

Parents' Involvement In Children's English Language Learning At Private Educational Institutes In Kabul, Afghanistan

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

To consider ethical issues and concerns, I have submitted a written consent letter to all my research participants and they signed. Through this letter, they agreed to provide the data voluntarily. Meanwhile, in this letter, I assured them of the confidentiality of their data. I also asked for the audio recording of the interviews and informal discussion in the consent letter. Beyond that, I have submitted a comprehensive ethical form that I received from BRAC IED. In this research, I used pseudonyms instead of their real name to be confidential. As a part of the data collection, I used consent letters from the institutes' offices to be able to do my research within their organizations.

Abstract

This qualitative study is about the involvement of parents in their children's English language learning. The study was designed to explore current ways for parental involvement in three private English language institutes in Kabul city, Afghanistan. Similarly, its purpose was to examine the importance of parental involvement. Furthermore, it aimed to figure out the reasons for the low level of parents' involvement in these centers and the better ways for its improvement in the future. This study helps educational centers such as private and public institutes and schools that provide English language, whether and how to include parents in the learning process of the children. This qualitative research is done through semi-structured interviews with teachers and parents and an informal discussion with students who are stakeholders in these institutes. The data is analyzed using the QDA Miner application and it was revealed that English language plays a multidimensional role in this locality. Some but not all parents are engaged through meetings and phone calls to see and be aware of their children's progress once or twice a month. The outcome also suggests that parent involvement is very significant for children as it increases the level of children's engagement in their lessons, reduces the level of student absenteeism and yields more active and intelligent students. In addition, this study indicates that the factors behind low parental involvement are parents' low level of education, unfamiliarity with English language, and timing issues.

Key words: Parental involvement; English language learning; children; institute

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List of Acronyms

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
EFL	English as a Foreign Language

Chapter 1: Introduction and background

1.1 Introduction

I have the experience of working as an English language teacher and as a center in-charge in two English language institutes. In one institute the improvements of the students were good but in the other students were not doing good. I have found the reason behind it which was parental involvement. This research focuses on the involvement of parents in their children's English language learning in three private institutions in Kabul, Afghanistan. The qualitative approach is used in this research as it needs to be understood deeply. There have been some studies done on the involvement of parents in education, specifically on English language learning, such as by Xuesong (2006) in China, Chi and Rao (2003), Bray & Kwok (2003), Morillo-Campbell (2008), Friere (2002), Niehaus (2012). There are some researches done in Afghanistan on relative issues such as Alimyar (2015) which is titled *Teaching English as a Foreign Language in Afghanistan* and Alimyar (2012) which is titled *Emerging Role of English in Afghanistan*. However, this research is aiming to understand how parents engage their children to learn English language in private institutes of English.

I did this research by interviewing teachers and parents and Focus Group Discussion (FGD) with students including both males and females. The importance of this research was to make it clear why parents' participation is necessary for educational centers and how to improve and increase parental engagement regarding their children's English language learning. While students' English language learning will improve by increasing the involvement of their parents, it is a kind of contribution to the overall education system of a country because in the countries like Afghanistan, English plays an important role in the students' education.

1.2 Research Topic and Title

Research Topic: Parents' involvement in children's education in Afghanistan

Research Title: Parents' involvement in children's English language learning at private Educational institutes in Kabul, Afghanistan

Education is a fundamental necessity of every society. For developing countries and specifically for a nation like Afghanistan where millions of people suffer from illiteracy, an effective education could be the solution. After two decades of support from national and international philanthropic organizations, still thousands if not millions of Afghan children leave school incomplete or their level of education is low. Based on the UNESCO report (2021), over the last two decades, several legal and policy actions were taken to rise accessibility and improve the quality of education in Afghanistan, whereas disparities between genders, geographical locations, and ethnic groups should be reduced. It is mentioned in the report that 50% of primary school-aged children are not enrolled in school while 93% of children in Afghanistan at late primary age today do not have reading proficiency. According to a UNICEF report, just over 3.5 million children are out-of-school in Afghanistan, and the solution is making quality education accessible for those who are the most vulnerable. There are obvious barriers like war, insecurity, poverty, and labor work. Beyond these, one important factor for education in Afghanistan is English language which many children including boys and girls are enthusiastic to pursue. In this research, I tried my best to discover the relationship between parents and their children's education.

1.3 Problem Statement

There is a lack of parental involvement in educational centers in Afghanistan. I have selected this title because it is in my area of interest that parental involvement is not considered

enough by the institutes where students learn English language. First of all, parents' engagement in their children's learning is very essential to be understood by schools. Buttery and Anderson (1999) stated that parents play an important role in evaluating the activity of their children. They added, "schools should project a welcome and genuine interest in partnership with parents, treating parents as equal partnership promoting students' learning" (Buttery and Anderson, 1999 p. 6). Nowadays many people, especially the young generation in non-native-speaking countries like Afghanistan, are interested to learn English because this language is the means of global communication and the language of technology. Parents have a great impact on children's English language acquisition. Freire (2002) stated that to enhance parents' engagement in English language learning, someone needs to help and empower families. Findings suggest that the vast majority of Afghan EFL (English as a Foreign Language) students believed that they can best learn English if their teachers and parents persuade them to rehearse in English only (Alimyar, 2017).

When there is a lack of parental involvement, the process of teaching and learning does not go well. Because parents' support and collaboration are essential factors for learning; without their support and coordination, a learning process will not be as successful as it is hoped. More specifically, to know whether parents' involvement can contribute to making learning and understanding this language easier and more effective, research is required. Based on my background, having a bachelor's degree in English literature and working as an English language teacher for more than six years, I came to this conclusion that I need to figure out what the parent's role is in this regard.

1.4 Research Questions

Parental involvement is indispensable for their children to learn better and engage with their lessons. What will be the impacts if parents who are involved in their children's English

language learning? First of all, I would like to know how these institutes are considering parents as their stakeholders. Secondly, I will collect data from three important stakeholders related to this research which are teachers, parents and students, and the ways to make parents' involvement as effective as possible. Here are the questions:

1. How do parents are involved in children's English language learning?
2. How does the parents' involvement influence children's English language learning? How their involvement can be improved?

1.5 Purpose of the study

The goal of this study is to learn about the effectiveness of parental involvement in children's English language learning and how it helps facilitate the language learning process of the children. This research reveals better methods and ways of improving parents' involvement by collecting data from three important groups of stakeholders which are teachers, parents, and students.

1.6 Significance of the study

Through this research, it will be understood whether parents' involvement accelerates the improvement of students who are learning English language. The finding of this study could be used by schools and learning centers especially in English language learning institutes to make sure whether and in what ways they can include parents in their education system as important stakeholders. Moreover, this research makes it very straightforward for people who are working in the area of education to distinguish that parents must play their role in contrast to the areas where parents involvement is not necessary. It further helps the curriculum developer to locate and specify the parents' involvement in the best place possible. Finally, it

contributes to the education leadership, teachers, parents, and students to have a clear picture of parents in children's language learning.

Chapter 2: Literature Review and Conceptual Framework

I have reviewed many documents related to my research topic including books, journals, articles, and so on. I found out that there are some studies done about parents' involvement in their children's education. It was discovered through this literature review that there are very limited studies and previously published documents about parents' involvement in children's English language learning in Afghanistan. However, there is some research done in this regard in countries like Indonesia and China. I have presented my literature under the following categories: 1) Parents and school, 2) Parents' role in children's English learning, 3) Parents' support towards their children to learn English Language, 4) The importance of English language and 5) English language learning in Afghanistan.

2.1 Parents and school

The attitudes of teachers could be effective for the parents to be involved in any case whether there is an issue between parents and teachers or not (Deal & Peterson, 2009). Furthermore, based on the finding of the study carried out by Vellymalay (2011), more collaboration and assistance from the school side surely increase the level of parents' engagement toward their children's education and school. Recent studies show that parents have a significant role in improving children learning and school work. Bhargava & Witherspoon (2015) suggested that parents must be involved in their children's learning, especially during the exam as there is a risk of failure. They, on the other hand, mentioned that it is also better to reduce parental involvement for the children to become independent. Parents' level of knowledge and schooling is another matter. More education means more active participating and embracing new initiatives (Poyraz, 2017). Of course, feelings and expectation from parents can affect

their involvement. Being pessimistic reduces relations while optimism contributes to the growth of parents' involvement (Sapungan & Sapungan 2014).

2.2 Parents' role in children's English learning

I have found very few studies on parents' involvement in children learning a non-native language, English language in particular. The responsibility of monitoring children's learning is something that is found different in many societies. In some communities, it is the responsibility of parents to cooperate with children's English language learning while in some other localities, the teachers are solely accountable to do this. According to research carried out by Xuesong (2006) in China with some upper-class, parents had an active and significant role in English learning of students such as by providing TV shows in English language and financially supporting them to learn English. However, based on Chi and Rao's (2003) study, traditional values affected the parents to believe that almost all the accountabilities are on the teachers to teach English language.

2.3 Parents' support towards their children to learn English Language

Strong inspiration is crucial for students to be provided by parents. Bray & Kwok (2003), who did research in Hong Kong, revealed that usually parents facilitate English classes or employ home instructors to motivate their children in English language acquisition. In addition, parents' involvement can be through parental pressure on children to learn a non-native language (Xuesong, 2006). Parents' involvement is essential as it makes it possible for parents to pave the way for their children to learn (Hill & Taylor, 2004). Knowing the school environment and nature is indispensable for parents for backing English language learning (Morillo-Campbell, 2008). Arias and Morill (2008) divided parental involvement in English language learning into two models, traditional and non-traditional models because of

considering diversity in parents in English language learning and their communities. Traditional ones contribute to parents on how to assist students be successful in academic areas. Non-traditional ones are for understanding school and home learning, as

2.4 The importance of English language

2.4.1 English as an international language

English is a language that the demand for learning is increasing day by day and became an international language. Although English was previously the language of British inhabitants, it has become the second language of many nations that were British colonies like the US, Australia, Canada, India, and so on (Rao, 2019, p.1). Rao stated that by getting some similar qualities, English language is considered the second language among many users of other languages. Many other researchers also called English a global language. English language is communicated worldwide among people whose native tongue is other than this language (Blommaert, 2010; Fang, 2018a; Nieto, 2017, Superivanti, 2012; Ahmad, 2016). Reddy (2012) argued that English is an international language as it is the only language used by more non-native speakers. Nair (2014) emphasized teaching English language as its importance is widely recognized by most people.

2.4.2 Attitudes and perceptions for English language learning

Attitudes and perceptions toward English learning influenced it to become an important language. It is widely emphasized to learn this language at Elementary school. Supriyanti (2012) found out that there are many factors behind English language learning at an early age. One reason was that children are better at learning a new language than those who are adults. Based on a study carried out by Nair (2014) on students' perception of learning English language, the average score given for English language learning was between 3.77 - 4.24 (out of 5). Nair claimed that as much as the students become aware of the significance of

this language, their attitude toward learning and pursuing this language increases. Similarly, Thang et al. (2012) figured out that if students understand the importance of English language, their attitude will become positive toward learning this language. They added that knowing the importance of English language boosts the interest to learn the language. Teacher perception is also crucial for the process of teaching-learning (Oktaviani & Fauzan 2017). They argued that those teachers who understand the significance of English will interestingly teach the children which will help the class performance.

2.4.3 English as a tool for boosting education and economy

The importance of English language in education is very obvious. English language became the official language of most nations in the world as the importance of this language is related to the educational field (Reddy, 2012). “English is an acknowledged passport to better education and employment opportunities” (Ahmad, 2016, p.1). According to Rao (2019), it is clear that English language act as a significant role in the area of education globally. Rao added that it is the language where around 85 percent of academic journals are published in that language. Grubbs et al. (2009) argued that although it is not the language they use in usual dialogue, university students all across the globe pursue their degree in English language to participate in the competitive worldwide economy. As an international language, English is the common and usual language among multinational companies (Rao, 2019).

2.4.4 Multifunctional aspect of English

English language is used for many purposes all around the world. The need to use English language is extending to almost all national fields such as politics, global relations and networking, travel, communication, and education (Reddy, 2012, p.2). English is “a language of modern science and technologies, a language of latest sciences, like information technology and space science, a language of all competitive examinations-be the state level,

national level or international level” (Ahmad, 2016, p.1&2). Ahmad also mentioned that English language functions as a window to the globe. According to Rao (2019, p.3) English, today, become the desired language of the British colony nations and it is the basic language in “business, trade and commerce and cultural spheres dominated by these countries.”

2.5 English language learning in Afghanistan

A few studies are done on English language learning in both governmental and private institutions in Afghanistan. Based on Coleman (2019), there are two languages, Pashto and Dari, widely spoken by the majority of the population. He adds that English language was introduced in 2001 and widely expanded firstly in Kabul and then in other parts of the country. Both males and females started learning as they were supported almost equally by the family. In this country, according to Cook (2011), English is used as means of “communication, trade, business, diplomacy, and travel.” In a study carried out by Daqiq (2017) in Takhar, a northern province of Afghanistan, the notions of both male and female guardians of girls were certainly similar toward girls' English learning. English language centers used English newspapers and other public media as learning material (Alamyar, 2017). Alamyar further adds that the level of English language learning was generally low in public institutions compared to private ones as private institutes provided a suitable environment for learning.

To conclude, there are some researches done about parents' involvement in education overall and a couple of studies on English learning in Kabul and Afghanistan. I could find any document that talks about how parents are involved in their children's English learning. Combining all these mentioned information, I found that there is a lack of information about parent involvement in private institutes in Afghanistan where children learn English language.

2.6 Conceptual framework

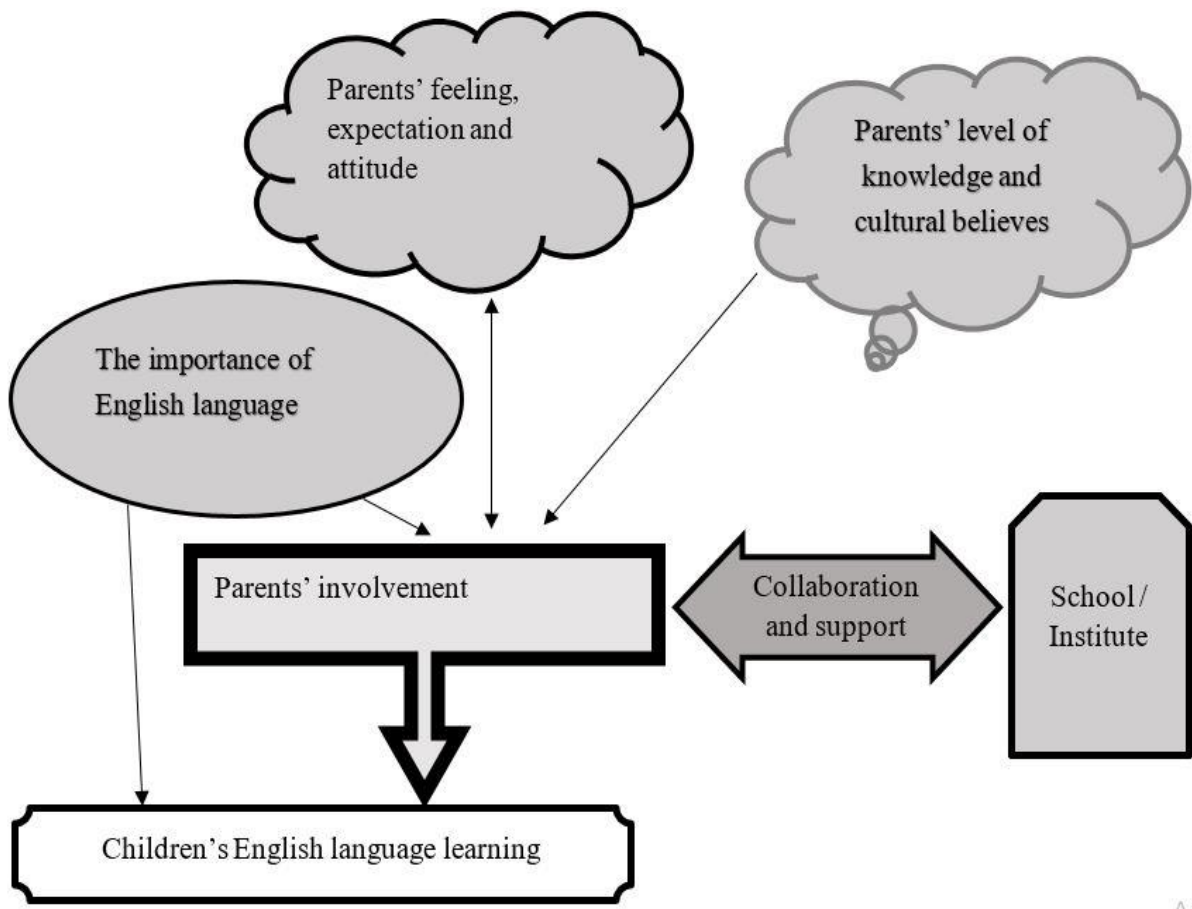


Figure 1: Conceptual Framework

This conceptual framework shows parents' involvement in children's English language learning based on literature reviews. It demonstrates that there is a two-way relationship between parents' involvement and parents' feeling & expectation, their level of knowledge, their attitude, and their cultural beliefs. Similarly, the level of collaboration and support from the institute affects parents' involvement. Parents' level of knowledge and schooling is another matter. More education means more active participating and embracing new initiatives (Poyraz, 2017). Based on Chi and Rao's (2003) study, traditional values affected the parents to believe that almost all the accountabilities are on the teachers to teach English language. On the other hand, support and collaboration from parents help the school to strengthen the relationship with parents. Based on the finding of the study carried out by

Vellymalay (2011), more collaboration and assistance from the school side surely increase the level of parents' engagement toward their children's education and school. Consequently, parents' involvement affects children to improve their learning English language.

The importance of English influences parental involvement and English language learning of children. According to Thang et al. (2011), students enhance their eagerness for learning English language if they figure out the significance of this language at school. Thang et al. further added that understanding the significance of English increases motivation which results to learn the language easily. Nair et al. (2014) stated that being aware of the importance of English in today's world will contribute to a rise in students' motivation regarding learning the language. They further added that there are relations between students' perception of the importance of English language and their attitude toward learning the language. Students who have positive thinking about the importance of English language make more progress in learning this language compared to those who do not (Emir, 2010).

Chapter 3: Methodology

3.1 Research Approach

This research is conducted qualitatively. Qualitative research is a “situated activity” that put the researchers in the world which means the researchers study things in a natural condition to interpret and make sense of the things (Denzin & Lincoln, 2005, p. 3). Qualitative research is related to understanding the meaning and experience of the lives of humans and the social world (Denzin & Lincoln, 2009, p. 1). I interviewed teachers to figure out how they involve parents, and how they see this involvement. Similarly, I interviewed parents to know if they are aware of the curriculum, in what ways they are involved, and whether their involvement is important. Creswell (2007), claimed that in qualitative research, participants can be interviewed face-to-face or by phone. He further added that it is also useful to involve the participants through focus group discussion in groups of six to eight. I did an informal discussion with around eight students to deeply understand the matter from different angles and perspectives.

3.2 Research Site

My research site is Kabul city. Kabul is the capital and the most overpopulated city in Afghanistan. According to 2021 estimates, the population of Kabul was 4.6 million. In contemporary times, the city has served as Afghanistan's political, cultural, and economical center, and rapid urbanization has made Kabul the 75th-largest city in the world. There are many public and private institutions active in the city. These educational organizations which are delivering English language, computer, and other school subjects. I am going to conduct the research in three private English language institutes in Kabul. These three institutes deliver English language to the students both male and female. These three institutes are

located in three different parts of the city. There are around 500 students and about 6-10 teachers in each institute busy with English language teaching-learning. These institutes are serving for over a decade to provide English language for students according to international systems with a lower fee. As my research title is about parental involvement in their children’s English language learning, these three private institutes really fit because they are teaching English language and they are involving parents.

3.3 Research Participants

My research participants are six English language teachers in these three centers, three parents of those children who are studying English language in these centers, and six children aged 11-16. The teachers are all experts in English language teaching with experience of five to ten years. The parents are all female parents. One of the parents is educated and the other two are not educated and they are not able to read and write even in their native language. The participants are from different socio-economic classes. Most of the participants are male except for parents who are mothers. These participants were selected because based on my research title “parents’ involvement in their children’s English language learning” they are all related to the title.

Institutes	Teachers		Parents		Students		Total number of participants
	Male	Female	Male	Female	Male	Female	
<i>Institute I</i>	2	0	0	1	2	0	
<i>Institute II</i>	2	0	0	1	2	0	
<i>Institute III</i>	2	0	0	1	2	0	
Total	6			3	6		15

Table 1: The number of participants from each institute

3.4 Sampling Procedure

Sampling is described as a way to choose some people or things from a whole population (Mertens, 2010). Mertens added that a researcher decides from whom to gather data, in what ways they should be included and what could be done to keep the participant confidential. Two important parts should lead the sampling procedure of qualitative research which are “appropriateness and adequacy” (Rice & Ezzy, 1999). The targeted population in this research are English language teachers, parents and children who are learning English language. The participants of my study are six teachers, three parents and six children. The total number of participants in this research is 15. As it is qualitative research, with few participants we can get more in-depth information. According to Fossey et al. (2002), in qualitative sampling the number of participants is small but a large amount of data can be collected from this small number. As I did research in three institutes, I selected two teachers and one parent purposively from each institute, but two students randomly. Qualitative sampling is tended to be purposive if it aims to collect the right data sources to find out meanings and to build a suitable theory while data analysis is in progress (Morse & Field, 1995).

3.5 Data Collection Methods and Tools

I conducted face-to-face interviews (semi-structured) with every individual teacher and parent. Then I conducted an informal discussion with a group of six students. After getting their consent, I recorded the conversation of all the interviews and the informal discussion with two voice recorders in order to prevent any problems with one of the devices. The interview method is a face-to-face meeting between the interviewer and interviewee. An informal discussion is similar to a Focus Group discussion or Group interview which takes place when a group of participants were asked at the same meeting. First of all, I developed

an interview guide for parents and teachers. The purpose of taking interview was to understand parents' involvement, collaboration among home and learning centers, and how pessimistic or optimistic they are. Then, an informal discussion was held with a group of six children under 18 to have a clearer picture of how their parents' involvement affects their learning. We set in a circle and firstly I tried to create a friendly environment where everyone could share their opinion without hesitation. I asked questions and took notes simultaneously. Creswell (2017) stated that collecting and analyzing data is a continuous process that includes reflecting on the data, asking in-depth queries, and writings notes in all phases of the research. For the whole process of both interviews and informal discussion, I used the note-taking technique. After all, I transcribed all the recorded data. The data collected from the teachers were in English, while the interview with parents and children were in their native language which is Dari. So I transcribed and translated them into English.

3.6 Role of the Researcher

I have experience working as an English language teacher and center-in-charge in a private education institute. During this period, I was involved with students, teachers, parents, and the community. As I have worked within English language institutes for about 7 years, I was aware of the culture of the private English language centers. I have worked with English institutes in Baghlan province, but I did research in Kabul. So, I was considered an outsider researcher in both cases because I worked with a different institute and in a different location. However, my identity as a person with similar background did not influence the participants to hesitate or share the wrong data because I was no more an employee of that organization and there was no concern for the teachers, students, and parents to share the right data. During my data collection process, interviewing the participants, I tried to make sure that I am doing this for research and that there are no impacts on the participants. I created a

friendly environment in each interview and FGD to make sure the given data would be accurate. There is only a concern that I conducted the interviews in English language with the teachers. If a teacher participant has hesitated to ignore some piece of information because of not understanding the right English word. However, I did not notice such a case during the whole process of interviews.

3.7 Data Analysis

For analyzing the data, I transcribed the data at the first stage. Then, manually and using apps such as (MM QDA) I organized and identified the themes, codes, and some other stages. For data analysis, coding helped me to have a clear picture of all data. Based on Punch (2004), coding is analyzing as well as the starting point of the analysis. For qualitative data analysis, there were around six stages to go through, including having raw data, organizing, reading, coding, adding themes and descriptions, interconnecting, and interpreting the meaning of themes (Creswell, 2017). I organized data by categorizing and dividing them into different themes and sub-themes. Firstly, I transcribed and translated the audio data into English language. I recorded the transcribing of every individual interview in a separate word document and the informal discussion in another word file. Using the QDA Miner Lite application on my computer, I divided data into categories, themes, and sub-themes. They are divided into four themes such as 1) Language learning, 2) Parents' role, 3) Parents' involvement and 4) Cooperation between parents and the institutes. Each theme is categorized into sub-themes.

3.8 Ethical Issues and Concerns

Ethics is a part of philosophy dealing with values and morals (Johnson & Christensen, 2004). To consider the values and morals of the participants I took this part seriously. So, I prepared

a consent letter which is attached in the appendix part. In this letter, I have requested the participants to voluntarily take part in providing data. I made the participant sure that their identity will be kept confidential. They were asked to agree that the conversation is audio recorded. Meanwhile, they were asked to sign the letter to confirm that they agreed with the information in the consent letter. Persian/Dari language copies of consent letters were also provided in order to be understood by all participants. All participants signed the consent letters. I also got permission from the institute by signing a letter from the institute to ensure that their name and privacy will be kept confidential. Pseudonyms were used for all research participants and the information which were identifiable to disclose the identity of the participants or the institutes was ignored or changed in another way. Before starting data collection, I carefully studied and signed the Ethics Application Form and followed all the issues mentioned in the form seriously.

I tried my best to prevent biases in this research. Hopefully, I was able to select participants from localities and ethnicities. The participants are also from different socio-economic classes and of different ages. In term of gender, I know there is somehow biases. All the teachers and students are males, as I could not find a volunteer from the female gender to give me data because of some social circumstance that is now governing this society. However, I could select all three parent participants from the female gender. This is a good point because according to the data, mostly mothers are involved in English language learning of their children in these institutes. One more important issue which I considered regarding ethical concerns is that no question is directly affecting on privacy or personality of the participants.

3.9 Credibility and Rigor

The trustworthiness is compared with two interconnected sets of standards which are competently and ethically conducted of the research (Rossman & Rallis 2003). I got my bachelor's degree in English literature and worked as an English language teacher for about seven years in a private English language institute. Beyond that, I worked simultaneously as an English institute center-in-charge while working as a teacher. I received many trainings regarding teaching, classroom management, and coordination. I worked collaboratively with other teachers, parents, and community elders. One part of my responsibility was to involve parents by contacting and holding meetings with parents and community elders. As a former member of an English language institute, I know more about teaching-learning development and other factors which contribute to the improvement of students. What I don't know is whether parents' involvement has an effective repercussion on children's learning. Although I have studied some basic theories and general knowledge about parents' engagement, it differs in various contexts. Therefore, I planned to research this issue.

Before starting this study, I developed a research proposal under the same title and research questions which was approved by my supervisor. I piloted all the questions and made some necessary changes. I collected rich data from parents, students, and teachers. However, because I have had the experience of working at a similar institute, it could possibly affect teachers not to disclose some aspects of the issues. To omit this challenge, I explain more clearly to them that this research and the idea that they are going to give will never have any drawbacks and will be kept confidential.

3.10 Limitations of the Study

The first problem with this research was that most of the participants had to speak in their native language in order to communicate clearly and give the data accurately. Except for the

teachers, all other informants rehearsed in their own language. Translating their given data needs time and the capability of understanding English and translating. I have translated them in the best manner as I have university qualification in English language, seven years of teaching experience in English language and the experience of translating three books from Dari to English which was approved by university teachers in Kabul. The second limitation was the low level of female participants because of new social barriers. As all teacher and student participants are male, so, I tried to select female parents as my interview participants to at least include females in this research. Another problem was the noisy places where the interviews were recorded. Due to a lack of time and a quiet place, I had to conduct some of the interviews where background noise was prominent and rarely prevent the listener to recognize the speech. The positive point is that I used two recorder devices and it is not a major concern.

Chapter 4: Results

The aim of writing this chapter is to analyze the data that I collected from teachers, parents, and students through some individual interviews and an informal discussion. I analyzed the data, coded and categorized them into three main themes. These main themes are a) Language learning, b) Parents' involvement, and c) Cooperation between parents and the institutes. Each theme includes some sub-themes which I described individually in this chapter. I found that foreign language, especially English, is used for the purposes of international communication, study, job, travel, marketing, and utilizing information technology. Parents are involved offline in the meetings and gatherings, as well as online via telephone calls and social media. The effects of parental involvement were mostly positive with the result of better children's engagement, fewer absentees, and producing more active and intelligent students. Barriers and ways for improving parental involvement are also discussed.

4.1: Language Learning

4.1.1 Foreign language learning

In response to the question regarding foreign language learning, three parents and a teacher mentioned the purpose of foreign language learning. They uttered that the aim of learning another language is to have a better job, speak with more people, travel, and use technology competently. Here, a mother said: "In my opinion, the children must learn English language to have a better future. Moreover, a foreign language lets you to speak with more people while traveling abroad and also you can have a better job" (Personal communication: Mahbooba, 22 November 2022).

Foreign language, especially English, is used for international communication to travel abroad for the purposes of business or study. One respondent noted that if we understand a foreign language, we can easily travel to another country, get a scholarship or learn new things (Personal communication: Zaki, 20 November 2022).

Another participant, Jamil, said that as he can use English as a foreign language to communicate internationally (Personal communication: 20 November 2022).

Parents believe that it is better to know as many languages as possible. Another parent pointed this:

“My point of view is that a foreign language is very useful and it has positive affects in our life. For instance, we can learn a different language. If we can speak one language, we are as one person. If we could speak two languages, we are as two people.” (Personal communication: Naghma, 22 November 2022).

Ainuddin an English language teacher said that English is not used as a second language in Afghanistan, rather it is used as a foreign language.

4.1.2 The importance of English language learning

Most of the research participants including teachers, parents, and students talked about the importance of English language learning. The majority stated that English language is used mostly in study, job, and international communication.

A teacher stated this:

So as you know it is quite famous these days I mean English language. If I talk about my society, more than 60 % [people] have access to English. They would like or they try their best in order to learn English because, you know, these days if they want a

job or if they want to study abroad, English is a must (Personal communication: Nabi, 20 November 2022).

A parent had a similar idea:

Learning English language is very important for our children. In the future, they need English language if they travel or study abroad. If they study or get any job inside the country, again English language is necessary. They also can easily use the internet and computer if they know English. (Personal communication: Shamsia, 22 November 2022).

When the children were asked about the usage of English language, one of the respondents stated that because English is the language for development, it became important. Travel and study are also related to English (Informal discussion: Jamil, 20 November 2022). Some participants related the significance of English language in technology, travel, and marketing. “English is the language of technology. English is the language of computer. In order to use it we have to learn English” (Informal discussion: Farzan, 20 November 2022).

Here is what a teacher said:

It [English] is just the language of people across the globe. You know, in this society if we just say all across the globe it is the language of technology. It is the language of economics. It is the language of education. You know, if you try to find resources in education and learning, this is the only language which has the highest resources. That’s why in this community, it has a great role.... And it is the language of marketing (Personal communication: Millad, 20 November 2022).

Parents also mentioned the significance of this language. “Yes. It is very important because English is an international language. If we go everywhere or every country, we can use it and

we can solve our problems with this language” (Personal communication: Naghma, 22 November 2022).

4.2 Parents’ involvement

4.2.1 Parents’ level of education

According to the data, most of the parents are not educated and especially the problem is that they are not familiar with English language. This problem prevents the parents to be involved in their children's English language learning. An English teacher who was asked about the parents’ involvement mentioned this:

In this center, most of the parents are not educated. Or they are not familiar with English language. They [parents] take part as [much as] they can. So, sometimes we ask them to come in the center and we talk with them and they are telling us that we don’t know English. And they are just trying to help their children. But they are not much educated to help their children (Personal communication: Karimullah, 16 November 2022).

The reason for parents’ low level of education is related to insecurity and continuous war in the country. Din Muhammad, a teacher, was asked about low level of parental involvement and he replied, “It is a little bit difficult in our society since our country was in a war for five decades, most of the parents are illiterate or you could say 40% to 50% of the parents are illiterate or those who had access to education but they are not good with English language.” (Personal communication, 16 November 2022). However, in a conversation with another teacher participant, it was revealed that most of the parents in that institute have basic education. A teacher said this, “Yeah, usually, parents here in Afghanistan just motivate their children at home. They usually ask them to study their lessons. At least most of the parents,

are educated, so they work with their children at home” (Personal communication: Nooruddin, 16 November 2022).

4.2.2 Parents’ attitude toward parental involvement in children’s education

Three parent participants were asked about their attitudes regarding parental involvement. There were many things that parents liked and appreciated, but there were a few other things that some of them didn’t like. Having communication and meeting with parents, having a kind attitude, and having good security are the things that parents like the most in these institutes. Shamsia, a mother, expressed this:

The teachers tell me about the progress of my child’s learning. When I visit the center the teachers become very delighted. They share with me any strengths or weaknesses that my child has. They consult me about its solutions which I like a lot (Personal communication, 22 November 2022).

Naghma and Mahbooba the two interviewed mothers were delighted because the institutes are in contact with them. “In this center, if our children don’t study hard, the teachers contact us and make us aware. This is something I like the most about this institute. Moreover, the good thing is that they don’t even register the children without their parent’s consent and advice” (Personal communication: Naghma, 22 November 2022). Parents were also asked if they have any dissatisfaction regarding their involvement. Their concerns were that sometimes the institutes have more expectations and sometimes they were not aware of the meetings in advance.

4.2.3 Parents’ participation and meeting

To figure out the answer to the research question, all the participants were asked to talk how the parents are being involved in children’s English language learning. The majority said that parents are involved through gatherings, meetings, and conferences. Beyond those, parents

are engaged sometimes via phone calls as well. One student said, “They ask about the class results. Whenever we don’t try our best or be absent, the center contact and share with our parents” (Informal discussion: Farzan, 20 November 2022). Another student added, “For example, parents meet the institute twice or three times a month. They also contact each other or meet the coordinator.” (Informal discussion: Zaki, 20 November 2022). Some teachers also mentioned having telephone communication between parents and the institutes. This is something that begins from the institute side. A teacher said this:

In the past, we used to have parents’ orientation. We were just asking parents to come and we just provide information about their children and we asked them if they could come once a week and just ask about their children. So that would be something really good. We usually call them to come once and visit the center and they are just coming and we let them know about their children's progress. (Personal communication: Nooruddin, 16 November 2022).

Based on their given data, parents come and see their children's improvement and progress. Another teacher stated this:

In our center, sometimes we have some gatherings with parents. We make them aware of their children’s learning and progress. We have some meetings with them. We just inform them how to behave with their children and how to educate their children and how to provide the opportunity for their children. (Personal communication: Karimullah, 16 November 2022)

These meetings or phone conversations take place once or twice a month with the most active parents. Nabi, a teacher stated: “Yeah. It can be for example, it depends on the teacher and the parents, and the institution because they can arrange a meeting once or twice a month. So that will be a good choice to meet with the parents to talk about the problems of the children

and the other problems such as timing issue. (Personal communication, 20 November 2022).
“They [parents] every day ask whether we studied something. They come to the center once or twice a month and ask about our progress.” (Informal discussion: Jamil, 20 November 2022).

Din Muhammad another teacher from a different institute said that parents are indirectly involved and they communicate once or twice a month to understand their children's progress (Personal communication, 16 November 2022).

Not all parents are engaged in their children’s English language learning. Some parents do not participate because they have no time or they are not interested according to the teachers’ statements.

Unfortunately, in this center, not all the parents are taking part except some families who are just really taking care of their children. They usually visit the center once a week or twice a month. They are just coming and asking about their children’s progress. We let them know about their children and whether they have improved or not. (Personal communication: Nooruddin, 16 November 2022)

Based on the purpose of this study, to understand the ways of parental involvement, parents are engaged through meetings, online and offline communication, and conferences.

4.2.4 The impacts of parental involvement

Almost all the participants stated that parental involvement has positive and effective impacts on the improvement of children’s English language learning. One participant emphasized that parental involvement is far better than teacher involvement. This is the answer of a teacher when he was asked about the impacts of parental involvement:

It is obviously positive, you know. When teachers are teaching them, they [the students] definitely learn. When parents involve themselves in their teaching, they [the students] definitely learn. Parents are more important than teachers. You know, students are only in the class for about one hour or one and a half hours, but the rest of the day they are with their parents. They are with their siblings. When their teachers are aware of their education or their progress, so they can help them in different ways.

(Personal communication: Karimullah, 16 November 2022).

Another teacher emphasized on three most important stakeholders of a learning process. He stated that parents, students, and teachers are three stakeholders that should be involved. As the learning process is relying on the parents' support, their lack of cooperation will cause many problems. Some parents are not interested to be involved. When they visit the center and get advice and guidelines and then apply those pieces of advice, they see a great change in their children's progress. (Personal communication: Millad, 20 November 2022).

One main impact of parental involvement on students is being more involved and interested in their lessons. Jamil mentioned "If our family doesn't contribute to us we lose our morale because we think we don't need to study English as there are a lot of children who don't know English in our society. If they help us, we will be encouraged, so we can eagerly study our lesson." (Informal discussion, 20 November 2022).

Parental involvement also reduces the level of absenteeism of the children, a situation which is very usual in Afghanistan's education system and educational institutes suffered a lot over the years. Din Muhammad, pointed out that if the students are absent for over three days in a month, they are dropped out, but this parental involvement helps to reduce the level of absenteeism (Personal communication: 16 November 2022).

Some teachers compared those children whose parents are involved with those who are not. They stated that the first group of students are active and quite intelligent rather than the latter ones. Here is a statement from a teacher:

You know, we have the students whose parents are coming regularly and asking about their children's progress. Those students are much and quite intelligent rather than other students whose parents are not coming and don't care about their progress or lessons. (Personal communication: Karimullah, 16 November 2022).

4.2.5 Barriers to parental involvement

Most of the participants talked about the problems facing parental involvement. It was discovered that the most obvious obstacle to parental involvement is the unfamiliarity of parents with English language. (Karimullah, Shamsia, Naghma, and Mahbooba). Even some parents don't know how to help their children in their native language. As Millad mentioned, "There are some parents who just do not know about education. They themselves are not educated. They are illiterate people." (Personal communication, 20 November 2022). Mahbooba, a mother also stated the same rehearsing, "We face many problems as we are illiterate. We don't know how to read and write English or Dari. No one in the family understands English to help with the children regarding their English lessons." (Personal communication, 22 November 2022).

Timing is another issue for some of the parents as Nabi expressed: "The only problem is the timing. Because we cannot manage to have everyone at the same time. So, that is the only problem. For example, you are free on this day, but one of the parents or some of them are not. So, you have to arrange another day for them." (Personal communication, 20 November 2022). Sometimes the problem is from the parents' side where the institutes cannot involve them while many efforts are done.

It is not something like a serious problem, but certain types of parents are a bit careless. Even sometimes we are calling them and we just want to share the positives and weaknesses of their children. Even after we call them, they are not coming. There are some certain types of parents who are just calling as if they cannot come but a group of them do not show themselves here. So, we usually call them two or three times even. We usually face these problems that they are not coming. (Personal communication: Nooruddin, 16 November 2022).

One main purpose of this research was to find the reason behind low parental involvement. Obstacles like parents' low level of education, parents' unfamiliarity with English language, and timing issues are, in most cases, the factor behind the low level of parental involvement. If they are considered in the future plans, parents will effectively be involved.

4.2.6 Advantages and disadvantages of Parental involvement

Some teachers and children talked about the advantages and disadvantages of parental involvement. Overall, they agreed that there are more benefits rather than drawbacks. Nooruddin, a teacher said that parental involvement has many advantages. We can work with parents collaboratively to improve their children's learning and to inform them about their children's progress. Children's learning improvement is impossible without parents' involvement (Personal communication: 16 November 2022).

Din Muhammad said, "Through parents' involvement, we give our students a sense of belonging to, a sense of responsibility that they have toward their learning and our center" (Personal communication, 16 November 2022). To answer the question that whether they like parental involvement, Eid Mohammad said, "Yes. Definitely we like them. We learn easier and better with the help of our parents." (Informal discussion¹, 20 November 2022).

Most of the participants declared that there is no disadvantage to parental involvement. However, two teachers declared some disadvantages. Nooruddin expressed this, “I don’t think that there are so many disadvantages, but sometimes it is just a concern for us because some parents are visiting the center too frequently.” (personal communication). Similarly, Din Muhammad, a teacher from another institute stated, “If we involve parents in the learning process more than it is necessary, then somehow students become inactive because children become more dependent on their parents (Personal communication, 16 November 2022).

4.2.7 Plans and ways for increasing parental involvement

The teachers were asked to talk about what plans the institutes have for making parents’ involvement as effective as possible. Most of the teachers said that they are not aware and it is the decision of superior authorities. Only Millad shared that they have plans like holding meetings with parents, inviting parents to their children’s graduation parties and so on, but because of the current situation, they cannot conduct them. (Personal communication, 20 November 2022).

Many participants shared their ideas about increasing parental involvement. Karimullah emphasized creating some courses or classes to inform parents about the importance of English language. Some participants pointed out increasing parents’ orientation and meetings. “At Saturdays are off in this institute so we can have parents’ orientation to discuss all the points which are necessary for just involving them with the center.” (Personal communication: Nooruddin, 16 November 2022). “This center must hold parents’ meetings in which they should inform more about the importance of English language. The parent must understand what effects does English language has on their children’s life. Consultation programs are better to be held.” (Nahgma).

Din Muhammad had a different idea persisting in having telephone calls with each parent. He said: I think since parents are not all literate here, we could follow it in a very different way. We can engage parents individually in discussing their children's academic problems and what skills these children need through phone calls as they are not available at a specific time (Personal communication, 16 November 2022).

Two other teachers emphasized face-to-face communication with parents. (Personal communication: Ainuddin, 20 November 2022; Nabi, 20 November 2022).

The other two parents stated that an effective meeting should be held with parents. Shamsia declared this:

In my point of view, the institutes must make a tight schedule. They must invite all parents and share the schedule with them. They need to have meetings at least once a month to discuss the problems and progression. They need to listen to the parents and also share their problems with the parents. Most importantly, they need to be very serious in this regard because once or twice the meeting will not help on time then all the things will be disorganized and it has a negative result. (Personal communication, 22 November 2022).

Mahbooba said, “There must be meetings with parents. They need to listen carefully to parents' problems and ideas and the good ideas need to be conducted.” (Personal communication, 22 November 2022).

4.3 Cooperation between parents and the institutes

Nine participants rehearsed about parental support in children's English language learning improvement. It was disclosed that in these three institutes, parents' support is in various ways. According to Karimullah's answer, parents encourage the staff of the institute. “There

are some parents who really care about their children's English learning. They regularly come here and just motivate the teachers, the team, and the center for their hard work toward their children's education.” (Personal communication: Karimullah, 16 November 2022). Another teacher seemed optimistic about parents' support. He mentioned that parents have communication with the institute by phone or face-to-face to keep the children on track. (Personal communication: Ainuddin, 20 November 2022).

Millad, another teacher, declared that without parents' engagement, there is no satisfactory repercussion. “Children or kids do not know about education. They might not like to come to this center. That's their parents that bring them here because they know what is education and why I should send my child to this center” (Personal communication, 20 November 2022). This above idea is admitted by the children as well.

Yes. The family must be involved in our learning. They are supporting us for time and financially. They also help us to read and study. We learn around 20% in class, but 50% of our learning takes place at home where our family helps us. (Informal discussion: Jamil, 20 November 2022).

Three parents talked about their cooperation and support. Their support is to provide learning materials. They also financially and psychologically assist the children. Naghma said that we must encourage our children to learn English language, otherwise, they will face the problems that we are facing. In addition, Mahbooba mentioned, “We provide them book and pen. I am illiterate and don't know how to write and read Dari or English. We pay fees and send them to the institute to learn something.” (Personal communication, 22 November 2022).

Another parent claimed that she cooperates in the process in many aspects. She said:

I sometimes have a telephone call with English language teacher and ask about my children's learning. Every day when my son returns from class he tells us about what he studied and what he learned. Although I don't know English language, I help my child how to do the assignment and when to go for playing. Whom to play with? I buy books, pens, and notebooks for him. I encourage him to try his best to learn. I tell him to watch TV programs such as English cartoons. (Personal communication: Shamsia, 22 November 2022)

4.3.1 Teachers' Expectations from the parents

There are some expectations that I discovered from this collected data. Mostly the teachers interviewed expressed that parents' participation in the meeting and observing their children's progress is crucial for them. "They have to check and come sometime to the center and see whether their children are on the right path or not." (Personal communication: Karimullah, 16 November 2022). "So, what we expect them is to visit our institute at least once a week. So that we could discuss about their children's weaknesses and blind spots of them." (Personal communication: Nooruddin, 16 November 2022). Nabi said that they only thing he would expect them [parents] is to be in contact with teachers.

Parent participants advised other parents regarding their children's English knowledge. Here a mother said this:

Parents always must be in cooperating with the institute. They should perform the orders and guidance carefully as it is always for the benefit and improvement of our children. Parents should pave the way for their children to learn English language as much as possible. For example, they should provide computers, dictionaries, and other essential things to their children. Parents must bear in mind that the institute is not hundred percent the guarantor of children's English language learning unless

parents themselves cooperate with them. (Personal communication: Shamsia, 22 November 2022).

When students were asked about what they expect from parents, Abdulrahman expressed this: “Whatever we learn, they should be aware that what kind of lesson is that. That’s why they need to check whether their child studies something in the classroom or not. And That’s why the family should be more aware that how a student participates in the classes.” (Informal discussion, 20 November 2022).

4.3.2 Support from the institute

Almost all participants including three parents and one student had positive feedback about the institute’s support. They talked about collaboration and the good attitude of the staff toward students and parents who visit the centers. A parent participant said:

The teachers tell us about the importance of English language and the facilities there. They encourage us to be aware of our children’s progress as much as possible. Whenever I visit the institute or have a telephone conversation with the teachers, their collaboration and good attitude impulse me to understand their hardworking. (Personal communication: Shamsia, 22 November 2022).

Mrs. Mahbooba said, “They have kindly attitude with the students. The institute has good security. Everything is available for the students” (Personal communication, 22 November 2022)

The students also seemed happy with the institute's support. “It is like with a friend and it is not like the teacher hides our mistakes and problems. They directly but fairly tell the parents about their children’s mistakes.” (Informal discussion: Jamil, 20 November 2022). “It is friendly behavior.” (Informal discussion: Eid Mohammad, 20 November 2022).

Chapter 5: Discussion and Conclusion

5.1 Discussion

Based on the results achieved after analyzing the data, English language is mostly studied by children in Kabul. Parents are involved in numerous ways but it is not adequate and effective as there were some barriers to parental involvement. The role of parents is indispensable for their children to learn better. It was also found that cooperation and collaboration between parents and the institutes are admirable. Similar to the result section in chapter four, the discussion section is in three parts which are language learning, parents' involvement, and cooperation between parents and the institutes. Each part is discussed in detail as follows.

5.1.1 Language learning

Foreign language learning, especially English has been very important in Kabul city, based on my qualitative research. As English is used for job opportunities, traveling abroad, international communication, operating technology, and in some other areas, the importance of English language is recognized by the majority of people in this locality. "Residents have very positive attitudes toward the language for they realize that English is a global language. Through English, they can improve their lifestyle and can have access to modern technology, international communication, commerce, trade, and many other opportunities." (Alamyar, 2017, P. 18). Most of the answers were positive regarding the importance of English language. Teachers, parents, and students are keen to answer the questions.

5.1.2 Parents' involvement

While analyzing the data about parents' involvement, this lesson is being learned that parents have a great role to help the institutes, the teachers, and the students to do well in English language learning process. If the parents are willing to be involved or if they are trained and

incited to be involved, the result is reasonable. Parents' role in the personal and academic performance of children is also revealed in a previous study by Utah Education Association (2008) stating that "parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial." However, parents' involvement should be understood by the parent. If parents do not understand their role as significant stakeholders in their child's learning improvement, they need to be trained and publicly informed by the institutes. Similar result is already pointed out by another study which stated: "Many administrators believe that this, we-don't-care-attitude, among parents, may be due to their inability to understand their role in the success of their children and the incapability to support the school academic undertakings." (Sapungan & Sapungan, 2014, p. 44).

Parents' low level of education is a factor that affects their involvement. Most of the parents are not educated and rarely do parents understand English language which consequently decreases their involvement in their children's English language learning. If someone does not know a language how can they help another person to do the homework, for instance? However, not knowing English language does not necessarily mean that parents are excluded from the process of English language learning of their children. They are involved in other aspects of this process. For instance, children are motivated by their parents to learn the language which is an important factor for learning improvement. "Strong motivation should be provided by parents to help their children while they acquire English" (Poyraz, 2017, p. 7).

Another factor that can influence parents' attitudes is what things they like and what things they don't like from their involvement. These aspects could facilitate the process of parental involvement because almost all parents showed optimism about this process. They acknowledged the meetings, face-to-face or online communication, kind attitude, and availability of facilities in the institutes. So, these parents are happy with the institute, they

can eagerly take part in the improvement process. I mean they can easily be involved in the process. The things that parents did not like according to this research is that some of them are not aware of the meeting schedule in advance. This problem can be improved in the future.

Different parents are involved in different ways. But still, all parents whose children study English language in these institutes are not involved. Parents are involved through gatherings, meetings, conferences, telephone calls, and so many other ways. The reason why some of the parents are not involved refers to both the institutes' lack of attention and the parents themselves. As teachers from institutes and parents were interviewed, they somehow blamed the opposite group for not paying attention. More clearly, when parents were asked about their low involvement, they said it is the institutes' fault in some cases. However, the institute's staff pointed out the lack of attention from the parent's side.

It is revealed in this study that parental involvement actually has a very positive impact on children's English language learning. It increases children's engagement, reduces the level of absenteeism, and makes students more active compared to those with whom their parents are not involved. The same result came out in a study by Buchmann et al. (2010) indicating that the advantage of parental involvement has resulted in better test scores, higher level of school attendance, sufficient completion of homework, nicer behavior, superior graduation rates, and increasing enrollment in higher education. So, as more parents are involved it helps the institutes to exemplify and motivate the other parents who are not involved to participate in their children's English language learning improvement.

Approximately 90 percent of the participants including teachers, students, and parents mentioned the positive repercussions of parental involvement. They also prioritized the advantages over the disadvantages. However, still there is a lack of parental involvement. The

reason behind this is uncovered in this study which has been some barriers that prevent these processes to reach its goal. As analyzed from the data, one of the most crucial obstacles is parents' low level of education. Deeply focusing, the majority of parents do not know even a single word of English language. So it is difficult to help their children with their home-based learning such as homework. The good news is that they at least insist their children continuously to follow their lessons and also teachers communicate with parents in their native language to guide and inform parents. Timing is another issue for some of the parents, based on the data collected. As most of the parents are busy with their daily routines and some of them are employed, or because of an unsuitable timing of the schedules, they cannot participate in meetings and gatherings or answer telephone calls. Beyond that, some parents have been careless and they don't show any interest to be involved. In such cases, it has been very difficult for the institutes to engage all parents.

Plans for improving parental involvement is something inconclusive in this study. Although some related questions were asked, the teachers did not provide proper answer. It has been found that it is the authority and the right of top-level managers of the institutes to state this issue which was beyond my thesis coverage. But at least I could reach the data regarding the ways of improving parental involvement. The ideas like creating some informational courses for parents, increasing and having effective meetings, listening to parents' opinions, having one-on-one online and offline communication with parents and so on are mentioned by different participants. Although these methods are already in the to-do list of the institutes, they are not such effective as could be.

Based on the findings mentioned above, it is useful for educational centers especially English language centers to consider parents as significant change-makers in the children's learning process. Although the majority of the population is enthusiastic to learn English language, that is the mentioned obstacles that slow down the duration of learning which the educational

institutes can work to improve. It can be improved by looking at the ways of improvement of parental involvement mentioned in the previous sections. One thing that surprised me in this research is that based on analyzed data, it was discovered that the impacts of parental involvement have been more positive and beneficial than what I expected.

5.1.3 Cooperation between parents and the institutes

Based on data collected in this research, if the institutes and parents work collaboratively toward English language learning improvement of the children, the result is more satisfactory. However, if there is lack of parental involvement, there is no appreciable consequence. Almost similar idea is derived in another study. An Extended study illustrates that when there is a partnership between schools and families, a positive result is expected. As a result of these partnerships, parents gain the required knowledge, skills, and confidence to bring positive change to their children (Epstein & Van Voorhis, 2010). In these institutes, parents supported the learning process by participating in meetings, communicating online and offline, and supporting the children physically and spiritually. By this I mean they provide the children with learning materials, pay their fees, and encourage them to keep on learning. However, there are more expectations from parents to have their involvement at the highest level possible. On the other hand, the support and cooperation from the institute side are admired. The receivers of support, such as parents and students, are happy with the good attitude, facilities, and friendly environment of the institutes.

5.2 Conclusion

I did this qualitative research about parents' involvement in children's English language learning in three English language institutes in Kabul, collecting data from English language teachers and parents through interviews and an informal discussion with students. After analyzing the data, it was revealed that English language has positive effects in many aspects,

and because of its usage for many purposes and its popularity, many families encourage their children to study English. Mostly, the answers to the questions were positive and the majority of participants seemed optimistic. I found out that parents' involvement in the learning improvement of their children especially in English language is straightforward. However, some tiny barriers can cause big problems such as the unfamiliarity of most parents with this language.

The main goal of this study was to explore the effectiveness of parental involvement, ways for parental involvement, and how parental involvement better facilitates language learning. This research found that parents were involved through meetings, telephone calls, and visiting the centers approximately twice a month which are not adequate. Though, it can be improved by creating courses orientation and holding more group and individual meetings with parents and listening carefully to their opinions. Beyond that, making the right schedule and sharing it with parents can be effective letting parents to plan their participation in the meetings in advance. It was also clarified in this research that because parents do not know English language, some parents are illiterate, and other parents are careless, their involvement is not as effective and adequate as it must be.

By doing this research I have learned that English language is valid among Afghans as they can use it for multiple purposes. So parents can be involved easily in these institutes. Although many parents do not know English, they try their best that their children could learn English language. I must admit that some parents do not care about their children's English language learning because of many different reasons. So, parents' low level of education, unawareness of the schedule and plans of the institutes, lack of interest, and being far away from the centers made the parents to be less involved in the learning improvement process.

5.3 Recommendation

After analyzing the data, I found that the majority of the participants mentioned that they are not clear about how to improve parental involvement in these institutes. Furthermore, I could not reach to documents and curriculum of these particular institutes. Hence, this study recommends the following points to be considered for improving parental involvement.

- Language learning institutes are recommended to focus more on those students whose parents are less or not involved and utilize a variety of approaches and ways for more effective parental engagement.
- As parents have a significant role in facilitating and contributing to the children's learning process, it is required to increase and mandate parental involvement in all educational settings.
- A document review is needed to look what are the policies for parental involvement in these institutes and whether they are effective or not.
- Policymakers, education thinkers and teachers can encourage parents through different initiatives.
- Education policy-makers and curriculum developers are recommended to have a sound education system by including parental involvement and observation of parental involvement in the education curriculum.

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Appendices

Appendix -1: Consent Letter for Research

Dear sir/madam

This is Shah Qadam Ulfat. I am pursuing a master's degree in educational leadership and school improvement at BRAC University, Bangladesh which is sponsored by IIS. For a thesis, I have chosen to research **Parents' Involvement in Children's English Language Learning**. I am expecting if you don't mind to give me some information regarding my thesis through an interview.

You can change or withdraw your given data at any time. As it is going to be used only for this research purpose, the information that you are going to share will be confidential. The identity of participants will be protected and completely anonymous. Meanwhile, your cooperation as an English language learning stakeholder will be very significant for this research.

For a better understanding of your given information and transcribing, I would like to audio record the interview. The interview will take around 30 minutes. To confirm, please sign at the bottom of the paper.

If you have any queries feel free to contact me.

Name: Shah Qadam Ulfat

Contact: +93744194409

Email: shahqadamulfat@gmail.com

I really appreciate your cooperation in advance!

Participant name: _____ Position: _____

Date: _____ Signature: _____

Appendix -2: Interview Guide for teachers

Institute: _____ **Interviewee:** _____

Center: _____ **Designation:** _____

Date: _____ **Time:** _____

1. What is the role of English language in this society?
2. How do parents take part in their children's English Language Learning activities?
3. Why parents' participation is important in your institute?
4. How do you involve parents regarding their children's English language learning?
5. What are the impacts of parents' involvement on their children's learning?
6. What problems do you face regarding involving parents?
7. What are the advantages of parents' involvement?
8. What are the disadvantages?
9. What are the cooperations made by parents for their children's English Language Learning that has benefited your institute?
10. What more expectations do you have from parents toward their children's learning improvement?
11. Does your institute have any plan to increase the involvement of the parents for the improvement of students' learning? If yes, how?
12. What other things can be done to increase parental involvement in English Language Learning of the children?

Appendix -3: Interview Guide for Parents

Institute: _____

Interviewee: _____

Center: _____

Designation: _____

Time: _____

Date: _____

1. What is your perception of learning a foreign language?
2. Why do you think learning English language is essential for your children?
3. What do you know about parents' involvement in the institute where your child is learning English language?
4. How do you prepare your child to do well in learning English language?
5. Does your participation in English language learning influence your children's learning? If yes, how?
6. What do you like about your involvement in your child's English language learning?
7. What don't you like?
8. Have you ever faced any problems while involving your child's English language learning? How?
9. What cooperation is made by the institute that motivated you to assist your child to learn more?
10. What advice would you give other parents to do for better learning of their children?
11. What can be done to increase and ensure parents' involvement in English Language Learning activities?
12. Is there anything else you would like to say about parental involvement?

Appendix -4: FGD Guide for students

Institute: _____ **Center:** _____

Interviewees: _____ / _____ / _____
_____ / _____ / _____

Date: _____ **Time:** _____

1. What motivates you to learn English?
2. Do your parents have any involvement with your English learning?
3. What kind of support do your parents do for your English language learning?
4. How is your improvement while your parents support and encourage you to learn?
5. What kinds of cooperation do you expect from your parents?
6. How often do your parents check whether you are learning English?
7. Do you like your parents to be involved in your English learning? Why or why not?
8. How do you think the institute will welcome your parents' cooperation in your learning improvement?
9. How often there is a meeting or communication between your parents and the teacher/English language center?
10. How do you think parents' involvement can be improved?

Appendix -5: Interview transcript example

Interviewer: What is the role of English language in this society?

Nabi: So as you know it is quite famous these days I mean English language. According to my society so more than 60 % which they have access to English, they would like or they try their best in order to learn English because, you know, these days if you want a job or if you want to study abroad, so English is a must.

Interviewer: How do parents take part in their children's English Language Learning activities?

Nabi: So, it can be in two ways. For example, the one is a bit practical. So they can pursue or look after what their children are studying. They can check. They can ask it again. And another way is they can just ask from their teachers in order what to do. So that is another way possible.

Interviewer: Why parents' participation is important in your institute?

Nabi: You know, it plays a really important role because without parent the teaching or studying process is only one side. So it will not be effective unless the parents take part.

Interviewer: How do you involve parents regarding their children's English language learning?

Nabi: Yeah. It can be for example, it depends on the teacher and the parents and the institution because they can arrange a meeting once a month or twice a month. So that will be a good choice to meet with the parents to talk about the problems of the children and the other problems whether the timing or other things.

Interviewer: What are the impacts of parents' involvement on their children's learning?

Nabi: So, if the parents are involved in learning of their children, they will understand what's going on in the class, after the class and during the timing that they are at home. So, they will know what their child is going to do and what they should do. For example, today someone will study a lesson. She/he will have a homework. So it is the parents' responsibility or the job to look after to check their homework whether they have done it or not.

Interviewer: What problems do you face regarding involving parents?

Nabi: The only problem is the timing. Because we cannot manage to have everyone at the same time. So, that is the only problem. For example, you are free on this day, but one of the parents or some of them are not. So you have to arrange another day for them.

Interviewer: What are the advantages of parents' involvement?

Nabi: As I mentioned earlier, they can help you with the process of learning. They can check the homework. They can check the other responsibilities that their children have according to their manners, according to their homework and participation in the class, these things.

Interviewer: What are the disadvantages?

Nabi: There is nothing as I can see. So all the things that I would like to mention is the parents' involvement is a good thing to be.

Interviewer: What are the cooperations made by parents for their children's English Language Learning that has benefited your institute?

Nabi: So, the only thing that I remember is that when the parents come, they ask for their children whether they are absent or present. Are they dropped out? Are they got their lessons? So these are the things that we can tell the parents. For example, if someone is not punctual, or making much absenteeism, so you can tell her parents. She is not regular. She cannot come. So please her timing or at least help her to get early. Or another is someone is not studying very much. So, she has some other problems. There are lots of courses. So you can

talk with their parents till then. So, please bring down the course timing or just change them in a way that she could be flexible with them.

Interviewer: What more expectations do you have from parents toward their children's learning improvement?

Nabi: The only thing I would expect them is being in contact with teacher. That's the only thing I would like from parents.

Interviewer: Does your institute have any plan to increase the involvement of the parents for the improvement of students' learning? If yes, how?

Nabi: No not really.

Interviewer: What other things can be done to increase parental involvement in English Language Learning of the children?

Nabi: I think there is only the availability of the parents and the teacher, so they can call, talk, have a chat. So everything will be solved. Otherwise, no way. So, the only thing that can help us in this situation is face-to-face talk with parents. So, that is a good idea, I think.

Interviewer: That is the last question. Thank you very much from your cooperation.

Nabi: You are welcome.