

**EDUCATIONAL ATTAINMENT OF PARENTS AND ITS  
IMPACT UPON INSTRUCTED SECOND LANGUAGE  
ACQUISITION (SLA)**

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

**Submitted by  
Shiv Raj Sapkota**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2014**

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## **DECLARATION**

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

**Date:** 2014-02-02

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**Shiv Raj Sapkota**

# **DEDICATION**

**Dedicated to**

**My small daughter Samikshya Sapkota and her mother who devoted their  
whole energy and time to make me what I am today.**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Shiv Raj Sapkota** has prepared this thesis entitled **Educational Attainment of Parents and Its Impact Upon Instructed Second Language Acquisition (SLA)** under my guidance and supervision.

I recommend this thesis for acceptance.

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**Shiv Raj Sapkota**



## **ABSTRACT**

The present research entitled **Educational Attainment of Parents and its Impact Upon Instructed SLA** was an attempt to find out educational attainment level of parents in relation to English language learning and its impact upon learning behavior of their children inside their classroom. Similarly, the research further focused on the teaching strategies applied inside the classroom of primary level learners both literate and illiterate parent's children and the learner's capacity to learn the English language. It further aimed to investigate educational attainment level of parents and its role in learner's acquisition techniques. The researcher tried to find out the teacher's view towards the both groups while teaching English. Both the primary and secondary sources of data have been used in the study. Descriptive and analytical study design along with both qualitative and quantitative data have been used in this study. A sample of five primary level private schools from Kathmandu district have been taken purposively by selecting ten students, four parents and two teachers from each school to meet the objectives of the study. The study found out that educational attainment level of parents played significant role in developing English language acquisition techniques to the learners. The study also reflected that teacher's teaching strategies determine learner's capacity to learn English inside the classroom. Finally, majority of the teachers i.e. 80% of them said that it is difficult to teach the children of the parents who have basic educational status. parents but it is easy to teach the children of the parents who were above SLC. It shows that parents educational status has direct relationship to their children's learning behavior inside the classroom. It was found out that parent's educational status also affects the personality factor of the learners. Among fifteen students whose parents were basic and SLC, thirteen were depending upon their teachers support while learning English inside the classroom instead of practicing by themselves. They were passive inside the classroom.

The study has been divided into five chapters viz. introduction, review of related literature, methods and procedures of the study, results and discussion of the study and summary, conclusion and implications of the study. The first chapter focused on the background information of the research, different theoretical concepts which support the study. In the second chapter, the researcher has mentioned the review of theoretical literature, review of the empirical literature related to this research; implication and theoretical framework are the notable points of this chapter. The third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure is mentioned. The fourth chapter involves the results and discussion of the study. Finally, the fifth chapter includes the whole summary, conclusion and implications of the study. Implications such as policy level, practice level and further research level are suggested.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

CBS	=	Central Bureau of Statistics
Dr.	=	Doctor
ELL	=	English Language Learning
i.e.	=	That is
NELTA	=	Nepal English Language Teachers' Association
P1-P20	=	Parents
Prof.	=	Professor
S1-26	=	Boys
S1-S50	=	Students
S27-S50	=	Girls
SLA	=	Second Language Acquisition
SLL	=	Second Language Learning
SS1	=	Siddhartha Model School
SS2	=	HA MA Secondary School
SS3	=	Bhakti International Academy
SS4	=	Baghbhairab Boarding School
SS5	=	SEB School
T1-T10	=	Teachers
TP1-TP12	=	Toppers
UNESCO	=	United Nations Education, Scientific and Cultural Organisation
Viz.	=	Namely
WWW	=	World Wide Web



# **CHAPTER ONE**

## **INTRODUCTION**

This study is based on the educational attainment of parents and its impact in the classroom second language acquisition which is divided into four main chapters. This is the first chapter which consists of background of parent's educational level and classroom second language acquisition, statement of the problem, objectives of the study, rationale of the study, significance of the study, delimitations of the study, and operational definition of key terms.

### **1.1 Background**

The term 'educational attainment' is related to literacy in the sense that it is one of the important variables for a person to be literate. Educational attainment is frequently noted in the field of learning. Literacy refers to some sort of educational awareness and its achievement by the citizen of the world in general and the nation in particular. In simple words, literacy refers to the knowledge or education obtained by the general people. Parent literacy signifies the access of education of those people who are married and have one or more children and educational attainment refers to the level of education they have achieved.

According to the CBS report (1995) " literacy is the most significant indicator of human development and it is the ladder of socio- cultural and economic development ". Relating the social dimension to literacy UNESCO (2013) defines that "literacy is for generating peace and welfare in the nation."

Population census (2011) defines literacy as "The ability to read and write in any languages are literate and those who have the ability to calculate general mathematical problems are literate". To sum up the above definitions, literacy can be taken as the indicator of human development, source of prestige in

society and the ability to perform general educational and mathematical problems.

This study is based on the English language learning ability of children of those people who are able to read and write in English and who are not able to perform in English. In the same way, the instructional techniques adopted by the children of different educational background (Basic, SLC and above SLC) parents was taken into consideration.

The educational level and second language acquisition of learners is related to parents literacy (Gass and Selinker, 2008). They mention that second language acquisition has its interdisciplinary character. The approach is affected from a wide range of backgrounds viz. sociology, psychology, education, linguistics, psycholinguistics, sociolinguistics, discourse analysis and so on. They have given more emphasis to how aspect of SLL. So, in this study, the researcher has focused on the educational level of the parents and its impact upon their children to learn English language. Since, education is one of the variables in SLA, the researcher tries to relate the educational level of the parents and the learning capacity, acquisition techniques and teaching strategies adopted by the teachers in instructed setting.

Similarly, Mitchell and Myles (2004, p. 12) raised the debate between innate predisposition and biological determinant in SLL. This is the debate of nature vs. nurture in SLA. They have presented that whether the genetic pre-programming plays the vital role to learn second language or that is environmental effect such as, observation, imitation, training, reinforcement, experience, literacy of parents and so on. This study also investigates whether the environmental factor i.e. parent literacy plays any role to learn English language or not. So, this study is based upon the English language learning

strategies and the level of success between the children of literate and illiterate parents.

The present Nepalese instructional context is in dual mode of teaching. One is the way of teaching in private schools and other is the way of teaching in government schools. The true fact is that, the parents who are educated sent their children to the private schools and in most of the cases the parents who are not educated sent their children to government schools. In this context, what kind of teaching learning strategies are adopted by the teachers and learners inside the classroom specially in private schools is the researcher's intention. The increasing trend of admitting the children in boarding schools and the parent's intention towards private schools bounds the researcher to carry out this work.

## **1.2 Statement of the Problem**

In the context of Nepal, many of the researches are carried out in the field of SLA with stating the problems of second language acquisition and teaching strategies. But they have not given special attention to instructed setting and parent literacy. In this research an attempt is made by the researcher to focus on the literacy of parent and the impact made by literacy to the second language learners inside the classroom. The following key problems can be taken into consideration:

- i) In most of the Nepalese English language classes, the children of highly educated and simply literate (i.e. basic) parents are taught together which sets the teachers and learners in dilemma which methods to follow and which techniques to apply inside the classroom.
- ii) The teaching strategies of the teacher are also assumed to be same. This concept bounds the teachers to follow the same or single

technique to the children of both highly educated (Above SLC) and Simply literate (Basic level) parents which may help one group and hinder another in language learning process.

- iii) The focus on learning strategies adopted by the students of highly educated (Above SLC) and simply literate (Basic level) parents is rarely noted. Due to this reason, the teachers cannot read the individual student and their learning strategies. Consequently, learning may not get the right direction.
- iv) The government of Nepal has conducted different assistance programmes to those who have lower educational level but most of them are poor in English language. This causes only to upgrade the learners but not the actual outcome according to the intention of the government. In fact, learners are only upgrading with less knowledge of English.

By indicating the above problems the researcher has tried to investigate those issues in the field of parental education and instructed SLA. So that it will be reasonable and helpful for the policy makers, planners, implementers and all the concerned personalities.

### **1.3 Rationale of the Study**

The present study is conducted on the basis of parents' educational attainment level, acquisition level of their children, learning strategies of their children and the teaching strategies adopted by the teachers while teaching in the classroom setting. Several researches are carried out in the field of SLA but only few researches are conducted in the field of instructed SLA and parent literacy. The rationale behind this study is to show the relation between and among the

targeted variables like, parental educational attainment, teachers' attitudes towards the children of the parents who have different educational background viz. SLC, above SLC and below SLC and the learning activities of the learners in relation to their parental educational attainment level.

In our context, the classroom situation is not same everywhere. All the parents are not equally educated and aware towards learning English. So this study relates different variables and investigates whether or not there is any role of parental educational level in instructed second language acquisition. The researcher felt the need to investigate what techniques the children of SLC, above SLC and below SLC parents adopt in the classroom setting. The whole research moves around the periphery of classroom, intervention of the instructional techniques adopted and implied by the both teachers and learners and to find out some pedagogical implications from the study.

#### **1.4 Objectives of the Study**

The general objective of this study was to find out the role of parent education to learn English language inside the classroom setting. Specifically, the study had the following objectives:

- a. To study the acquisition techniques adopted by the children of the parents who are SLC, above SLC and basic (1-8) level of different schools in Kathmandu valley on the basis of following variables:
  - ) Parental educational attainment vs. learners' acquisition techniques.
  - ) Teachers' strategies vs. learners' capacity to learn English in classroom setting.

- b. To find out the teachers' view towards the children of both groups (i.e. Above SLC and Below SLC) while teaching English.
- c. To suggest some pedagogical implications.

### **1.5 Research Questions**

This research is carried out with an attempt to investigate the relationship between the learning strategies their learning ability and teaching procedure of the children of literate and illiterate parents. This investigation carries the following research questions:

- a. Are the strategies followed by the children of both (Above SLC and Below SLC) parents inside the classroom same ?
- b. How does parental educational attainment affect in classroom situation instructional practices ?
- c. Do the teachers follow the same teaching strategies to the students of the parents having different educational status (i.e. Above SLC and Below SLC)?
- d. How does knowledge of English influence on being good English language learners ?

### **1.6 Significance of Study**

This study provides an insight for the teachers and students to grasp how the children learn English language in the classroom setting especially of the parents who have passed SLC and those who have basic educational status.

This research is equally useful for the parents who try to know the acquisition level of their children and who want to know their own duties for their children in learning English; educationists can include the ideas in their educational plan

and curriculum designer can take help from this study to design the curriculum. Similarly, this research is also useful for the ELT trainers to provide trainings in different contexts. It will be equally helpful for the psychologists to understand and study the individual learners in learning process. Especially, linguists will take more benefit than others through this study because they can take it as the reference of different instructional strategies adopted inside the classroom contexts.

### **1.7 Delimitations of Study**

The study has the following delimitations:

- i) This study was delimited to find out the English language learning behaviour of higher and basic educational level parents' children.
- ii) This study was delimited to primary level teachers, students and their parents
- iii) This study was conducted only in the selected schools of Kathmandu valley.

### **1.8 Operational Definition of Key Terms**

The following important terminologies are used throughout the study

**Achievement-** Ability of the students.

**Acquisition-** It has different meaning in SLA. Here, it refers to the learning of English language i.e. learning and acquisition are used interchangeably.

**Assistance-** Any kind of guide or help that is provided to the learners.

**Basic level-** Grade one to eight.

**Both-** Refers to the above SLC and below SLC level parents.

**Framework-** The diagrammatic representation of the necessary things which are utilized in the study

**Highly Educated-** Those parents who have passed SLC and acquired higher education

**Instructed-** Refers to the artificial setting where any type of teaching environment is created.

**Literate-** Those who are able to read, write and speak in English

**Marginalized-** Backward groups of people mentioned in the study

**Retrieved-** Taken from the World Wide Web.

**Second Language-** English language.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

We can find number of research works carried out on the proficiency of English language in different level. However, it is hard to find out the role of the parental educational attainment to study about the learning behaviour, teaching procedure and teacher's view to learn second language in instructed setting. The related theoretical literature, empirical literature, implication of the review and conceptual framework of the study are mentioned in this chapter.

#### **2.1 Review of the Theoretical Literature**

This sub-chapter deals with different theoretical perspectives related to the educational attainment level of parents and its impact inside the classroom English language learning. The theoretical review of the related literature is mentioned as below:

##### **2.1.1 Importance of the English Language Education**

English language is the buzz word in the field of communication in twenty first century. It is expanding in different sectors and fields including instructional practices. In this regard, (Ghimire, 2004. P.6) writes-

English is known as a key to get success in every field of life. The field of science and technology remains incomplete in the absence of English language. Most developing countries like Nepal need English language to make country developed. The interest of every country is growing wider with the advancement of modern civilization. No country can offer to limit itself to its own store of knowledge and to the research of

its own nation. Nepal cannot be untouched from above condition. So, the importance of English is increasing day by day in Nepal. Now the Government of Nepal has made English as a compulsory subject from Primary level to Bachelor level in education. So, it has got a high position in our curricula. It has also gained high prestige in both governmental and nongovernmental sectors in Nepal .

The English language has played the role of mediator for international networking. Nepal has got the membership of international organizations like UNO, the SAARC, and UNSCO and so on. People use English as a common language in such organization. We use all the products of food, cloth, machine, equipments and manuals written in English language as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus levels are written in English. Without the knowledge of English, it is very difficult to get success in higher level of education (Harmer, 2007, p. 9). So, the above description illustrates that the role of the English language is a basic tool of every day social life. In this way, we can trace out different uses and importance of English language in the present world. so, it is accepted that many parents in the world today are very much conscious towards English and are willing to send their children in to English medium schools .Through these evidences we can say that English has now become such a versatile part of life that the lack of knowledge of English means the lack of understanding of the world and activities.

### **2.1.2 Brief Overview on Second Language Acquisition**

Second language is taken as the mastery over the languages after the child acquires his or her first language. It is the scientific study of human languages after the acquisition of a child's first language. In broad term-second language

acquisition concerns with how a child learns additional language after learning his/her mother language. It is important to mention that the study of second language acquisition was not formally noted before 20<sup>th</sup> century. The formal history of second language acquisition was started during the first decade of twentieth century through the 'Behaviouristic School' of thought. In this case Gass and Selinker, (2008, p.89) state that "The role of native language has had a rocky history during the course of second language acquisition research. This subfield of SLA has to be known as language transfer. Much of the history of this central concept has been tied in with the varying theoretical perspective on SLA." On the opposition of the view given by Gass and Selinker (2008), i.e. in favour of behaviourism, famous mentalist scholar Noam Chomsky put his view forward by supporting the role of mind rather than language transfer in second language acquisition during 1950s.

In the same way, the Chomskian narrow concept of linguistic competence and the role of mind in language learning were also criticized by other socio-culturalist and socio-psychologist, such as Vygotsky who focused on the socio-cultural competence of language learning. Accordingly, by stepping through different ladders of struggles, second language acquisition is established as an independent discipline.

Gass and Selinker (2008), again mentions that Behaviourism (1840s-1940s), Contrastive Analysis (1940s), Error Analysis (1950s), Generativist (1960s) and Morpheme Order Studies (1970s and 80s) discussed heavily on the role of first language acquisition in second language learning process.

In conclusion it can be said that, any normal human being can acquire his/her first language effortlessly, without any hindrances but in case of second language learning, the internal and external factors play significant role; such as, the amount of exposure, language transfer, attitude towards that language, complexity of rules, the popularity of that language and many more. Though, it is not easy to say that second language is learnt in this way, various researches

mentioned above in the field of second language acquisition have made it easy to generalize.

### **2.1.2.1 Second Language Acquisition and Second Language Learning**

Krashen (1982, 85) defines that generally first language is acquired and second language is learnt. In his 'monitor model' he hypothesized that adult has two independent systems of developing ability in second languages. Subconscious language acquisition and conscious language learning. Dulay and Burt (1975) applied the Brown's hypotheses of first language acquisition in second language learning and argue that -"acquirers need not have a conscious awareness of the rules they possess and may self –correct only on the basis of a "feel for grammaticality ". Again, Krashen (1982) have also made a distinction in his 'acquisition-learning hypotheses'. He defines acquisition is subconscious, natural and meaningful but learning is conscious, unnatural and may not meaningful.

By studying the above definitions, it can be analyzed that acquisition and learning are the different but interrelated terminologies in the field of SLA. They all view that acquisition is subconscious, natural and meaningful in relation to learning. Acquisition is closely related to first language and learning is to second language but the researcher have used these terms interchangeably throughout this study.

### **2.1.2.2 Classroom Second Language Acquisition**

Classroom second language acquisition signifies the acquisition of second language inside the classroom or in instructed setting. Different techniques, methods, materials and strategies are adopted to make the language learners learn better. Here, the students, teachers, experts and other directly or indirectly related personals play a vital roles for the betterment of their overall planning. In this regard, Gass and Varonis (1989) from their study on the classroom second language acquisition state that-" the learners are reported to have

practiced positive evidences among one another and they were very conscious about whether the errors were not in fact very surprisingly picked up from one another. Thus, 'learners' talk' is the language used by learner can be important for regulating the acquired knowledge by taking part in the classroom discourse and interactions.

To support the ideas given by Gass and Varonis, Van Patten (2007 as cited in Gass and Selinker 2008) has proposed three premises as the basis of processing instruction .

- a) Learners need input for acquisition.
- b) A major concern in acquisition is the way in which the learners process the second language input.
- c) The way of processing Second language input involves focus on form and acquisition of formal features of language

At present, different innovations, modern instructional strategies and techniques have advanced the methods of instruction. Language instruction also cannot escape away from those innovations. So, many scholars are interested in instructed second language learning.

In this regard, Ellis (1985) writes:

Classroom SLA is distinct from naturalistic SLA In terms of the variation of acquisition setting. The classroom discourse can be distorted; in comparison to naturally occurring discourse. Such distortion is carefully brought about with an attempt to instruct rather than to converse. Thus, simplification, elaboration, distortion, organization of language items and other strategies are used as

instructional strategies that are expected to be influential to the success of SLA.

Ellis (ibid.) presents two assumptions of instructional approaches of second language acquisition. They are:

- a) Focusing on linguistic form aids the acquisition of grammatical knowledge.
- b) The order in which grammatical features are taught will govern the order in which they have learnt.

The above extract derived from Ellis (1985) focused on the distinction between the naturalistic learning and classroom i.e. instructed type of learning. He focused on the linguistic forms to the acquisition of grammatical knowledge and the order of teaching grammar should follow some logical order among the rules the students have already learnt. In the similar way, Gass and Selinker (2008) has advocated in support to Ellis (1985) in the following way:

One of the main differentiating factors between classroom learning and so-called naturalistic learning is the language available from which learners come to understand the function of the second language, and formulate hypothesis. In language classroom, the language addressed to learners can be somewhat simplified, modified, and thus, comprehensible to them.

In conclusion, classroom SLA is also called instructed second language acquisition, where second language is learnt in the special setting. The learning is conducted with special instructions and with different supported materials.

There is the equal participation of each and every related materials, teachers and students. The environment is facilitative than the external environment. Classroom second language learning is also an inherent part of making a person educate. So, I feel extreme necessity to investigate whether the educational attainment of parents play any role in the formal instruction or in classroom second language acquisition.

The present work is based on the impact of parental educational attainment inside the classroom second language learning (especially English). The study is carried out to investigate the role of instructional techniques adopted by the children of the parents who have higher educational status (SLC and above SLC) and the parents who have basic (1-8) educational level and its impact on their proficiency. Similarly, the teaching techniques of the teacher are also investigated.

### **2.1.2.3 The Present Situation of Classroom Instruction in Nepal**

According to Harmer (2007) classes in Nepal are usually large. It is a great challenge to manage large classes with mixed ability groups. Individual differences, learning ability of the students and personal learning strategies are to be taken into consideration in classroom instruction.

Most of the English language teaching classes are conducted in large classes and the lecture method, as a common tool of instruction is used inside the classroom. Students involve in rote learning and low priority is given to the active participation of the students (Shrestha, 2013). National Curriculum Framework (2063) clearly mentions that the medium of instruction of English subject should be in English. But it is not implemented satisfactorily in all the places. Some private English medium schools in limited places teach their students through English. Beside these limited places translation and lecture methods are popular.

Language is for communication. It is said that the present trend of teaching and learning English is to communicate in specific situation. But in reality, there is little progress in communication. Teachers are using communicative method non-communicatively (Poudel, 2013).

To sum up, there is dual medium of instruction as English and medium of instruction as other languages of teaching and learning in context of Nepal according to educational institutions and their policies. There lies a gap between private schools and public schools in case of teaching strategies, techniques, methods and learning styles of the learners. In this situation, this research is conducted to search the parent awareness of English language learning of their children in the classroom setting and the impact of educational attainment of the parents inside the classroom. The techniques that the learners use to learn English are also be investigated. Accordingly, this research focused on the teachers' perception towards the students being based upon the educational level (i.e. Basic, SLC and Above SLC) of the parents.

### **2.1.3 Brief History of Parent Literacy in Nepal**

It is generally accepted that the history of parent literacy is increasing day by day. The history is traced back to the educational achievement obtained by the child bearing father and mother. The previous trend was “*Those who have more cattle own the forest*”. Not much consideration was given to the literacy or formal educational system.

The formal literacy program was noted from the establishment of Durbar High School in 1910 B.S. The Ranas though did not give attention to the general public but directly or indirectly they helped to promote overall literacy including parent literacy.

As mentioned in Poudel and Bhandari, (2013)"After the establishment of democracy in (2007 B.S.), the trend of literacy programs accelerated towards



optimal point. The evidences can be noted through important dates and programs. Such as, establishment of the National Education Board (2009 B.S.), Nepal National Education Planning Commission (2011B.S), the establishment of College of Education (2013B.S), the establishment of Tribhuvan University (2016 B.S.) etc. are the notable points in the history of parent literacy in particular and overall literacy in general". To be concise, the literacy rate of male and female from the year of 1971-2011 is presented in the following table:

**Table No. 1**

**The Literacy Rate for Population Six Years and Above**

	Years				
Sex	1971	1981	1991	2001	2011
Male	23.6	34.0	54.5	65.5	71.6
Female	3.9	12.0	25.0	42.8	44.5
Total	13.9	23.3	39.6	54.1	76.29

(CBS 1995, 2003, 2013)

The above statistical presentation shows the literacy rate of both gender: male and female from the year 1971 to 2011. The statistical record displays that the literacy rate of male in 1981 was 11.4 percent greater than the year 1971. The record of 1991 was 20.5 percent more than the year 1981. In the same way, the record of 2011 was 6.1 percent greater than the year 2001. Similarly, the female literacy record of the year 1971 was lower than of 8.1 percent than of the year 1981 and the literacy rate of the year 2011 was 1.7 percent greater than the year 2001.

The presented data makes clear that the literacy rate of both male and female has increased as in the recent years. The reason is that in every ten years people became aware towards their education. The medium of instruction from the side of government was also changed. For example, adult education ,women education, vocational education, distance learning, special education etc. All of these efforts are the causative factors for increasing the literacy rate in each decade. The idea of parental educational status is strengthened through the following table:

**Table No. 2**  
**Educational Attainment Level of Population Six Years and Above**

<b>Educational attainment</b>	<b>1971</b>	<b>1981</b>	<b>1991</b>	<b>2001</b>
No schooling literate	4.42	5.50	8.98	4.73
Primary Education	5.79	11.33	16.15	22.65
Secondary Education	3.10	4.80	8.88	16.54
S.L.C-Intermediate	0.34	1.23	2.88	7.65
Graduate/Post –Graduate	0.24	0.39	0.64	1.84
Level not stated	—	—	1.80	0.68
<b>Total</b>	<b>13.89</b>	<b>23.3</b>	<b>39.6</b>	<b>54.1</b>

(CBS, 1995, 2003)

The statistical data presented above shows the educational attainment of the population above six years. The statistics shows the record of 'no schooling literate' to 'level not stated'. Educational attainment of different levels (from no schooling literate-level not stated) from 1971 to 2001 is displayed in the above table. The data shows that the percentage of no- schooling literate in the year 1981 was greater by 1.08 percent than 1971; the record of 2001 was 4.42 percent greater than the year 1991. The record of primary education of 1981 is

5.54 percent greater than the year 1971; the record of 2001 is 4.25 percent greater than 1991. The record of secondary level education of the year 1981 was 1.7 percent more than the year 1971 and the record of the year 2001 was 7.66 percent more than the year 1991. In the same way, the intermediate literacy record of the year 1981 was 0.89 percent greater than the year 1991. Similarly, graduate and post-graduate record of the year 1981 is 0.15 percent greater than the year 1971 and the record of 2001 was 1.2 percent greater than the year 1991.

Finally, level not stated literate in the year 2001 was 1.12 percent less than the year 1991. In each year the record of literacy was increasing in its statistical rate. The result is that the increasing awareness of people towards education. By analyzing the above given definitions, we can claim that the educational record of Nepal is increasing in its statistical rate. But few of the scholars have given their attention in relation to second language learning i.e for our purpose English language learning.

Second language learning is a broad field of interest among various linguists and even for the general people in the field of human communication. Before 1960s it was a branch under applied linguistics but in later days it has expanded its horizon over various sub-disciplines and has developed its own field of investigation and areas of study so, it is considered as an independent discipline on its own.

In later days most of the parents are aware about their educational achievement and benefits. In general sense, they want to be educated and are being attending in the literacy programs. (Adapted from UNESCO report on literary history of Nepal 2011).

According to CBS Educational statistical Report (2003) the total literacy rate of Nepal above age five was 54.1 percent. The male literacy rate was 65.5 percent

and the female literacy rate was 42.8 percent. In the same way, the total literacy rate of (2013) is 65.9 percent. Among them, 75.1 percent are male and 57.1 percent are female. Accordingly, 4.2 percent were educated through informal education system.

The above mentioned statistics makes it clear that though the literacy rate is increasing day- by- day and year-by-year there is not expected outcome on the side of women although it is said that "if women are educated the whole family will be educated".

#### **2.1.4 Elements of Parental Education**

In general, education refers to the people those who have the general ability to read and write in any languages. Here, this study relates mainly with those parents who have different educational attainment level (i.e. Basic, SLC and Above SLC) and who are able to read and write in English Language. The focus of the study was to those parents who have the general knowledge about English language and also are aware about its benefit, harm and affect on them, their nation and especially to their children's past, present and future. On the basis of pilot study, the parents' who have completed SLC was found to have significant relationship to the instructional behaviour to their children so the parents who have completed SLC level are primarily focused in this study. Those who are below SLC level are the contrasting sources according to my purpose. Some supporting elements of parent literacy are as follows:

- a) **Parent Literacy:** Parent literacy is the most influencing factor of parental education. Those parents who have a acquired their formal education gave more knowledge about English language and its purpose in daily life. They may have different attitude towards schooling in relation to less educated parents.

- b) **Parent's Perception Towards English Language:** Parent's perception is also notable element of parental education in this study. Those parents who are positively influenced by the effect of English support to learn English. Those who are negatively imposed by English reject to learn English. This has direct or indirect impact upon classroom English language acquisition.
- c) **Children's Achievement:** It is accepted that those parents whose children are good in their performance are known as educated or literate in general sense but this may not be true always. There are such cases where the children of illiterate parents are also performing well in their English language learning skill.
- d) **The Present Condition of English Due to Educational Attainment:** Many of the researches in English language teaching and learning show that there is great influence of English all over the country. The present condition of English is like- "*If there is English there is life and if there is not English there is not life*". Highly educated and basic educational level people are trying to learn English through various medium. One of the reasons of attraction towards English is parental educational level. Parents' desire to make their children learn English is also responsible factor of the present condition of English in Nepalese context. Awasthi (2011) focuses that English language education is becoming the demand of the day to most of the Nepalese people. That is why, English language is shifting its status from English as foreign language to second language.
- e) **Economic Status and Parental Educational Attainment:** There is a popular saying that- "*How much you invest that determines your education*". It is also true with Nepalese education system. Many of the

researches show that the higher class family or economically strong family members are better in their educational level.

Penn State's College of Education established the institute for the study of adult literacy in 1985 as a vehicle for using the resources of a major land grant institution to address issues related to adult literacy. The work was continued to focus on adults; however, it has expanded to include children within a family literacy, context and adolescents facing literacy challenges. Since 2001, this institute has also collaborated with Goodling Institute of Research in Family Literacy.

The major beliefs of the journal were literacy skills are best developed within meaningful context; the institute's initiatives have focused on the context of family, workplace and health. Within these contexts the experienced staff assists providers with:

- ) Program design and delivery.
- ) Customize instructional materials and assessment development.
- ) Professional development (including parent literacy).
- ) Program evaluation.

In conclusion, it can be said that, there are various elements which support parental educational attainment level and its optimum success. Among them, educational level, economic condition, belief towards English, status in the society, achievement level of the children etc are taken for my purpose.

### **2.1.5 Relationship between Educational Attainment of Parents and Second (English) Language Learning**

Harmer (2007) argues that "the non-native speakers have outnumbered the native speakers of English and world Englishes have become more popular

then so-called Standard English". Crystal (2009) suggests that there are currently 1.5 billion of people speaking English world-wide, of home only 329 million are native speakers.

Nepal is also a country where English language is learned and foreign language. Among them, most of the educated (i.e. SLC and Above SLC) have their own out look towards English language. The most important interest is to communicate in English for particular purpose. Such as business, tourism, education, mass media and so on.

So, special interest is given in the education sector i. e. English language learning. Here, relation between higher educational attainment level of parents and the English language of their children inside the classroom is assumed to be positive i. e. If the parents are educated the proficiency level towards English is supposed to be high (Retrieved from [www.parentliteracyandenglishlanguagelearning](http://www.parentliteracyandenglishlanguagelearning) ). So, it is to be researched that whether the educational attainment level of the parents has positive or negative impact upon instructed English language learning. The instructional techniques adopted by the learners of both (above SLC and below SLC) parents will be investigated in this study. In the same way, teachers' view of English language learning towards the children of both groups (Above SLC, SLC and Below SLC) is the concern in my study.

## **2.2 Review of the Empirical Literature**

Tomasello and Herron (1988, 1989) carried out the research on instructed setting where the focus was on exceptions to a general rule. Here the input in the form of corrective feedback was provided either (a) before a faulty generalization was made or (b) after learners had been led down the garden "garden path " and induced into making an over generalization .They have used

test items as the research tool. Tomasello and Herron found that the corrective feedback was more meaningful after learners had been induced to produce an error as opposed to "preventing" an error.

Vanpatten (1993, 1995) and his colleagues carried out an experimental research on the instructional intervention that relied heavily on the notion of attention to form and its crucial role in learner's movement from input to intake and finally to output. They compared two instructional models in which input is practiced as form of output manipulation (traditional grammar instruction in which information is presented to learners for practice ) and the other in which an attempt is made to change the way input is perceived and processed (processing instruction). The findings of his experiment were learners in the processing instruction group were better able to understand and produce the target structure (direct object pronoun in Spanish) than learner in the traditional instruction group. (Vanpatten and Cadierno, 1993; Vanpatten and Sanz, 1995).

Sapkota (2008) had carried out a research entitled "Role of Social and Economic Status of Marginalized Group in Developing English Language Proficiency". His main objectives of the study were (a) to find out the Proficiency of marginalized children in terms of different variables i.e. boys and girls and Kathmandu vs. Arghakhanchi and (b) to find out the role of English in uplifting their social and economic status. The researcher has sampled 120 primary level learners, 30 parents and 2 district education officers by using purposive non random sampling. Questionnaire and test items were used as the tools of data collection. The major findings of his study were (a) proficiency level of students of Kathmandu is better than that of Arghakhanchi; family structure has no impact in learning English language, and economic and employment status play direct role to develop proficiency level of students.



Bhandari, (2009) carried out a research on the "Effect of Family Background on Student's English Language Achievement". The major objectives of study were-to find out the effect of family background of students on their English language achievement. The major tools used in his study were test items and questionnaire. Both primary and secondary sources of data were used in his study. The major findings of his study were: (a) students who were from the family that was led by father were found to have higher achievement score (24.69%) than that of students from the family that was lead by others (22.61%) and students who were form the family that was lead by other were found to have higher scores than that of students from the family that was lead by the mother (20.37%). (b) Students who were from urban area were found to have higher achievement score (24.08%) than that of students from rural background. (c) Students who were from the family that has business occupation were found to have lower achievement score (23.5%) than of students from the family that has mixed occupation. (d) In total students whose parents were both educated were found to have highest achievement score (25.82%) and students from the Dalit family were found to have lowest achievement score (18.31%).

Kharel (2011) had carried out a research entitled "Role of Socio-economic Status in Developing English Language Proficiency". His objectives of the study were: to find out the effect of family background (parent education ,parent occupation, locality, structure of the family, ethnicity, etc.) of Chepang students on their English language achievement ; to assess the role of economic statues in the developing the English language proficiency ; to compare the English language proficiency of Chepang and non- chepang students . He had used both primary and secondary sources of data to elicit the related information purposive non-random sampling was used in his study. Triangulation method was used as tools of data collection viz. Questionnaire ,

test items and interview the major findings of study are (a) family background plays significant role in developing English language proficiency of the children (b) The economic status of children( as well as parents) also determines the achievements of their language proficiency (c) Gender is also an important variable . The study show the better performance of girls (41.76%) than that of boys (37.46%).

Bhatta (2012) carried out a survey research on the topic of " Learning Styles Adopted by M. Ed. Students" . The main objectives of the study were: a) to find out the learning styles of the students studying English in M. Ed. Level b) to find out the gender differences in such styles and c) to find out the most dominant and least used styles. The major tools of data collection were questionnaire and interview. Purposive non-random sampling was the sampling procedure used in the study. Both primary and secondary sources of data were utilized in this research. The major findings of the study were a) almost all the learning styles mentioned in the questionnaire viz .perceptual styles, introvert, extrovert and risk- taking styles were found to be used by almost all the students though the degree of use was variant from one another. b) all the styles mentioned in the questionnaire were found to be used by both gender with slight variation in degree of use. c) Extroversion style was found to be the most dominant style with overall mean 23.82. Likewise, introvert style was the least used style between boys and girls yielding 20.18 and 20.11 overall mean respectively.

### **2.3 Implications of the Review for the Study**

The two reviews mentioned in 2.2 of Tomasello and Herron (1988, 89) and Vanpattern (1993, 95) are related with the term instructed SLA, which is the main concern of the SLA researchers at present. Both of them are experimental researches carried out to find the effectiveness of rules and effectiveness of

instructional intervention inside the classroom. It means both of the researches have focused on the applicability of the instructional techniques or models in relation to traditional ones. In my opinion, both of these views are the credit in the field of classroom instruction. Two groups of learners were taught by providing the exceptional rules and without providing the exceptional rules. The second group performed well. That means” The Garden Path Group” outperformed the traditional group. From these instruction interventional experiments, we came to know that, some kind of innovation in the field of instruction is necessary.

Similarly, the reviews of Sapkota (2008) and Bhandari (2009) reflected that they have focused on the different but interrelated aspect of English language learning. The focus was on marginalized and socio-economically backward groups and family background of the students and English language achievement respectively. Both of the studies investigated whether there was any effect of social and economic status in developing English language proficiency and whether there was any effect of family background on the student’s English language achievement. To sum up it can be analysed that both of the researches have crucial role to play in this study. Since, this study also tries to investigate the impact of parent literacy inside the classroom.

In the same way, the reviewed literature of Kharel (2011) has the direct relation of the parental education, occupation, locality, structure of the family, ethnicity, etc. of chepang students in ELL and the literature review of Bhattarai (2012) advocates the learning styles of the M. Ed level students. Both of the studies focused on the ways of learning English language i. e. habits and achievements. Both of these studies are linked with the present study. They assisted this study for the investigation of effect of parental education in

classroom English language learning, the techniques followed by their children and many more.

This study is different from the above studies in the sense that, this study adopts the reality of the English language learning techniques inside the classroom by the children of literate family and illiterate family. It is distinct from the above reviewed study because this study shows the view of teachers, relation of educational attainment of parents and its impact upon classroom second language acquisition and the learning behaviour of students in the classroom setting.

The related materials reviewed in the theoretical and empirical section guide the researcher in the following ways:

- i) Van Patten's instructional intervention helps the researcher by providing the information that if there is some kind of intervention in learning i.e. processing instruction, the learners are better language performers.
- ii) Tomasello and Herron's (1988, 89) Garden Path Study focused that The learners are better language Learners if they are provided with corrective feedback after the learners led down to the garden path or after they commit errors.
- iii) Sapkota's (2008) Role of Social and Economic Status of Marginalized Groups in Developing English Language Proficiency focused on the proficiency level of the learners in relation to the socially and economically deprived children of Arghakhanchi District.
- iv) Bhandari's (2009) "Effect of Family Background on Student's English Language Achievement" provides the information about the family background and English language achievement of the learners which

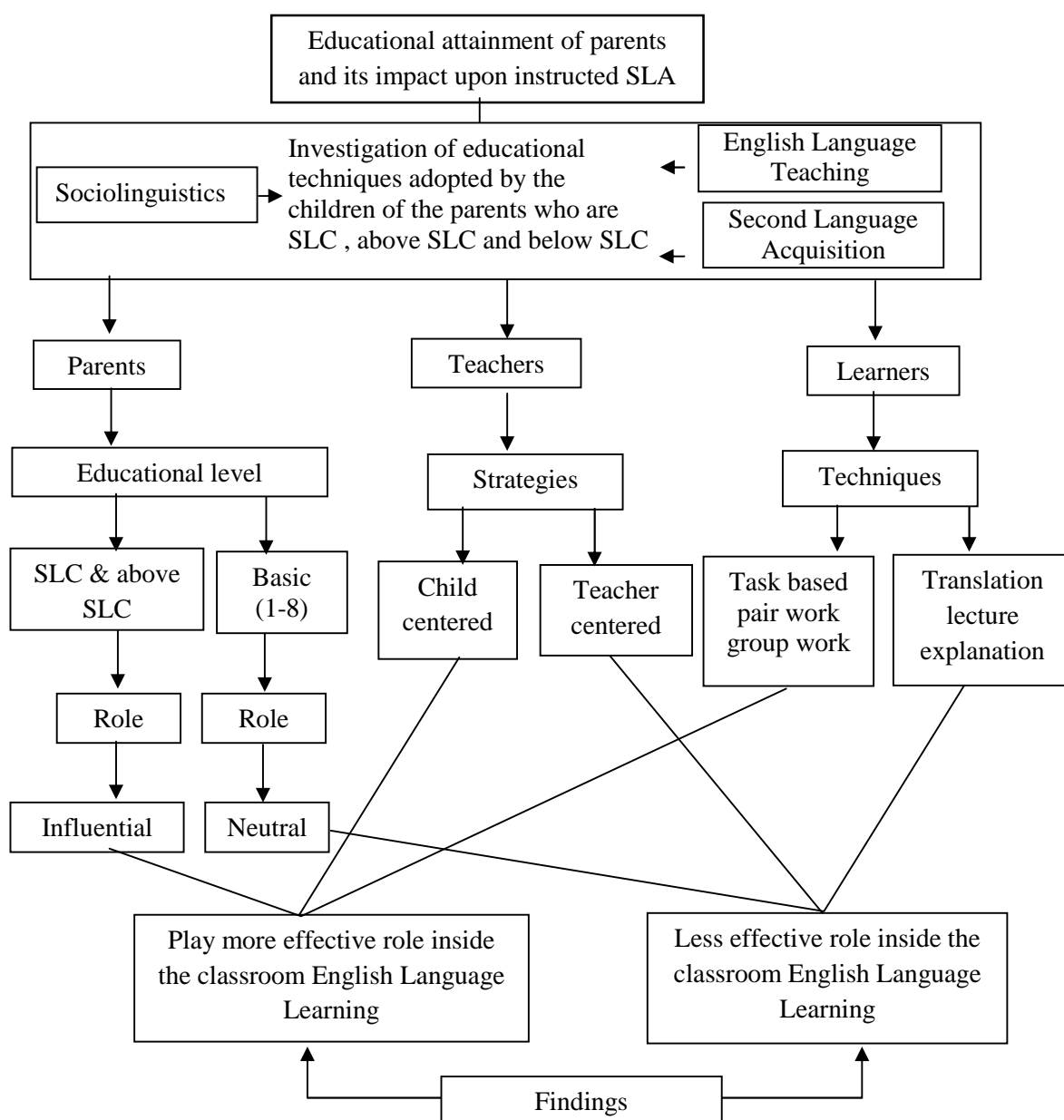
was invaluable to know the impact of family education on the English language learning of their children.

- v) Kharel's (2011) 'Role of Socio-economic Status in Developing English Language Proficiency' guides the researcher by providing the information about the English language learning behaviour of socially and economically deprived learners.

## **2.4 Conceptual Framework**

Through the review of the related literature, the researcher is curious enough to carry out the study whether or not parents' educational attainment has any impact upon instructed English language learning to their children. With the inculcation of the reviewed theoretical and empirical literature and other directly or indirectly related materials the researcher conceptualized this study as shown in the diagram/framework below. The framework speaks the title, objectives of the research, supporting disciplines, variables used while data collection and other theoretical evidences which play the vital role to from this research. The following framework clearly informs the reader how the researcher has conceptualized this study.

The conceptual framework of the study can be presented in the following diagram:



The above conceptual framework reflects how this study was conceptualized. It clearly shows that how the objectives of the research investigated. The figure transparently includes the objectives, variables of the study, attributes supporting disciplines, the strategies adopted by the teachers and learners, the educational level of the parents and the output is also mentioned in the above diagram. The whole study moves forward according to this conceptual framework.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The researcher adopted the following methodological strategies to fulfil the objectives of the study:

#### **3.1 Research Design**

This research is one of the examples of survey design. Since the research questions and the overall methodology used corresponds to the survey research. Survey is one of the cross-sectional studies. It generally addresses a large group of population. Survey is a superficial study of an issue or phenomenon. It is the most commonly used method of investigation ranging from large scale investigation to a small scale study or even a small classroom study. In this regard, survey is widely being used in educational research as well. This study is of survey type because of the following reasons:

- ) This study was conducted to know the attitude of teachers towards the students of the parents who have different educational background.
- ) This study represents the whole Kathmandu valley.
- ) Population sample was carried out from the large number.
- ) Triangulation approach of data collection was utilized.
- ) Data were collected at a single time.
- ) This study was carried out to know the learning behaviours of the learners and attitude of teachers and parents .
- ) The findings were generalized to the whole population.

### **3.2 Population and Sample**

Survey research demands a large number of population. The population of the study was primary level students, their parents and primary level English teachers of five different schools of Kathmandu valley as a total population. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So, the required sample was selected according to the purpose of the study and feasibility of the researcher. The researcher sampled 50 students, 20 parents and 10 teachers from five different schools of Kathmandu district to meet the objectives of the study.

### **3.3 Sampling Procedure**

It was not reasonable to apply random sampling procedure in this study as it was difficult to select the students of different educational background parents (i.e. SLC, Above SLC and Basic). For that reason, fifty students, ten teachers and twenty parents of five different schools of Kathmandu Valley were selected by using purposive non-random sampling method. The researcher will request the school authority to provide the educational profile of the parents, level of teachers and students.

### **3.4 Tools for Data Collection**

The data collection tools (i.e. questionnaire, interview and observation) were prepared accordingly to the level, efficiency and comprehensibility for the respondents. Triangulation approach was used in this study to collect the data. The research tools of this study were check list and structured interview for teachers and parents and comprehensive pre-formulated questionnaire were prepared for students to elicit information from the children of both literate and illiterate parents. For the collect of other necessary information from the teachers and parents that were lacking in these two types of tools, observation tool was used with its checklist.



The above mentioned tools were effective, appropriate and feasible to both respondents. And they were useful for the researcher to meet the objectives of the research.

### **3.5 Process of Data Collection**

After determination of the population, sampling procedure, and tools of data collection, the researcher purposively selected five primary level private schools from Kathmandu district. He prepared the set of structured questionnaire for the students and the interview schedule and checklist for the teachers and parents. The students of different educational background parents were given the questionnaire to fill, the teachers were interviewed and the selected parents were interviewed with the structured interview schedule.

Along with the questionnaire and interview observation tool also was used to make the research more valid, reliable and transparent. Then the collected data were checked, tallied and rechecked by counting. Then all the collected data were edited, coded, tabulated and proceeded so as to make generalisation of them.

### **3.6 Data Analysis and Interpretation Procedure**

Being a survey research it has the characteristics of both qualitative and quantitative analysis. In this study, the collected data were analysed and interpreted descriptively and statistically. Simple statistical tools are used to record, analyse and interpret the collected data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter deals with the results and discussion of the collected data. The results were derived through the intensive analysis of the collected data. The collected data were analysed and interpreted through both quantitative and qualitative methods. Qualitative data have been analysed and interpreted descriptively in narrative form. The quantitative data were analysed and interpreted using simple statistical tools. The researcher has presented the data using frequency tabulation, cross tabulation, charts and diagram as per to the need for the analysis and discussion of collected data.

#### **4.1 Results**

The results of the study are listed as below:

- i) Educational attainment level of parents has the significant impact upon the primary level students in learning English language inside the classroom.
  - a) The instructional techniques followed by majority of teachers i.e. 60% are different to teach the children of the parents who were below SLC and above SLC. 40% of the teachers followed the same strategies i.e. mostly translation and communicative.
  - b) The parents who had acquired higher education (i.e. Above SLC) i.e. 75% were very much conscious about English language than the 25% parents who had acquired basic and SLC level.
  - c) The highly educated (i.e. Above SLC) parents' children got help directly or indirectly from their parents and were better in Classroom English Language Learning.

- d) The children of the parents who had basic educational status rarely or sometimes got help. The help was only for sympathising not for teaching or guiding because the parents did not know how to speak English.
  - e) The children of highly educated parents (i.e. Above SLC) and the parents who had basic educational level followed different strategies to learn English in the classroom setting.
- ii) Teaching strategies adopted by the teacher affect the learning behaviour of the students.
- a) The students who were taught by following child-centred strategy are better in classroom English language learning. 60% teachers followed child-centred strategies and the students were also better than the remaining 40% i.e. who were taught by applying teacher-centred strategies.
  - b) The students also depend upon the teacher if the teacher follows the teacher-centred strategies. Students are creative and independent if the teachers follow the student-centred strategies.
  - c) Majority of the students i.e. 75% like to learn English by using communicative, problem solving, role play and they are better English language learners than remaining 25% i.e. basic educational level (1-8) parents' children. Most of them are depending upon their teachers.
- iii) Majority of the teachers' view towards the students of SLC, above SLC and basic educational status parents was different.
- a) Majority of the teachers i.e. 80% of the them said that there was the impact direct or indirect of parents' educational attainment

in learning English language inside the classroom. Only 20% of them said that they did not find any difference in learning English language.

- b) Most of the teachers i.e. 90% of them said that parents' educational attainment also affects the personality factor of the learners. So, we have to treat them differently inside the classroom.
  - c) All of the teachers said that the students of the parents who were SLC, above SLC and basic level were willing to learn English.
  - d) Majority of the teachers i.e. 80% of them said that the learning behaviour and learning ability of the children of above SLC and below SLC parents is different. They said that, the children of the parents who were above SLC were communicatively competent and the children from the basic educational level family did not show any interest to take part in communicative activities.
  - e) Most of the students of the parents who were SLC passed were interested to follow learner-centred strategies like problem solving, discussion, role play, co-operation and so on but the students of the family who were below SLC were interested in lecture, translation, instruction, rote learning and so on.
- iv) Gender has significant role in learning English language inside the classroom.
- a) Among 26 boys, 9 were toppers in English and among them 8 were from the higher educational status (i.e. Above SLC) families. They follow co-operation, sharing and competitive strategies.

- b) Among 24 girls, 3 were toppers in English. They followed guessing, memorisation, problem solving and self-learning strategies. All three girls were from the higher educational status (Above SLC) families.
- c) This shows that parental educational attainment has direct impact upon the gender because no girls were toppers from basic educational status families.

## 4.2 Discussion

This section includes the analysis, presentation, description, illustration and discussion of the collected data. The discussion of the elicited data is mentioned in the following sub-headings:

### 4.2.1 Analysis of Educational Attainment Level of Parents

The data collected from the field through the use of interview and questionnaire the research found that 15 parents out of 20 have acquired the educational level above SLC, 2 of them have acquired basic level 1-8 and 3 of them said that they have passed SLC which is shown in the following table:

**Table No. 3**  
**Educational Attainment Level of Parents**

Family No.	Educational Level	Percent
15	Above SLC	75
2	Basic 1-8	10
3	SLC	15
Total		100

In the above table, educational level of the parents and percentage is presented. It shows that 15 parents have above SLC qualification and the percentage is 75.

Two of the total have passed basic level (1-8) and the percentage is 10. Similarly, 3 of the total have passed SLC level and the percentage is 15. From this figure it can be concluded that 75 % of the parents have acquired the educational level i.e. above SLC. 10% of the total parents have acquired basic level and 15% of them are SLC holders.

From the table presented above, it can be observed that majority of the parents are literate. But the level of English language learning varies according to their educational attainment. The parents who were basic level did not have the equal capacity and awareness as the parents who were higher level. So, it was necessary to categorise the level of literacy. The parents who are above SLC provided more support to their children in English language learning process at home than the parents who were basic and SLC holders only. This showed variation in learning process, teaching strategies, and personality factors of the learners inside the classroom.

#### **4.2.2 Support of Higher Educational Level (Above SLC) Parents on Their Children in English Language Education**

From the collected data, it was found that out of 20 parents 15 of them (i.e.75%) have acquired the higher education and they can easily understand and know the English language well. Those who have passed basic level said that they do not understand and speak English as well and those who were SLC graduates said that they have little knowledge about speaking and understanding it. One of the highly educated parents (P1) of (SS4) said -*"He is SLC passed and usually helps his daughter at home while learning English"*. He said- *"He is regularly in touch with school administration."* Similarly, another highly educated parent P2 of SS5, said- *"She provides the help which was helpful for her child to learn English and she is too much satisfied to her child's achievement at school."*

The collected data showed that those parents who are highly educated (Above SLC) can easily help their children to learn English. Their children also showed curiosity to learn English with their parents at home. Those parents who do not know English (to speak and write) only encourage them to learn English but they can not help their children directly. In this case, one of the basic educational level parents P3 of SS1 said - *"I do not know how to teach English but I only inspire them to learn by themselves"*.

Majority of the parents said that they are not satisfied towards the achievement of their children in the school. In this case, one of the basic educational level parents P4 of SS5 said - *"In mark sheet they are good but in performance they can not do well."* Similarly, one of the parents who had acquired higher educational level of SS4 said *"My daughter has got 70% in her examination in class four but she can not speak English well."* Though they complained towards the achievement, 60% of the Parents said that the teaching strategies in the private schools are better than the government schools. So, they admitted their children in the private schools.

#### **4.3 Acquisition Techniques Adopted by the Children of Higher Educational Level and Basic Educational Level Parents**

Both father and mother of 25 students were educated (i.e. Above SLC) and they understood and spoke English as well. These students said that they were not fully dependent on teachers. At home, they adopted their own personal learning strategies such as- rote learning, translating and practising by own-self. Majority ( i.e. 75% )of the students of higher educational background parents said that they are excited to learn English with their parents. The children of basic educational level parents( i.e. 20%) said that they were fully dependent on teachers to learn English language. Most of them followed the techniques prescribed by the teachers. The students of basic educational level parents followed teacher directed techniques such as reading, copying and translating more to learn English language.

From the above description, it can be said that the children who were from the higher educational background were self- dependent. In the question - *"How do you learn English at home ?"* The children (S1), (S2), (S3), (S4) and (S5) from the literate family of five different school said- *"We are learning by self: especially we learn English by using personal learning but we do not depend upon others."* They said- *"Mainly we learn English through different tasks"*.

Thus, their acquisition techniques were not much affected by their teacher. They considered their teachers only as a guide. In opposition to them, the children of basic educational level or uneducated parents were fully dependent on the teachers. So, this study is the real depiction of our rural context where teachers only are the sole source of knowledge.

#### **4.4 Teaching Strategies of Teachers to the Children of Both Higher Educational Attainment and Basic Educational Attainment Parents and Success of the Learners**

Interview conducted with 10 English teachers from 5 different schools said that in many of the cases they are using learning by doing strategies such as task-based and communication strategies. One of the English teacher (T1) of SS1 said *"I use child-centred teaching strategies. Such as communicative and task-based strategies but if the learners do not understand through these strategies I use translation technique as well"*. The same answer is provided by the next teacher (T2) of SS2. They said that sometimes, if students were not able to understand the concept we apply translation technique also. The strategies recorded from the teachers to teach different students are shown in the following table:



**Table No. 4**

**Teaching Strategies of Teachers and Success of Learners**

<b>No. of Teachers</b>	<b>Percentage</b>	<b>Strategies Applied to the Children of the Parents who were SLC and Above SLC</b>	<b>Strategies Applied to the Children of the Parents who were Basic Educational Level</b>
Six	60	Task-based, pair work, group work, role play, drama	Grammar Translation, illustration, explanation
Four	40	Translation, illustration, explanation	Translation, lecture, explanation

From the above table it can be analysed that 60% teachers followed different strategies to teach the students of SLC, above SLC and basic level parents. They also said that they followed translation, lecture, explanation and illustration techniques to teach the children of basic educational level parents and task-based, pair work, group work, role play and drama to teach the students of SLC and above parents. In this case, the teachers who were interviewed in this question. *"Do you follow the same or different strategies to teach the students of highly educated and basic educational status parents' children ?"* (T1) of SS4, (T2) of SS5, (T3) of SS1, (T4) of SS2 and (T5) of SS3 replied that they use different teaching strategies for the children of SLC, above SLC and basic educational level parents and were satisfied with the learning strategies their students followed. Fifty percent of the teachers said that they were satisfied with the learning strategies their students followed. Thirty percent of the teachers said that highly educated (i.e. Above SLC) parent's children are talent in the classroom but they cannot perform well in the exam. But overall record was the toppers in the class were from the literate family. It showed that educational attainment of the parents, learners' acquisition

techniques and teachers' strategies have significant impact on student's capacities to learn English inside the classroom.

#### **4.4.1 Parents' Education, Teaching Techniques of Teachers and Success of Students inside the Classroom**

It was recorded that those parents who were conscious about their children's learning i.e. 35 parents or 70% parents' children were good at learning English inside the classroom. It was found that those parents who were conscious about their children's learning i.e. 35 children of the parents or 70% parents' children were good at learning English inside the classroom. In the interview recording the parents who were SLC and above SLC (P1, P2, P3, P4 and P5) of five different schools said- *"We are very much conscious about the learning process of our children."* One of them (P3) said- *"We are both above SLC and we frequently help our child while reading."* They also replied- *"We are conscious about our children so they are good at English"*. The data contrasts with the children of the parents who are consciousness about their children's learning process. According to the view of the teacher respondents (T1, T2, T3, T4 and T5) of five different schools said- *"the children who followed, task-based and mostly child-centered strategies were better in English in contrast to the remaining 30% children"*. (whose parents were less conscious about their children's learning). The record shows that 70% children whose parents were conscious about their children learning were better English language learners in comparison to the children whose parents were less conscious about their children's learning process. The record of 50 students and their achievement is shown in the following table.

**Table No. 5**

**Presentation of Students' Success, Parent Education and Teaching Techniques**

<b>No. of Students</b>	<b>Parental Educational Attainment Level</b>	<b>Assistance to their Children</b>	<b>Techniques Used by the Teachers</b>	<b>Achievement Level of Learners</b>
25	Both Above SLC	Usually	Child-centred	High
10	One Above SLC	Sometimes, Rarely	Teacher-Centred	Moderate
15	Both Basic (1-8)	Not at all	Teacher-Centred	Low

From the above table it is analysed that if the parents both father and mother are literate and if the teacher follow child-centred techniques the result or the achievement of the children will be high. Most of the children of the parents who were basic level were poor in English language learning inside the classroom. Accordingly, teacher-centred method such as translation, lecture, illustration, explanation, etc were applied for them and achievement was also low.

**4.4.2 Teachers View Analysis towards the Children of the Parents who have Acquired Higher Educational Status and Basic Educational status**

By analyzing the elicited information from 50 students and 10 teachers, it was found that 80% of the teacher found out the difference between the learning behaviours of the students of SLC, above SLC and basic educational level parents. The interview taken from T1 and T2 of SS1 and SS2 respectively said- *"Students of highly educated parents learn English by following problem*

*solving, rote learning, memorization and task-based learning strategies whereas the students of the parents who have acquired basic education use translation, follow-up, copying and describing learning strategies".* This makes us clear that majority of the children from highly educated family were self-dependent. They said that the children from the family who have basic educational status were not willing to participate in the conversation and interaction activities. So, they said that parents' educational attainment also affects the personality factor of the students.

Two teachers i.e. 20% of the them said that they have not found any difference in the acquisition techniques between the children of , above SLC and basic level parents. The idea of instruction is clear through interview of T3 and T4 of SS3 and SS2 respectively. They said- *"The children of both literate and illiterate parents follow the similar learning strategies while learning English inside the classroom situation."* From this analysis, it can be generalized that both (highly educated and basic level) parents' children follow the same learning strategies to learn English. Similarly, these teachers also follow the same teaching strategies such as translation, lecture, illustration, etc to teach their students.

The data recorded is presented in the following table:

**Table No. 6**  
**Views of Teachers on the Strategies of Children from Different Educational Level Parental Background**

<b>S.N.</b>	<b>Teachers</b>	<b>Strategies Followed by the Students of the Parents who were SLC and Above SLC</b>	<b>Strategies Followed by the Students of the Parents who were Basic Level (1-8)</b>
1.	T <sub>1</sub>	Independent Learning	Depend on Teachers
2.	T <sub>2</sub>	By own-self	Depend on Teachers
3.	T <sub>3</sub>	By own-self	Depend on Teachers
4.	T <sub>4</sub>	Same mostly rote learning	Same mostly rote learning
5.	T <sub>5</sub>	By own-self	Cooperation with Friends
6.	T <sub>6</sub>	Independent Learning Strategies	Depend on Teachers
7.	T <sub>7</sub>	Same mostly rote	Same mostly rote
8.	T <sub>8</sub>	Rote Learning	Co-operation
9.	T <sub>9</sub>	Communication	Directed by teachers
10.	T <sub>10</sub>	By own-self	Depend on Teachers

As above 10 English teachers were the sample taken from primary level schools, it is recorded that 8 teachers out of 10 found the difference between the techniques the children adopt to learn English inside the classroom. But the remaining two teachers said that they did not find any difference between the learning behaviour of the children of both Above SLC and Basic Educational status parents.

Majority of the teachers (T1) from SS1, T2 from SS3 and T3 from SS4 said- *"Those learners who are from the highly educated family have high score and good command over English"*. In this regard, three teachers (T5, T6 and T7) said that not only highly educated parents' children are good at English but the basic educational level parents' children are also better than the highly educated (i.e. SLC and Above SLC) parents because they are conscious regarding English language learning inside the classroom.

#### **4.4.3 Teachers' and Parents' Common Views Regarding Acquisition Techniques of the Learners**

From the collected data the researcher has graded the views on acquisition techniques given by teachers and the parents. The common views of both teachers and parents are as follow:

- i) Those children who followed self- learning strategies such as rote, memorization, problem solving, etc. in their home tried to follow the same in the classroom also.
- ii) Those children who followed dependent strategies such as- translation, follow up, copying, describing etc. in their home like to follow the same strategies inside the classroom also.
- iii) Those students who are shy and introvert at home also continue the same behaviour in the classroom.
- iv) The children who are talkative or extrovert applied the similar behaviour inside the class.
- v) All the parents and teachers said that the techniques used to teach English in boarding schools are more child-centred and effective than government schools.

#### 4.5 Effect Analysis of Parents' Educational Level on the Classroom English Language Learning

The data collected from 50 students in five different schools, 25 student's parents both father and mother were above SLC, 10 students' parents either father or mother were above SLC and 15 students' parents were basic level (1-8). The effect of parents' educational level literacy of sample students is described below:

**Table No. 7**  
**Effect of Parents' Educational Attainment Level on the Students' Achievement**

S. N.	Students	Status of Parent Education		Attendance	Effect inside the class
		SLC, Above SLC	Basic Level (1-8)		
1.	S <sub>1</sub>			Regular	High
2.	S <sub>2</sub>			Regular	Mild
3.	S <sub>3</sub>			Irregular	Low
4.	S <sub>4</sub>			Regular	High
5.	S <sub>5</sub>			Irregular	Mild
6.	S <sub>6</sub>			Regular	High
7.	S <sub>7</sub>			Regular	High
8.	S <sub>8</sub>			Regular	High
9.	S <sub>9</sub>			Irregular	Mild
10.	S <sub>10</sub>			Regular	High
11.	S <sub>11</sub>			Irregular	Low

The information presented in the above table shows that among fifty students the researcher sampled eleven students (i.e. S<sub>1</sub> - S<sub>11</sub>) purposively to check the effect of educational level of their parents. The result showed that highly educated (i.e. Above SLC) parents' children (i.e. S<sub>1</sub>, S<sub>4</sub>, S<sub>6</sub>, S<sub>7</sub>, S<sub>8</sub> and S<sub>10</sub>)

regularly attend their class and English language achievement was also high inside the classroom. Majority of the basic educational level parents' children (i.e. S3, S5, S9 and S11) were irregular in the class and the achievement in English language learning was mild and low inside the classroom.

#### **4.6 Analysis of Techniques, Gender and Learning Ability of the Students According to their Parental Educational Background (i.e. SLC, Above SLC and Basic Level)**

From the collected data, it was noted that most of the highly educated (i.e. above SLC) parents' children apply independent learning strategies such as- rote, guessing, problem solving and memorisation. But the children of the parents who had basic (1-8) educational level apply dependent learning strategies such as- translation, follow up, copying, describing and so on. This is clear when the data elicited from 26 boys through questionnaire showed that they all (i.e. S1-S26) were the followers of cooperation, sharing and competitive learning strategies. Similarly, out of 24 girls (S27-S50) were the followers of memorization, guessing problem solving and self-learning strategies. Out of S27-S50 only three were toppers in English.



The recorded learning ability and the techniques followed by both boys and girls inside the classroom is shown in the following table:

**Table No. 8**  
**Techniques, Gender and Learning Ability of Literate and Illiterate Parents**

<b>Students</b>	<b>Techniques Followed</b>	<b>Learning Ability</b>	<b>Impact of Parental Educational Attainment</b>
<b>No. of Boys: 26</b>	Co-operation, sharing and competitive strategies	9 were the toppers in English	Among 9, 8 were highly educated (Above SLC) family
<b>No. of Girls: 24</b>	Memorisation, guessing, problem solving and self-learning strategies	3 were the toppers in English	All 3 were from highly educated (Above SLC) family

The above table reflected that even the family was highly educated the learning behaviour of the girls was introvert. That means the girls applied self-learning strategies. In relation to boys, the ability of the girls to learn English was also low as shown by the data who were provided the questionnaire (i.e. S1 - S26) from the selected schools said that they follow the co-operation and competitive strategies such as asking, checking with their friends, sharing and so on. But it is less seen in girls.

The table also shows that, there is significant impact of parents' educational attainment in learning English to their children. Because, among 26 boys 34.6% were the toppers in English and among them 90% were from highly educated family. Among 24 girls 12.5% were the toppers in English and all of them were from the family who were above SLC. This shows that only one boy was the topper from the basic educational level family among 12 toppers. The

collected data through questionnaire from the students (i.e. S1-S50), the researcher found out that among 12 toppers (TP1-TP12), only one (TP5) in his word said- *"Though I am from basic educational background, I am the topper of the class"*. All others (TP1, TP2, TP3, TP4, T6, TP7,TP8, TP9, TP10, TP11, TP12) said that we are from the SLC and above SLC family. Through this analysis, we can say that basic educational background parents' children have less ability to learn English in comparison to SLC and above SLC parents' children.

# **CHAPTER V**

## **SUMMARY, CONCLUSION AND IMPLICATIONS OF THE STUDY**

In this chapter the researcher has presented the whole summary of the research, conclusion of the research and the implications of the study on the basis of the analysis, interpretation and presentation of the collected data. The following summary, Conclusion and implications of the study have been drawn on the basis of the analysed data. The researcher has presented the summary, conclusions and implications in separate headings. So that it will be comprehensible for the concerned readers.

### **5.1 Summary of the Study**

This research was carried out to find out the impact of educational attainment of the parents and its impact upon instructed second language acquisition. This study consists five chapters viz. Introduction, review of related literature and conceptual framework, methods and procedures of the study, results and discussion and summary, conclusion and implications of the study.

In the first chapter the researcher presented the background of parental education, classroom second language acquisition, history of English language education and many more to focus in which context this research was carried out. Similarly, statement of the problem, rationale of the study, research questions, significance, delimitations and operational definitions of the key terms used in the entire study are included.

The second chapter deals with the review of both theoretical and empirical literature consisting their objectives, methodology, process and major findings. The influential and partially related researches were also reviewed in this section. After the related theoretical and empirical literature the researcher presented the implications of the review in the study. Finally the conceptual framework of the study which consists the theoretical concept, process and result is clearly presented.

Similarly, the third chapter contains the study design, population and sample, sampling procedure, data collection tools, viz. questionnaire, interview and observation. Finally, the researcher has mentioned the data analysis and interpretation procedure of the study through the inclusion of descriptive and statistical approaches has been mentioned.

Likewise, the fourth chapter includes results and discussion of the study. The educational attainment level of parents and its significant role was found in the result section along with its supporting points. The collected data has been discussed in the discussion section. Finally, the fifth chapter presents the chapter wise summary of the study in the separate paragraphs, conclusion which is considered as the summary of the findings and implications of the study viz. Policy level, practice level and further research level has been mentioned in separate headings.

## **5.2 Conclusion**

Through the presentation, discussion and interpretation of collected data, it was found out that parents' educational attainment level played the significant role to learn English language for their children inside the classroom setting. The teachers were also alert towards the learning behaviour of the children of the parents who have SLC, above SLC and basic educational level. The teachers also taught by using different teaching strategies for the learners of the parents who had different educational background. They mostly used teacher- centred techniques such as- lecture, demonstration and translation for the students of the parents who were basic level. Student- centred techniques such as- role play, pair work, task based and communicative techniques were used for the children of the parents who were SLC and above SLC. Those parents who were above SLC were more conscious about their children's English language learning and those parents who were basic level were not very much conscious about their children's English language learning behaviour. All of the children (regardless of their parental educational level) were willing to learn English by any means and resources. Since, the result showed the positive impact of parental education in the classroom English language learning the parents of

each and every community should be educated, then only the coming generation would be the good English language learners.

### **5.3 Implications of the Study**

On the basis of above conclusions, the following implications have been suggested for different levels:

#### **5.3.1 Policy level**

- i) Educational attainment level of parents played the positive role in classroom English language learning. Thus, parental educational attainment level should be increased from the side of government.
- ii) Government should apply the policy of equal educational access for all the public. So that there will not be vast gap between the children of highly educated and basic educational level parents.
- iii) The government should make the policy of regular supervision whether the teachers are teaching with individual differences of the learners or not.
- iv) Most of the teachers have said that they have to follow different strategies to teach the children of different educational background parents. But it is very difficult for them to implement in real practice. So government should think about this problem of the teachers and manage it as quick as possible.

#### **5.3.2 Practice level**

- i) As English language is a complex and difficult enterprise, students have to be provided with sufficient amount of exposure of both time and language to get mastery over English language.
- ii) The curriculum implementers( i.e. teachers) should not run after the so called standard methods of language teaching rather they should try to find out context-sensitive methods of language teaching.

- iii) Parents, teachers and the students should organise different seminars, workshops and discussions on the different topics of interest in instructed English language learning.
- iv) Majority of the parents said that they have admitted their children in boarding schools to make their children good at English. If proper English would be taught by applying investigative techniques in government schools parents should not have to pay more amount in boarding schools. so, different trainings, workshops and seminars should be conducted in the government schools. So that it will be applicable to the economically and socially backward children and their parents.

### **5.3.3 Further Research Level**

- i) This research will be the valuable secondary source for the researchers.
- ii) This research will provide new research areas which are left to be investigated.
- iii) This study is limited to the primary level learners and the educational attainment of their parents. Similarly other levels and areas can be investigated in the field of parental education and SLL.
- iv) The role of gender is also important in English language learning. The condition of the girls from illiterate family is worse in ELL. So the concerned authorities and the educationist are requested to investigate on this issue i.e. further researchers should be carried out in this field.

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## APPENDIX I

### QUESTIONNAIRE

This questionnaire is prepared to draw information for the work entitled "**Educational Attainment of Parents and Its Impact Upon Instructed Second Language Acquisition (SLA)**", which is carried out under the guidance of **Mr. Ashok Sapkota**, Teacher, Department of English Education, Faculty of Education, T.U. Kirtipur , Kathmandu . I hope that you all cooperate with me to fill up this questionnaire; where this data will be invaluable contribution to accomplish this work.

Thank you.

**Researcher: Shiv Raj Sapkota**

M.Ed. 2<sup>nd</sup> year.

Kirtipur, Kathmandu.

Name of the Student: .....

School: .....

Class: .....

Address: .....

Sex: Male ( )                      Female ( )

Please tick the correct answer.

1) What is the educational status of your parents?

a) Both not literate                      b) Both literate                      c) One literate

2) If yes, which level they have passed?

a) Primary                      b) Secondary                      c) Higher



- 11) Do you feel easy when your teacher teaches English inside the classroom or feel difficult the way he/she teaches?  
a) Feel easy                      b) Feel difficult
- 12) How did your teacher teach English language inside the class?  
a) By using translation   b) Through communication   c) Through tasks
- 13) Do you think we can learn better English outside the class also?  
a) Yes                                      b) No
- 14) How do you solve the problems of grammar in English subject?  
a) By rote learning                      b) By the help of teacher  
c) By co-operation with friends
- 15) How do you communicate when you do not understand what other say?  
a) By using gestures                      b) By requesting to say again  
c) By asking to simply the terminologies.
- 16) What techniques do you use to speak English mostly?  
a) Communicative    b) Translation    c) Personal learning techniques.
- 17) The time you spent in learning English is more with :  
a) Books                                      b) Teachers                      c) Parents
- 18) I am very happy to learn English with my:  
a) Friends                                      b) Parents                      c) By reading books
- 19) How does your English teacher teaches you?  
a) Makes us read more                      b) Asks us to change into mother tongue  
c) Teaches by communication
- 20) Do all of your friends have same way of learning English?  
a) Yes                                      b) No

## APPENDIX-II

### INTERVIEW SCHEDULE FOR TEACHERS

This interview schedule is prepared for the primary level teachers who are selected as the respondents of this research. The respondents are encouraged to give their information without any hesitation and the information should be true and authentic as far as possible. Thank you.

Researcher: Shiv Raj Sapkota

M.Ed. 2<sup>nd</sup> year.

Kirtipur, Kathmandu.

Name of the Teacher: .....

School: .....

1. How many parents of your students can speak English?

.....

2. Have you ever noticed the English learning behaviour of those Students?

.....

If yes, do you find any difference between the learning behaviour of highly educated parents' children and basic (1-8) education level parents' children?

.....

If no, what strategies do you apply to teach your students?

.....

3. What is the effect of parent literacy in your English language classroom?

.....

4. Do you follow same strategies or different strategies to teach the children of both above SLC and basic educational level parents?

.....

5. Are the toppers in the classes from SLC, above SLC and basic educational level family ?

.....

6. Do you agree with the opinion that –"the parental educational attainment affects the personality factor of the students? If yes, how do you think so?

.....

If no, Why do you feel so?

.....

7. How do your students feel happy when you are teaching English?

.....

## **INTERVIEW SCHEDULE FOR PARENTS**

This interview schedule is prepared for the parents of primary level children who are selected as the respondents of this research. The respondents are encouraged to give their information without any hesitation and the information should be true and authentic as far as possible. Thank you.

Researcher: Shiv Raj Sapkota

M.Ed. 2<sup>nd</sup> year.

Kirtipur, Kathmandu.

Name of the Parents: .....

School: .....

Address: .....

1. May I know your educational status?  
.....

2. Do you help your children in your home to learn English or not?  
.....

If yes, do you think that your help facilitates your children's learning behaviour in their classroom?

.....

If no, how is/are your children learning English?

.....

3. Have your children ever requested you to help them?

.....

4. Majority of the guardians say that" the teaching techniques in boarding are better than government schools". What is your opinion on this view?

.....

5. Are you satisfied with your children's achievement in the school or not?

.....

6. Do you have regular contact with school authority about your children's progress in English or not?

.....



## CHECKLIST FOR TEACHERS

This checklist is designed for the teachers of primary level to draw the information related to my topic. The respondents are requested to give the correct information inside the brackets. I hope you will give authentic and reliable data which will be invaluable for my study. Thank you.

Researcher: Shiv Raj Sapkota

M.Ed. 2<sup>nd</sup> year.

Kirtipur, Kathmandu.

Name of the Teacher: .....

School: .....

1	Number of parents	All ( )	Half of total ( )	None ( )
2	Educational status of majority of parents	Basic level ( )	Secondary level ( )	Higher level ( )
3	Learning behaviour of majority of children	Depends on teacher ( )	Self-autonomous ( )	By co-operation with friends ( )
4	Learning behaviour of the children of highly educated parents	By own self ( )	Depend on teacher ( )	By co-operation with friends ( )

5	If the parents are SLC and above SLC English language learning is .....	High ( )	Moderate ( )	Low ( )
6	If the parents are basic educational level, English language learning is .....	High ( )	Moderate ( )	Low ( )
7	Toppers in the classes are from .....	SLC and above SLC family ( )	Basic educational level family ( )	_____
8	Take much care about English language learning	SLC and above SLC family ( )	Basic educational level family ( )	_____
9	Grammatical awareness of the children of SLC and above SLC parents	High ( )	Moderate ( )	Low ( )
10	Communicative awareness of the children of SLC and above SLC parents	High ( )	Moderate ( )	Low ( )
11	Grammatical awareness of the children of basic educational level parents	High ( )	Moderate ( )	Low ( )
12	Communicative awareness of the children of basic educational level parents	High ( )	Moderate ( )	Low ( )

## **CHECKLIST FOR PARENTS**

This checklist is designed for the parents of primary level learners to draw the information related to my topic. The respondents are requested to give the correct information inside the brackets. I hope you will give authentic and reliable data which will be invaluable for my study. Thank you.

Researcher: Shiv Raj Sapkota

M.Ed. 2<sup>nd</sup> year.

Kirtipur, Kathmandu.

Name of the parents: .....

School: .....

Address: .....

1	Educational status of parents	Basic (1-8)	S.L.C	Above S.L.C	_____
2	Parents help their children in English language learning	Usually	Sometimes	Rarely	Not at all
3	If the help, the response of their children towards their learning inside the school and home	Positive	Negative	No response	_____

4	Children's request for help from parent	Usual	Sometime	Not at all	_____
5	Guardian's view towards the teaching strategies of government school and boarding school	Government school are better	Boarding school are better	Both are same	No response
6	Satisfaction toward student achievement	Too much satisfied	Little satisfied	little satisfaction	No satisfaction at all
7	Contact with school authority to know children's progress	Regularly	Sometime	Annually	Not at all