EFFECT OF PARENTS' EDUCATIONAL BACKGROUND ON THEIR CHILDREN'S ENGLISH LEARNING ACHIEVEMENT

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Sabitri Adhikari

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

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DECLARATION

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

Date: 14/06/2015   ……………………….

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sabitri Adhikari** has prepared this thesis entitled '**Effect of Parents' Educational Background on their Children's English Learning Achievement'** under my guidance and supervision.
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DEDICATION

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To

My Parents and Teachers

ACKNOWLEDGEMENTS

ABSTRACT

The present study entitled **'Effects of Parents' Educational Background on their Children's English Learning Achievement'** was conducted to find out the effect of parents' academic background as one of the influencing factors for better English learning achievement of the students. To meet the specified objectives of the study, mark ledger and questionnaire of the students of final examination 2070 were used which were collected from 48 students of primary level (grade four and five) their parents and six class teachers. Purposive non-random sampling procedure was used to select the sample. The data obtained from the research tools were analyzed statistically and descriptively using graphic presentation. The findings of the study showed that parents' educational background has significant effect on the children's learning achievement. While analyzing the mark ledger of English subject of top four students, it has been found out that large number of children of educated parents (90%) of grade four and (83.33%) five achieved distinction. Educated parents were found more aware of and supporting to create learning environment.

The present study consists of five chapters. The first chapter i.e. introduction, deals with the background of the study, statement of the problems, rationale of the study, objectives of the study, hypothesis, significance of the study, delimitations and operational definitions of the key terms. Similarly, chapter two is the review of related literature and conceptual framework of the study. Likewise, chapter three is the methodology of the study that deals with the research design, population and sample, sampling procedures, tools for data collection, process of data collection and data analysis and interpretation procedures. Similarly, chapter four is about the result and discussion of the study. Finally, chapter five deals with the summary conclusions and implications in policy, practice and further research level.

LIST OF SYMBOLS AND ABBREVIATIONS

ELT	-	English Language Teaching
ESP	-	English for Specific Purpose
FM	-	Full Mark
INGO	-	International Non-government Organization
L_1	-	First Language
L_2	-	Second Language
MLAT	-	Modern Language Aptitude Test
MT	-	Mother Tongue
NGO	-	Non- Government Organization
NL	-	Native Language
NNS	-	Non-Native Speakers
NS	-	Native Speaker
OM	-	Obtain Mark
PCL	-	Proficiency Certificate Level
PLAT	-	Pimsleur Language Aptitude Battery
SLA	-	Second Language Acquisition
SLC	-	School Leaving Certificate
SLL	-	Second Language Learning
TEFL	-	Teaching English as a Foreign Language
TESL	-	Teaching English as a Second Language
TESOL	-	Teaching English for the Speaker of Other Language
TL	-	Target Language
TU	-	Tribhuvan University
VCD	-	Village Development Committee

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CHAPTER ONE

INTRODUCTION

The present study "Effect of Parents' Educational Background on their Children's English Learning Achievement" consists of eight headings in this first chapter. This chapter includes background/ context of the study, statement of the problem, objectives of the study, rationale of the study, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 **Background**

'There are currently 1.5 billion speakers of English worldwide .Of whom only some 329 million are native speakers. In 500, English is the only one language left to be learnt, it will have been the greatest intellectual disaster that the planet has ever known.' (Crystal 2000a, as cited in Harmer 2008, p.13). Similarly, Kachru (1983, as cited in Harmer, 2008, p.13) estimated that there were between 320 and 380 million speakers of English as a first language and anywhere 250 and 380 million speakers of English as second language. Both of the presented definitions make clear the importance of learning English in present context. From the statements of Crystal and Kachru the wideness of English indicates the demand and important of the English language in present world.

English is an international language, it is spoken by many people as the first, second or foreign language around the world. English is commonly used in the world along with the rapid development of science, technology and commerce. Similarly, most of the countries have adopted it as an official language. English is taught as a course in many Universities and educational institutions throughout the world. Teaching of English has been taking place in different forms such as English Language Teaching (ELT), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL),

Teaching English for the Speakers of Other Languages (TESOL) and English for Specific Purpose (ESP) and so on.

Although English is not an official language in Nepal, it is extensively used in teaching and learning process and other fields such as in banks, travels, business, institutions, movies, internet, political affairs, markets, products and so on. Likewise, people dominantly use English as code-switching in their conversation. Considering the important roles of English language, Nepal Government has entered English subject in school level curriculum. Since then, English has been taught as one of the compulsory subjects in school. Although English is taught as a compulsory subject, Nepalese learners feel difficulties to learn it because it is second or foreign language for them.

Learning a language is not an easy process because it is affected by various direct and indirect factors. Therefore, students' English learning achievement is not per intended goals. This can be increased by making teachers and parents aware of basic knowledge about the influencing factors of second language learning. So, the present study was mainly concerned on the affecting factors to students' English learning achievement in which parents' education is focused.

But achievement of any skill or knowledge is not based on solo effect of the learners and schools. Various researches has found out that there are so many factors like family social economic background, occupation, teaching techniques, classroom environment, interest of the children, etc. Likewise Parents' Educational Background might be one of the vital aspects of children achievement and involvement in English learning.

1.1.1 Parents' views on English

'In past time parents had negative attitude towards English. They used to think that English could destroy children's morality. The parents who sent their children to learn English were avoided by the society. Therefore no parents were interested in English Education' (Paudel, 2013, p 27)

Gradually the context has changed. In present context no parents avoid English. The one who does is considered as fool and crazy. The parents, whose children have good command over English, feel proud and the other parents take the children as role model. They invest huge amount of money for their children English. Most of the parents send their children to English medium school or abroad to make their English better.

According to the census 2011 the literacy rate of the country is 65.9% which indicates, large number of people are still illiterate. Census 2011 defines 'literate' as 'a person who can both read and write in any language'. It indicates that large numbers of people (34.1%) are still illiterate and on the other hand most of the literate parents cannot use English. But because of the spread of English each and every parent wants their children to learn English. They want their children to use computers, internet, read the English papers and books, communicate with English people and be able to well players of English. It may be the one of the reason private English schools have more students and trust of the parents than government aided Nepali medium schools.

The parents' who are poor and have hand to mouth problem also want their children to send in English medium school. One of the reasons behind it is English. In our country those children considered to be well educated who use and understand English well even if they don't have good knowledge in other sectors and subjects. Therefore English is preferred language by any parents. They are strong supporter of English.

It is the era of English. The person who had good English is considered as successful person. English is considered as personality. So is the case of parents of Nepal.

1.2 Statement of the Problem

Learning is not only limited at school. Children spend most of their time at home and with parents. They get most of the inspiration and exposure from parents. They have to do their studies and homework at home. Most of the

time, they cannot tackle their English problem themselves, they need help at home. Various researches prove that parents' socio economic, cultural, ethnicity and other backgrounds have effect on the children learning achievement and parental support is one of the vital aspects of children's learning. Being supportive, the education of the parents might be   one of the affecting factors.

From my own reflection as a teacher in teaching and learning process, the learners are found to be influenced by many affecting factors while learning a second language. It can also be found out that many school children have discontinued or left their schooling. The problem occurs because of the several factors such as family background, economic status, cultural factors, teachers' and students' activities and the lack of basic knowledge or idea about such factors. Due to these reasons, every year many students get failed in their English subject in school level. This failure rate shows that the rate of learning English is very low. The children should have to face two sided pressures, on the one side parents insists them to learn better English and so do the surroundings and on the other hand there is not better learning environment and support to learn English better. Parents only force them to learn but are they really aware and supportive to their children's English? Are they creating learning environments at home? Are they aware of the children activities at school and learning materials? In this context, my study tried to find out the effect of parents educational background on their children's English learning achievement which works to minimize the existing problem of low students' participation in English and awareness and qualification of parents to use English and support children.

1.3 Rationale of the Study

Learning achievement of the students is influenced by so many factors like availability of learning materials, interest of the children, learning environment, parents' occupation, economic and cultural background etc. Among them

parents educational background may also be one of the factors to achieve the English of the children. But it has seemed that all the responsibility of the students' achievement is given to the school and the teachers. Most of the parents are not aware of their role for their children learning achievement. Children spend most of their time at home and with parents and, naturally, the intimacy of the children with their parents is more than with the school and school teachers.

Therefore most of the children find English difficult but most of the parents directly and indirectly force their children for better achievement in English. English is one of the causes of students' high dropout and depression to the school and education. This badly affects the national goal and achievement as well as the development ratio of the nation. Therefore there should be the study about the affecting factors of students' achievement of English which support to minimize the problem and to make the respective fields to be more aware of the problem and to find out the solutions.

The research ' Effect of Parents' Educational Background on their Children English Learning Achievement ' will be very much beneficial and supportive to the parents as well as the entire ELT field to minimize the problem and upgrade the achievement regarding the parents' role. It will also support to maintain the standard of the English achievement of the children.

1.4 Objectives of the Study

The objective of this study will be as follows-

a. To find out the effect of parents' educational background on the achievement of English of their children.

b. To list some pedagogical implications.

1.5 Research Questions

The following were the research questions raised while carrying out this research work:

a. Is there any relation between the parents' educational background and their children's English achievement?

b. How does parents' educational background affect the children English achievement?

1.6 Significance of the Study

The knowledge about influencing factors of language learning provides ideas to the teachers to develop English language proficiency in learners. The results of the study is not only benefit the students, the teachers and school administrators in English but also help the parents to be aware of to increase their children English achievement. In addition, the findings and the conceptual framework give an insight to the curriculum designers and subject experts to formulate the policy relating several variables for better teaching learning techniques. Similarly, the language institutions can develop an understanding about the affecting factors so that the problems of low participation in learning English and dropping out of students get settled. Future researchers can use it as a guideline and compare their studies during their research time. At last, the findings of the study play significant role to increase the number of students' participation in learning English.

1.7 Delimitations of the Study

The following were the delimitations of the study:

- This study was only based on Belbari municipality; ward number Three, Seven and Nine.
- This study was only based on the students of grade IV and V
- There were only three private schools covered by this study.

- There were only 48 students, their parents and 6 class teachers included in this study.
- This study was based on only the educational background of the parents not other affecting factors.
- This research has addressed only English language achievement of the students, not other achievement.

1.8 Operational Definition of the Key Term

Educated Parents: Parents (both mother and father) having above SLC education

Literate Parents: Parents (both mother and father) having under SLC education

Neutral parents: The parents in which one of the couple is above SLC and the other is under SLC education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter details the review of empirical and theoretical literature and the conceptual framework of the study.

2.1 Review of Theoretical Literature

This section provides the theoretical concept of the study. It consists of importance of English language, second language acquisition, first language and second language, language acquisition and language learning and affecting factors to second language acquisition.

2.1.1 Importance of the English Language

There is no doubt that English is one of the dominant languages in the world. It has become an international lingua franca, which is used widely for communication between people who do not share the same first language or mother tongue. English is also, of course, mother tongue for many people in the world such as the US, the Canada, England, Australia, New Zealand etc. and the native speakers of it are increasingly out-numbered by people who have English as a second or third language e.g. Singapore, India, China, Russia, Nepal etc. use it for international communication (Harmer, 2008, p.13). English is one of the most important languages because it serves as an important vehicle for the transmission of civilization, knowledge and culture from the western world to eastern world.

Regarding the importance of English language, Kumar (2009) states that English is important language because it may be the only one language that truly links the world together. Other languages are also important too, but not for the same reasons as English is important. The other languages may be important for their local values and cultures. Kumar (ibid.) further includes

some reasons which indicate why English language is an important language for us.

- Through the medium of English language, we can promote cultural and spiritual heritage to the whole world. So, we can say that English can help us to promote our culture across the country.
- When a person travels to other parts of the world either for the sake of business or even as a tourist the language may differ (who does not share the same language). In these conditions, English is the language that helps to deal with the situation.
- It is very difficult to translate each and every relevant webpage into the language of various countries. So, English is the mainstay of the internet users because most of the information and websites are available in English language.
- More and more people leave their countries not only for the sake of business and pleasure but also for studying, and English language is the medium of their study. This is because the individual will not be able to learn a subject in the local language of the country.
- To establish a good relationship between different countries and also between political leaders of various countries may be possible through the medium of English language. This tells of the importance of English.
- English language is also preferred language of air traffic control and widely used in sea travel communication around the world.
- It is important because most of the significant works are found in English. English is often advanced by films, videos, televisions, radios etc.

Considering the above mentioned important facts of English language, it is clear that English is very useful language which is spoken almost every part of the world. Because of aforementioned important roles of English language, anyone can have many advantages by learning it. We can also call it the leading language because it is used in every field such as transport, technology,

computer, commerce, education, publication and international negotiation. For these reasons many people around the world want to learn it. In addition to this, English is not important only for native speakers (NS) but also for non-native speakers (NNS) too. In the context of Nepal, we are the non-native speakers of English because we are learning English as a second language. That's why we have to familiarize or acquaint with the term second language acquisition.

2.1.2 Second Language Acquisition

The study of how learners learn a second language does not have very long history. It means second language acquisition is a relatively young field in learning and teaching area. It is probably fair to say that the study of Second Language Acquisition (SLA) has expanded and developed significantly in the past 40-45 years (Gass & Selinker, 2008, p.1). In general, second language acquisition is the way of learning another language after learning the first language or mother tongue and which is very complex process.

Ellis (1994, p.5) defines SLA as "…the study of how learners learn an additional language after they have acquired their mother tongue." Similarly, Mitchell and Myles (2004, p.5) state SLA as "…the learning of any language, to any level, provided only that the learning of the 'second language' takes place sometime later than the acquisition of the first language." According to Gass and Selinker (2008, p.7), "SLA refers to the process of learning another language after the native language has been learned." Similarly, Saville-Troike (2006) states:

Second language acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L_2), even though it may actually be the third, fourth or tenth to be acquired.

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It is also commonly called target language (TL), which refers to any language that is the aim or goal of learning (p.2).

From the definitions, it is quite difficult to define second language acquisition (SLA) within few words and limit its scope. In general, it refers to any other language learning after acquiring native language. It is also clear that learning a second language always takes place sometime later than acquiring the first language. Here, second language means not only second language in position but sometimes the term refers to the learning of third fourth or fifth language. In short, 'second language' refers to any language learned after learning the L_1.

2.1.3 First Language and Second Language

As the title suggests, it is clear that the term 'first language' means chronologically the first language that a child learns, whereas the term 'second language' refers to a language acquired by a person in addition to his mother tongue.

The language of the learners which s/he requires subconsciously in the natural setting is known as first language or mother tongue. The learner automatically acquires it because of unlimited exposure. The second language, on the other hand, refers to the language of the learner which s/he learns consciously in the formal or tutored setting.

Gass and Selinker (2008, p.7) used the term 'Native language' (NL) and 'Target language' (TL) to the first language or mother tongue and second language respectively. According to them, native language refers to the first language that a child learns. It is also known as the primary language, mother tongue, or the L_1. Target language, on the other hand, refers to the language being learned.

In conclusion, it is said that first language is acquired and second language is generally learned. The situation of acquisition and learning differ according to the environment where we learn a particular language and the environment is

also related to the parents. To be clear about first language and second language, it is necessary to talk about acquisition and learning.

2.1.4 Language Acquisition and Language Learning

'Acquisition' and 'learning' are sometimes used interchangeably, and these are two different processes of gaining mastery over a language. The term 'acquisition' refers to subconscious and spontaneous process of picking up language which results into knowing the language. The term 'learning' on the other hand, refers to conscious process of knowing the language.

Beginning in the 1970s, Stephen D. Krashen developed a theory of learning that rejected the value of teaching grammar. Krashen's theory holds that there are two processes by which adults obtain knowledge about language. The first is acquisition, which is "a subconscious process identical in all important ways to the process that children utilize in acquiring their native language" (Krashen, 1985, p.1). The second is learning, a conscious process that results in "knowing about a language."

According to Ellis (1985, p. 6), "the term 'acquisition' is used to refer to picking up a second language through exposure whereas the term 'learning' is used to refer to the conscious study of a second language." Likewise, Yule (1985, p. 191) defines "the term 'acquisition' refers to the gradual development of ability in a language by using it naturally in communication situations. The term 'learning' applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language."

From the definitions above, the differences between language acquisition and language learning can be differentiated as:

Table No. 1

Acquisition vs. Learning

Acquisition	Learning
- L_1 is acquired - Obligatory process - Subconscious process - Informal situation - More exposure - Unlimited time - Only children requires L_1 - Acquired through trial and error	- L_2 is learned - Optional process - Conscious process - Formal situation - Less exposure - Time limited - Children as well as adults learn - Learn through constant practice

The mentioned table concludes that the difference between first language acquisition and second language learning. Both acquisition and learning are the ways of developing ability in language skills. But it is generally believed that the way of developing ability in first language is called acquisition and the way of developing ability in second language is called learning. First language is acquired subconsciously where the formal teaching does not help it. It is inevitable situation that compels a child to acquire his mother tongue automatically. Second language, on the other hand, is normally not acquired; it is learned consciously in the formal setting in most of the cases. It is not compulsory to learn; but a child can learn for his future. However, there lies the possibility the second language acquisition on the basis of the environment where we learn the particular language.

It is not enough only to learners to have the knowledge of SLA. It will be better to have knowledge of factors affecting SLA to them. So, it is essential to discuss briefly about those factors.

2.1.5 Factors Affecting SLA

Learning a second language is highly a challenging job, in the process of which one should overcome many influencing factors. Some individuals are more successful than other individuals in learning a second language. There are two basic possibilities that affect SLA by individual learner factors. One is the differences in the route along which learners pass in SLA. The other is the rate and ultimate success of SLA. It means individuals vary in the rate at which they learn or the level of competence they eventually attain, on the other hand, individual differences influence the sequence or order in which linguistic knowledge is acquired. These are two separate issues (route & rate of learning) responsible for influencing SLA. There is not any factor affecting the first language learning, but in the case of second language learning, it is not true.

Gass and Selinker (2008) have mentioned 7 major non-language factors in SLA, which are obviously mentioned below:

- Affect
- Social distance
- Age differences
- Aptitude
- Motivation
- Personality and learning style
- Learning strategies

The factors that are mentioned above can be very important to the children English learning achievement in Nepali context as well. These factors are directly and indirectly related to home environment and parents.

2.1.5.1 Affect

Affect is a psychological variable that generally refers to a feeling or emotion as distinguished from cognition, thought or action. It refers to the experience of feeling or emotion. Affect is a key part of an organism's interaction with

stimuli. The word sometimes also refers to affect display, which is facial, vocal or gestural behaviour that serves as an indicator of affect. (APA Dictionary of Psychology, 2006)

Gass and Selinker (2008, p. 398) define affect in the case of learning as "…feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken." Similarly, Harmer (2008, p. 58) states that the students' feelings (often referred to as affect) go way beyond concerns about how people learn and remember language items. They relate to the whole learning experience and influence how students feel about themselves.

While analyzing the definitions, it can be said that affect is an attitude or feeling of a learner to his target language due to any reasons such as he did not like the culture of target language or feeling of being dominated while speaking that language. Affect can also affect on the parents background. If the parents do not like the TL and culture than the child also learn the same from the parents. Because of the parents' attitude the child develop negative attitude towards the language which influence in learning. So, affect, as a psychological variable, is understood as a common factor to include various affective factors such as language shock, culture shock, anxiety and affective filter. These affective factors are discussed below briefly:

i)   Language Shock and Culture Shock

Language shock is a term used to refer to an affective factor from the usual domination of the target language upon the learners' first language. The learner feels being shocked or frustrated from the use of target language because s/he is unable to understand their interlocutors.

Ellis (1985) states that the learner experiences doubt and possible confusion in using the L_2 and consequently feels language shock. It means the feeling of being unable to use the systems and rules in a proper way is also known as language shock.

Culture shock is recognized as one of the influencing affective factors in the acquisition of L_1. Culture shock is simply the confusing and nervous feeling of a learner after leaving a familiar culture to live in a new and different culture. The differences between cultures can make it very difficult to adjust to the new surroundings. When a learner moves to a new place, s/he may face a lot of challenges. Then, s/he may feel sad, anxious, frustrated in learning. So, culture shock is not permanent, it is always temporary. Ellis (1985) states that culture shock is a psychological variable that appears when the learners' experiences disorientation, stress etc as a result of differences between native culture and target culture.

Similarly, the learners who are unable to use the target language with correct pronunciation, fluency and accuracy as a native like are suffered by language shock. On the other hand, when the learner feels a kind of unfair differences and relationship between the native culture and target culture, s/he has culture shock. It is always temporary because the learner may familiarize with the new culture after a certain period of time.

Educated parents have already encountered this type of shock and they are more aware of the children about these factors. But the parents who have not encountered such experience are not careful to such factors and cannot understand what problem their children actually facing for the better achievement rather scold and force the children.

ii)   Anxiety

Anxiety is the learner's psychological factor that is often understood as an emotional reaction to serious situation. Oxford Advanced Learner's Dictionary (2005) defines anxiety as "…the state of feeling nervous or worried that something bad is going to be happened."

Similarly, Saville Troike (2006, p. 90) states:

> Anxiety correlates negatively with measures of proficiency including
>
> grades awarded in foreign language classes, meaning that higher anxiety

tends to go with lower level of success in learning. Lower anxiety levels might very well facilitate language learning; conversely, however, more successful language learners might feel less anxious situation of learning and use and thus be more self-confident.

Thus, the anxiety is an affective state when individuals experience intense feelings of apprehension, tension and even fear when they think of foreign language. High anxiety exhibits many symptoms e.g. freezing up when asked to say something in the L_2 in front of the class. The learner might neglect the social interactions and functional uses of the L_2 because of intense anxiety.

Generally the children who do not have any supportive environment, natural practice, feel such anxiety. In such case comfortable and supportive environment ease the child. Counseling and supporting of parents play vital role to minimize the anxiety of the children and its parents' role and responsibility.

iii) Affective Filter

All learners in the process of acquiring a second language have an invisible filter inside them that has the potential to result in anxiety, stress and lack of confidence. This invisible filter is theoretically called affective filter and it has an important role in the learning of another language.

The Affective filter hypothesis is proposed by Stephen D. Krashen. According to Krashen (1985, p.3), "The affective filter is a mental block that prevents acquirers from fully utilizing the comprehensive input they receive for language acquisition." The affective filter is invisible psychological filter that can either facilitate or hinder language production. When the affective filter is high, individuals may experience stress, anxiety and lack of self-confidence that may hinder in acquiring a second language. On the other hand, a low affective filter facilitates learning a second language of the learners. Thus, the affective filter influences the rate of L_2 acquisition. Better the learning and practice environment more the outcome of the language input. Parents can play

vital role for the more outcome by providing more live and supportive environment.

2.1.5.2 Social Distance

Social distance is one of the non-language factors influential to SLA. It deals with the social relationship and understandings between the learners who do not feel on affinity with the target language community that is said to be social distance. The learners create social distance from the speakers of the target language if they feel to be distant and dominated from the target language community. Schumann (1978) states that if learners acculturate they will learn, if learners do not acculturate, they will not learn.

Ellis (1985, p.252) defines, "social distance is the result of a number of factors which affect the learner as a member of a social group in contact with the target language group." While analyzing this view it can be said that there are various factors which play vital roles to create social distance like learner expectation and similarity and differences of the TL with mother tongue. Similarly, According to Schumann's (1978, as cited in Byram & Morgan 1994, p.7) model of social distance describes the relationship of the learner's group to the target culture group and identifies different factors which bring about the best language learning context.

Social distance is also one of the influencing factors of SLA. The L_2 learner will obtain more input if the learner acculturates with target language community. Here, the learner acculturates with target language community means there is a less social distance of learner toward the target community. But he will receive little L_2 input when the distance is great to the learner to a target community. Parents' attitude, experience and educational background influence for social distance. The parents who are totally unknown with the target language and culture are afraid of the TL and have more social distance. If the parents feel uneasy with TL, the children get the same exposure and follow the same path of the parents. This directly affects the children learning.

2.1.5.3 Age Differences

Age is also an important factor that affects in learning the second language. Because of differences in the age of learners, we can feel the effect in the rate of learning a second language in the learners. And, it is generally believed that younger L_2 learners do better than older learners. It is supported by the *critical period hypothesis*. This hypothesis plays a great role in learning a second language.

According to Ellis (1985, p. 107), "The critical period hypothesis states that there is a period when language acquisition takes place naturally and effortlessly." Similarly, Gass and Selinker (2008, p. 406), urge "According to this hypothesis, there is an age-related point (generally puberty) beyond which it becomes difficult or impossible to learn a second language to the same degree as NSs of that language." Therefore children should expose the language skills of TL during that specify time so that learning will be more easy and effective.

Penfield and Roberts (1959, as cited in Ellis, 1985, p. 107) affirm:

> The optimum age for language acquisition falls within the first ten years of life. During the period the brain retains plasticity, but within the onset of puberty this plasticity begins to disappear. And this was the results of the lateralization of the language function in the left hemisphere of the brain. That is neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people. The increased difficulty which order learners supposedly experience was seen as a direct result of this neurological change. To sum up the ideas of Penfield and Robert, the children who can have more exposure of TL within their first ten years will have better TL learning achievement.

Similarly, Lenneberg (1967, as cited in Cook, 2008, p.147) says, "the superiority of young learners was enshrined in the critical period hypothesis: the claim that human beings are only capable of learning their first language between the age of two years and the early teens."

From the above mentioned definitions, age difference is one of the factors that affect second language learning (SLL). There is a fixed span of years (critical period) during which language learning can take place naturally and effortlessly and after this period, it is not possible. The fixed span refers to first ten years of one's life. During this period, undoubtedly, the younger learners are properly believed to be better at learning second languages than adults. People who start learning English as an adult never manage to learn it properly than other who learns it as a child. In a single word, we can say that children can get a higher level proficiency in the long term than those who start L_2 learning while older.

The parents, who have the good command over age factor and critical period of the children learning, impose the learning in appropriate age level and can get more learning achievement of the children. On the other hand the parents who neglect or unaware of such factors will lose the opportunity to enhance their children's earning achievement. Therefore parents' awareness in such learning factors is very much crucial.

2.1.5.4 Aptitude

Generally, aptitude is the natural ability to do something or learn something. It is an inherent capacity, talent or ability to do something. It means it is a capability for learning.

Gass and Selinker (2008, p. 417) affirm, "Aptitude, simply put, refers to one's potential for learning new knowledge or new skills."

Likewise, for Ellis (1994, p.494) aptitude refers to "the capability that involves a special propensity for learning an L_2." Regarding aptitude, J.B. Carroll is the name associated most with studies of second language learning aptitude.

Carroll (1989, as cited in Gass & Selinker, 2008, p. 418) identified four components of aptitude in second language learning.

- Phonemic coding ability: This is the ability to discriminate among foreign sounds and to encode them in a manner such that they can be recalled later.
- Grammatical sensitivity: This is the ability to recognize the functions of words in sentences.
- Inductive language learning ability: This is the ability to infer or induce rules generalizations about language from samples of the language.
- Memory and learning: This is the ability to make and recall associations between words and phrases in a native and a second language.

The two main instruments used to measure aptitude were developed in 1950s and 1960s. The Modern Language Aptitude Test (MLAT) was developed by Carroll and Sapon in 1959. The Pimsleur Language Aptitude Battery (PLAB) was developed by Pimsleur in 1966. MLAT is the most commonly used instrument in aptitude research.

Parents' role is very much important to enhance the aptitude of the children. As Gass and Selinker pointed out the four components of aptitude each components have direct and indirect correlation with parents' involvement in children learning. In a home where children frequently listen and use the phonemic coding than they easily discriminate and use the coding than the other who do not expose to such environment. The children can be able to find out the role and function of words in sentence if they have more practice not only in classroom but also in home in live communication, for that parents are the medium. Children learn grammar easily and inductively if they can get exposure from their parents because 45 minutes class is not sufficient to learn language, it needs practice all the time and natural setting. Repeating enhance the memory which cause better learning and parents provide them the opportunity to use the learned language at home which support to concrete the

learning and make it live. In each and every part of learning, parents' role is very much crucial.

2.1.5.5 Motivation

Motivation is a social psychological factor. It refers to the desire or inner drive to initiate learning. It is usually understood to be a matter of quantity because some learners are highly motivated and some are not. It is commonly believed that individuals who are highly motivated will learn L_2 faster and to a greater degree. It means the successful learners will be those, who have a high level of motivation for learning.

Gardner (1985, cited in Gass & Selinker, 2008, p. 426) argues that motivation involves four major aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward L_2 acquisition.

Similarly, Baker and MacIntyre (2000) believed that motivation is the driving force that initiates learning in the first place and sustains learning when the situation becomes difficult. This view reflects that motivations are inner desire to learn which makes the learning sustainable and usable. Similarly, Gass and Selinker (2008, p.426) define motivation as "…A social-psychological factor frequently used to account for differential success in learning a second language." Likewise, Harmer (2008, p. 98) defines motivation as "…some kind of internal drive which pushes someone to do things in order to achieve something."

According to Brown (1997, as cited in Senel, 2006) motivation refers to "… the thought of as an inner drive, impulse, emotion or desire that moves one to a particular action."

Gardner and MacIntrye (1993, as cited in Mitchell & Myles, 2004, p. 26) states:

> The motivated individual is one who wants to achieve a particular goal,
>
> devotes, considerable efforts to achieve the goal and experiences

satisfaction in the activities associated with achieving the goal. So,

motivation is a complex construction defined by three main

components: desire to achieve a goal, effort extended in this direction,

and satisfaction with a task.

From the above mentioned definitions, we conclude that motivation, in general, is the inner drive which helps the learners to do task. In the teaching learning process, the usual meaning of motivation for the teacher is probably the interest that something generates in the students to learn something. The learner finds difficult to learn second language in the classroom, if he or she is not motivated in learning. So, there is one reason for the L_2 learners doing better than others is undoubtedly because they are better motivated. We can say that motivation has been regarded as the key to teaching because it becomes impossible to achieve desired results if learners' motivation cannot be inspired. It means motivation plays a vital role in learning second language.

Parents are one of the sources of motivation. Parents know the child better than the teacher and school.

Parents need to become teachers within their homes. There are two key reasons behind this statement: (a) parents can influence their children by being their original teachers of intrinsic motivation, morals, and discipline; and (b) they can capitalize on the teachable moments that happen in abundance in the home! (Padavick, 2009, p. 97)

Parents' attitude towards the TL, their activity for the progress of the children and their support are motivational factors for the children learning performance

2.1.5.6 Personality and Learning Style

The term 'personality' and 'learning style' are often used interchangeably, though, it is claimed that personality is rather stable in its nature. It is constituted of different personal traits. These traits make an established personality of an individual. Learning styles are constituted of different

learning strategies or tasks. The styles are the general features of the learners that can be made up of various behaviors or tasks. In other words, the personality refers to a trait of individual but learning style refers to the specific features of the learners that can be made up of various behaviors or tasks.

Gass and Selinker (2008) state that the term learning style in broad term refers to the preferences that an individual has of obtaining, processing and retaining information.

In reference to the L_2 learning, we use the term learning style to cover the meaning of both style and personality. In case of SLA, home environment plays vital role to shape the child personality. The child which have free and supporting environment has more possibility to be extrovert and more risk taker than the one whose parents and culture encourage them to keep quiet and scold all the time for speaking and parents are responsible for that.

There are some types of personality and learning style which are very important for the study because they affect second language. So, it is necessary to discuss these types briefly.

i) **Extroversion and Introversion**

Gass and Selinker (2008, p.433) state that someone who is much happier with a book than with other people is an introverted learner, someone who is much happier with other people than a book is an extroverted learner. The extroverts engage in more talking and social activities so that they can acquire L_2 better and more easily than introverts.

Similarly, Hornby (2005) affirms that Extrovert is a lively and confident person who enjoys being with other people; on the other hand, introvert is a quiet person who is more interested in their own thoughts and feelings than in spending time with other people.

Home environment and attitude of the parents is one of the factors of children being extrovert and introvert. The children who brought up in quite parents who instruct children not to speak more and order to follow home rules and

regulations are often introvert. On the other hand children who get free and encouraging environment and friend like parents are extrovert. Therefore to be introvert and extrovert is also related to parents and home environment.

ii) Risk Taking

Risk taking is a kind of personality or learning style which affects L_2 learning. If the learners take part in L_2 interactions, there might be the cases of risk with errors. Those who take risk get their errors corrected and they will require the L_2. Thus, taking risk is associated with success in L2 learning than no risk taking.

Beebe (1983, as cited in Gass and Selinker, 2008, p.433) defined risk taking as "…a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice between is uncertain; there is a possibility of failure."

So, risk taking is one of the factors that affect L_2 learning. The more he takes a risk the more he gets success in second language learning.

Parents' behaviour is also one of the factors to make the children able to take risk. The parents who let their children free and guide them have risk taker children and the parents who always try to keep the children from any practice in the name of security make the children less risk taking. The parents who themselves scared to take risk to use TL will have the same kind of children because of the home exposure. Parents should let the students to commit mistake and guide them which encourage them to take the risk to make mistake and correct them.

iii) Field Independence and Dependence

Field independence and dependence are the learning styles that are concerned with cognitive style. Therefore, each individual learner is different from another in terms of cognitive style that they possess. On the other hand, the field independent person tends to pay attention to the context. The contextual use of language can be promoted and acquired better by those who have field

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dependent personality. Field independent person tends to be highly analytic and free to generalize the linguistic features.

Field dependent person have more extroversion quality, benefit from the context and perform better in the naturalistic setting, whereas, field independent person are more introvert, benefit from self study and analysis and perform better in classroom setting.

iv)   Visual, Auditory and Kinesthetic Styles

The study of visual, auditory and kinesthetic styles is necessary to involve under the personality and learning styles which affect second language acquisition. These factors are directly or indirectly related to this study that's why it is necessary because it may support the study. So, it is mentioned on points below:

- Some learners have preferences of getting L_2 input from visual – materials like pictures, books, documents, videos, power points etc.
- Some others might prefer the oral features of L_2 input. They respond well to discussions, conversations and group work.
- And some learners can be with the preference of gestures, postures for L_2 input and so on.

These are the learners with the visual, auditory and kinesthetic learning style respectively. All individual learners are different in learning a language. All the learners have their own styles in learning a second language. Some are better in listening; others are in visual materials or symbolic language. So these learning styles play a vital role in learning. As the children's learning style parents have to manage the condition and materials for the better performance of the children. Parents should pay attention on the children's need. For that parents have to be aware of the children learning style and need. If the children cannot get proper condition according to their style they remains back which causes frustration and low learning achievement.

2.1.5.7 Learning Strategies

Learning strategies are the constituents of effective learning styles. These are the different tasks and activities that enable the learners to learn language. Learning strategies make the language features learnable.

Chamot (1987, as cited on Ellis, 1994, p.531) defines, "Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate and the learning, recall of both linguistic and content area information." In the words of O'Malley and Chamot (1990, p. 1), "Learning strategies are special ways of processing information that enhance comprehension, learning or retention of the information."

Similarly, Ellis (1994, p.529) defines learning strategy as "a strategy is consisted of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use." O'Malley and Chamot (1990, as cited in Mitchell & Myles, 2004, p.105) further define learning strategies as "… procedures undertaken by the learner, in order to make their own language learning as effective as possible." O'Malley and Chamot (1990) classify learning strategies into three categories which are discussed briefly.

The cognitive strategies are related to the problem solving techniques through various cognitive processing such as repetition, resources, deduction, translation etc. The other examples of cognitive strategies are rehearsal, organization, summarizing, transfer, inference etc. The metacognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. These strategies have executive function. The examples of metacognitive strategies include selective attention, planning, monitoring and evaluating. The social or affective are related to the use of language in the real contexts. These strategies include questioning, clarifying, interacting, discussing etc.

It means whatever the L_2 learners do and act for the acquisition of L_2 systems is called learning strategy. Learning strategies are the tools that learners

themselves can employ independently to complete a language tasks. A good language learners use their own thoughts or ideas to make learning easier and faster. The learning strategies are concerned with mental as well as physical activities and tasks.

The students need environment to find out and use appropriate learning strategy. They need environment and interlocutors for questioning, interaction, discussion and clarifying where they can use their own strategy. Parents should address such need and children typical strategy so they can have better opportunity to improve their TL ability.

In conclusion, there are several influencing factors to second language learning such as affect, social distance, age difference, aptitude, and motivation, personality, learning strategies and so no which directly or indirectly influence the learning of the learners. And for all the factors parents have influencing role because children spent most of the time with parents. And parents are more familiar with the children personality and internal ability than the teachers. Children share their feelings easily with the parents than the teachers if the parents provide the situation. Here, in the present study the affective factors and the role of parents are very much interrelated. The knowledge about factors affecting to second language acquisition derived from such studies are very useful and crucial for the parents as well. Parents' educational background may have strong correlation with these factors. Parents' awareness and attention in such factors can provide better opportunity and environment to learn. Thus, the present study aimed to find out the effect of parents' educational background on the basis of the three variables such as differences between literate and educated parents' awareness to the children academic activities, providing learning environment and availability of sufficient learning materials to the children. There is also comparative study of the obtain marks in English subject of the students of both type parents in their final examination 2070. Though there are various affecting factors discussed above but the one presented in this research may be new dimension in the research field 'factors affecting to SLA.'

2.2 Review of Related Empirical Literature

This part provides the review of previous researches closely related to my study which helps to explore what has done previously and what is still remaining to be done in the field of research. There are many researches that have been carried out on the topic factors affecting on second language acquisition in international level and in the Department of English Education of TU as well. Here, the following researches have been reviewed closely related to my study:

Chapagain (1999) carried out a research entitled "Use of Teaching Materials and its Impact in English Language Learning." The objective of his study was to determine the impact of teaching materials by comparing the students' achievement that were taught using the teaching materials and with those who were taught without using them. Thirty students studying in grade nine were the primary sources of data that were selected using non-random sampling procedure from Kathmandu valley. The questionnaire was the main tool of data collection which made his research quantitative. He found that majority of the students (93%) had positive effect of teaching materials in their English language learning. So, it can be said that teaching materials are one of the important sources of teaching learning process.

Similarly, Bhatta (2007) carried out an experimental research on "Effect of Family Background and Economic Status on Students' English Language Achievement" to find out the effects of family background and the economic status of students on their English language achievement. The population of the study consisted of hundred students of grade nine who were selected from 10 different public schools of Jhapa district. He used a reading passage as a test to collect the data. The study showed that 86% students belonging to nuclear and rich families achieved 60%-80% score in English whereas 74% students of joint, middle and poor class families achieved between 40% -60%. The study also showed that majority of nuclear and rich families achieved above 60% whereas majority of the joint, middle and poor class families achieve below

60% score. It was the result of influencing factors i.e. family background and economic status of family affect in learning English language.

In the above mentioned review, Chapagain (1999) focuses on teaching materials which help learners to make their learning easy and effective. Similarly, the research of Bhatta (2007) indicates that the family background and economic status of the learners also affect in learning English language.

Dahal (2007) pointed out other influencing factors of second language acquisition who conducted a research on "A Study on Factors Affecting Second Language Acquisition." The main objective of the study was to find out the social factors affecting second language acquisition. Forty students of grade nine of Makawanpur district were the population of the study. The students were selected using judgmental non-random sampling procedure. The main tool for the collection of data was questionnaire. The result showed that some students were found hesitant mainly because of the being lower caste so they were under performative than upper caste. The reason for the lower performance of the matured students was the hesitation due to repetition of the same class. The sex factor did not influence the learning if the equal opportunity is provided to both the sexes. Similarly, the students with the better educational family background were comparatively better than students from lower educational background. So, the social factors such as age, caste, gender, family income and educational status of family directly affect the second language learning.

Shahi (2007) carried out a research on "Impact of Extroversion and Introversion in Learning the Productive Skills of Language" to find out the impact of extroverted and introverted learners in learning the productive skills of language. Thirty students of grade 9 were the primary sources of data. He selected thirty teenage students of grade nine of Shree Choore Higher Secondary School in Bardiya district by using non-random sampling procedure. The main tool for the collection of data was tests items which made the research quantitative. He found that the average increment score of introvert

group was 53.2% whereas the extrovert group was 45.47% in speaking skill. Likewise, the average increment score of introvert group was 25.93% whereas the extrovert group was 13.8% in writing skill. Through the research, he found that the 7.73% introvert group was better in speaking and 12.13% in writing skills than that of extrovert group.

While analyzing the above mentioned review, Dahal (2007) focuses on the social factors as influencing factors which affect in learning language. Similarly, the researches carried out by Shahi (2007) shows that introvert group perform well in speaking and writing skills in English language than that of extrovert group. However, other researchers focused on other factors such as:

Pandey (2008) carried out a research on "Attitudes of Minority Groups towards English Language Learning and Teaching." The objective of the study was to find out the attitudes of different ethnic minority groups towards learning and teaching English. The sample size of the study was 120. The data were collected from 120 Dalits from six minority groups of Nawalparasi district using the purposive non-random sampling procedure from the voters' list of Triveni V.D.C (Village Development Committee) including 60 literate and 60 illiterate informants. The main tool of research was interview which made the research qualitative. The result of the study showed that the most of the informants i.e. 88.33% had the knowledge of English language and they were strongly positive towards learning it. Even though, a few of the informants i.e. 8.33% had no knowledge of the English language. She also found that 72.5% Dalits had positive attitudes towards learning and teaching of the English language.

Shrestha (2007) carried out a research on his thesis 'The English Language Achievement of working class children' concluded that the parents' occupations have effect on the achievement. The children of the parents who are involved in service have high achievement than the children of the parents having agriculture. He further found out that the children of nuclear family have high achievement than the joint family.

Sapkota (2008) carried out a research entitled 'Role of Social and Economic Status of Marginalized Group Developing Language Proficiency' and concluded that family environment does not affect towards the learning environment of the children and so does the employment of the family.

Likewise, Chouhan (2009) carried out a research on the topic "Teaching and Learning English in Language Institute: An Attitudinal Study" to identify the educational background of the students of the language institutes. The data were collected from students who were learning English at intermediate level of different language institutes of Kathmandu valley. Eighty students were selected using purposive non-random sampling procedure. The researcher used two different sets of questionnaire to collect the data from the informants. His study was quantitative and qualitative as well. The study showed that the majority of students (95%) of language institutes were motivated and had positive attitude towards learning English. Among them, 88% students were positive towards the teaching learning procedure and learning environment of the respective language institutes.

Sharma (2010) carried out a research on "Role of Monitor in Learning the English Language" to examine the role of monitor in English language learning. The students of proficiency certificate level (PCL first year) of Mahendra Ranta Campus, Tahachal, and Kathmandu were purposively selected as the primary sources of data for the study. The main tools for the collection of data were a written test and an interview schedule to meet the objectives of the study. Her study was quantitative and qualitative type of research. Her study found that 85% of the students who were monitored in learning language produced more accurate and better language than those who were not monitored. So, the monitor has relatively a better role in learning the English Language.

Similarly, Luitel, et al. (2014) carried out a research report entitled "Improving Students' Learning of English and Teachers' Professional Development through Action Research: The Case of Vocabulary and Reading

Comprehension at B. Ed Level." The main objective of the study was to study the participation of the students in classroom learning through three tests administrated in the beginning, middle and at the end of the academic year. The population of the study was the students at the B. Ed level (1ˢᵗ year) who were selected from Mahendra Ranta Campus, Tahachal, Kathmandu and Surkhet Education campus, Surkhet district. The research tools were test items including multiple choice test, cloze test, matching test, translation test and reading comprehension. There were total 1197 students admitted to the sampled campus of Kathmandu and Surkhet districts. However, 197, 133 and 100 numbers of students were voluntarily appeared in the first, second and third test respectively. The research report showed that only 8.35% of the total students were voluntarily participated in learning English in the classroom.

Though, all the above mentioned researches are directly or indirectly related to find out the affecting factors of second language learning, no research has been carried out to find out effect of parents educational background on English learning achievement' . Thus, my research can be a new dimension to the research field.

2.3 Implications of the Review for the Study

From the close analysis of the related research works, it can be inferred that there are so many affecting factors which directly and indirectly encourage or discourage the children's English language learning achievement. The researchers came with the findings that the basic ideas about the affecting factors to second language learning are very crucial for every teacher and parents to carry out effective teaching learning activities in school and at home, and to the ELT expert to address and problem with suitable solution while designing and implementing the courses. Thus, the implications of the reviewed studies can specifically be presented as follows:
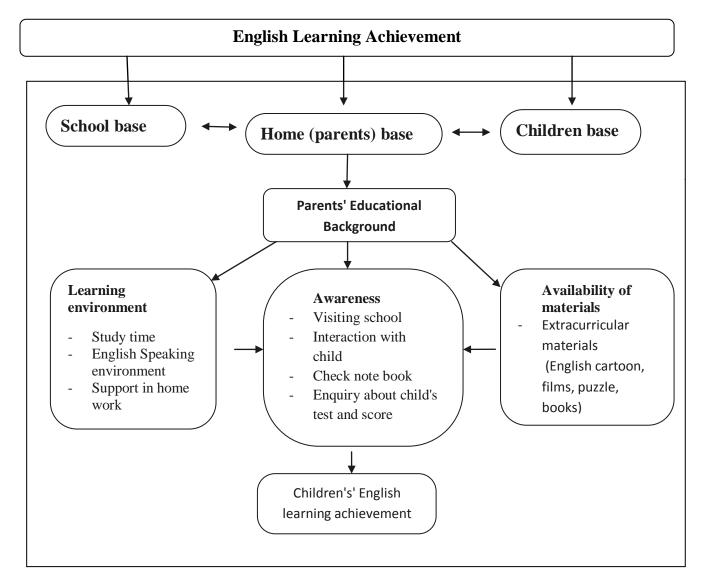
A research carried out by Dahal (2007) entitled "A Study on Factors Affecting Second Language Acquisition" supports to make a clear concept and to outline about the affecting factors to second language acquisition. From this study, it

can be understood that students were found to be hesitant mainly because of the being lower caste so they were underperformative than upper caste. Similarly, students with the better educational background were comparatively better than students from lower educational background. Likewise, Bhatta's (2007) studied the variables of family background and economic status as the affecting factors but educational background of the parents was the left variable that affects students learning. Likewise, the research carried out by Pandey (2008) indicates that the learners belonging to minority groups had positive attitudes towards English language which helps them to bring confidence in learning English. Likewise, Chouhan (2009) points out that positive attitudes and motivation towards English language are helpful for learners in second language acquisition. Similarly, Sharma (2010) focuses on the role of monitor in learning English. It shows that the learners who are monitored in learning language produce more accurate and better language than those who are not monitored. Likewise, research reports carried out by Luitel, et al. (2014) shows that there were only few numbers of the students were voluntarily appeared in English language learning in the classroom teaching.

In conclusion, the findings of the reviewed studies played a vital role to frame the conceptual framework of the study and to adopt appropriate methodology to complete my study

2.4 Conceptual Framework

The following is the conceptual framework of the study:

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┌─────────────────────────────────────────────────────────────┐
│                English Learning Achievement                  │
└─────────────────────────────────────────────────────────────┘
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| School base | ⟷ | Home (parents) base | ⟷ | Children base |

Parents' Educational Background

Learning environment
- Study time
- English Speaking environment
- Support in home work

Awareness
- Visiting school
- Interaction with child
- Check note book
- Enquiry about child's test and score

Availability of materials
- Extracurricular materials (English cartoon, films, puzzle, books)

Children's' English learning achievement

Students' English language learning is affected by different factors such as school based, children based and home based i.e. parental education. Educated parents may differ from literate parents in case of creating learning environment for the children, awareness towards the children's academic activities and providing materials for their effective learning. These three variables may have the correlation with children's English learning achievement and the findings of this research might be very much useful and applicable in English teaching and learning process.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted during the study. The following methodologies were adopted to complete this research:

3.1 Design of the Study

This research was survey research. Survey research is usually used to find out the fact by collecting the data directly from sample population.

Cohen, et al. (2007, p. 205) define, " surveys gather data on a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events." Further, Cohen, et al. (ibid.) includes several characteristics of a survey research, which are mentioned as follows:

- Gathers data.
- Represents a target population.
- Generates numerical data.
- Provides descriptive, inferential and explanatory information.
- Manipulates key factors and variables to derive frequencies.
- Gathers standardized information.
- Captures data from multiple choice, closed questions and test scores
- Supports or refutes hypotheses about the target population.
- Gathers data which can be processed statistically.
- Usually relies on large scale data gathering from a population in order to enable generalizations to be made about given factors or variables.

While analyzing the characteristics, it can be said that survey research is most commonly used as the descriptive method in educational research. The main purpose of carrying out survey research is to obtain a snapshot of conditions,

attitudes and or events at a single point in time. In general, it requires responses directly from respondents of large population. It demands various tools such as questionnaire, observation, interview etc. to collect the data from the samples. For the purpose of this research, the followings are the reason of adopting the survey design:

a. This study design came to be very useful to study effects of parents' educational background on their children English achievement.
b. It required wide coverage which made the research reliable.
c. The sample population was selected from the wide range of population so the findings were generalized to the whole population.
d. Data were collected at a single point of time using questionnaire and test score of the children so that the information could be gathered from a large number of populations.
e. This helped to expand the theoretical knowledge and correlation on Parents educational background and students English learning achievement

3.2 Population and Sample of the Study

The first top four and last four students of grade four and five from three private schools were the population of this study. Top four and the last four students of each grade (altogether 8 from a class), i.e. 48 students, their parents and class teacher of each class i.e. 6 class teachers were sample of the study. All together there were 48 students, their parents and 6 class teachers are covered in this research.

3.3 Sampling Procedure

The study was conducted in three schools of Morang district. First top four students and last four students were selected. Their score in English subject was calculated and correlated with their parents' educational background and findings were analyzed. Here grade four and five were selected for this

research because they are the students whom above SLC parents can help in their studies. Students having neutral parents were not selected in this study.

Here, purposively sampling procedure has been applied on the basis of the obtained marks in English subject and correlated with their parents' academic background.

3.4 Data Collection Tools

The major research tools for data collection were documents (mark ledger) of the students received from the schools. There were also questionnaires for sampled children, parents and class teachers.

3.5 Data Collection Procedures

The researcher visited the sampled schools made request with school administrations and got permission for documents and interview to the teachers. After permission students were purposively selected on the basis of their marks/rank and parents' educational background, interview was taken with class teachers and children. After school, parents were visited, clarified the purpose of visit and requested to fill the questionnaire.

In Sum, the following procedure was used to collect the data for the study.

- At first, a good rapport with the concerned body of the school was established after visiting the school.
- Then, permission from the concerned authority was taken and the purpose of visit was explained.
- Students were selected on the basis of the parents' education background and their rank in the class. Though in top four and last four position, there were students of neutral parents but they were skipped out.
- Mark ledgers were requested to be observed of the selected students.
- Distribute questionnaire to the class teachers and selected students and after filled they were collected.
- Parents and family members were visited with respective children.

- Questionnaires were distributed to the parents and requested to fill out.
- Finally, filled questionnaires were collected.

3.6 Data Analysis and Interpretation Procedures

The collected data were analyzed by using both quantitative and qualitative techniques. The documents (mark ledger of final examination of 2070 BS) of the children from educated and literate parents were compared and analyzed. The data from the questionnaires were also interpreted by using descriptive techniques and statistically. The responses of both types of parents were compared on the basis of awareness towards children's academic activities, availability of learning materials to the children and creating learning environment to the children for learning English.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the collected data has been analyzed and interpreted descriptively as well as statistically being based on the objectives of the study.

4.1 Results

On the basis of the rigorous analysis and interpretation of all the data, it has been found out that parents' educational background has direct correlation with their children's English learning achievement. The learning achievement of the children of educated parents is higher than the literate parents.

4.2 Discussion

The obtained raw school documents as well as the answers of the questionnaire have been analyzed as follows to extracted results in detail.

4.2.1   Result based on the School Documents

This section deals with the mark ledger of the children received from the school. The researcher had collected mark ledger of top four and last four students on the basis of obtain marks in their English subject in final examination 2070. The researcher had only received the data from literate and educated parents. Neutral parents were not selected.

a. While analyzing the received documents of the children it has been found out that parents' educational background has positive correlation with children's English learning achievement.

b. While analyzing the received data of the first four students of grade four and five of all the three sampled schools, it has been found out that, 79.17% children possessed distinction in which very few numbers (12.5%) were from literate parents.

c. Most of the children (87.5%) of educated parents were found in the first four positions.

d. The large number of children (79.17%) who were in the last four positions found of literate parents.

e. There were 45.83% children who achieved third divisions, were of literate parents whereas this number was 4.17% of educated parents.

4.2.2 Result based on schools/teachers' views:

This section includes the result extracted from the data obtained from the class teachers:

a. It has been found out that educated parents visited the school to monitor their children's academic activities more frequently than literate parents. Educated parents eager to see the mark ledger and progress report of their children including their behaviour and involvement in extracurricular activity.

b. Literate parents rarely visited the school; they hesitate to talk to teachers because of their academic level. They only visited school in case of call/invitation from the school otherwise they do not want.

c. Educated parents were more aware of their child's education, stationeries, homework and other learning achievement than literate parents

d. It has been found out that the children from educated parents were more active and discipline to learn English in school.

e. It has been found out that the teachers had the experience that the parents' educational background has more effect on their children learning achievement. Higher the parents' academic background, better the children' English learning achievement.

f. The teachers have experienced that educated parents were more aware, active and paid more attention and create environment at home for better achievement.

All the above findings from teachers concluded that educated parents are more aware and careful to the children's academic activities than literate parents.

4.2.3 Result based on Parents' Views

This section includes the results extracted from the obtain data from the parents.

a. While analyzing the result it has been found out that, 79.16 % children who had distinction division and in top four positions were of educated parents. Only 12.5% children were of literate parents who had possessed distinction and in top four positions.

b. Out of the educated parents, 80.76% has been found to be supportive to their children in their home studies on the other hand out of literate parents, 9.09% supported their children in their home studies. They did not directly support but stay near the children and asked to do the work. Because of the academic background they cannot support in English studies.

c. It has been found out that 73.07% parents regularly check their children notebook and class work at home. They check to be confirmed what their child learned at school and how was his/her performance. Some of them want to check the teacher's teaching ability. Literate parents replied that they check note book to confirm whether it has lost, not for children learning purpose.

d. There were majority of the educated parents (57.69%) who regularly visited their children's school to get information about their academic activities and discuss with teachers. Most of the literate parents (59.09%) visited the school to pay the children fees and if there was call or invitation from the school. They only asked their children's learning but could not discuss deeply because of lack of knowledge. Literate parents found hesitate to visit school and discuss with teachers because of their academic background and English problem. They also had the

experience that teachers were not so welcoming to them in comparison to educated parents.

e. There were 53.85% educated parents found who had the information about their child's English position at school. Rest of the educated parents also could say whether the child's English was good or not. But there were no literate parents who had information about their child's English and rank.

f. There were 75% parents found who asked their children about their test result in which majorities (54.17%) were from educated parents and very few (20.83 %) were literate parents. After asking the children educated parents were found to be dedicated to improve the result rather literate parents only found to ask no other step to improve the children result.

g. There were 43.75% parents who discuss their children English related problems at home. All of them were from educated parents. There were 100% literate respond 'No' to discuss about child's English problem because they themselves unable to solve the problem

h. There were 43.75% parents who use simple English at home to improve and support child's English. All of them were educated. No literate parents use English. Though they were familiar to some simple words and phrase they hesitate to use.

i. There were 12.5% parents found to bring extracurricular materials (books, CDs, games, charts, puzzle etc.) to the children. All these were educated parents. Literate parents argued that the children have so much homework therefore they do not have time to study/use extracurricular materials. They also argued that there will be no questions asked in the examination from such extracurricular materials so no need to bring. They waste money as well as children's study time.

j. There were 95.83% parents who thought their educational background has strong effect on their children English achievement and only 4.17% found to be confused to answer.

They argued that educated parents were aware of the children activities, they themselves can monitored and directly support the children, they also created well learning environment for the children but on the other hand literate parents has less awareness and activeness.

This concluded that the parents themselves agree that participation and behaviour for children's learning differs between educated and literate parents.

4.2.4 Result based on the Children's Views

This section includes the result extracted from the data obtain from the children

a. There were 72.92% children found who like English subject. In which most of the children (62.5%) were from educated parents. Most of the children from literate parents prefer Nepali subject than English because their parents can support them easily and they were more talented in Nepali than English.

b. There were 54.17% children who study at home less than an hour. Most of them (43.75%) were from literate parents and in the last position. They only did their home work at home (sometimes they even did not do homework as well).

c. There were 58.33% children who responded that they had good study environment at home. Among them 45.83% were from educated parents and were in front rank. Very few numbers (12.5%) from literate parents found to have good learning environment at home.

d. There was huge number of children (64.58%) who found to watch English cartoon at home in which 45.84% were from educated parents and rest of them (18.75%) from literate parents.

e. There were 60.42% children who said they like to communicate in English language at home and with friends out of whom 45.83%were

from educated parents. The children from literate parents said their parents don't talk in English therefore they also hesitate.

f. There were 89.58% children who replied that their parents' academic background has effect on their English achievement. Rest of the children (10.42%) was confused to answer. They didn't have proper answer.

The findings from the students also clearly verified that the children from educated parents are more motivated and active to the learning than the children from the literate parents. The former type of children was more positive towards English than the later type.

4.3 Thematic Analysis of Obtained Documents From the School

This section deals with the analysis and interpretation of data received through students documents. The documents have been analyzed as it received. Mark ledgers (of the first top four and last four students) of final examination 2070 were analyzed. The obtain marks of students' English subject were analyzed. Students from neutral parents were left out here, only the students of literate and educated parents were sampled.

4.3.1 Analysis of test score of the first top four children of grade four

Table No.2

Score and Analysis of Top Four Students of Grade 4

Children of Educated parents			Children of literate parents		
Distinction	1st division	2nd Division	Distinction	1st division	2nd Division
86.36	100	0	13.64	0	0

While analyzing the table No. 2 it can be found out that the number of children possessed distinction was grater of educated parents than the literate parents.

With the table it can be concluded that the children from educated parents achieve better in their English score/rank than the children from literate parents.

4.3.2 Score and Analysis of Last Four Students of Grade 4

Table No. 3

Children of Educated parents		Children of literate parents	
2nd division	3rd division	2nd division	3rd division
28.57	0	71.43	100

While analyzing the table, it can be concluded that there is very few numbers of children from educated parents who possessed last position and second division than the children from literate parents.

4.3.3 Score and Analysis of Top Four Students of Grade 5

Table No. 4

Children of Educated parents			Children of literate parents		
Distinction	1st division	2ndDivision	Distinction	1st division	2ndDivision
83.33	0	0	0	16.67	0

Table No. 4 also clarified that the children from educated parents were found in front position of distinction division in grade five as well.

4.3.4 Score and Analysis of Last Four Students of Grade 5

Table No. 5

Children of Educated parents		Children of literate parents	
2nd division	3rd division	2nd division	3rd division
40	14.29	60	85.71

Table No, 5 presented that there were large number of the children in last four positions from literate parents than educated parents. More children from literate parents possessed third division than educated parents.

It helps to conclude that parents' educational background affects children's English learning achievement.

4.4   Thematic Analysis of the Obtained Data through Questionnaire

In this section the data received from the questionnaire to the parents, teachers and the children have been analyzed. All the answer analyzed as it received.

4.4.1   Awareness of the parents

Parents' awareness is one of the vital aspects of children's better learning achievement. Here awareness covered the parents' quarries on children's school activities, visiting the school, inspection of their educational materials and interaction with the children about their school and English activities.

Table No. 6

Awareness of Parents

S.N.	Statements	Responses			
		Educated parents		Literate Parents	
		Yes %	No %	Yes %	No %
1	Check your child's note book and class /home work at home	74.28	25.72	13.64	86.36
2	Regularly visit school to get informed your child's academic activities	57.69	40.31	9.09	90.90
3	Informed about the child's position in English subject	53.85	46.15	0	100
4	Asked about child's rank/score in test	54.17	45.83	20.83	79.17
5	Discuss child's English problem at home	43.75	56.25	0	100

The information presented in table No. 6 reveals that the majority of parents who responded 'Yes' to parents' awareness aspect were educated parents. Literate parents were found back in case of monitoring school activities, checking the note book of the child and getting information about child score and position in English subject.

4.4.2 Environment for Better English Learning Achievement

Better learning environment is one of the vital aspects. The obtained data were analyzed on the basis of the creating better learning environment for the children by both educated and literate parents.

Table No. 7

Environment and Support for Better English Learning Achievement

S.N.	Statements	Responses			
		Educated parents		Literate Parents	
		Yes %	No %	Yes %	No %
1	Use English language at home	80.76	19.23	0	100
2	Brought Extracurricular materials to improve English	12.5	87.5	0	100
3	Discuss the English problem of school at home	43.75	56.25	0	100
4	Support in home studies	80.76	19.24	9.09	90.91
5	Good study environment at home	73.07	26.92	13.63	86.36
6	Watch English cartoons at home	61.53	38.46	36.36	63.64

While observing the table No. 7 it has found out that there was large number of educated parents, who used English language at home with the child, brought extracurricular materials like puzzle, charts, English books, cartoons etc to improve the child English and discuss the children English problem at home then the literate parents. Likewise the number of children who get support at home studies and who has good studying environment at home were more in number of educated parents than literate.

4.4.3 Effect of parents' education

On the basis of the questionnaire and the response of the teachers, children and parents, the obtain data has analyzed.

Table No. 8

Views on Effect of parents' educational background on Children Learning Achievement

S.N.	Statements	Responses					
		Parents		Teacher		Children	
		Yes %	Confused	Yes %	Confused	Yes%	Confused
1	Do you experience 'parents' Educational background has effect on their child English achievement'?	95.83	4.17	100	0	89.58	10.42

While analyzing the Table No. 8 it has been found out that maximum number of literate and educated parents (95.83%), teachers (100%) and sampled children (89.58%) had positive answer to the effect of parents' educational background to their children English learning achievement. Very few parents and children were confused to answer.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND IMPLICATIONS OF THE STUDY

The last chapter incorporates the summary, conclusions and implications of the study which are based on the analysis and interpretation of the collected data.

5.1 Summary

The study was on "Effect of Parents' Educational Background on their Children's English Learning Achievement". The main objectives of this study were to find out effect of parents' educational background on their children's English achievement and to suggest some pedagogical implications based on the findings. To fulfill those objectives, mark ledger of the children received from the respective schools and a set of questionnaire were used as the tool of data collection. The data were collected from 48 students (first four and last four) of grade four and five of three different private schools of Morang district. While grading the children as top four and last four, the children score in their English subject was counted and the children from neutral parents (one of the couple is above SLC and the other is under SLC) were not selected.

There were mainly three variables such as parents' awareness, parents support to create to supportive environment and availability of learning materials at home on the basis of which parents were compared and analyzed. Likewise test score of the children in their English subject along with their rank was also used.

Theoretical and empirical literatures related to affecting factors to second language acquisition were reviewed. In case of theoretical literature there were importance of English language, second language acquisition, first and second language, language acquisition and learning and factors affecting SLA. It also dealt with the role of parents in learning SLA and in affecting factors. This chapter also reviewed the past studies related to my study as empirical literature such as Chapagain (1999) "Use of Teaching Materials and its Impact

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in English Language learning", Dahal (2007) "A Study on Factors Affecting Second Language Acquisition", Lituel, et al. (2014) Improving Students' Learning of English and Teachers' Professional Development Through Action Research: The Case of Vocabulary and Reading Comprehension at B.Ed Level etc. Finally, the conceptual framework shared the concept of the study and helped to the further researchers.

The purposive non random sampling procedure was used to collect the data from the students and teachers along with the parents of the children. To meet the objective of the study, two research tools, make ledger and questionnaire were used. The collected data were analyzed and interpreted statistically and descriptively using graphic presentation such as table. The results of the study were divided into two thematic grounds based on the research tools to meet the objective of the study.

There were several affecting factors to students' English learning achievement and one of the very influencing factors was parents' educational background. Home is the first school of the child. They spend most of their time at home. They feel comfortable and easy to learn at home than the school. But if there is no any supportive aspect at home they would be discourage to learn. Parents are most important factor to learn better for the children and all the above data concluded that educated parents are more aware, active and supportive to create learning environment to the children for their better English than the literate parents. Educated parents directly support the children, communicate in English and encourage the children than the literate parents. Therefore parents' educational background is one of the most influencing factors for the students' better English achievement. The large number of children from educated parents was in the first four positions whereas large number the children from literate parents found in last four positions.

5.2 Conclusions of the Study

Conclusion here refers to the gist of the findings. The findings of the study presented above are listed here in concise form. The conclusion of the study represents the whole findings which are listed as follows:

a. Parents' education background has significant effect on children's English achievement.

b. Educated parents are more aware of the children's academic activities at school and at home as well. They are more dedicated to create learning environment to the children than the literate parents.

c. The children from educated parents have better English learning achievement than the children from the literate parents.

5.3 Implications

The implications of the findings in policy level, practice level and further researches are suggested as follows:

5.3.1 Policy Level

a. The findings of the study help the government to formulate clear policies on effects of parents' education in teaching and learning English in the present days and to the days ahead.

b. The findings can be beneficial to school administration to launch the appropriate teaching learning strategies in which parents' education is also focused.

- Bring the strategy to group the students according to their parents' educational background and provide input as needed.

c. This finding is also useful to non formal education committee to run simple English class to the parents so that parents can guide children in their simple English.

- Design the program to conduct some informal classes on the basis of the correlation between parents' education and their children English learning achievement.
- Design programs for discussion and experience sharing session between the educated and literate parents on the providing learning environment, monitoring of the children academic activity

5.3.2 Practice Level

a. This study helps the teachers to be familiar with the effect of parents' educational background on English learning achievement so the effective teaching learning strategies can be applied.

- Organize meetings with parents to make them aware of their role and effects of their educational background on their children English learning achievement.
- Discuss with the children if they have any parents education related programs behind their poor performance.
- Make home visit or organize open discussion session at school in holidays.
- Divide the classes on the basis of their parents educational background and provide input as needed to the children.

b. The study can be a useful tool for the students if they want to be familiar with the affecting factors to their learning process.

c. This is also supportive to the parents to be more aware to improve their English and academic status for their children's better English achievement.

5.3.3 Further Researches

a. The findings of the study can be useful to the new researchers to be familiar with the ' effect of parents' educational background on their children's English learning achievement'

b. The conceptual framework and the findings of the study can be taken as foundation to go at the deeper level of understanding in the related research study.

c. Further research can be done in large scale for which their research can be taken as reference.

d. Further research can be conduct on the other aspects of the educational background of the parents for example, parents from private and public schools, educated parents of rural and urban areas and so on in which their research plays the role of foundation.

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Appendix I

Questionnaire for students

Dear Teacher/Parents/Child,

As part of my research, I am carrying out a research entitled '**The Effect of Parents' Educational Background on their Children English Learning Achievement'** under the guidance of **Mr. Bhesraj Phokhrel, Reader of Department of English Education, T.U**. I would be grateful if you could kindly fill out the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

<div align="right">

Researcher

Sabitri Adhikari

T.U. Kirtipur

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Questionnaire to the Teachers

Name:
School:

1. How often parents visit school to monitor their children academic activities?
   i.   Frequently   ii. Sometimes   iii. Rarely

2. What type parents visit mostly?
   i.   Above SLC (educated)   ii. Under SLC (literate)
   ii.   iii. Not Specified

3. What type of parents hesitates to visit school?
   i.   Above SLC (Educated)   ii. Under SLC (Literate)   iii
          Not specified

4. Do you find any differences in learning achievement of educated, neutral and literate parents?

   i.   Yes   ii. No

        Explain:

5. Who do you think are the more aware to their children's education?

   i.   Educated   ii. Literate   iv Not specified

        Explain:

6. Whom have you found are more active and disciplined to learn English and English language user in the classes?

   i.   Children from educated parents

   ii.   Children from literate parents

   iii.   Not specified

7. Have you found any Effect of parents' educational background on their children English achievement?

   i.   Yes   ii. No

        Explain:

Questionnaire to the Parents

Name:

Name of child:

School of child:

Grade of child:

Rank of child:

1. What is your academic qualification (of both couple)?

   i.   Above SLC (Educated)   ii. Under SLC (Literate)

2. How often do you support your children in his/her studies at home?

   i.   Always   ii. Sometimes   iii. Rarely
   If rarely give reason…………………………………

3. Do you check your child note book, class work, books etc at home?
   i.   Yes   ii. No   iii. Sometimes

   If no, give reason…………………………………..

4. How often do you use to visit your child's school?

   i.   Frequently   ii. If there is call from school   iii. Rarely

   If rarely give reason…………………………………………………….

5. Do you know in which position your child is in English subject?

   i.   Yes   ii. No.   iii. Confused

6. Do you ask your child about their exam/test and its result?
   i.   Yes   ii. No   iii. Sometimes
7. How often do you use English in your home?

   i.   Frequently   ii. Sometimes   iii. Rarely

If rarely give reason…………………………………………….

8. Have you brought any supportive materials /extracurricular English book for your child?

i.   Yes   ii. No

If no, give reason……………………………………………………

9. Do you think your (parents') educational background have any effect on their children English achievement?

10. Yes   ii. No   iii. Confused

If yes, give reason…………………………………………………………..

Questionnaire to the children

Name:

School Name:

Grade:

Rank in English:

1. Do you like English language/subject?
   i.   Yes   ii. No

Why?..

2. How often do you study at home?
   i.   ½- 1 hour   ii. 1-2 hour   iii. More than 2 hour

3. How is study environment at home?
   i. Worse   ii. Good

4. Do you like communicate in English?
   i.   Yes   ii. No   iii. Yes but hesitate

5. Do you think your parents' educational background have any effect in your English learning achievement?

   i.   Yes   ii. No   iii. Confused

Why?...

Appendix II

Students' mark ledger and details

Grade 4

SN	Name	School	Class	FM	OM	Rank (In English Subject)	Parents Education Status
First Four Students							
1	A1	School 1	4	100	99	1	E1
2	A2	School 1	4	100	97	2	E1
3	A3	School 1	4	100	92	3	E1
4	A4	School 1	4	100	86	4	E1
1	A1	School 2	4	100	95	1	E1
2	A2	School 2	4	100	93	2	E1
3	A3	School 2	4	100	92	3	E1
4	A4	School 2	4	100	72	4	E1
1	A1	School 3	4	100	93	1	E1
2	A2	School 3	4	100	90	2	E1
3	A3	School 3	4	100	88	3	E0
4	A4	School 3	4	100	76	4	E1

Grade 4

SN	Name	School	Class	FM	OM	Rank (In English Subject)	Parents Education Status
		Last Four Students					
1	B1	School 1	4	100	49	24	E1
2	B2	School 1	4	100	47	25	E0
3	B3	School 1	4	100	43	26	E0
4	B4	School 1	4	100	40.5	27	E0
1	B1	School 2	4	100	50	11	E0
2	B2	School 2	4	100	45	12	E0
3	B3	School 2	4	100	44	13	E0
4	B4	School 2	4	100	42	14	E0
1	B1	School 3	4	100	53	15	E0
2	B2	School 3	4	100	48	16	E1
3	B3	School 3	4	100	46.5	17	E0
4	B4	School 3	4	100	45	18	E0

Grade 5

SN	Name	School	Class	FM	OM	Rank (In English Subject)	Parents Education Status
		First four students					
1	A1	School 1	5	100	95	1	E1
3	A2	School 1	5	100	95	2	E1
2	A3	School 1	5	100	87	3	E1
4	A4	School 1	5	100	84	4	E0
1	A1	School 2	5	100	96	1	E1
2	A2	School 2	5	100	93	2	E1
3	A3	School 2	5	100	87	3	E1
4	A4	School 2	5	100	80	4	E0
1	A1	School 3	5	100	96	1	E1
2	A2	School 3	5	100	92	2	E1
3	A3	School 3	5	100	89	3	E1
4	A4	School 3	5	100	87	4	E1

Grade 5

SN	Name	School	Class	FM	OM	Rank (In English Subject)	Parents Education Status
			Last Four students				
1	B1	School 1	5	100	47	16	E1
2	B2	School 1	5	100	42.5	17	E0
3	B3	School 1	5	100	42	18	E0
4	B4	School 1	5	100	40	19	E0
1	B1	School 2	5	100	51	9	E1
2	B2	School 2	5	100	49	10	E0
3	B3	School 2	5	100	44	11	E1
4	B4	School 2	5	100	43	12	E0
1	B1	School 3	5	100	50	9	E0
2	B2	School 3	5	100	49	10	E0
3	B3	School 3	5	100	43	11	E0
4	B4	School 3	5	100	41	12	E0