Parental Involvement in English Language Learning of Grade One Students: A Case Study** investigates the role of parental involvement in the English language learning process of young children. Adopting a qualitative research approach and a case study design, the research was conducted among grade one students and their parents in Kohalpur Municipality. Four students and their parents were purposively selected as sample. Data were collected through observations and interviews to gain in-depth insights into parental perspectives and practices. The findings are organized thematically and reflect the diverse experiences, perceptions, and challenges faced by parents as they support their children's English language development. The findings reveal that parental involvement plays a significant role in supporting children's English language learning, with technology such as word games, YouTube videos, and digital resources emerging as a valuable tools in this process. However, the study also identifies challenges, particularly among non-native parents, who often struggle with limited language proficiency and rely heavily on external resources for translation and pronunciation support. The study presents the importance of empowering parents with adequate resources and guidance to enhance their engagement in their children's language learning journey.

This study consists of five chapters. Chapter one deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two consists of a review of the theoretical and empirical literature, the implications of the study, and the conceptual framework. Similarly, chapter three consists of the design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedure and ethical considerations. Chapter four includes an analysis of the data and interpretation of the results. Likewise, chapter five comprises the conclusion and recommendations of the study. References and Appendices are kept in the last part of the study.

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Abbreviation/Acronyms

A, B, C, D	:	Respondent's code
B.Ed.	:	Bachelor of Education
Dr.	:	Doctor
EFL	:	English as Foreign Language
ELL	:	English Language Earning
ESL	:	English as Second Language
HOD	:	Head of Department
M.Ed.	:	Master of Education
Prof.	:	Professor
S. N	:	Serial Number
SES	:	Socioeconomic Status
T.U	:	Tribhuvan University

Chapter I

Introduction

This is a study on **Parental Involvement in English Language Learning of Grade One Students: A Case Study**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Parental involvement is widely recognized as a critical determinant of children's academic success, particularly in language acquisition. As English increasingly serves as a global lingua franca, the role of parents in supporting their children's English language learning (ELL) has become a focal point for educators, researchers, and policymakers alike. The success of students in educational settings often hinges on the extent and nature of parental engagement. Contemporary observations reveal that parents today exhibit heightened awareness and commitment toward their children's educational outcomes, actively investing time and resources to foster their academic growth. These parental contributions not only enhance children's learning experiences but also reflect broader sociocultural factors, including parental educational attainment and the quality of parent-child relationships.

Within educational environments, a complex network of stakeholders including teachers, parents, and academic personnel collaborate to shape student learning trajectories. Numerous empirical studies underscore the pivotal role of parental involvement as both a direct contributor to student achievement and a mediator of other influential academic variables (Balala et al., 2021; He et al., 2015; Otani, 2020; Xiong et al., 2021). Moreover, parental engagement manifests in diverse forms, ranging from setting high academic expectations to participating in school activities and supporting transitions across educational phases (Castro et al., 2015; Hill, 2022). This multifaceted involvement transcends traditional notions of homework assistance, encompassing holistic support that fosters student motivation, resilience, and academic persistence.

Understanding how parents perceive their role is equally important. A study by Zulaikha Alias et al. (2023) revealed that when parents are aware of their influence, they are more intentional and effective in supporting their children's learning. This suggests that parental mindset and awareness can be as critical as actual involvement. Supporting this, Mural and Siti Saraya (2024) conducted a case study in Malaysia and found that even parents with limited education and English proficiency successfully improved their children's language by creating an English environment at home, using tools like YouTube, storytelling, and informal conversation.

In the context of Nepal, English language education has undergone significant transformation over the past three decades, reflecting shifts in pedagogy, institutional structures, and educational policy. Although English has become increasingly prominent as a medium of instruction within private educational establishments, it remains underutilized and less esteemed in public higher education institutions. This divergence illustrates a broader tension within Nepal's education system, where state-owned colleges predominantly deliver instruction in Nepali, while private institutions progressively adopt English, signaling a growing societal demand for English proficiency as a gateway to global opportunities.

The nature of parent-child relationships is fundamental to understanding parental involvement in education. According to Zeigler-Hill and Shackelford (2020), these relationships are uniquely influential, forged through continuous interaction and characterized by mutual responsiveness. Institutional definitions, such as those from early childhood research organizations, emphasize a partnership model that fosters respectful, goal-oriented collaborations between families and educational entities, aiming to bolster child development, family well-being, and reciprocal learning processes.

Despite numerous governmental and non-governmental initiatives aimed at enhancing parental engagement in Nepal's education system highlighted by Maharjan (2016) challenges persist. The country hosts a substantial number of international and national non-governmental organizations (INGOs and NGOs), yet only a limited few prioritize parent-centric educational approaches within their programs. Moreover, the overall progress in Nepal's educational development has been hindered by political interference and bureaucratic inefficiencies, undermining the effectiveness of

landmark policies such as the Education Act of 1971, the School Sector Reform Programme (2009–2015), and the School Sector Development Programme (from 2016 onward). Thus, the Nepalese government's impartial and proactive engagement with stakeholders is essential for fostering cohesive and sustainable educational reforms.

Parental competencies and behaviors profoundly influence various dimensions of child development, including self-esteem, cognitive growth, academic performance, and socio-emotional well-being (Tremblay, 2015). Parental education further equips caregivers to manage their emotional regulation, thereby positively impacting their parenting practices and, by extension, their children's developmental outcomes (Matthew & Morawska, 2014). Extant research corroborates a strong positive correlation between parental involvement and the quality of time spent with children, which contributes significantly to children's educational success and overall well-being (Guryan, Hurst, & Kearney, 2008). Furthermore, parenting education programs offer transformative benefits by enhancing parental skills and competencies, ultimately supporting healthier parent-child dynamics and improved academic engagement.

This study emerges from the need to understand how these differing levels of parental involvement influence English language learning in grade one. The core problem is that while schools alone cannot ensure language learning, many Nepali parents face obstacles that prevent them from playing an effective role. There is limited research that explores how parents in Nepal's semi-urban areas engage with their children's English education, what challenges they face, and what successful strategies they use. Therefore, this study seeks to examine real-life practices of parental involvement in Kohalpur and identify ways to support families and improve early English education in Nepal.

Statement of the Problem

Scholars have documented the significant impact of parent-child interactions, particularly those including responsive and engaging parenting techniques, on a child's academic growth (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). Programs to improve a child's academic performance may be designed by looking at particular parenting behaviours that are changeable,

including parent participation, and how these behaviours affect academic success. While it has been discovered that parent participation is associated with improved academic success, it is still unclear how exactly parent involvement affects a child's academic performance (Hill & Craft, 2003). Knowing these pathways could help guide future studies and policy efforts, as well as result in the creation of more potent intervention programs meant to boost kids' academic performances.

Learning begins at home for a child. It is common for children to spend most of their time at home with their parents. Throughout their lives, their parents provide them with a lot of inspiration and suggestions. Parental support is necessary for them to solve most of their education problems. In comparison to other language skills students feel it is difficult to speak English or they hesitate to converse in English with their fellow students and teachers. In Nepal, “English is a foreign language where we can see their first and second language dominating to English and after going school they start to learn this language”. As a result, parents' education and their mother tongue have an impact on teaching and learning. English is a subject that they become familiar with later. In school, students start with writing and focus less on speaking proficiency which leads them to failure in speaking. This failure rate indicates that students learn English in writing. For speaking proficiency students are facing many challenges because of their parents' education, resulting in them not learning English as they should. Few studies have been conducted on the impact of parents' education on learning English in Nepal. As a teacher, I found variation in students' learning ability and their school activities. I was so curious to know about it to find out whether parental involvement affects their academic achievement or not. Therefore, I selected the title ‘Examining the Impact of Parental Involvement on English Language Learning’.

Objectives of the Study

The key objectives of this study were as follows:

- a. To find out the role of parental involvement in English language learning process.
- b. To explore the impact of parental involvement on students' motivation and engagement in learning English.
- c. To suggest some pedagogical implications.

Research Questions

This study was guided by the following research questions:

- a. What role does parental involvement play in children's English language learning?
- b. How does parental involvement impact students' motivation and engagement?

Significance of the Study

This study is a great contribution to the field of research, it will provide insights into effective strategies, inform educational policies and strengthen the partnership between parents and educators to enhance language learning outcomes. This study will be a milestone in the domain of supervision too. This study will contribute to the existing knowledge about early childhood and the involvement of parents in their children's learning. Challenges faced by parents to become facilitators for a second/ foreign language. Similarly, it will be a significant source for school administration and stakeholders. They will get help to explore the parents' background and exchange ideas, they can improve the learning and speaking proficiency of children and help each other to share the burden.

Delimitations of the Study

This research is a case study focused on examining the impact of parental involvement in English language learning among Grade One students and their parents. The study is specifically limited to this particular grade level to allow for an in-depth exploration within a defined context. Participants were selected using purposive non-random sampling to identify those most relevant to the research objectives. Data collection methods included in-depth interviews and observations, which provided detailed and rich qualitative data pertinent to the case study approach. The research was conducted exclusively in urban areas, which may limit the applicability of the findings to different geographic or socio-cultural settings. To maintain the confidentiality of participants, pseudonyms were used throughout the study.

Operational Definition of the Key Terms

This study was guided by the following key words:

Early Childhood: This term refers to early childhood students who are in their initial phase of study in school.

English Language Learning: It refers to English as a foreign language that is learned as a subject, a medium of instruction and a language.

Motivation: How the parents motivate their children to get good results.

Parental Involvement: It refers to the engagement of parents in their child's learning. How concerned they are about their child's academic achievement.

Teacher's Behaviour: This term refers to the school's teachers who are regularly in contact with students' parents and how they respond to those students.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter includes a theoretical review of literature, which contains the review of the theoretical and empirical literature, the implication of the review for the study and the conceptual framework of the study. In addition, it incorporates the implication of the review and conceptual framework.

Review of Related Theoretical Literature

Theoretical literature aids researchers in developing a research roadmap for any type of study. Finding the answers to problems such as what should be examined, how to do related research, and what should and shouldn't be done is helpful. It gives the subject its theoretical underpinnings. It facilitates the development of the study's conceptual framework. It gives them the idea of setting boundaries and making their research unique.

Introduction of Parental Involvement

In the acquisition of a second language such as English, parental involvement plays a crucial role in educational development. It has become increasingly critical for parents to support and engage their children as they learn English as global communication increasingly relies on it. As parents become more involved in their children's learning of English, they show more motivation, confidence, and academic success. As students learn English, parental involvement plays an important role in enhancing their progress. The status of the English language in Nepal, the impact of parental involvement on language learning, parental involvement and students' academic achievement, teacher's behaviour, effects of socioeconomic status on child motivation, challenges of parental involvement, the relationship between parents and child, are the major theoretical parts of reviews of literature for this work. The importance of parental involvement in their children's educational development is becoming more widely acknowledged in the literature (Al-Mahrooqi et al., 2016; Niehaus & Adelson, 2014; Panferov, 2010). Parental engagement is viewed differently by teachers and parents.

From the standpoint of the parents, parental engagement involves attending educational decisions as an involvement tactic; for the teachers, it refers to at-home activities like homework that parents do to support their children's academic progress (Göktürk & Dinçkal, 2018). However, Epstein et al. (2002) contend that to form a fruitful collaboration and give the kids a quality learning environment, parents and instructors must cooperate.

Children's motivation, affective, social, and cognitive development in L2 is influenced by parental participation (Fear, Emerson, Fox, & Senders, 2012). Conversely, Hornby and Lafaele (2011) assert that the effectiveness of parental involvement may be negatively impacted by parents' beliefs. As an example, they can be reluctant to get involved in their kids' schooling due to their lack of expertise in the area.

Role of Parents in Language Learning

Research consistently emphasizes the crucial role parents play in their children's language learning. Larson et al. (2020, p. 159) suggest that parents significantly influence language acquisition, particularly when interventions are linguistically responsive. According to Hoff (2013, p. 6), such interventions recognize that children bring valuable linguistic strengths that can be harnessed to support both first and second-language development. They promote the use of the home language as a foundation for learning additional languages like English (Castro, Páez, Dickinson, & Frede, 2011, p. 16; Hoff, 2013, p. 7). Central to this process is the dynamic nature of child-parent interactions, which rely on mutual responsiveness each participant is responsible for initiating and reciprocating communication (Melum, 1982). From early infancy, parents naturally mirror their child's babbling and cooing, fostering language development through daily interaction (Paul, 2009). Jung (2000) affirms that continuous exposure and engagement from parents and family members are essential for language acquisition, often reinforcing children's words without conscious effort. As Easterbrook and Baker (2002) point out, communication develops within familial and cultural contexts, with parents serving as the child's first and most consistent source of language exposure.

However, this foundational communication can be disrupted in cases of delayed or impaired language development (Melum, 1982). Furthermore, parental

communication skills are strong predictors of children's academic and linguistic success, particularly in children with hearing impairments, where intentional and supportive interaction is essential for holistic growth. Hart and Risley's (1995) influential study on the "30-million-word gap" revealed that children from higher socioeconomic backgrounds hear significantly more words in their early years, affecting vocabulary development. This finding has spurred extensive research on the relationship between the amount of language children hear and their language outcomes (Golinkoff et al., 2019; Rowe, 2012).

Status of English Language in Nepal

The status of English in Nepal has undergone significant transformation over the past century. Historically, English was introduced to Nepal through British missionaries in the 17th century and gained further importance after the Sugauli Treaty of 1815 (Giri, 2015). The recruitment of Gurkha soldiers by the British helped spread English as these soldiers returned home with basic proficiency. English is now one of the most important academic subjects in Nepal and is mandatory from Grade 1 through Grade 12 in the national curriculum. It is also a key subject in university entrance and Public Service Commission exams, giving it additional importance in students' academic and professional lives (Curriculum Development Centre, 2018b).

Despite its prominence, there is a wide disparity between public and private schools in the quality of English instruction. Private schools often introduce English from the nursery level and use it as a medium of instruction, while public schools usually begin formal English education from Grade 4 (Shrestha & Gautam, 2022). This has led to a socio-educational gap between students from different schooling backgrounds. Although national policy promotes multilingualism, including instruction in the mother tongue and Nepali, the increasing use of English is driven by globalization and its perceived value in securing better academic and job opportunities. However, public schools often struggle with limited resources, under-trained teachers, and large class sizes, making effective English language instruction difficult.

Impact of Parental Involvement on ELL

Parental involvement has been consistently identified as a strong predictor of students' academic success and language development. Lee (2008) found that when

parents show positive attitudes toward the English language, children tend to reflect those attitudes in their learning behaviors and outcomes. Henderson and Mapp (2002) demonstrated through a meta-analysis that students whose parents are involved in their education achieve better grades, exhibit stronger literacy skills, and are more socially competent. LaRocque, Kleiman, and Darling (2011) stressed the value of parent-teacher collaboration, noting that supportive home environments often complement classroom efforts and promote language acquisition.

Al-Mahrooqi, Denman, and Maamari (2016) expanded on these findings by showing that parental involvement contributes not only to academic performance but also to children's emotional and psychological development. This includes building children's confidence, motivation, and willingness to communicate in English. A recent case study by Mural and Siti Saraya (2024) in Malaysia confirmed these insights by documenting how regular English conversations at home, storytelling, and the use of digital resources such as YouTube greatly improved preschool learners' English fluency. Their research highlighted that even parents with limited formal education could foster strong English skills in their children when they were intentional and consistent in their support.

Challenges of Parental Involvement

Parental involvement in children's education is widely encouraged, yet many parents face challenges that limit their participation. Hornby and Lafaele (2011) identify several factors including lack of time, confidence, and understanding of the school system as key barriers. Many parents, particularly in rural or semi-urban contexts, may have limited formal education themselves, which makes it difficult for them to assist their children in learning, especially in a second language like English. These parents might feel anxious or unsure of how to help, which can discourage involvement altogether.

Fear et al. (2012) emphasized that parental involvement is influenced by family beliefs, cultural values, and economic conditions. For example, parents who work long hours or multiple jobs may not have the time or energy to support their children academically. Language barriers can also be a significant obstacle for parents who are not fluent in English. Addressing these challenges requires targeted

interventions from schools and local governments, including parent workshops, accessible materials, and consistent communication between schools and families.

Parent and Child Relationship

The quality of the parent-child relationship has a direct impact on a child's motivation, behavior, and academic success. Tremblay (2015) found that warmth, emotional support, and clear communication between parents and children contribute to a child's self-confidence and ability to handle academic challenges. A strong relationship fosters trust, which allows children to seek help and express themselves more openly. Emotional bonding also encourages a positive attitude toward learning and builds resilience in children.

Matthew and Morawska (2014) highlighted that emotionally intelligent parenting, where parents are aware of their children's needs and feelings, leads to improved behavior and academic outcomes. Guryan, Hurst, and Kearney (2008) emphasized that the amount of quality time parents spend with their children is a strong predictor of language development and school readiness. Positive parent-child relationships not only enhance learning but also provide emotional stability that supports overall well-being.

Teacher-parent Partnership

Collaboration between teachers and parents is essential for student success. Epstein et al. (2002) describe a framework of six types of involvement, emphasizing the importance of shared responsibility in supporting children's education. Effective teacher-parent partnerships result in improved academic performance, better classroom behavior, and higher levels of student motivation. Regular communication between teachers and parents creates a support system that reinforces learning at home and in school.

Göktürk and Dinçkal (2018) noted that while parents and teachers may have different perspectives on involvement, mutual respect and understanding are critical for collaboration. LaRocque et al. (2011) stress that when schools build trust with families and maintain open channels of communication, parents feel more welcomed and are more likely to participate in school-related activities. Encouraging parent

engagement through meetings, phone calls, and feedback mechanisms helps create a unified approach to student development.

Home-based parental involvement in ELL

Home-based parental involvement includes a range of activities such as helping with homework, reading together, discussing school activities, and creating a language-rich environment at home. Hill and Tyson (2009) found that even when parents do not speak English fluently, they can still support their children's English learning by encouraging literacy in their native language and fostering a love for reading and learning. Bilingualism can be an asset when parents support the use of both languages at home.

Henderson and Mapp (2002) recommend the use of bilingual materials, parent training programs, and culturally responsive strategies to enhance home-based involvement. The Centre for Educational Research and Innovation (1997) also emphasized the role of family culture in shaping language learning at home. When parents model curiosity, discipline, and persistence, children are more likely to develop similar attitudes toward learning English. Consistent involvement at home supports academic success and strengthens the connection between school and home environments.

Benefits of Parental Involvement in ELL

Numerous studies have demonstrated the positive effects of parental involvement in children's English language learning. Jeynes (2011) found that students with involved parents showed better academic performance, attendance, and behavioral outcomes. Goldenberg (2008) highlighted that when parents support their children's language development through reading, conversation, and school engagement children are more likely to achieve bilingual literacy. These benefits are seen across cultural and socioeconomic contexts.

Fan and Chen (2001) linked parental involvement to higher student motivation, greater self-confidence, and stronger goal-setting behaviors. Cosso and Yoshikawa (2022) emphasized that coordinated support from both school and home leads to more consistent learning experiences and improved academic achievement. Otani (2020) further added that parental encouragement and interest in schooling

enhance students' attitudes toward learning and reduce dropout rates. Overall, when parents are actively engaged, children develop the language skills, motivation, and resilience necessary for long-term success.

Review of Empirical Literature

This study aims to conduct a more thorough evaluation of the prior studies to better comprehend the planned investigation. Our main question is: How are parents involved in their children's English language acquisition in today's education system? Are they aware of their child's accomplishments and what important influences have shaped them? This study attempts to address these problems by going deeper into the understanding of the roles parents play in their children's accomplishments and the elements that have the most influence on these perceptions.

Khajehpour and Ghazvini (2011) carried out research on "The role of parental involvement in children's academic performance". A study was conducted to evaluate the effects of parental involvement on children's academic performance. The involvement of parents was assessed in a variety of ways, including volunteering, involvement at home, participation in parent classes, involvement in school politics, talking to staff, talking to teachers, etc. In order to collect data, parent involvement questionnaires and grades of academic performance were used. 200 Tehrani boy students were included in the sample. A self-report survey, parent classes, or involvement at home were more likely to result in improved results, according to the results (such as checking a child's programming, discussing classroom, lesson, and friend topics at home, and engaging in educational activities outside of school). On a parent involvement questionnaire, these children scored better or got better grades in various areas. Educators and parents are encouraged to use the findings of this study as a starting point to better understand how parental involvement affects children's performance.

Niehaus and Adelson (2014) carried out research on "School support, parental involvement, and academic and social-emotional outcomes for English language learners". The purpose of this study was to examine the relationship between English language learners (ELLs) school support, parental involvement at school, and academic and social-emotional outcomes. Among the 1,020 ELLs in third grade who

took part in the Early Childhood Longitudinal Study (ECLS-K), there were 1,020 who were ELLs. Using structural equation modelling, it has been found that higher levels of school support predict parental involvement, parental involvement predicts fewer social-emotional problems for English language learners, and lower levels of social-emotional problems correlate with higher achievement levels. The results of the study showed that students who attended schools with more support services had lower achievement and social-emotional concerns. Considering possible explanations for their findings, as well as directions for future research and implications for policy and practice, the authors discuss possible explanations.

Kilani (2015) carried out research on “Role of Omani parents: Fostering emergent literacy skills”. This study aimed to record the importance of four parental behaviours that support this kind of growth. These methods included resources being available, activities that parents could do at home, their attitudes, and their visits to their child's classroom. 314 male and female kindergarten parents from the Sultanate of Oman served as the study's subjects. The researchers created a 25-item survey with acceptable levels of validity and reliability to gauge how involved parents are in their kids' development. The tool's practice domains showed that parents' roles varied from medium to high, according to the results. Regarding the reading and writing habits of parents, educational attainment, economic brackets, kid gender, and sibling hierarchy, no statistically significant variations were observed. Further research is recommended to be carried out in rural areas and other locations with varying social and economic levels. Furthermore, the function that technology plays in kindergartens and homes should take into account factors like the child's learning style, the parents' understanding of child development, and the availability of relevant outside resources for families.

Forey, Besser and Sampon (2016) carried out research on "Parental involvement in foreign language learning: The case of Hong Kong". Parents' involvement in children's foreign language learning is examined in this paper, to find ways to support families as they help their children learn a foreign language. In this study, Hong Kong families investigated how they support the English learning of their kids, aged 5–8, and what could be done to improve it. Qualitative and quantitative data obtained through questionnaires and focus groups with parents are used to

describe the nature of existing parent involvement. To support their children's English learning at school, parents attended a workshop focused on teaching their children to read aloud to themselves in English. Although Hong Kong parents support their children's English literacy development in a variety of ways, they generally do not adhere to culturally specific Western practices, such as reading aloud, and it may be problematic for them to adopt such practice.

Hornby & Blackwell (2018) carried out research on "Barriers to parental involvement in education: an update". Parental involvement barriers in education published in the 2011 issue of *Educational Review* has been surprisingly widely read. In preceding years, parental involvement rhetoric appeared to differ from reality. This study addressed the apparent disconnect. Various barriers to effective parental involvement in education were discussed in the study, including those imposed on individuals, families, children, and parent-teacher relationships factors associated with society. The present study was conducted in 11 primary schools to provide an update on the 2011 article, and to evaluate the current situation with regard to parental involvement. As a result of declining support from external agencies and services for families, the pressures on parents are increasing, leading schools to expand their role in supporting parents, which indicates that a more optimistic pattern of parental involvement is emerging in education.

Otani (2020) carried out research on "Parental involvement and academic achievement among elementary and middle school students". This study investigated the relationships between academic accomplishment and parental participation in three areas: gender (male and female), subject (mathematics and science), and school level (elementary and middle school). It also looks at the potential mediating role that students' attitudes towards a subject and their academic goals may have in this relationship. The analysis was conducted using a nationally representative sample of elementary and middle school students in Japan from the Trends in International Mathematics and Science Study 2011 (1884 female fourth-grade students from 140 schools, 1849 male fourth-grade students from 139 schools, 1812 female eighth-grade students from 133 schools, and 1789 male eighth-grade students from 131 schools). The findings demonstrate a relationship between parental participation and students' academic performance. The relationships between parental participation and academic

success are mediated by the attitudes and goals of the students. Specifically, for elementary and middle school, distinct relationships are discovered between parental monitoring participation and academic success.

Kalayci and Ergül (2020) carried out research on "Teachers' perceptions of the role of parental involvement in teaching English to young learners". Parents' involvement in their children's English learning process has been studied from a variety of angles and in a variety of circumstances. The purpose of this study is to investigate how English language instructors view the contribution that parents make to their children's English language learning. Five open-ended items on the questionnaire were used to gather data for this purpose. Twenty-five English language instructors from three distinct Ankara private primary schools received the questionnaire. After data collection, inductive content analysis is used for analysis. Based on the teachers' responses, five themes came to light, including (1) variables affecting students' academic performance; (2) the importance of parental involvement; (3) parents' methods of participation in the English language teaching and learning process; and (4) techniques employed by parents to promote parental involvement, and (5) the requirement for more training on parental involvement for teachers. The findings show that although the teachers understand the value of parental involvement, they do not implement any particular tactics to encourage it. Additionally, instructors see themselves as the leaders and primary figures in the English language development of young students, whereas parents are merely seen as one of the variables that help students learn English.

Nurhayati (2021) carried out research on "Parental involvement in early childhood education for the family empowerment in the digital age". In order to empower families in the face of several obstacles posed by the digital age, this study looked at how parents participate in their children's early education, especially when it comes to the provision of high-quality early childhood education. This seeks to create effective channels of communication and cooperation between parents, teachers, and administrators of educational institutions, as well as to educate parents on the value of their participation in their children's education. This study employs a qualitative, descriptive research methodology. 30 parents, 2 instructors, and 1 management of PAUD institutions served as research subjects for the study, which was carried out at

TAUD SaQu Nurul Islam Al Husna Kota Cimahi. Data collection methods include observation, documentation studies, and interviewing strategies. The findings demonstrated that parental involvement in TAUD Saqu Nurul Islam Al Husna encompasses the following: decision-making, volunteering, home learning support, parenting activities, information sharing between parents and teachers via various communication media, and parental participation in field activities. By engaging parents in a range of activities, parents will feel more empowered to create a strong family unit that will support their child's success.

Xiong, Qin, Wang, and Ren (2021) carried out research on “Parental involvement in adolescents’ learning and academic achievement: Cross-lagged effect and mediation of academic engagement”. This study examined the reciprocal relationship between parental involvement and academic achievement, as well as the mediating role of adolescents' academic engagement among Chinese adolescents. The study also examined whether these relationships varied by gender. An overall sample of 2381 secondary school students (48.8% girls, $M_{age} = 13.38 \pm 0.59$) participated in the study. Academic achievement and parental involvement showed significant positive directional effects in the total sample, but not vice versa. There was a significant positive directional effect between academic achievement and parental involvement, but not the opposite. There was only a cross-lagged effect between academic achievement and parental involvement among adolescent girls. Using bootstrap analyses for the entire sample, it was possible to determine a relationship between parental involvement and academic achievement through the behavioural engagement of adolescents. When it comes to gender disparities, boys' behavioural engagement completely moderated the relationship between academic success and parental participation, but girls' behavioural engagement did not significantly mediate this relationship. These findings offer empirical evidence of the dual effects of parental involvement on adolescents' academic performance and the evocative role of academic characteristics of adolescents on parenting behaviours. They also imply that more research is necessary to determine the most appropriate and successful ways for parents to support their children's academic achievement by becoming involved in their adolescent children's education.

Madima, Makananise (2021) carried out research on “Parental involvement in children's learning of English language in the Vhembe District, South Africa”. The engagement of parents in their children's English language education in a few public primary schools in the Vhembe District of South Africa is examined in this article. Since English is the language of instruction in the majority of public primary schools in the Vhembe District of South Africa, studying the language is essential. In this qualitative study, 12 parents were purposely chosen as participants using an exploratory research method. Semi-structured interview data was examined using a thematic approach. The results showed that the majority of parents in the Vhembe District continue to hold educators more accountable for their children's English language development than do parents. The article also proved that literate parents are the only ones who educate their kids in English. The report went on to say that since English is the language of instruction in public schools, parents should help their kids learn it at home.

The majority of existing research on parental involvement in English Language Learner education concentrates on institutional support or general strategies used in multilingual households. This study examines the nuanced, qualitative aspects of parental involvement at home in a semi-urban Nepali context where English is not the predominant language. This study reveals the tension between parental willingness and capacity to support their children, yet they are constrained by time, fluency, and environmental factors. It presents a spectrum of parental involvement, shaped by real-life barriers and adaptive solutions that differ from other studies that may generalize involvement as either "present" or "absent." It provides fresh insights for educators, curriculum developers, and policymakers aiming to design more inclusive, supportive language programs beyond the classroom, through its contextually rich, voice-centered approach.

Implications of the Review for the Study

Parental involvement has long been recognized as a key contributor to students' academic success, including in the area of English language acquisition. A growing body of empirical research has explored various aspects of how parents engage with their children's education, the barriers they face, and the outcomes of such involvement. This review seeks to synthesize these studies about the current

investigation into parental awareness, roles, and influence on children's English language learning in contemporary educational contexts. Several empirical studies conducted across different sociolinguistic contexts highlight the positive role of parental involvement in early English language learning.

Lee and Bowen (2006) highlighted the issue of time constraints, particularly among working-class families, who often struggle to balance work and involvement in academic activities.

Khajehpour and Ghazvini (2011) investigated the role of parental involvement in students' academic performance in Tehran. Using questionnaires and performance data, the study found that home-based involvement (e.g., discussing lessons and monitoring academic tasks) significantly improved students' outcomes. The study calls for increased awareness among educators and families about the value of sustained involvement.

Hornby and Lafaele (2011) emphasized that schools sometimes fail to provide adequate guidance and communication, leaving parents uncertain about how to support their children's English learning at home. These findings suggest that while the benefits of parental involvement are well-documented, institutional support, targeted interventions, and contextually appropriate strategies are essential to maximize the potential of such involvement in diverse educational contexts.

Niehaus and Adelson (2014) explored how school support and parental involvement influence academic and social-emotional outcomes for English Language Learners (ELLs). The study used structural equation modeling on a large ELL dataset and found that school support significantly predicts parental involvement, which in turn reduces social-emotional difficulties and enhances academic achievement. This implies a strong interconnection between institutional support and familial engagement in supporting ELLs.

Qaryouti and Kilani (2015) focused on the role of Omani parents in fostering emergent literacy skills among kindergarteners. Their study emphasized home-based support, parental attitudes, and classroom visits. The results showed moderate to high involvement levels, suggesting a solid foundation for early literacy development.

However, socio-economic and educational backgrounds did not significantly influence parental behavior, indicating a more universal pattern of involvement that is not strictly limited by demographic factors.

Forey, Besser, and Sampon (2016) looked into Hong Kong parents' involvement in foreign language learning. Their study highlighted culturally specific practices or the lack thereof such as reading aloud in English. Though many parents supported English literacy development, traditional Western practices were not widely adopted, posing challenges to implementing standardized parental involvement programs. This suggests that parental strategies are deeply influenced by cultural norms and expectations.

Hornby and Blackwell (2018) provided an update on their earlier study by identifying barriers to effective parental involvement. These included societal constraints, institutional limitations, and relationship dynamics between teachers and parents. Despite these challenges, the study noted a trend toward more active parental roles, largely due to reduced external support and schools stepping in to bridge the gap, signaling an evolution in the school-parent relationship.

Otani (2020) conducted a study using TIMSS 2011 data to explore parental involvement across subject areas, gender, and school levels in Japan. The findings revealed that students' attitudes and academic goals mediated the relationship between parental involvement and academic success in mathematics and science. This suggests that positive parental engagement indirectly fosters success by shaping learners' internal motivations, an insight equally applicable to language learning contexts.

Li and Rao (2020) identified that language barriers often hinder non-English-speaking parents from participating effectively in their children's education, causing them to feel unqualified or intimidated.

In the study titled "Parental Involvement and Language Outcomes in Bilingual Settings," López et al. (2020) aimed to examine how daily parental reading habits influence bilingual children's English vocabulary and reading comprehension skills. The researchers adopted a quantitative design involving standardized language assessments and parental questionnaires in bilingual communities in the United

States. Their findings revealed that children whose parents read to them regularly in English or the dominant home language performed significantly better in vocabulary acquisition and reading comprehension, indicating that parental engagement regardless of the language used enhances children's literacy development.

Kalayci and Ergül (2020) studied teachers' perceptions of parental involvement in English language learning among young learners in Ankara. Teachers recognized parental involvement as crucial, particularly in motivating students and supporting homework. However, they also noted a lack of structured strategies to encourage such involvement and highlighted the need for professional development for teachers to better collaborate with parents.

Xiong, Qin, Wang, and Ren (2021) examined the reciprocal relationship between parental involvement and academic achievement among Chinese adolescents, also exploring the mediating role of academic engagement. Their study, which included over 2,000 students, found a positive directional effect of parental involvement on academic achievement, with variations across genders. Girls' behavioral engagement is linked more significantly to academic outcomes than boys'. The findings underscore the nuanced, bidirectional influence between parents' involvement and adolescents' learning behaviors, reinforcing the need for more gender-sensitive parental engagement strategies.

Nurhayati (2021) explored parental involvement in early childhood education within the digital era in Indonesia. Findings from this qualitative study demonstrated comprehensive parental engagement, including decision-making, home learning support, and communication with educators. The research emphasized the empowerment of families through digital tools and collaborative networks, pointing to the growing significance of technology in enhancing parental roles.

In a more literacy-focused context, Lam and Chow (2021) conducted a study in Hong Kong titled "Home Literacy Environment and Second Language Development in Preschoolers." The objective was to investigate how specific literacy-related parental behaviors influenced early second language (L2) acquisition in English. Through structured observations and interviews with both parents and preschool teachers, the study found that home practices such as phonological

awareness activities, frequent story reading, and everyday conversations in English significantly contributed to learners' English development. These findings underscore the interactive nature of language acquisition and highlight the need for active parental mediation in the L2 learning process.

Madima and Makananise (2021) investigated parental involvement in English language learning in the Vhembe District, South Africa. The findings showed that parents especially those who are illiterate tend to defer the responsibility of language development to teachers. Literate parents were more engaged in supporting English learning at home, indicating that literacy level is a significant determinant of involvement.

Similarly, Syed and Malik (2022) entitled "Parental Involvement in Early English Language Education in Pakistan" sought to explore the extent and effects of parental support on children's performance in English. Using a mixed-method approach that combined surveys and classroom performance assessments among young learners, the study concluded that children who were regularly engaged in English language activities at home such as storytelling, rhyming games, and simple conversations demonstrated stronger oral and reading skills. The authors emphasized the importance of creating a linguistically stimulating environment at home to support formal English education.

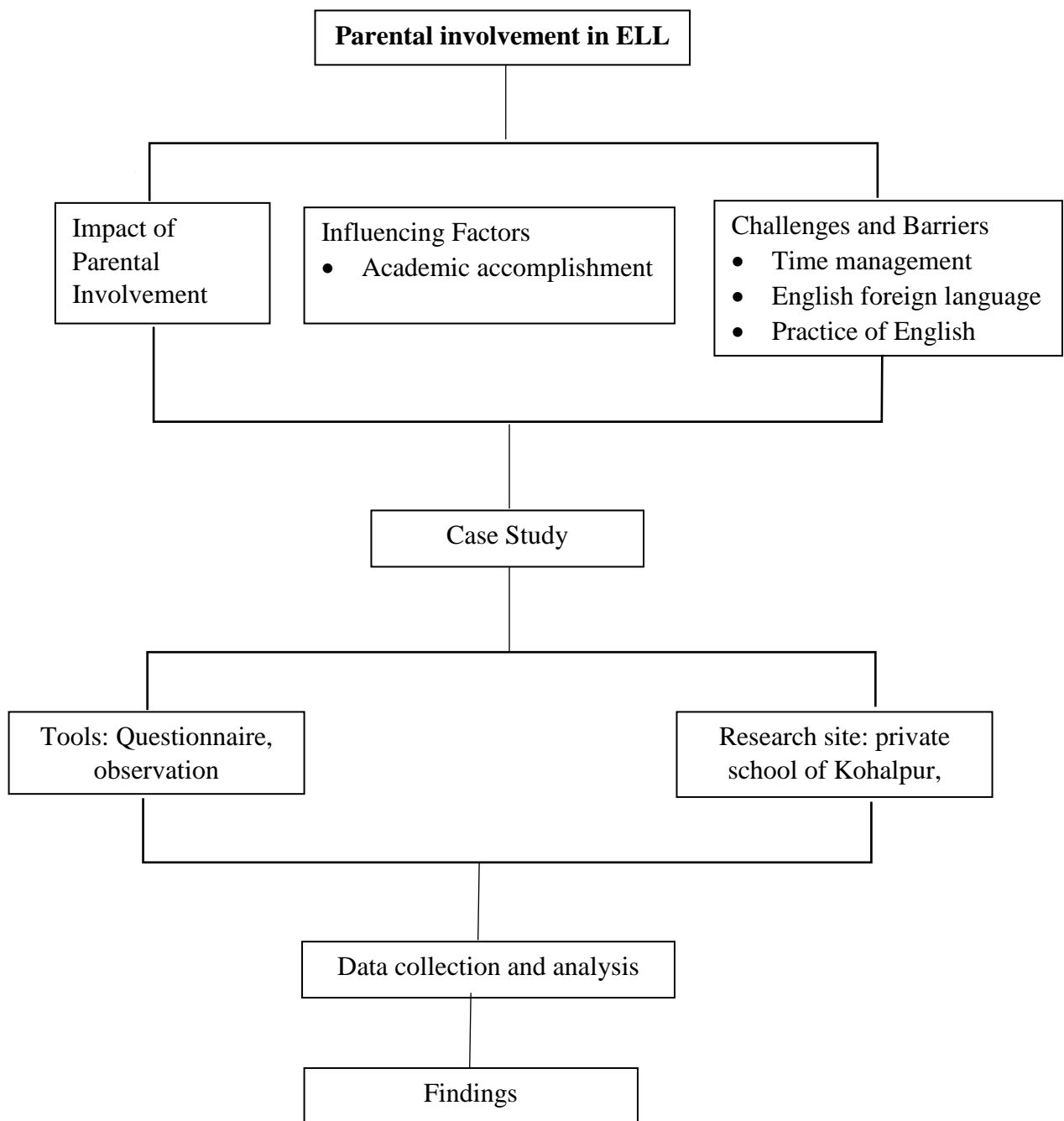
A relevant study from the Nepali context was conducted by Dhakal (2023) under the title "Parental Attitudes and Practices in Supporting Early English Language Learning in Urban Nepal: A Case Study." The research aimed to explore the beliefs, challenges, and strategies employed by urban parents in Nepal to support their children's English learning. Using a qualitative case study design, Dhakal conducted in-depth interviews and home observations with six families. The study found that although most parents highly valued English as a tool for social and economic mobility, their direct involvement in language instruction was limited due to their lack of English proficiency. Despite this, many parents employed alternative strategies such as enrolling children in private tuition, encouraging the use of English mobile apps, and promoting exposure to English media, thereby finding indirect ways to support their children's learning.

These empirical studies collectively affirm that parental involvement is a multifaceted and context-dependent phenomenon. They highlight the importance of behavioral engagement, cultural practices, parental literacy, and institutional support in shaping how parents contribute to their children's English language learning. They also suggest that educators and policymakers need to consider these variables when designing programs to foster more effective school-home partnerships. The current study builds on this body of research to explore how parents today perceive and influence their children's English learning journeys, particularly in light of socio-cultural, technological, and institutional changes.

Researchers must work very hard to conduct valid and meaningful research. It establishes the caliber of the study, offers theoretical insight, and supports the development of methods. Xiong, Qin, Wang, Ren (2021), Hornby & Blackwell (2018), Khajehpour and Ghazvini(2011), Forey, Besser and Sampon(2016), Al-Qaryouti,and Kilani (2015), Otani (2020) studies contributed to figuring out the research problem for my study. Kalayci, Ergül (2020), Madima, Makananise(2021), Nurhayati (2021),and Niehaus& Adelson (2014) helped me develop a plan for conducting survey research, applying theory to the research, and choosing the most appropriate methodology. This reviewed empirical research enabled me to determine the gaps between existing empirical literature and the existing research issue of this study. Therefore, this study was designed to address the gap between the existing literature and the present study.

Conceptual Framework

The conceptual framework displays the relationship among various concepts, theories and variables of a particular study and provides a road map for conducting it. According to Miles and Huberman (2018), conceptual frameworks identify key factors and variables and assume relationships between them. As stated on the following page, the conceptual framework for this study has been expressed diagrammatically.



Chapter III

Methods and Procedures of the study

This chapter consists of the research design, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis and interpretation procedure, and ethical considerations.

Research Design

This study employed a qualitative research method, specifically a case study research design. Qualitative research is best suited for exploring complex social phenomena within real-life contexts, where rich, detailed understanding is desired rather than numerical data (Creswell & Poth, 2018). In this study, the focus was on understanding the lived experiences of parents and how their involvement influences their children's English language learning. A qualitative case study was chosen because it allows for an in-depth exploration of multiple perspectives within a specific context here, the families of Grade 1 students in Kohalpur, Nepal.

According to Yin (2014), a case study is a research method that investigates a contemporary phenomenon within its real-life setting, especially when the boundaries between the phenomenon and context are not clearly defined. Case studies are particularly useful when the researcher wants to answer “how” and “why” questions.

The case study followed several structured steps. First, the four participants were selected purposively from Grade 1 students and their parents from a private school in Kohalpur. This allowed for deep, context-specific understanding. Next, data were collected through semi-structured interviews and home observations. I visited each home multiple times, using an observation checklist and documenting patterns of language use and parent-child interaction.

Data were then analyzed using thematic analysis, where recurring themes such as parental encouragement, time constraints, use of technology, and home immersion were identified. These themes were cross-referenced with theoretical insights from the literature review. For example, findings were compared with the work of Epstein (2001) on school-family partnerships and Hart & Risley (1995) on the influence of home language exposure.

This case study design was chosen because it enabled a holistic understanding of parental involvement within a specific, real-world context, allowing the researcher to explore not only what parents did, but also how and why they supported their children's English language learning the way they did.

Source of Data

Both primary and secondary sources of data have been used in this research. The primary sources of data used to collect the information and secondary sources have facilitated the information.

Primary Sources of Data

The primary sources of data were in-depth interviews and observation of four children and their parents at a private school in Kohalpur, Banke.

Secondary Sources of Data

In addition to primary data collected through interviews, and observations, this study also made use of secondary data sources to strengthen the research context and support data interpretation. Secondary sources included relevant books, journal articles, government reports, curriculum documents, and online educational resources related to parental involvement and English language learning. These sources helped me build a strong theoretical foundation and contextualize the findings. Key themes drawn from secondary data included:

Parental Roles in Language Learning: Insights from Hart & Risley (1995), Epstein (2001), and Jeynes (2011) helped explain how parents act as facilitators, motivators, and role models.

Challenges Faced by Parents: Studies such as Hornby & Lafaele (2011) and Maharjan (2016) highlighted obstacles like language barriers, time constraints, and lack of confidence.

Home-Based Strategies: Research by Mural & Siti Saraya (2024) and Zulaikha Alias et al. (2023) demonstrated effective methods used by parents, including digital tools and English immersion.

Socioeconomic Factors: References like Sirin (2005) and Chiu & Chow (2015) were used to explain how family income and education level impact parental involvement.

Together, these secondary data sources enriched the study by providing broader academic support, helping identify patterns in the data, and validating the observed practices and challenges in the local context.

Population, Sample and Sampling Strategy

To meet the objectives of this study, I have selected four parents and their children who studied at the primary level of a private school in Kohalpur, Banke. For this study, parents were selected based on their academic qualifications, who had completed their bachelor's degree and students also selected on their academic performance, who were good in their study.

Research Tools

To collect rich and detailed qualitative data, this study employed a combination of tools appropriate for a case study approach. Each tool was selected to gather meaningful insights into how parents support their children's English language learning at home and to explore the challenges they encounter.

In-depth Interview

A depth interview was conducted with the parents to understand their perspectives, daily routines, and involvement in their children's English language learning. The interview held with the parents focused on how frequently they use English at home, what types of support they provide (e.g., helping with homework, using media), and their perceived challenges.

Home Observation Field Notes

To observe real-life practices, I visited their home multiple times. An observation field note was prepared to record key behaviors and settings, such as parent-child interaction in English, availability of English resources (e.g., books, digital tools), and the general language environment. Observations helped validate the responses from the in-depth interviews.

Document Analysis

I also reviewed students' homework copies, textbooks, and any English materials available at home (e.g., labeled items, posters, or apps in use). These

documents provided additional context for understanding the level and quality of home support.

Data Collection Procedures

The data collection process for this study was carried out in multiple stages to ensure a comprehensive understanding of parental involvement in English language learning. Following the principles of qualitative research, particularly the case study method, I used a combination of tools in-depth interviews, home observations, and document analysis to gather rich, contextualized information. The procedure began with the purposive selection of four Grade 1 students and their parents from a private school in Kohalpur Municipality. After obtaining informed consent, I conducted an in-depth interview with the parents, which helped in gathering initial insights about their routines, perceptions, and involvement in their child's English learning. The responses of the parents guided them to observe their home environment of learning.

Next, an in-depth interview was conducted with each parent. These interviews were recorded and transcribed with their permission and served as the primary source for exploring beliefs, motivations, challenges, and strategies in detail. The flexible in-depth interview guideline allowed me to probe deeper into specific issues raised during the interview phase. Home observations were carried out in each participant's household using field notes. I observed the availability of English learning materials, parent-child interactions in English, and any routine practices related to language support (such as reading or using educational videos). Multiple visits ensured that the observations captured natural behaviors over time, rather than one-off actions.

In the final stage, document analysis was conducted. I reviewed students' English homework, notebooks, textbooks, and any additional learning aids (like English-labeled household items or mobile applications). This helped validate the interview data and offered evidence of the type and quality of support the children received at home. Throughout the data collection process, I maintained a reflective journal to record personal observations and challenges. Data collection was guided by ethical considerations, including respect for privacy, voluntary participation, and accurate representation of participants' views. The integration of these procedures allowed for triangulation and strengthened the credibility and depth of the study's findings.

Analysis and Interpretation of the Results

Following data collection through case study, observation and in-depth interviews, I used a thematic analysis to analyze and interpret the data. Thematic analysis is a way of producing themes from texts such as interviews or focus group transcripts. This means that after interviewing the chosen sample, the recorded data were transcribed; coded, and categorized, and major themes were identified, interpreted, and covered under various headings. As previously mentioned, an in-depth interview was employed in this study. For this reason, in-depth interview guidelines were prepared for the support to obtain desired information. The following processes were employed to examine the qualitative information gathered from the interview:

Step I: Transcription and Organization – Interviews were transcribed, questionnaire responses were compiled, and observation notes were organized by participant.

Step II: Initial Coding – Data were read thoroughly and recurring ideas were coded (e.g., "English during playtime," "time barriers").

Step III: Observation Analysis – Observation checklists were reviewed to analyze real-life behavior, learning environments, and parental interaction.

Step IV: Theme Identification – Themes such as enthusiastic support, limited involvement, independent learning, and English immersion were developed.

Step V: Interpretation with Literature – Each theme was linked to existing research (e.g., Mural & Siti Saraya, 2024; Hornby & Lafaele, 2011) for broader understanding.

Ethical Considerations

Ethical consideration is vital while conducting research. All information collected about the individual should be kept confidential, private and secret. The researcher is the only person who has access to the data after the data collection. The data was stored securely during the analysis process and anonymity was ensured in the write-up. No name of the school and participants was used; instead of the name school and participants were identified with specific codes or alphabets.

After getting an approval letter from the university, I visited the selected respondents and obtained consent from the concerned authorities. Then, the participants were given a participation information statement and consent form before taking the interview. I recorded data. Then the recorded data was listened and transcribed to maintain accuracy. Pseudonyms were used to conceal the identity of the participants and the institution while analyzing the data. Finally, I promise that all the recorded data were deleted after the successful conduction of this research study.

Chapter IV

Result and Discussion

This chapter presents results and discussion based on the analysis of data. The data have been presented and analyzed descriptively under different themes which are presented in the following sections.

Demographic Background of Participants

This section presents detailed profiles of the four participant students, based on demographic data and direct observations during home visits. It focuses on how each student's home environment, parental support, and daily practices influenced their development in the English language across speaking, listening, reading, and writing skills.

Student A

Student A is a 6-year-old boy living in Kohalpur-5 with his parents and elder brother. Both parents are teachers by profession, though not English subject teachers. Despite their professional background, they have limited time to support English language learning at home due to their busy schedules.

When I visited the home, the environment was peaceful but not particularly rich in English language exposure. His mother tried to create learning opportunities by showing him English rhymes and stories on YouTube. She occasionally used simple English commands like "sit down" or "come here." His elder brother also helped with homework. However, regular interaction in English was minimal, and English reading materials were limited.

In terms of language development, Student A showed average reading and writing ability but lacked confidence in speaking and listening. He hesitated to communicate in English, both at home and school and preferred playing or watching television. His listening skills were developing through media exposure, but limited verbal practice affected his fluency and pronunciation. Though academically sound, his English speaking and interactive skills remained below the expected grade level due to insufficient practice and support at home.

Student B

Student B, also 6 years old, lives in Kohalpur-6 with his parents and two elder sisters. His mother is an English teacher, which significantly benefits his English language development. The home atmosphere is highly supportive and organized for academic success.

During my visits, I observed a structured learning routine. His mother communicated with him almost entirely in English. She maintained a daily record of new words and sentences he learned and conducted weekly oral assessments. His father, though busy, spoke with him in English during video calls. English storybooks, grammar exercises, and digital tools were actively used, while Nepali media content was restricted.

Student B demonstrated advanced skills in all areas of English language learning. He spoke fluently with clear pronunciation, showed strong listening comprehension, read books beyond his grade level, and wrote with accuracy. His vocabulary was rich, and he actively engaged in classroom presentations and group discussions. His case highlights how consistent parental involvement and English immersion at home can significantly accelerate language development.

Student C

Student C is a 6-year-old girl living in Kohalpur-6 with her parents, elder brother, and grandmother. Her father is a government employee, and her mother, though not employed, has a +2 background with English as a major subject. The home environment was warm, emotionally supportive, and well-organized.

At home, her mother had established a daily schedule that balanced study and play. English was incorporated into daily activities such as reading, playing word puzzles, and watching educational videos. Her brother also supported her by playing English vocabulary games, and her father encouraged her learning despite his limited English fluency.

Student C displayed excellent reading and writing skills, and she communicated in English with confidence. She actively sought out new vocabulary and enjoyed using it in sentences. Her listening and speaking abilities were well-developed due to frequent English interaction at home. Her self-motivation, combined

with her mother's regular support, contributed to well-rounded English language growth across all domains.

Student D

Student D is a 7-year-old boy from Kohalpur-6, living with his working parents and younger sister. His father is a Health Assistant, and his mother works in housekeeping. Both parents face time constraints and have limited English skills, which directly affect the language environment at home.

During my visits, I noticed that Student D often studied alone and cared for his younger sister in the evenings. He watched Hindi content more than English, and there was no routine for English practice. His mother assisted with homework when possible but felt uncertain about correcting mistakes. English conversations were rare at home.

In terms of language development, Student D showed satisfactory reading and writing skills due to school support, but his speaking and listening abilities were weak. He lacked vocabulary and was hesitant to participate in classroom discussions. His pronunciation was clear but under-practiced, and his understanding of spoken English was limited. The absence of regular English exposure at home, coupled with inconsistent support, slowed his progress in overall language development.

Overall Experience of Researcher's Observation

During the observation part of this study, I visited the homes of four students and observed how their parents supported their English language learning. Each child was observed 10 times, and I spent 10 to 30 minutes during each visit. I also talked with their parents to understand their daily routines, learning activities, and communication patterns. From a theoretical perspective, Vygotsky's Sociocultural Theory helped me understand how children learn better when they receive support from others. This theory talks about the Zone of Proximal Development (ZPD), where children can do more with help than alone. In my observation, students who received regular help from their parents for example, through reading books, watching English videos, or having conversations in English showed better confidence and participation in school. This confirmed that learning is stronger when children are guided by more capable people, like parents.

I also used Epstein's Framework of Parental Involvement to understand the different ways parents support their children. Some parents were involved in "learning at home" by helping with homework or practicing English. Others maintained communication with teachers or attended school meetings. These forms of involvement were connected with better student outcomes, especially in speaking and understanding English.

However, I also found that not all parents were able to give enough time to their children due to work or family responsibilities. In such homes, students had fewer chances to use English, and their speaking skills were weaker. This shows how important regular parental support is for early language learning. In general, this observation gave me real-life examples of how theory applies in practice. It showed me how the home environment, family background, and daily routines affect children's language learning. I understood that even small efforts from parents like using English phrases at home or watching educational videos can make a big difference in children's motivation and learning.

Educated Parents as Language Facilitators

A prominent theme across the households was the active role of parents particularly those with higher educational backgrounds as facilitators of English language development. In homes like those of Students B and C, parents assumed pedagogical roles by scaffolding reading, correcting pronunciation, and encouraging full-sentence use in English. In addition, the quality of parental interaction significantly influences language acquisition. In contrast, Students A and D lacked such consistent parental engagement, limiting their English-speaking confidence.

Child-Centered, Resource-Rich Learning Environments

Students B and C benefitted from organized, resource-rich home environments that encouraged exploration and literacy engagement. These homes included reading books, labeled materials, whiteboards, and access to English-language resources. These physical spaces supported constructivist learning, fostering child autonomy and language discovery. Epstein's (2001) model of family-school partnership is reflected here, as parents created literacy-rich homes that served as extensions of the classroom.

In contrast, Students A and D had fewer materials and less structure, affecting their engagement with English learning at home.

Integration of Technology in English Learning

Digital media use emerged as a crucial tool in two families (Students B and C), where technology was intentionally used for vocabulary building, pronunciation, and listening practice. Parents monitored screen time, used educational apps, and co-viewed English programs like *Cocomelon* and *PBS Kids*. These practices reflect the effectiveness of parent-guided digital learning. However, in homes like Student D's, technology was either used passively or dominated by non-English content, limiting its educational impact.

Positive Emotional Climate and Motivation

All four homes displayed varying levels of emotional support, but the most nurturing climates were observed in the homes of Students B and C. These parents offered praise, showed patience, and reinforced effort over correctness, helping the children gain confidence in their language use. These environments were low in anxiety and high in motivation—factors critical to second language development. Students A and D, although cared for, experienced less consistent emotional encouragement in language tasks, contributing to lower communicative confidence.

Socioeconomic Privilege Enabling Support

All participating families had stable incomes and lived in furnished homes with access to basic amenities and the Internet. However, the degree of socioeconomic privilege varied. Families B and C had more flexibility, educational resources, and time to invest in their children's English learning. In contrast, the limited time and resources in the households of Students A and D affected the consistency and quality of language support, highlighting disparities in opportunity.

The discussion reveals that children's early English language acquisition is significantly influenced by home environments shaped by parental education, emotional support, resource availability, and socioeconomic status. Educated and motivated parents who integrate structured routines, use of English in daily

communication, digital tools, and positive reinforcement provide their children with strong linguistic foundations. However, such outcomes are often dependent on socioeconomic advantages, underscoring the need for systemic support for families with fewer resources. Educational policy and early childhood programs must therefore address these disparities to promote equitable language learning opportunities across diverse households.

Role of Parental Involvement

Parents play a vital role in supporting their children's English language development, both formally and informally. Their involvement can significantly enhance a child's motivation confidence and proficiency in their language.

The Enthusiastic Support

Parental involvement plays a critical role in supporting the English language. Learners both academically and emotionally. During my observation, parents were found to play an enthusiastic and active role in encouraging their children in learning English at home. Every parent expressed a strong commitment to supporting their child's English acquisition. All the parents reported that they dedicate 20 to 30 minutes daily for English practice, which included activities such as assisting with homework, engaging in conversation, and using English-language books or videos. For example, Parents A and D shared, "*We try to practice English every day, but it's not always at a specific time. It often depends on our daily schedule. Despite the variation in routine, consistent efforts were evident across households.*" The data indicate that enthusiastic parental support had a significant effect on students' English proficiency and classroom participation. Similarly, students B and C in particular, demonstrated English proficiency above the expected grade level compared to students A and D. Their increased fluency and classroom engagement were attributed to their parents' consistent at-home involvement. The parents were found to employ methods such as daily language practice, use of English media, and encouragement of verbal interaction aligned with established best practices for ELL support. These strategies not only enhanced language acquisition but also built students' confidence and motivation to engage in an English-speaking environment. Parents' enthusiastic and committed support, although informal and flexible, created a good

learning environment that extended beyond the classroom. Their role as language facilitators contributed not only to language proficiency but also to students' emotional readiness and confidence.

The Independent Learner

In language learning, independence and intrinsic motivation are powerful traits that can significantly enhance progress, especially among young learners. Student C, despite limited involvement from one parent, demonstrated remarkable self-direction and curiosity in learning English. Her development illustrates how internal motivation and a supportive home environment can foster language independence. Parent C, a full-time homemaker, played an active role in her daughter's daily routine and learning process. She stated, "*I am a full-time housewife. I left my job after she was born and stayed at home. We play games and do housework and schoolwork together. I make sure that we use English to communicate.*" Although the father's involvement in English learning was limited, the mother's consistent use of English and her conscious efforts to integrate the language into daily tasks created a language-rich environment at home. During the observation period, Student C displayed a strong inclination toward English. She was curious, consistently sought out new vocabulary, and took the initiative in language-related activities. Student C's case stood out as an example of an independent learner. Her mother's presence and intentional use of English provided a nurturing space that encouraged autonomy. The student's eagerness to explore new words and her enjoyment of learning tasks indicated a high level of intrinsic motivation. Although she did not receive equal support from both parents, the focused and language-conscious relationship with her mother compensated for the gap. Student C not only performed above average in English fluency but also showed active participation in class discussions, indicating a well-developed sense of linguistic confidence and engagement. The child's relationship with her mother, centered on shared tasks and English communication, functioned as both a language-learning tool and a source of emotional encouragement. The role of intrinsic motivation in language learning is evident in Student C's behavior. Student C's experience shows that a single committed caregiver when paired with a motivated learner, can create an effective and nurturing environment for English language development even in the absence of dual-parental involvement.

The Supportive but Inconsistent Parent

Parental involvement in English language learners' education can vary in consistency due to multiple external factors such as work demands, family responsibilities, or time constraints. Parent A stated, “*We tried to be regular, but due to our work schedule, it became quite difficult.*” Similarly, Parent D shared, “*To look at two children and manage work is quite tough for us. His father helped him in English, but very little.*” These parents expressed a strong desire to support their children's English learning, yet noted practical challenges that interfered with creating a structured and consistent learning environment. Student D, whose parents demonstrated sporadic involvement, showed advanced reading and writing skills compared to Student A but continued to struggle with spoken English fluency. This shows that the parents of student D gave inconsistent support at home, especially giving less support to speaking skills compared to reading and writing. While there was occasional help, especially from the father, the lack of routine practice and limited verbal interaction in English hindered oral language development. Student A, similarly, had limited opportunities for regular engagement in English at home due to both parents' work schedules. However, Student D performed slightly better, possibly due to even occasional reinforcement from one parent and better literacy exposure. These findings highlight the nuanced impact of inconsistent parental involvement. Even when support exists, irregular schedules and lack of routine can prevent the full development of English proficiency particularly in areas like speaking, which requires frequent, real-time interaction and practice. The case of Student D emphasizes that while literacy-based skills can improve through school exposure and independent reading, oral language development often relies more heavily on home-based interaction, practice, and encouragement.

Full English Immersion at Home

The experiences shared by parents in this study reveal compelling narratives of intentional and proactive efforts to create an English-immersive environment at home. For Parents B and C, English was not merely a subject confined to the classroom but a living language woven into the fabric of everyday family life. Their stories demonstrate how ordinary routines mealtimes, play, and casual conversations became opportunities for authentic language practice. Parent C recalled a purposeful

decision to shift the home's linguistic dynamics, *"We should not only depend on the teachers for English language proficiency. To support our child, we made some rules about when to use English at home, while playing games, eating food and communicating with each other."* This narrative reflects more than a strategy; it conveys a belief in shared responsibility and a recognition that language learning thrives in immersive, supportive contexts. Similarly, Parent B described a household where both parents modeled English use consistently, *"We both spoke in English in front of our children and motivated them also to use English as much as they can."* The image that emerges is one of encouragement, modeling, and active participation where English becomes the norm rather than the exception. In these homes, language exposure was not accidental but thoughtfully designed to build comfort, fluency, and confidence. The impact of these immersive environments was reflected in the children's language development. Students B and C, raised in households where English was integrated into daily interactions, demonstrated exceptional proficiency across all domains of language reading, writing, and speaking. Their success provides living evidence of the powerful role that parental involvement and consistent exposure play in second language acquisition. Moreover, the children's achievements reveal how full immersion nurtured not only academic abilities but also self-assurance. By hearing and speaking English regularly at home, they became comfortable navigating the language in a range of contexts. This confidence, as their parents' stories suggest, was a natural outgrowth of being surrounded by English in both structured and spontaneous moments.

School – Parent Interaction

Effective communication and collaboration between schools and parents are critical components in fostering the academic success of English language learners. The experiences shared by the parents in this study reflect a strong sense of partnership between families and schools in supporting English Language Learners (ELLs). Each parent described ways they stay connected with teachers, showing a clear interest in their child's English learning journey. For example, Parent A stated, *"I communicate with his teacher regarding his study and give and take suggestions."* Similarly, parent B, who also serves as a teacher at her child's school, noted, *"I am at his school as a teacher, so daily we interact about his activities inside and outside the*

classroom.” Likewise, Parent C stated, *“I make sure to let the teacher know if she is struggling with specific aspects of English so that we can address it together.”*, Parent D said, *“I communicate with his teacher most of the time to take help on his subject matter and to inform about his language condition.”* The data indicate that all four parents engage with school personnel to some degree to monitor and support their children's language learning. Whether through formal meetings or daily chats, the communication helped parents stay informed and feel more capable of helping at home. Moreover, can see in the case of Parent B took place informally and frequently due to her professional role within the school. Regardless of the format, these interactions reflect a collaborative dynamic in which teachers were seen not only as instructional leaders but also as partners in addressing the unique needs of ELL students. Through these interactions, parents were able to respond quickly to challenges, support learning more effectively, and create a consistent learning environment between home and school. The narratives highlight how regular, caring communication builds trust and improves outcomes for ELL students.

Tools for English Language Practice at Home

The resources and tools utilized by parents to support their children's English language development at home highlight the importance of integrating technology, interactive activities, and traditional print materials to enhance language acquisition beyond the classroom. Across all participants, parents reported employing a diverse range of strategies to facilitate English practice. For instance, Parent A stated, *“I use school books and internet-based videos or songs as a tool to support the English language.”* Parent B similarly shared, *“I use course books, YouTube videos, and online grammar exercises.”*, Parent C described a more comprehensive approach: *“I use a variety of resources, including storybooks, flashcards, puzzle games, and online videos and songs.”* Likewise, Parent D noted, *“I use course books and YouTube videos.”* The data indicate that technology particularly YouTube has become a predominant tool for home-based English practice. Parents favored this platform for its accessibility, engaging content, and visual appeal, all of which contributed to sustaining children's attention and interest. Furthermore, structured learning materials, such as course books and grammar worksheets, were also widely used to provide formal support. This variety of tools suggests that multimodal approaches can

enhance motivation and engagement, particularly among younger learners. The widespread integration of digital media, including YouTube and other online video resources, reflects an increasing reliance on digital-assisted language learning. However, the effectiveness of such tools is significantly amplified when accompanied by active parental involvement. Practices such as follow-up discussions, comprehension checks, and related activities serve to deepen children's understanding and reinforce learning. The approach adopted by Parent C, which blends reading materials, visual content, and interactive games, exemplifies a rich and balanced model of language support that may yield more comprehensive language development outcomes.

Challenges of Parental Involvement

In this study, challenges refer to the difficulties and barriers that limited parents' ability to support their children's English language learning at home.

The Limited Involvement

While parental involvement is widely recognized as a key contributor to the academic success of English Language Learners, not all families can provide consistent support due to various external constraints. Time limitations affected the level of engagement they could offer their children in terms of English language support and overall academic progress. All parents in this group expressed a strong desire to support their children's learning but were constrained by household responsibilities and work commitments. Parent A stated,

We both are working people, we do not have another helping hand in the family, and we get limited time to spend with each other. We have only evening time to interact with our children, which is not enough for their learning growth.

Similarly, Parent D shared,

I want to give my full time to my children, but I have to work at the same time, which restricts me with time. Last month my daughter was sick, so I could not

give him enough time for his studies and at that time he was not able to score good grades as before.

Despite their intentions, these parents struggled to provide consistent educational support at home. Students A and D, whose parents were unable to provide regular assistance, demonstrated slower progress in English fluency and lower levels of academic achievement. Their parents' limited involvement, although unintentional, resulted in fewer opportunities for English-language interaction at home. Student D, in particular, experienced a decline in academic performance during a period when parental attention was further reduced due to illness and work-related stress. The lack of time for English practice, homework help, or meaningful conversation in English significantly impacted their language confidence and academic outcomes. These findings highlight the challenges faced by working parents in balancing employment with educational involvement. While the intent to support their children was evident, time constraints directly affected their ability to assist with schoolwork or facilitate English language exposure at home.

Children's Interest in Learning English

A child's attitude toward language learning plays a pivotal role in second language acquisition, particularly for English Language Learners (ELLs). Motivation, curiosity, and emotional resilience are integral components of the learning process. The stories shared by parents in this study show that children's interest in learning English is generally positive, even though they face some challenges along the way. Parent A recalls her child's journey with English language learning and shared, *"My child is positive about learning English, though he gets frustrated, especially when he is unable to understand certain concepts and needs to give more time."* Her story reveals the emotional ups and downs a young learner experiences while navigating a new language, and how persistence becomes essential. Parent B shared a similar story, *"Although he is positive about English learning, sometimes he struggles to make meaningful sentences even with familiar words."* Through her eyes, we see a child who is trying hard but still searching for the right words. In contrast, Parent C painted a picture of daily engagement and motivation. She said;

My daughter is very interested in learning English. We do not tell her to speak in English nowadays, she is self-motivated towards English and when sometimes we are not using English with her than reminds us to use the English language and every day she practices speaking English with the correct pronunciation.

Similarly, parent D shared, *“My son's favorite subject is English. He enjoys it, but I am unable to assist him many times with correct pronunciation and word meaning.”* The story carries the emotional weight of wanting to support but not always having the tools to do so. These personal accounts reflect a shared theme: children are generally eager to learn English and view it positively, but their progress is shaped by both their challenges and the level of support available at home. The narratives also show that children who are more confident or self-directed, like Student C, tend to practice more consistently. On the other hand, children who struggle with certain aspects, such as pronunciation or sentence construction, may need more guidance and encouragement.

Limited Vocabulary

In their stories, parents reflected on a shared struggle and the challenge of supporting their children's English learning with a limited command of the language themselves. Each parent traced this difficulty back to their school years, where English was taught formally, but rarely practiced beyond the classroom. Parent D shared, *“We learned English in school but we didn't get to use it in our daily life.”* Their words reveal not just a lack of vocabulary, but a deeper sense of disconnection between what was learned and what is now needed. In moments of helping with homework, this gap becomes painfully visible. Several parents described the uncomfortable experience of turning to Google or translation apps just to explain a word. Parents admitted, *“Sometimes our child corrects our pronunciation, and we feel awkward.”* These moments, while humbling, also became points of growth small sparks of learning that shifted the dynamic between parent and child into something more collaborative, though tinged with insecurity. What emerges from these narratives is not just the struggle with vocabulary but a feeling of being left behind. While their children swim in English daily through school, media, and peer interaction parents remain on the edge, observing rather than participating. They rely

on digital tools not as a choice, but as a necessity. Their dependency speaks to a deeper vulnerability a lack of confidence that limits their engagement and dampens their sense of efficacy. Despite this, parents continue trying. Their stories show persistence, not defeat. Yet their accounts also raise important questions about support not just for the children, but for the adults beside them. How can we better include parents in the language-learning journey? Their voices remind us that supporting children's education must also mean listening to and empowering the parents who walk that path with them.

Difficulties Encountered by Parents

Despite their dedication and genuine desire to support their children's English language learning, parents in the study encountered a range of challenges that limited their effectiveness. These difficulties stemmed from a combination of personal, linguistic, and contextual factors that influenced their ability to provide consistent and meaningful support at home.

One of the most common challenges reported by parents was their limited proficiency in English. For instance, Parent A openly acknowledged,

"I have not studied English since school, and my pronunciation is not so good. Sometimes I feel nervous while helping my child."

Similarly, Parent D expressed frustration about her capacity to assist,

"I want to help my son in speaking and writing English, but I cannot speak fluently myself. I fear that I might teach him the wrong thing."

These statements reflect a shared concern among several parents: the fear of misguiding their children due to their limited English skills. This lack of confidence discouraged some parents from engaging more actively in English conversation or grammar-related support, despite their strong intentions.

Another significant challenge related to a lack of pedagogical knowledge is, knowing how to teach or support English language learning in ways that are developmentally appropriate and effective. Parent C remarked,

"I sometimes get confused about what is the best way to teach her new words or correct her mistakes. I am not a teacher, so I just follow my instinct."

This highlights the gap between motivation and instructional capacity. While most parents were proactive and resourceful, they lacked access to formal training or guidance on how to support English language development at home in a structured way.

In addition, balancing work and household responsibilities emerged as a practical barrier that limited the time and energy parents could devote to language support. Parent B explained,

"We both work full-time jobs. After coming home, there is cooking, cleaning, and other duties. By the time we sit down with the children, we are already tired."

Such time constraints not only reduced the frequency of language practice but also affected the quality of engagement. Fatigue and competing priorities made it difficult for parents to sustain consistent routines, even when they understood the value of regular support.

Finally, limited access to reliable resources especially in rural or low-income households—further hindered parents' ability to create a language-rich environment. Although many parents mentioned using YouTube or mobile phones, not all had stable internet connections or sufficient data. Parent D noted,

"Sometimes we want to show him educational videos, but the internet is too slow or the phone is not working properly."

These infrastructural limitations curtailed opportunities for digital-assisted learning, which many families relied on in the absence of books or formal materials.

In summary, the challenges faced by parents included low confidence in their own English proficiency, lack of instructional knowledge, competing responsibilities, and limited access to educational tools. Despite these obstacles, the parents' commitment to supporting their children remained unwavering. Their experiences underscore the need for systemic support, such as school-led parent workshops or community-based language programs, to empower families and enhance home-based English learning.

Chapter V

Findings, Conclusions and Implications

This chapter presents the findings, conclusion, and implications of the study based on a systematic analysis and interpretation of qualitative data collected through interviews and observations. The study aimed to explore the impact of parental involvement on children's English language learning in home settings, with a focus on both challenges and enabling factors.

Findings

Findings refer to the key results and insights that emerge from the data collected during the case study.

Overall Observation of Parental Involvement

The study showed that parental involvement plays an important role in helping children learn English. Many parents supported their children through both traditional methods like reading and writing, and modern tools like mobile phones, YouTube, and word games. When parents were active and encouraging, children performed better in class and felt more motivated.

However, not all parents were able to help equally. Some faced problems like low English skills, lack of time, or poor digital knowledge. Many parents had a positive attitude and wanted their children to learn English, but they felt unsure about how to help. Some parents were busy with work or household tasks, which made it hard to give enough time to their children's learning. Communication between parents and schools was found to be very helpful. Regular talks with teachers helped parents understand their children's progress and find ways to support them better. Still, emotional challenges such as fear, embarrassment, or lack of confidence kept some parents from getting more involved.

Roles of Parents in Children's English Language Learning

Parents played important roles in helping their children learn English. They supported learning at home by helping with reading, writing, and vocabulary practice. Some used traditional methods like reading books, while others used digital tools such as mobile phones, YouTube videos, word games, and Google Translate to make learning more interesting. Parents also encouraged and motivated their children by showing emotional support and appreciation for their efforts, which helped build the children's confidence. Even though some parents had limited English skills, they still tried to help by using informal learning resources. Many parents stayed in contact with teachers to understand their child's progress and worked together to solve problems. This communication between home and school created a stronger support system for the child. In addition, parents served as role models by showing a positive attitude toward English, even if they could not help directly. However, some parents were only passively involved due to challenges like low English proficiency, lack of time, or fear of making mistakes. Parents in low-income families often had to manage work and household responsibilities, which made it harder to support their children's learning regularly. Despite these challenges, most parents cared deeply about their children's success and tried their best to support English language learning at home.

Challenges of the Study

This study faced several challenges related to parental involvement in children's English learning. One major challenge was that many parents had limited English proficiency, which made it hard for them to help with homework or explain lessons clearly. As a result, some parents relied on rote learning or asked their children to copy from textbooks without understanding the content. Another challenge was the lack of digital and technical skills in some households. Although parents used tools like YouTube and Google Translate, poor internet connection and limited knowledge of using technology reduced their effectiveness. Time and financial limitations also affected parental support. Many parents, especially from low-income families, were busy with work or household duties and had little time or energy to help their children. Emotional barriers such as fear of making mistakes, embarrassment, or lack of confidence also prevented some parents from getting more involved. Additionally, while parents believed English was important, some thought it

was only the school's responsibility, which created a gap in learning support at home. These challenges showed that even though parents were interested, they needed more guidance and support to actively take part in their children's English language learning.

Conclusions

This qualitative study concludes that while parents recognize the significant value of English language proficiency for their children's academic achievement and future opportunities, their ability to contribute effectively is constrained by several interrelated factors. These include limited English proficiency and low literacy levels, inadequate access to learning resources at home, socioeconomic and time-related barriers, emotional insecurities, and a predominant perception that English learning is solely the responsibility of the school. Despite these challenges, parents consistently demonstrated strong commitment and motivation to support their children's language learning, often using creative strategies such as digital tools and informal methods to bridge gaps in their knowledge. The findings emphasize the importance of viewing the home as a vital site for language development, especially within multilingual and resource-limited contexts. Furthermore, the study highlights the critical need for active collaboration between schools and families, along with targeted interventions that empower parents through training, accessible learning materials, and stronger communication channels. By illuminating the complex realities faced by parents, this research contributes new knowledge that challenges deficit perspectives and advocates for a more inclusive, context-sensitive approach to parental involvement in English language learning.

Implications

Based on the findings, the following implications are suggested for policy, practice, and future research:

Implications for Practice Level

This study found that parents should create a home environment, activities, and behavior to motivate their child toward language learning. Positive relationship

between parent and teacher impacts a positive attitude to a child. Parents also use English at home frequently.

As my study found, Parents should receive training on how to help their kids become autonomous learners who are also accountable for their own education. This training should be provided by schools which help to build strong connections between teacher and parents. The curriculum should address teacher-parent collaboration and help parents understand their role in their children's reading as well as activities they can participate in to help their children learn to read. It is essential to provide parents with education on the value of involvement and how to be involved in their children's reading.

Implications for Policy

As my study found, Parents should receive training on how to help their kids become autonomous learners who are also accountable for their own education. This training should be provided by schools which help to build strong connections between teacher and parents. The curriculum should address teacher-parent collaboration and help parents understand their role in their children's reading as well as activities they can participate in to help their children learn to read. It is essential to provide parents with education on the value of involvement and how to be involved in their children's reading.

Implications for Future Research

As this study was delimited only with the impact of parental involvement in ELL, this study intended to analyze critically the impact and perception about their involvement in language learning. So, other researchers can investigate teachers' perception in ELL.

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Appendices

Profile

Name- A

Class- 1 Roll. No-10

Date of birth- 2075/05/06 B.S.

Address- Kohalpur-5, Banke

School's Name- 45

Academic Report 2081

First Term Exam	Second Term Exam	Third Term Exam
89%	94%	97.8%

Family Background

Father's Name- Father A

Qualification- B.Sc.

Occupation- Teacher

Mother's Name- Mother A

Qualification- M.ed

Occupation- Teacher

Monthly income- 90,000/-

Family members- 04

Basic information about child's nature and behaviour

Likes

He likes to play outdoor games.

He likes to do drawing.

Dislikes

He doesn't like to speak with strangers.

He doesn't like to drink milk and foods made by using milk.

Observations

He was quiet in class and relied on others for assistance. He understands English when talked to, but he struggles to speak and read in English.

Parental Involvement

Both parents were educated and both were involved in the teaching field. So, they both were concerned about his study. They struggled to provide consistent support for his English Language because their subject was different and very busy with their jobs but anyhow they gave him around 30 minutes per day for only English. At that time they provided him to read English stories and books, and to watch English cartoons and rhymes. At home mother also tried to talk with him in English. Like; come here, sit down, pass me the water, turn on the lights extra. He did not have many opportunities to practice his English at home because his mother helped him with his homework whenever she could, but she was usually very busy with her work. They always attended parent-teacher conferences.

Survey Report

Time Spend with a Child

Date	Days	Time
2081/10/03	Thursday	15 min.
2081/10/05	Saturday	25 min.
2081/10/09	Wednesday	10 min.
2081/1015	Tuesday	15 min.
2081/10/19	Saturday	25 min.
2081/10/21	Monday	15 min.
2081/10/24	Thursday	10 min.
2081/10/26	Saturday	10 min.
2081/10/28	Monday	15 min.
2081/10/30	Wednesday	10 min.
2081/11/03	Saturday	30 min

Profile

Name- B

Class- 1 Roll. No. 05

Date of birth- 2074/06/22 B.S.

Address- Kohalpur-6, Banke

School's Name- 45

Academic Report 2081

First Term Exam	Second Term Exam	Third Term Exam
97.06%	97%	98.3%

Family Background

Father's Name- Father B

Qualification- M.A.

Occupation- A.P.F.

Mother's Name- Mother B

Qualification- B.B.S.

Occupation- Teacher

Monthly income- 70,000/-

Family members- 05

Basic information about the child's nature and behavior**Likes**

He likes to play outdoor games.

He likes to draw.

He likes cycling.

He likes watching TV.

Dislikes

He doesn't like to dance and sing.

He doesn't like to socialize.

He doesn't like meat.

Observations

He spoke English fluently and with assurance. He regularly assisted his classmates with English vocabulary throughout class and read much beyond grade level. He developed great language abilities thanks to his parents' active support and involvement, as well as the constant exposure to English at home.

Parental Involvement

His parents took a very active role in helping him to learn English. Especially his mother played the main role in it. She read English-language books with him, conversed in English at home, and frequently debated new terms and ideas. His mother was an English teacher who spent more time at home than his father, and his elder sister also helped him. He is exposed to the language regularly because the family actively participates in school events and attends all parent-teacher conferences.

Field Report

Time Spend with a Child

Date	Days	Time
2081/10/03	Thursday	15 min.
2081/10/05	Saturday	25 min.
2081/10/09	Wednesday	10 min.
2081/1015	Tuesday	15 min.
2081/10/19	Saturday	25 min.
2081/10/21	Monday	15 min.
2081/10/24	Thursday	10 min.
2081/10/26	Saturday	10 min.
2081/10/28	Monday	15 min.
2081/10/30	Wednesday	10 min.
2081/11/03	Saturday	30 min

Profile

Name- C

Class- 1 Roll. No. 01

Date of birth- 2075/07/08 B.S.

Address- Kohalpur-6, Banke

School's Name- 45

Academic Report 2081

First Term Exam	Second Term Exam	Third Term Exam
97.06%	97.17%	98.7%

Family Background

Father's Name- Father C

Qualification- Bachelor's degree

Occupation- Government job

Mother's – Mother C

Qualification- +2

Occupation- Housewife

Monthly income- 45000/-

Family members- 05

Basic information about the child's nature and behaviour**Likes**

She likes to play with friends.

She likes to draw.

She has a writing interest also.

She likes watching TV.

Dislikes

She doesn't like junk food.

She doesn't like loud noise.

She likes sweet dishes.

Observations

Speaking with assurance, she engaged fully in English classes. She frequently assisted her peers with vocabulary during group projects and loved reading aloud. She and his parents frequently practiced new vocabulary at home, and she frequently queries them about English words that she did not grasp.

Parental Involvement

Her parents regularly participated in her schooling and stressed the value of education. Her mother read an English book to her every night for twenty minutes, and they frequently worked on their spelling. She played word puzzle games with her brother after completing their homework. Despite his own low English proficiency, her father urged her to speak English whenever feasible at home. The family regularly engaged with the school via phone and attended all parent-teacher conferences.

Survey Report

Time Spend with a Child

Date	Days	Time
2081/10/06	Sunday	10 min.
2081/10/11	Friday	10 min.
2081/10/16	Wednesday	20 min.
2081/10/18	Friday	15 min.
2081/10/22	Tuesday	15 min.
2081/10/30	Wednesday	15 min.
2081/11/01	Thursday	10 min.
2081/11/03	Saturday	20 min.
2081/11/05	Monday	15 min.
2081/11/07	Wednesday	10 min.
2081/11/10	Saturday	30 min

Profile

Name- D

Class- 1 Roll. No. 24

Date of birth- 2074/05/24 B.S.

Address- Kohalpur-6, Banke

School's Name- 45

Academic Report 2081

First Term Exam	Second Term Exam	Third Term Exam
98.4%	97.67%	98.5%

Family Background

Father's Name- Father D

Qualification- Bachelor's degree

Occupation- H.A.

Mother's Name- Mother D

Qualification- +2

Occupation- House-keeping in hospital

Monthly income- 60,000/-

Family members- 04

Basic information about the child's nature and behaviour

Likes

He likes to play football and cricket.

He likes to draw.

He likes to dance.

He likes to eat a variety of foods.

Dislikes

He doesn't like sweets and meat.

He doesn't like to fight with friends.

Observations

Despite having a stellar academic record, he exhibited a combination of enthusiasm and hesitancy during English courses. Despite his reluctance to speak English in front of others, he participated in class. His spoken English is not as good as his written English. Though he was more reluctant to speak English than some of his peers, he nevertheless enjoyed going to school. Although he struggled to articulate his ideas in group conversed, he appeared to understand the English concepts.

Parental Involvement

When it came to his schooling, His mother was more involved; she helped him with his homework. Due to her weak English skills, she felt difficulty while helping him to do homework. She felt hesitant to use simple words and imperative sentences also due to a lack of English skills. Both parents were job holders but his father had less time for him compared to his mother. His father was more concerned with making sure he attended school regularly and finished his homework. Despite their sporadic involvement, his parents were generally encouraging. Although they periodically went to parent-teacher conferences, his exposure was limited by his mother's sporadic participation in English practice.

Survey Report

Time Spend with a Child

Date	Days	Time
2081/10/04	Friday	20 min.
2081/10/05	Saturday	20 min.
2081/10/07	Monday	10 min.
2081/10/10	Thursday	20 min.
2081/10/12	Saturday	25 min.
2081/10/16	Wednesday	10 min.
2081/10/17	Thursday	20 min.
2081/10/20	Sunday	15 min.
2081/10/22	Tuesday	15 min.
2081/10/25	Friday	10 min.
2081/11/26	Saturday	20 min

Interview transcripts

- Researcher:** Tapai gharma bacchako angreji sikai ma ke kasto sahayog garnu huncha?
- Abhibhabak A:** Ma mero bacchalai sadhai angreji padhna ra bolna madat garchu. Khana khane bela ra ghar ko kaam garda pani angreji ma nai bolne kosis garchau.
- Abhibhabak B:** Hami usanga bola angreji mai bolne garxau.
- Abhibhabak C:** Hami dainik naya sabda sikchau ra angreji rhyme sunchau. Kahile kahi spelling game pani khelchau.
- Abhibhabak D:** Kitab ko paath padna lagauxu ra angreji rhyems herauxu.
- Researcher:** Ke bacchale school bahira angreji abhyas garne nischit samaya cha?
- Abhibhabak A:** Kosis garxau hami heryek beluka 30-45 minutes samma abhyas garaune.
- Abhibhabak B:** Tesko lagi hami sadhai sajha abhyas garxus 30 minutes jati.
- Abhibhabak C:** Sutne agadi sangai kitab padchhau ra maile usko lagi time table ni banayeko xu.
- Abhibhabak D:** Homework sakeyepachi 20-30 minutes samma angreji abhyas garinchha tara sadhai huna sakdaina.
- Researcher:** Tapai kasto sadhan haru prayog garnu huncha? (books, apps, internet, etc.)
- Abhibhabak A:** Storybook, flashcard ra YouTube ko videos prayog garchu.
- Abhibhabak B:** School ko kitab, story books and Youtube ka videos.
- Abhibhabak C:** Word puzzle, books and Youtube videos.
- Abhibhabak D:** English videos, course books prayog garchu.

- Researcher:** Tapai kasari school lai bacchako angreji progress ko barema janakari dinu huncha?
- Abhibhabak A:** Parent-teacher meeting ma teacher sanga kura garchu.
- Abhibhabak B:** School gako bela teacher sanga kura garchu.
- Abhibhabak C:** Bacchako diary ma message lekhchu athawa direct call garchu.
- Abhibhabak D:** Testo khi dine gareko xaina.
- Researcher:** Tapai katti samma sahayog garna saknu huncha angreji sikai ma?
- Abhibhabak A:** Samanya kura chai sakinxa tara aaja kal ka naya terms and grammar use alik garo lagxa.
- Abhibhabak B:** Usako level ko sabbai sahayog garna sakxu
- Abhibhabak C:** Pronunciation ra sajilo sabda haru ma sahayog garna sakchhu.
- Abhibhabak D:** Teti dherai ta sakdina kitab padera sunauna sakxu.
- Researcher:** Bacchale gharma, sathiharusanga ra bahira angreji prayog garna kasari prothsahan dinu huncha?
- Abhibhabak A:** Testo prothsahan nai vanera ta khi garidai, dherai sentences angreji ma bolne kosis garxau.
- Abhibhabak B:** Angreji bolna janyo vane bidesh ghumna jana painxa, tulo manxe vaienxa vanxu ma.
- Abhibhabak C:** Gharma ra school ma Angreji nai hunxa tara bahira sambhav nai xaina.
- Abhibhabak D:** Kitab pada, angreji bolnu parxa vanera vanxu.
- Researcher:** Ke tapai anuhya samstha haru ra arka abhivabhak sanga milera angreji sudhar ma kam garnu huncha?

Abhibhabak A: Xaina

Abhibhabak B: Xaina.

Abhibhabak C: Xaina

Abhibhabak D: Xaina

Researcher: Baccha ko agadi jaba samasya aauxa tyobela tapai kasari baccha lai utsahit garnu huncha?

Abhibhabak A: Ma banchu sikna ta time lagcha, mistake ta hunchha ni.

Abhibhabak B: Jaba ali ali progress garcha, ma reward dine garxu – sticker ya khelna kura diyera.

Abhibhabak C: Ma future ma angreji ko importance ko barema kura garchu – jaasto job ya travel.

Abhibhabak D: Padada garo hunxa bigrinxa tara kosis garna xodnu hunna vanxu.

Researcher: Bacchako angreji sikai prati kasto attitude cha? Ani mental health kasari samhalnu huncha?

Abhibhabak A: Ramailo mancha, tara kahile kahi frustrated hunchha, ma dhairyata purvak handle garchu.

Abhibhabak B: Uslai interest ta cha tara ali alxi garxa, khelne besi vanxa.

Abhibhabak C: Usko manparne bisaye ho ra ramailo manera sikxin.

Abhibhabak D: Uslai man parxa Angreji ma bolna ra mani usanghai alia li bolne garxau.