

CHAPTER - ONE

INTRODUCTION

This study consists of background of the study, statement of the problem, rational of study, objective of the study, research questions, significance of the study, and delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Education is the light of life. It is not only concerned with imparting knowledge but it is also concern with human feelings, emotions and morale aspects of life. Similar opinion is expressed by Kakkar (1973, p.1) when he says, "Education should be directed to the full development of human, personality and to the strengthening of respect for human right and fundamental freedom".

Education is the product of human intellectual capacity and genetic faculty of mind. Dewey (2008, p.2) also puts similar opinion, when he says:

Education is not a preparation for life, rather it is the living, and education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

After the analysis of the above mentioned paragraph, we can conclude that education is the complete development of the individuality of the child, so that he can make and original contribution to human life according to the best of his capacity. Anyway, education is the preparation of complete living for future.

Education and teaching are two parts of a same coin. Teaching is a process in helping somebody to learn something by giving information. Teaching offers bright, intellectual and social challenges of the job. Brown (1994) defines teaching as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (p.7).

We can conclude that education and teaching are related with each other Education function as an output, teaching is the process of gaining education; hence, these terms build a system. Teaching and learning activity as being social interaction process, parents and teachers play their own roles for gaining something, but the role of parent is considered to be pivotal in language learning.

1.2 Statement of the Problem

Research on parental involvement has shown that when parents are involved in their children's education, they improve the chances of succeeding in school. While these activities yield benefits, Devery (2006) research shows that "Parents using home-learning activities with their children will make the greatest contribution to education". Furthermore, this is not all in all. What has happened is, whatever the data we have in our hand, the data do not match. The challenges now await us in the educational outcomes i.e. improving learning outcomes. Therefore, it is necessary to find out the role of parents in English language learning.

1.3 Rationale of the Study

If the parents cannot manage time to spend with their children with their appropriate role, children may go out of track which creates a great problem.

Therefore, this study is being carried out to find out the role of parents in English language learning. Parents using home-learning activities with their children will make a greatest contribution to education. Parents have significant role to play in helping children succeed. However, parental involvement in their child's education is said to be on the decline since parents are getting busier and busier with modern day demands.

1.4 Objectives of the Study

The objectives of this research were as follows:

-) To find out the roles of parents in their children's English language learning.
-) To identify the attitudes of parents towards their roles in English language learning of their children.
-) To suggest some pedagogical implications.

1.5 Research Questions

This study was oriented to find out the answers of the following research questions:

-) What roles are parents playing in their children's English language learning?
-) What are the attitudes of parents regarding their role in English language learning?

1.6 Significance of the Study

Everybody can be a parent, but very rare persons can be a good parent which determines their role towards children. The higher portion of responsibility and duty to fulfill the need and demands of contemporary society and make the learners competitive in the globalized village has come on the shoulder of parents. The research study is about the "role of parents" in English language learning. It strives to seek the possible roles that family can play in English language learning to make learning fruitful. The findings of this research study will be meaningful insight to those parents who are concerned with language learning or can get noble ideas to improve children's achievement. Parental involvement in children's learning is a key factor in improving children's academic attainment and achievement, as well as their overall behavior and attendance. Parents have great responsibility. They are their children's first teacher. It is from parents children can learn their culture, social skills, and life skills and get exposed to many experiences.

The first institution of a child is his home, a child passes most of time with his parents and learns from his parents, and environment provided to him by his parents at home. Parents play a greater role in the education of their child. Therefore, this study would be significant to parents to make learning fruitful for their children.

1.7 Delimitations of the Study

-) It focused on the roles of parents towards English language learning although the roles of students are equally important.
-) It was restricted around the home environment.
-) The study was limited to 45 parents.
-) It was limited to a single set of questionnaire.
-) The study was limited to Baneshwor of Kathmandu.
-) The study was limited to those parents whose qualification was above intermediate and whose children were in primary level.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter comprises the review of studies and their implication on the study. In the same way, the theoretical concept and conceptual framework are also included this chapter.

Review of related literature is an inherent part of conducting research process. The main function of literature review is to extend theoretical knowledge of the research area and ensure wide reading around the subject matter.

2.1 Review of the Theoretical Literature

Language is a means of communication through which human share their ideas, feelings, thoughts and emotions to each other. It plays a vital role to introduce people from one part to another of the world. Although, animals also share their feelings through different means of communication, it is not language because animal communication and language are different from each other.

Language is a dynamic and open system compared to animal's communication system. The language and intelligence make human being the most clever and brilliant creatures in the world. Varshney (2001) says, "Language is complex human phenomenon; all attempt to define it has proved inadequate. In nutshell language is an 'organized noise' used in actual social situation"(p.1).

Similarly, Wardhaugh (1998) says, "Language is what the members of a particular society speak" (p.1). Language is expression of human personality. It is a form of social behavior that enables the individual to co-operate with others in a group and the major function of language is communication. Similarly, Chomsky (2002):

The topic of language is particular state of human brain which shifts to seek to nature and properties of linguistic state, their development and variety and their basis in innate biological endowment. This endowment helps to determine the close proximity among human over a broad range (p. 2).

Various scholars have defined language differently. To sum up language is system of human communication which consists of the arrangements of sound or in written representation into large units; eg. morphemes, sentences, utterance and discourse .

2.1.1 Historical Background of the English Language Education in Nepal

In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago, that is, in 1854. According to Awasthi (1979)

The history of the English language in Nepal goes back to seventeenth century, when King Pratap Malla ruled over Kathmandu. The role of King Prithivi Narayan Shah to suspect missionaries on supplying information to East-India company as a business enterprise played an important role to enrich the status of the English language. Likewise, during the Rana regime there was autocratic rule over Nepal, the

prime and rich families hired Bengali or English tutors to teach their children. Prime minister Jung Bahadur Rana who was extremely interested in the English system of Education opened a school in his palace in 1844 to educate his own children. The role of Chandra Shumsher to adopt the English language in higher education and to open Tri-Chandra College in 1918 was one of the important periods to develop the English language in Nepal. The oldest Nepali university was established one century later. After the revolution of 1950 in Nepal, a drastic change occurred in the field of education because many educational institutions were established throughout the whole kingdom and new plan in education such as national education system plan - 2028(NESP) was made. English has been taught as a compulsory subject since the establishment of Durbar School in Kathmandu in 1844 and retained as a compulsory subject till the introduction of the National Education System Plan (NESP)-2028. At that period some of the students used to adopt English as the medium of examination in school leaving certificate (pp. 1-4).

Thus, there have been different changes from autocratic rule such as in Rana regime when the development and study of the English language was just limited to the prime and rich families inside the palace. The study of the English language for the public was as a dream at that time. By the change in the period after democracy, we can find a lot of changes in educational system. As a result Tribuvan University was established. The general people got the opportunities to study the English language inside their own country. Different plans and policies were made to improve the educational status of the country. Such as National Education System - 2010, All Round National

System Plan - 2018, National Education System Plan -2028, National Education Commission 2047. These all plans and policies were made to uplift the educational status of the country. Along with these plans the status of the English language has been also given emphasis. Bhattarai (2006) writes:

English teaching situation is build upon different historical facts, and the way a nation responds to them largely, the decisions on the questions which foreign language, what types of it and how much of it are decided by the political, Historical as well as administrative standpoints which the elitist academic hold. (p. 12)

Thus, the history of English language development as stated above from the past has played an important role to enrich its current status. Different policies and hundreds of plans have been waxed and waned. The need and importance of English language in official and in schools as means of teaching-learning activities have been realized.

2.1.2 English Language Learning

English has been widely used as lingua franca around the world. Since the concept of global village is developing, it has been a means of survival skill. English is taught as a second or foreign language in almost all the countries of the world nowadays. There is a penetrating effect of English in every sector of today's society. Phillipson and Pennycook (1992,1998) state:

Not everyone sees the growth of English as the benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact with. Seeing its

teaching as forms of cultural or linguistic imperialism (as cited in Harmer, (2007, p. 16)

Focusing on the globalization of English language, Burchfield (1985) mentions:

English has also become a lingua franca to the points that any literate, educated person on the face of the globe is in very real sense deprived if he does not know English, poverty, Famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation. , Linguistic deprivation is a less easily noticed condition. But one Nevertheless of the great significance (as cited in Swales, 1993, pp. 283-284)

English language teaching has carried a long standing history in the page of language teaching. Howatt (1997) reports:

The history of English language teaching is vast subject. The spread of English round of the world in the wake of trade, empire-building, migration and settlement has ensured the teaching of the language a role, some time central, some time peripheral in the educational history of virtually every country on earth. (p. 5)

Howatt further argues that during the first half of the 15th century, the teaching of English as a foreign language emerged as an autonomous profession. The intactual foundation for this autonomy rested on the fusion of the two reforming tradition inherited from the previous century: the applied linguistic approach of the reform movement and the monolingual methodology of direct method.

Nowadays, English is taught as a compulsory subject from grade one in government aided schools as well. Almost fifty percent of schools both private and public together use English as a medium of instruction. As students can earn university degree specialization in the English language, ELT is developing as a profession.

For the upliftment of society and for the promotional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing view of language teaching.

2.1.3 Importance of English Language Education

The English language is taken as an international language and lingua franca in the world today Crystal (1997, p. 360) says:

In the mind of many people, there is no longer an issue. They argue that English has already become a world language, by virtue of the political and economical progress made by English-speaking nation in the past 150 years and is likely to remain so, gradually consolidating its position surveys of use carried by UNESCO and other world organization reinforce the general statistical impression. English is used as an official or semi-official language in over 60 countries and has a prominent place in a further 15. It is either dominant or well established in all six-continent. It is the main language of books, news paper, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sport, international competitions, pop music and advertising. Over two-thirds of world's scientists write in English. Three-quarters of world's mail is written in English. Of all information in the world's

electronic retrieval systems, 80 % is stored in English. People communicate on the internet largely in English. English Radio programs are received by over 150 millions in 115 countries. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level (This figures exclude China).

Kachru divide English speaking people into three circles. Kachru (1985, pp. 12-15) says:

The classification is widely used and many people help to think about English around the globe. In the first inner circle Kachru puts countries like Ireland, New Zealand, Australia, Canada, Britain, and United State where English is spoken as the first language (i.e. 320-380) Million. In second, outer circle are all the countries where English is spoken as a second or significant language like ours. Such other countries are Singapore, India, Malaysia, Nigeria.(i.e. 150-300 million). In the third circle we find the countries where English has acquired cultural or commercial importance (China,Sweden ,Greece , Japan , Israel etc.) having approximately 100 -1000 million speakers(as cited in Harmer 2001, p. 8).

Regarding the importance of English language in Nepal, Sharma (2006) writes:

...the best evidences of Nepalese young generation's passionate longing for English can be seen in the enrollment around 1500 students in MA in English and almost the same number of students in M. Ed. English, in the current session of 2006, 2007 at Tribhuvan

University. In fact the English language has created its unique culture empire, millions of people around the globe who use it either as native language (L1) or second language (L2) or as a foreign language (L3) are respectable members of this empire. Nepal has joined the group under (L3) "English as foreign language" (p.5) .

Thus, the number and interest of people to study the English language either as formal education or in the form of informal education is increasing day by day. It is taken as a basic means of communication and instruction in this global world. It has become an inevitable source for native and non native speaker.

2.1.4 Roles of Parents Towards English Language Learning

The term "role" generally means one's duty or responsibility in a particular situation. In simple word 'role' is one's function, what person or thing is appointed. Wright (1987, p. 7) defines role as "a complex grouping of factors which combine to produce certain types of social behaviors".

Similarly according to Ellis and McClintock (1990), "a role can be defined as the part taken by participants in any act of communication" (as cited in Richards and Lockhart, 1996, p. 97). Richards and Lockart (1996, p. 98) present the following characteristics of roles:

-) They involve different kinds of work and different levels of responsibility.
-) They involve different kinds of relationship of different patterns of interaction and communication.
-) They involve different power relationships.

In our daily lives, we fulfill roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society. Here, my concern is with "role of parents in English learning". So the most striking question in this regard is what is the parent's role?

Even in situations where parents have responsibility for how they cope, they may assume very different roles within their own home. Behind our expectations of role behavior there lies a set of attitudes and beliefs about the role in English language learning. Teaching and learning are essentially social activities, implying role relationship between parent and learners, learners and learners these relationships are established, maintained and evaluated through communication, on which parents take a pivotal role. In society the parents need to manage the activity in family in different ways. This means they need to behave in different ways at different stages. This different kinds of behavior are called 'parents' role.

Parents are children's first teachers. It is from parents that children start to produce single words. Similar opinion is expressed by Rawal (2010, p.41),

At one word stage, when children produce a single word, even the parents are frequently unable to interpret what the children want to convey. Such failure in communication provides with an impetus for improving their language ability. After that a child starts combining two words together, for example mummy, stock, want milk, daddy car.

When parents are involved in their children's education, they improve their chances of succeeding in school. According to Keane (200, p. 1), "Parental

involvements improves the chances of children's success at school, yet research suggests that parent's participation may be on the decline". Keane further asserted that students achievement represent more than just grades. A recent report conducted by the National School of Public Relations Association (as cited in Keane , 2007, p. 3) showed " enhanced parental involvements leads to better academic performance, better attendance, and improved behavior at home and school".

Similar opinion is expressed by Rojers and Wright (2007, p. 36) when they mention, "Parental involvement as encompassing in three areas: Direct contact with teacher, Parental action at school, Parental action at home. "

To sum up, there are three main ways parents can get involved in supporting their children's learning.

- Learning at home: parents are the first ongoing educators of their own children. They provide information and support to help develop their child's learning at home, in the community and at school.
- Home / school partners: school must be open to involvement of parents in the work. Parents should consider with school and their children's education.
- Parental representation: the act provides a framework for ensuring that parents have the opportunities to express their views and have these taken into account on policy matters affecting the education of their children.

Communication between teachers and school fosters parental involvement that has been shown to increase academic success as well as improve student behavior. Similar conclusions were made by Ressel and Reece, (2000).

Parental involvement leads to an increase in academic achievement, better class room behaviors and conduct, greater self esteem, increased motivation and attitude towards school, low rate of absenteeism, increase school satisfaction and increase school climate.(as cited in Devere, 2006 p. 15)

In the above mentioned paragraphs different scholars have expressed differently but more or less similar view about the role of parents towards language learning. If parents take care of the following things, they can improve the education of their children.

-) Encourage their children
-) Provide them a supportive environment at home
-) Give more time to their children
-) Make link with the school or college teacher of their children
-) Discuss with children about their problems
-) Keep watch on the activities of their children
-) Show impressive behavior while advising them

Jessee (2009) noted, "Parental involvement has two independent components: parents as supporter and parents as active partners. For example, parental involvement can be reading to children volunteering at school, collaborating."(as cited in Devere, 2006,p.11)

After the analysis of above mentioned discussion the roles of parents towards language learning are:

-) Parents as feedback provider
-) Parent as facilitator
-) Parents as motivator

-) Parents as controller
-) Parents as threatener

Parents as feedback Provider: Feedback means comment about a product or person's performance. Parents should appreciate if their children do well in exam and if they do not encourage them for hard work. Interaction involves a number of components including negotiation and feedback. Similar opinion is expressed by Rawal (2010, p.124),

Feedback comes as a result of interaction. In others words, interactional feedback is an important source of information for learners because it provides them with information about the success or lack of success of their utterances. It gives them additional opportunities to focus on comprehension.

Parents who work as feedback provider interact with their children about their study and provide feedback.

Parent as Facilitator: To facilitate means to make a job easy or easier. Parents should spend time with their children as much possible and discuss with their studies daily and help them. Parent's involvement improves children's achievement. Similarly, according Sthapit (2000) "The objective of learning is to help the learners in learning it . Learning, therefore should be geared to facilitating learning as the part of learners. This is true of language learning as well ". (P.1)

Parents can be facilitator in their children's learning.

Parents as Motivator : A motivator stimulates the interest. Parents should increase the interest of their children to do something. Motivation is the

psychological factor. It refers to the inner drive to initiate learning. It is commonly believed that individuals who are highly motivated will learn faster. Likewise, Gardner (1985) describes “Motivation involves four aspects : a goal, effortful behavior, a desire to achieve the goal and favorable attitudes toward the activity in question ”(p.50).

Parents who stimulate their children towards their goal are motivator.

Parents as a Threatener : Threatener gives threat to someone to do something . Some parents use the role of threatener with their children by beating them or by scolding them or by giving instructions. Likewise, Brown(1994) defines learning as “showing some one to learn how to do something, giving instructions, guiding in the study of the something, providing with knowledge, causing to know”.(p.7)

Parents who threat their children to make them study are threatener.

Parents as Controller: Controller means having power over someone for something. Parents should watch daily activities of their children otherwise their children might be walking out of track. Small children are like soft mud amenable to whatever design we want them to be. Similarly, Harmer (1991) draws “The important distinction between the role as controller and facilitator since these two concepts represents opposite ends of a control and freedom ”. (p.9)

Parents need who are concerned about the behavior of their children and want to control their activities plays the role of controller.

To sum up parental involvement in children's learning is essential factor in children achievement and academic attainment as well as their overall

behavior and attendance, which determines their role towards children. The agreeable roles are facilitator, motivator, controller, threatener and feedback provider.

2.2 Review of the Empirical Literature

There are so many researches that have been carried out regarding the role of different factors in English language learning in the department of English education. Some of them which are related to this research are reviewed in this section.

Bhatta (1997) conducted a research studies entitled "Language planning in the education sector of Nepal and status of English in it". He conducted a research to find out attitudes of English in different groups of people towards the present policy in the sector in Nepal. He collected data by using questionnaire. He selected 15 groups from Doti by using non random purposive sampling and the conclusion was: majority of people had negative attitudes towards English language.

Barooh (2007) conducted a research in Indian Scenario on "Role of English language in social and economic upliftment of children of labor community". Her main objective was to find out the role of English language of children of labor community. She selected the children of Tea – garden-labor which was considered as disadvantaged learners. She uses non-random sampling procedures and found that all of them agreed to the importance of English in their social mobility and upliftment.

Sapkota (2008) carried out research entitled "Role of social and economic status of marginalized group in developing English Language proficiency". His main objective of the study was to find out the role of English language

in uplifting their social and economic status. He collected data using questionnaire and test item. He selected 100 students and 30 parents by using non-random sampling procedures using fish- ball draw method from both Kathmandu and Arghakanchi district. It was found that education of parents plays an important role to uplift their children's proficiency of English . Education of parent determines the success of their children's proficiency in English.

Ghimire (2010) carried out a research entitled "Role of teacher in English language classroom". His main objective of the study was to identify the perceived attitudes of teacher towards their role in English language classroom. He collected the data by using observational check list and interview schedule. He selected three secondary schools of Kirtipur area by using non-random purposive sampling. It was found that teacher have positive opinion towards all the roles that are likely to be played in the classroom, they gave emphasis on the role of facilitator, manager, encourager and guide.

But this study is deferent from the above studies. The main objectives of my study was to find out the roles of parents in English language learning. It seeks to find out roles of parent to make learning of their children fruitful.

2.3 Implication of the Review for the Study

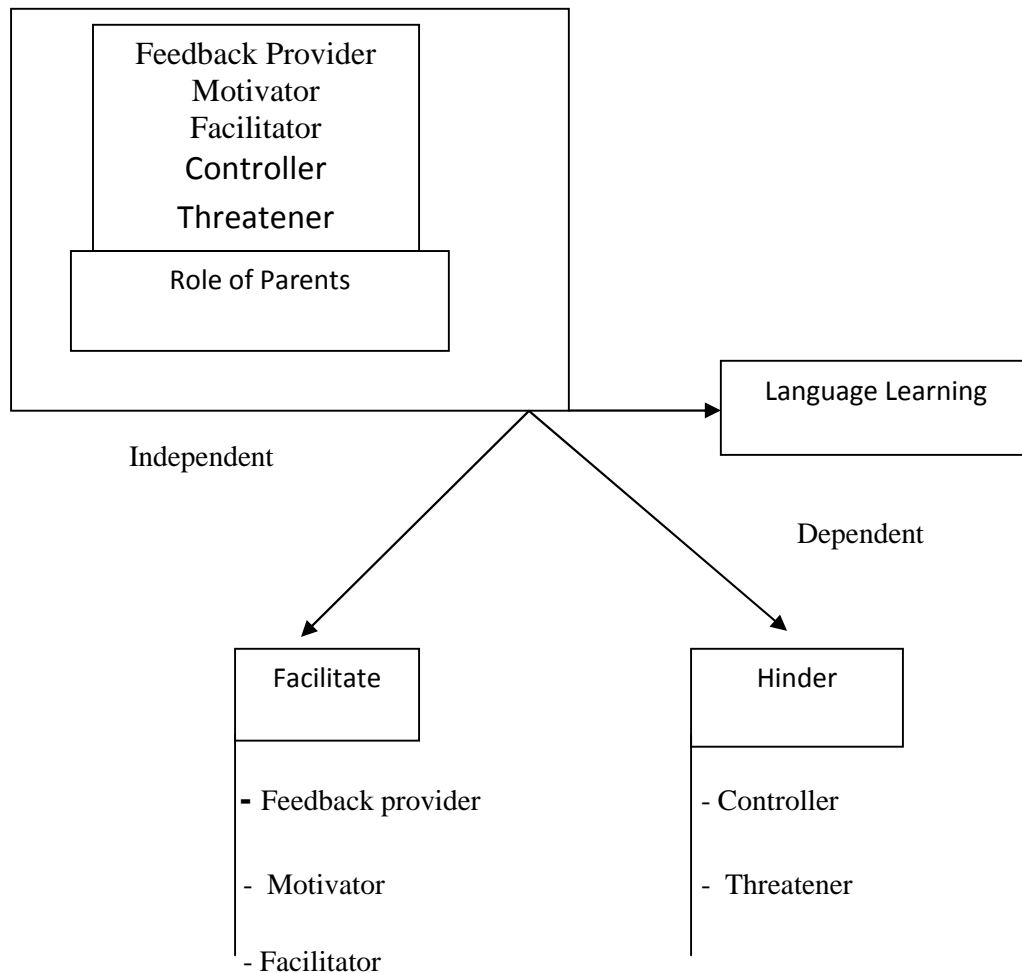
All the research studies mentioned above are conducted in the field of English language learning. This research is also in the same field. Among them Ghimire (2010) "Role of teacher in English language classroom " has carried out a research . Which facilitated the researcher in selecting methodology and he got lots of ideas regarding the role of parents in English

language learning . Similarly, Sapkota (2008) has carried out research which gave researcher theoretical basis to conduct research. In order to conduct those researches, they have used survey research design by which researcher got idea as the process of survey research, likewise they have used questionnaire and interview as a tool for data collection which enabled the present researcher to contextualize the study.

2.4 Conceptual Framework

Every researcher has their own conceptual framework in order to investigate research process. The conceptual framework is the basis of our research problem. The present research work is entitled "Role of parents towards English language learning." The main objective of this study was to find out the role of parents towards English language learning.

The Conceptual Framework for this Study was



Feedback provider, motivator, facilitator, controller and threatener are the role of parents towards their children in language learning these roles are independent variables. Among them motivator facilitator and feedback provider are positive roles of parents which facilitate language learning and controller threatener, are the negative roles of parents which hinder language learning.

CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter comprises methodological considerations of the research. Methodology is a system of ways of doing something. Research methodology is the process of conducting research. It points out the systematic ways of planning, conducting and concluding of research. As Cohen and Manion (2010) mention, " By methods we mean the range of approaches used in educational research to gather data which are to be used as a basic for inference, interpretation, explanation and prediction" (p. 44). Methodological consideration seems to be worthy in research work because it reveals the direction and paves the ground for research to proceed ahead.

3.1 Design of the Study

To find out the role of parents towards English language learning I will follow mixed research design. i.e. both qualitative and quantitative in general and the survey research design in particular. In this type of research researcher visits different fields to find out existing area. Especially it is carried out in a large number of populations in order to find out the public opinion on certain issues to access certain educational program and to find out the behavior of certain professionals and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard, Cohen and Manion (1985, as cited in Nunan, 1992 p. 145) say, Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small-scale studies carried out by a single researcher. The purpose of survey research is generally to

obtain snap shot of condition attitudes and/or events at a single point in time.

Similarly Cohen et al. (2010) write that survey is the research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation.

Likewise, Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology and from educational to linguistics.

From above mentioned definitions we can come to the conclusion that survey research is a research which can be carried out in educational sectors.

In nutshell, survey research is conducted to eliminate importance educational issues and data are collected from the population. The researcher generalizes the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small scale study like school improvement plan (SIP) or even a small classroom study.

Research is a systematic process of investigating. We cannot conduct research haphazardly. Instead to conduct a research a researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result all the efforts made by the researcher go in vain. Cohen et al. (2010 p. 209) have given the following processes of survey research:

1. Define the Objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So, is the case with survey research? If we conduct research without defining objectives it will lead us to nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, and cohort study)

After defining or formulating objectives we need to bear regarding the types of research that we are going to conduct, e.g. longitudinal, cross sectional, cohort, trend study.

3. Formulate research questions or hypothesis (if appropriate): the null hypothesis and alternative hypothesis.

According to Cohen et al This is the third phase in survey research. In this phase/ step the researcher prepares research questions. More than this if s/he feels required then formulates hypothesis.

4. Decide the Issues on which to Focus

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore,, we have to decide the single issue on which we are interested to conduct the research.

5. Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the Sampling Required

In this phase we need to decide the kind of sampling procedure that we are going to use to select the study population, e.g. random sampling, non-random sampling, or mixed sampling.

7. Decide the Instrumentation and the Metrics Required

Here, in this phase we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection, e.g. questionnaire, opinionnaire form, test items and so on.

9. Decide how the data will be collected (e.g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process / ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. Collect the Data

After doing these all aforementioned activities the researcher collects the data using various research tools as his/her plan.

11. Analyze the Data

Raw data themselves may not give any sense information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean, median and so on.

12. Report the Results

Finally, after analyzing the data we have to prepare the report of our research.

All in all, survey is a descriptive research, survey is widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. The process of survey is generally to find out opinion, beliefs,

attitudes on a certain issues as well as to find out behaviors of different professionals which is quite related with objectives of present research.

3.2 Population and Sample

Every research work is carried out in certain area and locality and particular number of population should be selected for the convenience of the study. To accomplish the targeted objectives of research, the researcher selected the 45 families of New Baneshwor, Kathmandu by using purposive non random sampling procedure. Out of them 15 families was a government officer, 15 families were in business and 15 families were house owners (Their sources of income is rent of the house). It focused on the views of those parents whose children were at primary level and whose qualification was above intermediate. Why Kathmandu and why not some other places or my own village? Regarding the ideal research site, Marshall and Ronexma, 1989 argues:

It is where entry is possible, where there is a high probability of A rich mix of many other process, people, program, interactions or structures of interest and where the researcher can define an appropriate role and be assured a good sampling (as cited in Koirala, 1996, p. 33) .

It is said that Baneshwor is the heart of Nepal where varieties of families are residing. Beside this, many high class people as well as middle class and lower class families are there. Basically there are some reasons which inspired the researcher to choose this place for the field visit of research. Furthermore it was the fact that researcher is the student of the department of English education at T.U. This place is accessible and reachable for me. Secondly, researcher need to consult the department library, central library frequently for the sufficient references.

3.3 Sampling Procedures

Researcher used purposive non-random sampling procedure to select the families from New Baneshwor. In the same way researcher used the same procedures to select 45 parents.

3.4 Data Collection Tools

In order to collect the data the researcher used questionnaire to find parents role towards English language learning.

3.5 Data Collection Procedures

In the first step of data collection procedure, the researcher selected a field and built rapport with the concerned people. The researcher introduced himself, shared his proposal with the parents and asked permission for study. Then he provided the prepared questionnaire to selected parents to obtain the information. After that the researcher collected the questionnaire from the parents in which they expressed their views.

To find out the usual roles of parents, the researcher also captured their perceived attitudes and feelings towards their roles. The researcher maintained a daily diary along with this. Finally, he thanked them for their kind cooperation.

CHAPTER - FOUR

RESULT AND DISCUSSION

This chapter presents a detailed analysis and interpretation of the data collected from the parents. In this process of analysis and interpretation, the collected data are presented in the form of tabulation and diagrams followed by descriptions. Analysis and interpretation involves working with the data, organizing them and breaking them into manageable units. For this study, the questionnaire consisted of open ended and closed ended questions were designed as the tool to elicit the data. The result based on the data has been given in this chapter.

4.1 Results

The purpose of study was to find out the role of parents towards English language and to find out the attitudes of parents towards their role. From the analysis and interpretations collected from the respondents some of the major findings are drawn below :

- a) It was found that the least used parent's role is controller i.e. (15.55 %) and the most frequently used and preferred role is 'facilitator' i.e. (89.99%)
- b) The researcher found that most of the parents played role as 'feedback provider', 'motivator', 'facilitator', 'controller' and 'threatener'.
- c) It was found that 94.64% of the parents have positive attitude towards English language learning and only 5.37 % parents have negative attitude.
- d) It was noticed that those parents who mostly used role such as facilitator, motivator, threatener and feedback provider have positive attitudes towards

English language learning and those parents who used controller role have negative attitudes towards English language learning.

e) Nearly 88% of the parents assisted their children while doing homework but about 11% of parents did not assist.

f) It was noticed that nearly 44% of the parents beat their children while they show mannerless behavior but about 55% of the parents did not beat their children.

g) The researcher found that nearly 82% of the parents appreciated their children by giving gift but about 17% of the parents did not give gift.

h) It was found that nearly 15% of the parents made their children follow routine but 85% of the parents did not do so.

4.2 Discussion

Under this heading data which is collected from parents is presented through tabulation and diagram which is followed by description.

4.2.1 Roles of Parents Towards Their Children's English Language Learning

This heading is related to the background of the study. This heading is also divided into different sub-headings.

4.2.1.1 Parents as a Facilitator

To facilitate is to make something easy or easier. Regarding the role of parents as a facilitator, the researcher used a question, "Do you assist your children while doing their homework?" In response to this question,

different respondents came up with the various response. The responses of the various parents have been presented in the following table.

a. Assisting Children While Doing Homework

Parents should spend their time with their children and discuss with their problem. Children learn best when parents help their children while doing homework. Furthermore, parent using home learning activities with their children will make a greatest contribution in education.

Table No: 1
Assisting Children While Doing Homework

S.N.	Answer of the parents	Number of Parents	Percentage
1.	Yes	40	88.88
2.	No	5	11.12

From the above table, it can be said that 40 parents (88.88%) assisted their children while doing their homework. In this connections P_1 replied "Yes without helping them, they write their homework with dirty handwriting and mistakes" Similarly, five parents (11.12%) did not assist their children. In this regard p_2 replied "However, because of my busy schedule I am not able to allot sufficient time ". It is clear that those parents who are busy in their work do not help their children in homework.

Likewise regarding the role of parents as a facilitator, the researcher used another question "have you appointed home teacher for your children ?" In response to this question, the responses of the various parents can be presented in table no.2 below.

b. Appointment of Home Teacher

Some parents appoint home teacher to help their children's learning. Home teacher help their children access to get information. It is from home teacher where the children follows rules and get expose in many experiences than parents.

Table No: 2
Appointment of Home Teacher

S.N.	Answer of the parents	Number of Parents	Percentage
1.	Yes	39	86.66
2.	No	6	13.33

From the above table, it is clear that 39 parents (86.66%) appointed home teacher for their children. For that P₃ replied "Yes, I have appointed home teacher because I'm so busy?" Similarly six parents (13.33%) have not appointed home teacher. In this regard P₂ replied "No, because other member take care". It can be said that parents appointed home teacher because of their business.

Someway to find out the role of parents as a facilitator, the researcher used another question "Per day how much time do you give to your children to enhance their learning"? In response to this question, the responses of the various parents can be presented in table No. 3 below.

c. Time for Children Per Day

Parents should spend time with their children as much possible as they can.

If the parents cannot manage their time with an appropriate role the children may go out of track which creates large problem.

Table No: 3
Time for Children Per Day

S. N.	Time	Number of Parents	Percentage
1.	1-3 Hours	42	93.33
2.	Not given time	3	6.66

From the above table, it can be said that 42 parents (93.33%) gave one-three hours time to their children, for enhancing their learning. In this connections P₁ replied "Not exactly, but I always give one to three (1-3) hours to enhance their learning indirectly". Similarly 3 parents (6.66%) mentioned that they did not give any time to their children to enhance their learning. In this connection P₄ wrote "Few minutes because I have my own work". It can be said that those parents who are busy in their own work were not able to give sufficient time for their children to enhance their learning.

Regarding to the role of parents as a facilitator, the researcher used a question "Do you have any extra classes for your children"? In response to this question- different respondents came up with the various responses. The responses of the parents can be presented in table No.4 below.

d. Managing Extra Class for Children

Some parents manage extra classes for their children like coaching class, tuition class, etc. Extra class gives them additional opportunities to focus on comprehension.

Table No: 4
Managing Extra Class for Children

S.N.	Answer of Parents	Number Of Parents	Percentage
1.	Yes	41	91.11
2.	No	4	8.89

From the above table, it can be concluded that 41 parents (91.11%) managed extra classes for their children. In this connection P₂ replied "School manages the extra class as per need". Similarly 4 parents (8.89%) have not managed any extra classes. Regarding this (P₄) replied "No, Not yet " It can be said that most of the parents send their children for coaching class in school.

4.2.1.2 Parents as a Threatener

Regarding the role of parents as a threatener, the researcher used a question to the parents "Have you ever beaten your children while they show mannerless behavior?". In response to this question, different respondents came up with the various responses. Different responses of the various parents can be presented with the help of table No.5.

a. Beating Children for Misbehavior

Some parents beat their children, scold their children while they show misbehavior. The purpose of beating children is threat to someone to do something. Beating is not a mirror effect of reinforcement, or beating

decreases the likelihood of a previously reinforced response only temporarily.

Table No.5
Beating Children for Misbehavior

S. N.	Answer of Parents	No. of Parents	Percentage
1.	No	25	55.55
2.	Yes	20	44.44

From the above table, it can be said that 25 parents (55.55%) did not beat their children although they showed mannerless behavior. In this regard P₂ replied "Rarely , I don't think that beating is a suitable way to treat children", Similarly 20 parents (44.44%) bit their children while they showed mannerless behavior. In this regards P₅ replied "Yes sometimes they do not follow my advise and I beat them. " From this discussion it is clear that, if the children do not follow parents advise and suggestion in this case parents will beat their children otherwise not .

To find out the role of parents as a threatener, the researcher used another question to their parents "What will you do, if your child's teacher informs about the unsuccessful record of your child?". In response to this questions, different respondents came up with the various responses. The responses of the parents have been presented below in table no. 6.

b. Negative Feedback From Teachers

Some parents beat their children if their child teachers informs about the unsuccessful record but some parents encourage to do better than that.

Table No.6
Negative Feedback From Teachers

S. N.	Answer of Parents	No. of parents	Percentage
1.	I will threat and beat them	10	22.22
2.	No beat	33	73.33
3.	None	2	4.44

From the above table, it is clear that 10 parents (22.22%) threatened and bit their children if their teacher informed them about the unsuccessful behavior of their child. In this regards P₃ replied, "I will beat them and give punishment". Similarly 33 parents (73.33%) did not beat instead they encouraged them to do better. For this P₁ replied that "I will suggest and encourage them to improve better than that " Similarly, two parents (4.44%) kept silent. Neither they beat nor encouraged them. In this regards p₁₅ replied, "None" it is clear that some parents threat and beat their children, while some encourage them to improve better and some parents neither bit nor encouraged although their child's teacher informs them about their child's unsuccessful record.

Regarding the role of parents as a threatener, the researcher used a question "if it is necessary to punish your children which type of punishment do you give?". And he gave three clues for them to choose i.e. a) beat b) writing

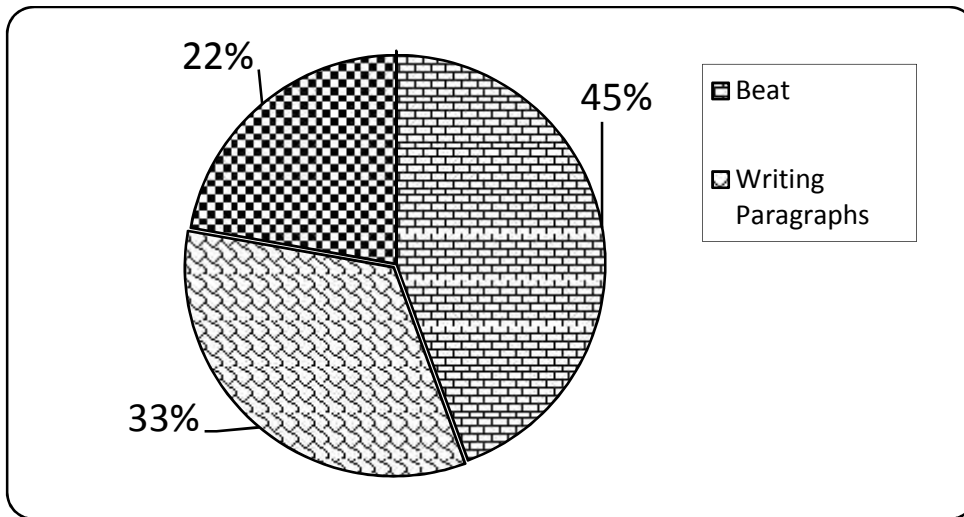
paragraph c) Sitting silent. In response to this question different parents came up with various answers. These various answers of the parents have been presented in diagram no. 1.below.

c. Types of Punishment

Punishment is any change in human surrounding that occurs after a given behavior or response which reduces the likelihood of that behavior occurring again in a future.

Diagram No.1

Types of Punishment



From the above table, it can be said that 20 parents (44.44%) bit their children if it is necessary to punish. In this connection p_5 choose 'Beat' in answer. Same way 15 parents (33.33%) punished their children by making them write paragraphs, regarding this p_4 choose "writing paragraphs" and 10 parents (22.22%) punished their children by sitting silently, regarding this p_7 choose "sitting silent". This means they withdrew communication with their children.

4.2.1.3 Parents as a Feedback Provider

Feedback refers to making comments about a product or a person's performance or the return of the part of the output of an amplifier to its input. Regarding the role of parents as a feedback provider, the researcher used a question, "what will be your response if your child did better than your expectation?" In this question, the respondents came up with various responses, the responses of the parents have been presented in table no.7 below.

a. Feedback From Parents

Feedback means comment about a product or person's performance. Feedback is helpful information or criticism that is given to someone to say what can be done to improve a performance or product. Most of parents have positive feedback while their children did better than their expectation.

Table No.7
Feedback From Parents

S. N.	Answer of Parents	No. of Parents	Percentage
1.	Positive feedback	40	88.88%
2.	None	5	11.11%

From the above table it can be said that 40 parents (88.88%) thanked their children if they did better than their expectations. In this connection p_1 replied that "good, if you do the same, I will buy you a nice cycle". Similarly, 5 parents (11.11%) did not want to persuade their child although they did better than their expectation. In this regard p_2 replied, "Now my expectation level become more high than before". From the above table, it is

clear that parents are so happy and provide positive feedback if their child did better than their expectation.

To find out the role of parents as feedback provider, the researcher asked another question "Have you appreciated your children by giving prize?". In response to their question, different respondents came up with various responses. Different responses of the various parents can be presented with the help of table No.8.

b. Appreciating Children by Giving Prize

Parent should appreciate their children if they do well in exam and if they donot encourage them for hardwork. Appreciating helps to develop self confidence. It helps your child get a sense of right from wrong and prevent him.

Table No.8
Appreciating Children by Giving Prize

S.N.	Answer of parents	Number of Parents	Percentage
1.	Yes	37	82.66%
2.	No	8	17.77%

From the above table it can be said that 37 parents (82.22%) appreciated their children by giving prize. Related to it p₂ replied, "sometimes by giving playing tools". Similarly eight parents (17.77%) did not appreciate their children by giving prize. Related to it p₄ replied, "no not, yet". From the above table we can say that most of parents (88.22%) appreciated their children by giving prize.

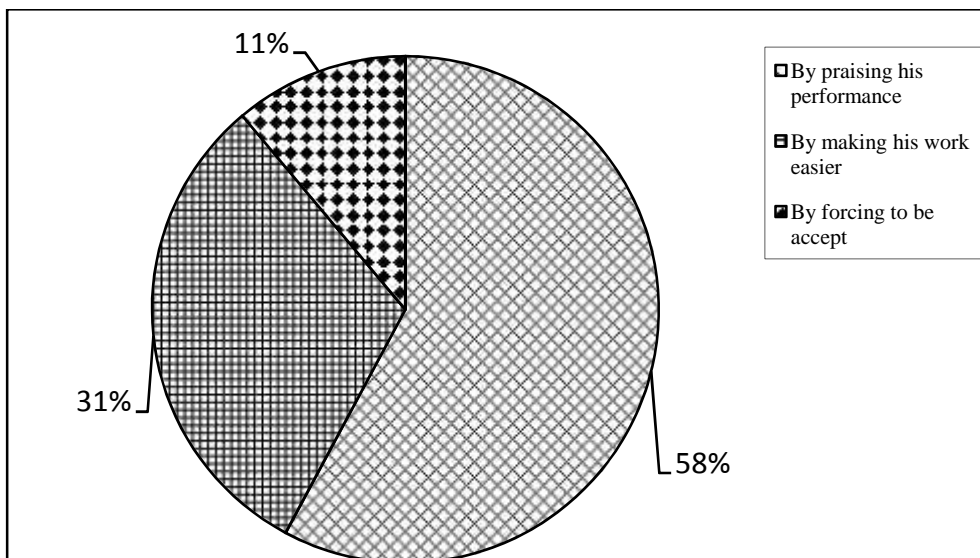
Regarding the role of parents as a facilitator, the researcher used another question "how can you enhance your children's language learning?" For that question he gave three clues a) by praising his performance b) by forcing to accept my ideas c) by making his work easier. In response to this questions, different respondents came up with various responses. Different ideas of various parents can be presented with the help of diagram No.2.

c. Enhancing Child's Language Learning

Parents play a critical role in a child's language learning. Studies have shown that children whose spoken with a great deal during early childhood have larger vocabulary and better grammar than those who aren't. Some parents enhancing child's language by praising his performance other of them by making his work easier.

Diagram No.2

Enhancing Child's Language Learning



From the above diagram it is clear that 26 parents (57.77%) enhanced their child 's learning by praising their performance. In this connection p_2 choose "By praising his performance" similarly 14 parents (31%) enhanced their

child language learning by making their work easier in this connection p₉ chose "by making his work easier" and 5 parents (11.11) enhanced their children language learning by forcing them to accept their ideas. In this connection p₄ chose "By forcing to accept".

4.2.1.4 Parents as a Motivator

Motivation plays as a great role in language learning because it stimulates the interest. Regarding the role of parents as a motivator, the researcher used a question "have you ever moved around with your children while you have spare time?" In response to this question different respondents came up with various responses, different responses of the various parents can be presented with the help of table No.9.

a. Moving Around with Children

Moving around with your children stimulate the interest of children or parents should increase the interest of their children by moving around them while they have spare time.

Table No: 9
Moving Around with Children

S.N.	Answer of parents	Number of parents	Percentage
1.	Yes	38	84.44%
2.	No	7	15.55%

From the above table, it can be said that 38 parents (84.44%) moved around with their children when they had spare time. In this connection p₁ replied "yes I move around with them when I get spare time?" Similarly 7 parents

(15.55%) did not move around with their children because of their own business. In connection p₄ replied "no other member took them out because I am so busy". From the discussion it can be concluded that most of the parents (84.44%) moved around with their children .

To find out the role of motivation, the researcher asked another question "do you use supporting materials to facilitate learning of your children?" In answer to this question different answers came up. These different answers of parents can be presented with the help of table no. 10.

b. Supporting Materials For Children's Learning

Variety of supporting materials not only helps child's learning but also keeps listener interest and builds creativity. Research shows that speakers who use many kinds of supporting materials are judged to be more knowledgeable than who don't.

Table No: 10
Supporting Materials For Children's Learning

S.N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	35	77.77%
2.	No	10	22.23%

From the above table, it can be said that 35 parents (77.7%) used supporting materials for helping of their children for that p₅ replied, "yes I frequently use". On the other hand 10 parents (22.23%) did not use supporting materials. For that p₁ replied "no, materials do not only help child learning

but also waste of time and money". It can be said that most parents (77.77%) used supporting materials because it facilitated language learning.

Regarding the role of parents as a motivator, the researcher used another question "It is said that parental involvement improve quality of learning as well develops innate capacity of children do you agree?" Responses of that question can be presented with the help of table, no.11.

c. Involving Parent to Improve Learning

When parents are involved in their child's education they improve their chances of succeeding in school or enhanced parental involvements leads to better academic performance, better attendance and improve behavior at home and school.

Table No. 11
Involving Parent to Improve Learning

S.N.	Answer of Parents	Number of parents	Percentage
1.	Yes	36	80%
2.	No	9	20%

From the above table it can be said that 36 parents (80%) agreed that parental involvement improved quality of learning and developed innate capacity of learners. For that p₅ replied "yes I agree, parental involvement motivate children to do something". On the other hand, 9 parents (20%) mentioned that parental involvement did not improve quality of learning because only parents are not all in all. In this connection p₁ replied "no parents are not all in all. Parents have to be involved in other areas not only children". It is clear that most of the parents (80%) involved with their

children to improve quality of learning and to develop innate capacity of learners.

4.2.1.5 Parents as a Controller

Controller means having power of somebody or something. Regarding the role of parents as a controller, the researcher used a question "Do your child follow routine you have made for them. e.g. sleeping time, playing time, reading time ?" In response to this question different responses of the various parents can be presented with the help of table. No.12.

a. Making Children Follow Routine

Some parents make their children to follow routine. Parents should watch daily activities of their children otherwise their children might be walking out of track.

Table No. 12
Making Children Follow Routine

S. N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	7	15.55%
2.	No	38	84%

From the above table it can be said that only 7 parents (15.55%) made their children follow routine. In this connection p₄ replied " if they did not obey they will be punished", On the other hand, 38 parents (84%) did not make their children follow routine. P₅ replied "No they do not follow my routine" . It can be said that few parents (15.55%) controlled their children by making them follow routine as they have made for them.

To find out role of parents as a controller, the researcher used another question "Is it necessary to guide your children as per the level of children or the situation of learning?". Different responses can be presented by the table no.13.

b. Guiding Children's as their Level or Situation of Learning

Guiding children help to enhance child's social and emotional development. Children learn by what we say and the way we act. Some parents guide their children to their level but other parents guide according to situation.

Table No.13

Guiding Children's as their Level or Situation of Learning

S. N.	Answer of Parents	Number of parents	Percentage
1.	Guiding our children according to their level is important	39	86.66%
2.	I think situation of learning is important.	6	13.32%

From the above table it can be said that 39 parents (86.66%) guided their children according to their level. They did not force their children to obey the situation. For that p₁ replied that "Yes guiding our children according to their level is important". On the other hand, 6 parents 13.33% guided their children according to the situation of learning. What the situation is there they should follow it. For that p₃ replied "Put and throw in environment, they learn themselves because of situation". It can be said that only (86.66%) parents guided their children according to their level, but few parents

(13.33%) thought that whatever the situation is there, they learn themselves automatically.

Regarding the role of parents as a controller, the researcher used another question, "Some children have their own behavior problem, how can you identify the problems that your children have?". In response to this question, different responses of the various parents can be presented with the help of table No.14.

c. Identifying Behavior Problems

Before guiding children it is necessary to pin point the behavior causing learning or problems and to define that behavior in concrete terms that are easy to communicate and simple to measure and record.

Table No.14
Identifying Behavior Problems

S.N.	Answer of parents	Number of Parents	Percentage
1.	By observing their behavioral	37	82.22%
2.	By asking some questions, or by giving some works	8	17.77%

From the above table it can be said that 37 parents (82.22%) found their child's behavior problems by observing their activities. In this connection p₄ replied "By observing their behavior and activities". On the other hand, 8 parents (17.77%) found their child's behavior problem by asking some questions and by giving some works. In this connection p₁ replied, "By asking some questions or by giving some works, while they are working it helps to identify the problems". It is clear that some parents (17.77%) found

their child's problem by giving some activities but other (82.22%) parents by observing their activities.

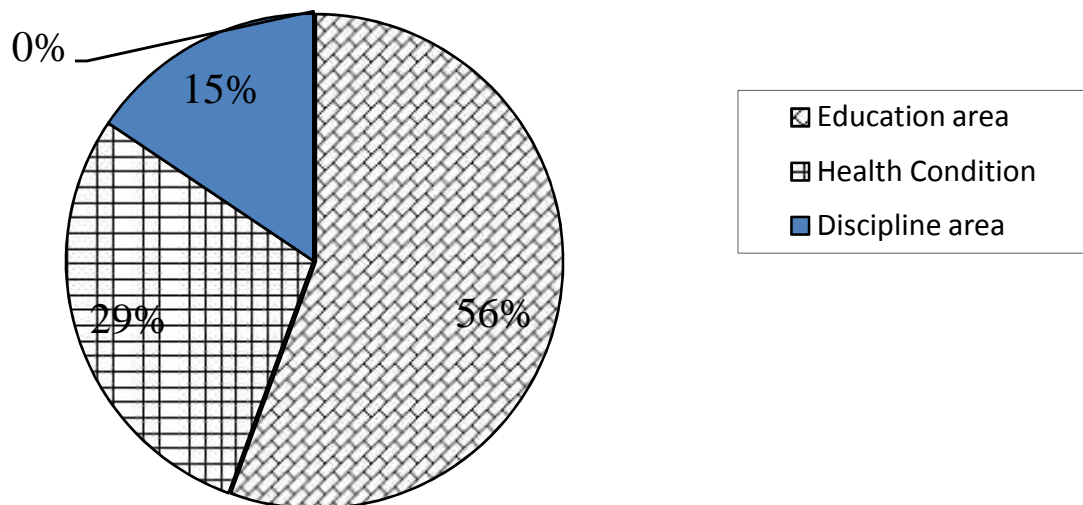
To find out the role of controller, the researcher used another question, "Which area generally do you care most of your children?". For that question's answer he gave three clues a) Education area b) Health condition c) Discipline area. In answer to these questions different answers can be presented with the help of diagram No.3.

d. Caring Areas

All children are created equal and are entitled to basic human rights and freedoms including education equally but some children improve better in education but other are not which is determined by parent's caring.

Diagram No.3

Caring Areas



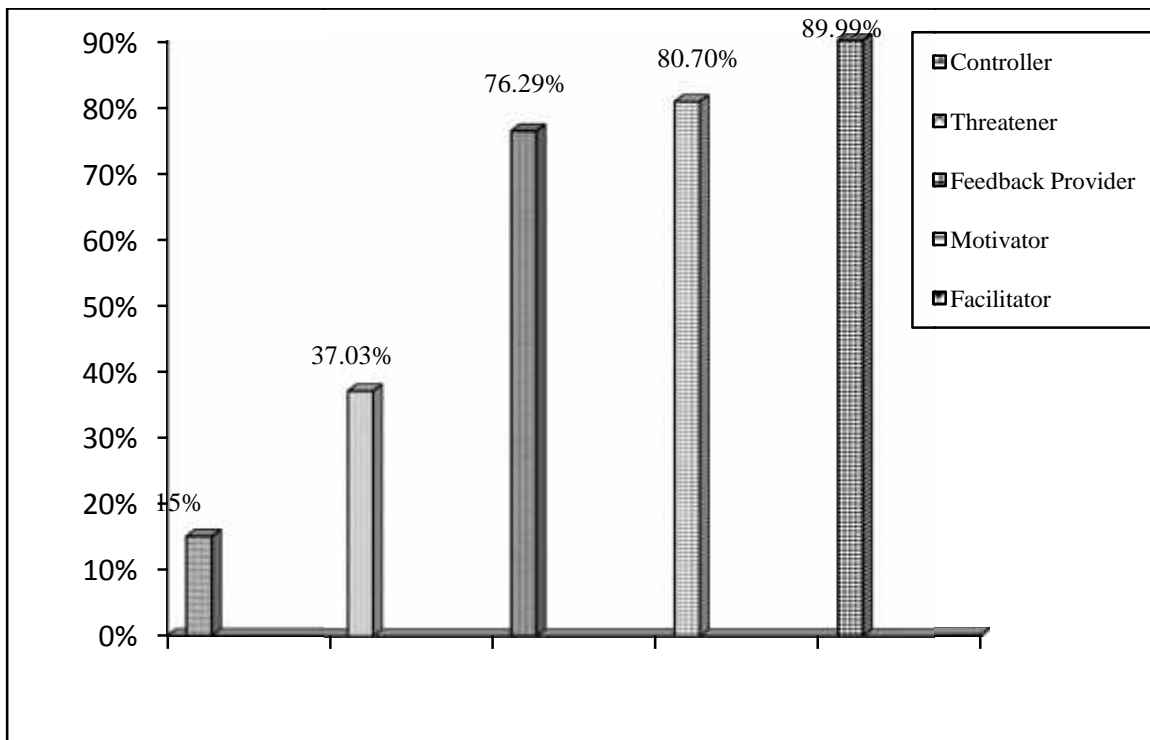
From the above diagram it can be said that 25 parents (55%) cared their children in education area. In this connection p₅ choose "Education area". In

the same way, 13 parents (28.88%) cared their children in health condition. Therefore, p_2 choose "health condition" and seven parents (15%) cared their children in discipline area. In this connection p_4 choose "discipline area". Those parents who care most in discipline area played controller role with their children.

4. Summary of Parents Role Towards their Children

To find out the role of parents, the researcher used 26 questions. In response to these 26 questions, different respondents came up with various responses with their acceptable role. These roles are facilitator, motivator, feedback provider, threatener and controller which have been presented in diagram no.4. below.

Diagram No.4
Role used by Parents



After analyzing the above mentioned bar diagram, it is clear that the role played by parents were found to be facilitator, motivator, feedback provider, threatener and controller. Out of these roles least used role is that of controller, which was used by nearly 15% of the parents and most agreeable or preferred role was facilitator, which was used by nearly of the parents. After that the role of motivator took nearly 80% of the parents. Similarly the role of feedback provider took nearly 76% of the parents. At last the role of threatener took 37% of the parents.

4.4 Attitude of Parents Towards their Role in English Language Learning

To identify the attitudes of parents towards their role in English language learning, the researcher used a question "what will be your idea about English language learning?". In response to this question different respondents came up with various responses. Different responses of the various parents can be presented with the help of table No.15.

Table No.15
Attitudes Towards English Language Learning

S. N.	Answer of parents	Number of parents	Percentage	Using role
1.	Positive Attitudes	38	84.44%	Motivator, feedback provider, threatner, facilitator
2.	Negative Attitudes	6	13.3%	Controller
3.	Neither positive nor negative	1	2.2%	Controller

From the above table it can be said that 38 parents (84.44%) who had positive attitudes towards their child's English language learning preferred the role of motivator, feedback provider, threatener and facilitator. In this connection p_1 replied "It is necessary, one is speechless without English". In the same way, p_{11} who played the role of feedback provider replied, "In present condition English is important". Likewise p_{12} who used the role of facilitator replied, "without English one can't go ahead". On the other hand, six parents (13.33%) whose preferable role was controller had negative attitude towards English language learning. In this connection p_7 who played the role of controller replied, "It is our foreign language it collapse our identity" but 2.2% of the parents had neither positive nor negative attitude towards English learning. In this connection p_{10} said "on the one hand it is important but on other hand, it collapses our identity".

In conclusion, regarding the attitudes of parents towards their role in English language learning it was noticed that those parents who mostly used role such as facilitator, motivator, threatener, feedback provider have positive attitudes towards English language learning and those parents who are using controller role have negative attitudes towards English language learning.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

Role of parents is instrumental on children's learning and improving academic achievement as well as their overall behavior. Parents have great responsibility to their children. The role of parents during primary level is biggest influencing factor on their mental as well as physical development. By the help of parents, children can learn about their culture, values and language. Parents can help them increase their vocabulary and their receptive and expressive language.

The first objective of my research was "to find out the role of parents in English language learning". It was found that parents used the role of feedback provider, facilitator, motivator, threatener and controller. From the research, it was found that less used role was controller (15.55%) and most agreeable and preference role of parents was facilitator (89.99%). Motivator (80%), feedback provider (76.29%) and threatener (37%).

Similarly, the second objective of my research was "to identify the attitudes of parents in English language learning." In my study almost all the parents i.e. 94.62% had positive attitudes towards English language learning. On the other hand, 5.37% of parents had negative attitudes. It was found that 15.55% of the parents who used controller role had negative attitudes towards the English language learning and other parents whose preferred role was feedback provider (66.9%) threatner (37.03%) motivator (80.07%) and facilitator (89.99%) had positive attitudes towards the English language learning.

In short, this study descriptive in nature which was questionnaire to elicit required information from the respondents. The detailed discussion of the responses from the respondents were included in the research with the major finding that majority of the respondents were in favour of 'parent as facilitator' and the have positive attitude towards 'English language learning'.

5.2 Conclusion

This research aimed to find the role of parents towards English language learning and to identify attitudes of parents towards their roles in English language learning. Parental involvement in children's language learning is a key factor in improving children's overall behavior. Parents are children's first teacher and home is first institutions of children. Most of their time children pass with their parents at home. Therefore, role of parents towards their children is quite significant.

From this study it is clear that role of parents towards English language is very important. Attitudes of parents towards English language is depends on their role. If the parents played the role of facilitator, motivator, feedback provider to their children they had positive attitudes towards English language learning. The parents who played that role of controller had negative attitude towards their children's English language learning.

5.3 Implication

The implication of the study are presented under different headings :

5.3.1 Implication in Policy Level

Policy of education plays great role for enhancing achievement. This research has the following implication for policy.

- a) The government should bring separate policy about English language learning and roles of parents towards their children.
- b) Government should determine a program such as 'role of parents towards their children' which boost up improving learning outcomes to their children.
- c) Government should formulate special types of policy for the parents who are using role like thereatner and controller with their children.
- d) There is lack of research in this area. Therefore, further research should be encouraged in this area.

5.3.2 Implication in Practice Level

The term 'Role' generally means one's duty or responsibility in a particular situation. The implication for practical level are given below :

- a. All the parents should be provided with such program which facilitate their children's English language learning.
- b. There should be regular interaction and collaboration between parents and children.
- c. Parents should be provided with the idea of dealing with their children through workshop and seminar.
- d. Parents should be updated with knowledge and modern world of techniques and technology regarding the parents role.
- e. School principal and administration should help parents to play appropriate role with children.

5.3.3 Implication for the Further Research

No work is final and no research is complete in itself, further research should be concluded in this area.

Likewise, the study was only limited to the parents of New Baneshor, Kathmandu. The same study can be conducted among other parents regarding learning of other subjects. Moreover this study was centralized to parents whose qualification was above intermediate and whose children were at primary level. In the same way, other study can conducted among other parents.

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Appendices

Questionnaire

This questionnaire is prepared to draw information for the work entitled **"Role of Parents towards English Language Learning"** which is carried out under the guidance of **Mrs. Madhu Neupane**, Lecturer in the Department of English Education, T.U. Kirtipur, Kathmandu. I hope that you all co-operate me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work .

Name of Parents:

Sex :

Researcher

Date:

Laxmi Raj Pant

Address:

Department of English

Education

T.U. Kirtipur

1. Do you assist your children while doing their homework ?

.....
.....

2. Have you ever beaten your children while he/she shows mannerless behavior?

.....
.....

3. Per day how much time do you give to your children to enhance their learning ?

.....
.....

4. Have you appointed home teacher for your children ?

.....
.....

5. Have you ever contact with teacher to know the achievement of your children ?

.....
.....

6. Do you have any extra classes for your children ?

.....
.....

7. How can you identify the academic problem that your children have?

.....
.....

8. What will you do, if your child's teacher will inform you about your child's academic unsuccessful record ?

.....
.....

9. Do you use modern technologies to learn something for your children ?

.....
.....

10. How do you inform about your child's academic successes?

.....

.....

11. Is it necessary to guide your children as the level of children or the situation of learning ?

.....

.....

12. Some children have their own behavioral problems, how can you identify the problems that your children have?

.....

.....

.....

13. What will be your response for your child if she/he did better than your expectation?

.....

.....

14. Do you use Supporting materials while learning your children?

.....

.....

15. Have you appreciated your children by providing prize or by thanking them ?

.....

.....

16. Have you ever moved around with your children while you have spare time ?

.....

.....

17. It is said that parental involvement improves quality of learning as well as develops innate capacity of children do you agree ?

.....

.....

18. Do your children follow routine as you have made for your children eg. Sleeping time, playing time, reading time ?

.....

.....

.....

19. What will be your idea about English language learning?

.....

.....

20. How many children do you have in primary level?

- a) One b) two c) three

21. If it is necessary to punish your children which type of punishment do you give?

- a) Scold b) beat c) writing paragraph d) sitting silent

22. How often do you visit your child teacher to know the success of your children?
- a) Once a month b) once a year c) never
23. Which area generally do you care most of your children?
- a) Education area b) health condition c) discipline area
24. What types of technique do you follow while learning your children?
- a) Drill b) imitation c) repetition d) parrot learning
25. How often do your children ask you to listen story and jokes?
- a) Always b) sometime c) never
26. How can you enhance with your child's language learning?
- a) By praising his performance b) by forcing to accept c) by making his work easier

