

Parental Involvement in English Language Learning in Rural Areas of Bangladesh

By

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Declaration

It is hereby declared that

1. The thesis represents my own original work.
2. The thesis does not contain material previously published or written by any third parties.
3. The thesis does not include material which has been accepted or submitted.
4. I have acknowledged all the main sources of help.

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Ethics Statement

This study explores parental involvement in English language learning in rural areas of Bangladesh and was conducted in accordance with established standard ethical guidelines for educational research.

The research involved voluntary participation from parents of school going students. Participants were explicitly informed about the purpose of the study, and informed consent was obtained prior to data collection. Participation was entirely voluntary, and participants had the right to withdraw at any stage without any consequences.

Data was used solely for academic purposes and reported honestly and transparently. Relevant secondary sources were properly cited to maintain academic integrity, and no conflict of interest influenced the outcomes of this research. Overall, the study upholds the principles of respect, confidentiality, and ethical responsibility throughout the research process.

ABSTRACT

This study explored how rural Bangladesh parents involve in English learning journey of their children. Effective English skills have great significance to success in advanced learning and better employment opportunity throughout the world. However, it is difficult to impart English as skillfully in Bangladesh's underprivileged village environments. This is because most parents themselves do not have much institutional education; they lack financial stability, and they simply do not understand how to assist their children with a comparatively complex subject like English.

The main objective of this research was to explore factors that stand against for parents to engage in their children's education particularly in case of English. While many studies point out the importance of parental help in general, there are not so many that have been focused on how they help with a foreign language such as English, which most parents are themselves unable to speak or even understand. An in-depth, qualitative research approach was used for this study which involved conducting twelve interviews with parents whose children are enrolled in secondary school (high school) in semi-urban and rural Bangladesh. Specifically, they were asked regarding the types of help they provide, difficulties they encounter in engaging in their children's education, their individual ideas and perception about English, and the steps they would aspire to take with an aim to help their children.

Findings show that parents help in many ways mainly based on their own educational background. Parents with limited or no formal education mostly helped by making sure children finished homework, reading to them, and giving overall encouragement. They most often reported that they could not do anything else as they had a "lack of knowledge" or were "illiterate" in English. Parents

who had attended secondary school, however, were able to give more direct academic support, to help with grammar and spelling errors. In short, the study highlights the fact that while parents really do believe English is essential in their children's future lives, their ability to help is greatly negated by their own ability and lack of proper guidance or materials where they live. These results are important for educators and education policy makers because they imply the value of uncomplicated, focused, and practical parent participation programs that can have an impact on enhancing English achievement among rural students.

Keywords: English Language Learning, Parental involvement, Rural Students, Nature and Extent, Level & type of involvement.

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CHAPTER ONE

INTRODUCTION

1.1 The Global Significance of English and the Role of Parental Involvement

The global landscape of the 21st century has firmly established English language proficiency as a critical determinant of educational, social, and economic success. As a lingua franca (common language), English is important to access higher education, participate in global trade, and engage with global knowledge and culture (Daniel, Halimi, & AlShammari, 2018). Consequently, enhancing the effectiveness of English Language Learning (ELL) in non-native English-speaking countries, such as Bangladesh, is a top priority national intent. Achieving this requires concrete efforts not only within the formal classroom setting but also through strong support systems outside of it. A substantial body of educational research highlights that parental involvement (PI) is one of the most significant external factors contributing to a child's academic outcomes, leading to proven benefits such as increased academic achievement and fewer behavioral problems (Oranga, Matere, & Nyakundi, 2023). Within the specific domain of Second Language (L2) acquisition, studies have shown that parental encouragement is a key component that significantly enhances a student's motivational intensity and fosters a positive attitude toward learning English (Daniel, Halimi, & AlShammari, 2018). Parents' perceptions, expectations, and active participation are thus foundational to a student's successful journey in mastering the English language (Kalaycı & Öz, 2018).

1.2 The Context of English Language Learning in Rural Bangladesh

Bangladesh, in line with its educational aspirations, has formally integrated the promotion of parental engagement into its policy frameworks as a strategy to improve the overall quality of education. Despite these national activities and the established global understanding of Parental Involvement, the execution and realization of effective parental involvement are fraught with unique challenges, particularly within the nation's rural areas. Rural Bangladesh is characterized by prevalent socio-economic disadvantage, where factors like high rates of parental illiteracy and poverty significantly hinder parents' ability to engage with their children's schooling (Hasnat, 2017). For a vast segment of the rural population, the act of simply ensuring a child attends school is often considered the full extent of their educational responsibility. This perspective, along with the daily necessity of focusing on survival and labor to manage minimum basic for living (food), creates dreadful structural and attitudinal hindrance to involvement. The concept of engagement—especially in a complicated subject like English which many parents themselves do not understand or feel confident about—is constrained by limited resources, minimum or no educational qualification among parents, and a lack of awareness regarding the diverse and impactful ways they can contribute to the learning process (Hasnat, 2017).

1.3 Problem Statement and Research Gap

The central problem addressed by this thesis is the recognized aspect of parental involvement in English Language learning within the socio-economically disadvantaged rural areas of Bangladesh. While general research confirms the positive impact of Parental Involvement (Oranga, Matere, & Nyakundi, 2023) and specific studies highlight the crucial role of parental encouragement in L2 motivation (Daniel, Halimi, & AlShammari, 2018; Kalaycı & Öz, 2018),

and other research thoroughly documents the structural barriers to general parental engagement in rural Bangladesh (Hasnat, 2017), a distinct and critical knowledge gap remains. There is a crucial need to conduct an in-depth, contextualized study that specifically investigates the forms, nature, perceptions, and mechanisms of parental involvement as they relate exclusively to English language learning among children in rural Bangladeshi settings. Existing studies often focus on general education or are situated in socio-culturally different, often more urban, contexts. This thesis is essential to go beyond general conclusions and map the specific challenges and possibilities unique to supporting English learning among a huge population of parents largely unfamiliar with the language itself and constrained by structural poverty.

1.4 Research Objectives

This thesis, titled "Parental Involvement in English Learning in the Rural Area of Bangladesh," is designed to provide a comprehensive, empirically grounded exploration of this phenomenon. The primary objective is to systematically identify and analyze the factors that facilitate and inhibit parental involvement in their children's English language learning process within the specified rural context. Specifically, this study aims to:

1. Identify the current forms and frequency of parental involvement in their children's English learning.
2. Explore parents' perceptions of the importance and feasibility of parental involvement in ELL.
3. Uncover the key structural, cultural, and personal barriers that prevent deeper parental engagement in English learning.

4. Develop a contextualized understanding of "effective" parental involvement that is both meaningful and sustainable given the resource constraints of rural Bangladesh.

1.5 Research Questions

The research questions for this study are as follows:

1. In what ways do the nature and extent of parental involvement shape rural students' English language learning experiences in Bangladesh?
2. What factors influence how parents in rural areas support their children's English language learning?

1.6 Limitations of the study

This study has few limitations that the researcher has considered. The participants may come from similar socio-economic, educational, or cultural backgrounds which may reduce the variability and richness of data. This limits the understanding of how diverse parental factors impact English language learning. Due to the limited time available for conducting the research, the depth and breadth of data collection and analysis may be restricted. This could hinder the exploration of some other aspects of parental involvement. The study heavily depends on the participants' accounts, which may be biased or incomplete due to memory lapses or personal biases. Limited no. of participants may not entirely represent the socio-economic scenario of North Bengal of Bangladesh. Participants were chosen from two particular district (Dinajpur & Panchagarh) for convenience which may affect the impact and real scenario of entire rural set up of Bangladesh. The study is specific to the Bangladeshi rural education context, and its findings may not be

applicable to other educational systems. The study may not account for external factors such as school policies, primary education of students, teacher attitudes, or the socio-economic environment, which also influence parental involvement in English language learning. Addressing these limitations in future research by including a larger and more inclusive sample, representative data sources, and extending the scope of the study could provide a more comprehensive understanding of the topic.

1.7 Significance of the Study

The significance of this research is substantial as It will contribute to the theoretical understanding of parental involvement models by grounding them in a unique, regional, socio-economically marginalized setting, thereby enhancement global ELL scenario. Practically, the findings will provide crucial, evidence-based data for policymakers, educators, and NGOs in Bangladesh. This information can be used to design and implement targeted, culturally sensitive, and resource-appropriate parental engagement initiatives and training programs that can genuinely bridge the gap between policy aspiration and on-the-ground reality, ultimately improving English language outcomes for rural students.

1.8 Definitions of Key Terms

PI

PI is used to address parental involvement. Parental involvement is the active participation of parents in their child's education. This paper deals with particularly rural parents and their involvement in English language learning.

ELL

In this paper ELL is used as a short form of English Language Learning. In the context of Bangladesh, English is used as a foreign language, and it is taught as a subject in educational institutions. Although the users of English are increasing in urban areas, rural area's students are still struggling to learning English.

ESL

ESL is used in the context where English is use as a foreign language. It refers to the countries where English is not used as a first or second language. According to Krieger (2012), ESL students are more motivated to learn English as they use it in regular basis. In this study ESL is used to refer the practicing availability of English as EFL learners have less opportunity to practice English.

ELF

The full form of ELF is English as a Lingua Franca. It refers to the situation where there is no common language between two people, and they use English to communicate. English has become the lingua franca in Asia (Rahman, 2022). In this study, the term ELF is used to show the changing role of English from EFL to ELF in Bangladesh.

CHAPTER TWO

LITERATURE REVIEW

To build a strong understanding of the research topic, a wide range of literature was reviewed, including peer-reviewed articles, books, government websites, and official documents. These sources cover national, regional, and international perspectives related to the study. After carefully going through the materials, the literature was grouped into key themes that align with the research questions.

This literature review examines the importance of parental support in children's English language learning, with a comparison between urban and rural settings in Bangladesh. Key areas of focus include 1. The Concept of parental involvement 2. The Importance of Parental Involvement 3. Parental involvement patterns and 4. urban–rural disparities and Parental Involvement.

2.1 The Concept of parental involvement

Parental involvement might be considered new, but it is an old concept that has been practiced for decades. The idea of parental involvement dates to 1854, when it was declared that "the prosperity of schools depends on the cooperation of parents with teachers in the performance of their duties" (New York Teacher, 1854, as cited in Meyer, 1962). In addition to participating in several meetings where they addressed topics including how to improve children's attendance and home support, parents also assisted in choosing the teachers. Additionally, he discovered that parents were present

at the meeting when they talked about ways to enhance communication between parents and teachers (Meyer, 1962).

There was a time when many parents believed that their child's learning should be entirely dependent on school and tutors, and that parents should not interfere in the process. Now the perception has changed, and parental involvement may range from helping with homework to attending school meetings, motivating children, and supervising their learning nowadays.

Parental involvement is also dependent on some other factors such as income of parents and their knowledge and proficiency English. Parents proficiency can ensure more proactive involvement in the early stage of learning such as using flash cards as games, spelling correction and communication in English.

The level of education of parents can significantly determine the degree to which they can influence their children's learning of English. Some level of education is necessary for the linguistically and culturally responsive interventions because they entail reading, the use of the English language, and the promotion of certain behaviors. (Uddin Choudhury , Hossain, Rana, & Rashid, 2024).

2.2 The Importance of Parental Involvement

Most of the studies show that parental involvement has a positive relationship with a child's academic performance and achievement. Moreover, Parental involvement is positively correlated to the child's academic performance and English learning, but parents have been more interested in achievement rather than the learning process. (M. Vera, et al., 2012).

One study has found that academic success and linguistic success might not be directly related to parents' demographic characteristics. Parental involvement in a child's education can vary greatly, especially when factors like language barriers or limited formal education come into play. For instance, parents of English Learner (EL) children may find it difficult to attend school events, volunteer for activities, or communicate with teachers if they lack English proficiency or are juggling multiple jobs.

Parents' motivational belief is largely parental perception of their role as parents and their self-efficacy to support their children's academic success. On the other hand, parents' perceptions of invitations refer to how parents perceive requests for their involvement, be it requests from school, teachers and children. (Zulaikha , Abdullah Kamal, Jamil, & Kamarul Kabilan , 2023) Moreover, parents' subjective life context includes elements from their own personal lives, like time, energy, and ability they had.

Parental support can serve as a powerful catalyst for enhancing English learning outcomes, particularly in rural schools where institutional resources are scarce. By providing motivation, guidance, and practical opportunities for language practice, parents can play a transformative role in students' language acquisition journeys. Their involvement can help mitigate resource constraints and create an environment conducive to continuous learning and improvement. (Nurnisaa & Lestari, 2025).

The family serves as the primary learning environment, and parents play a crucial role in student education. Due to education reformation in China, parent's involvement has become a mandatory thing. Because homework and tutoring were decreased as part of the policy. This study's findings identified a positive correlation between parental educational involvement and students' English proficiency. At present, although Chinese parents understand the importance of educational

involvement, there remains areas for improvement due to factors such as cultural level, occupation, family economic foundation, and social influences. To increase the parents' education involvement, cooperation among schools, society, and families is essential. (Hu & Chinokul, 2024).

2.3 Parental involvement patterns

Study shows that When parents get involved with their children, be it for academic or non-academic purposes, children grow a strong perception about their cognitive competence, which eventually helps them secure high scores in the standardized tests. (Topor, et al., 2010) Parental involvement brings effectiveness to the children when parents involve directly with the kid's homework and guide them I their studying, communicating with the teachers frequently also helps to understand the kids better and develop their learning skills accordingly.

Parental involvement depends on the beliefs and understanding of the parents regarding the education of their child. If they believe they should be involved, they get involved. It also depends on their point of view, if the kids and the school want them to be involved, and if their involvement is helping their child. (Putra Darma & Apriani, 2024).

Another study about parental involvement in rural Bangladesh (HASNAT, 2016) says that parents think paying fees and providing books is enough of parental involvement. Most of the parents don't intend to involve with the critical issues of the schooling and rely on the school regarding these issues. They believe everything with their child is going alright. If they need special attention then school will inform their parents, otherwise no need to get involved with day-to-day schooling.

Parents believe communication is needed if the school invite them to come for any meeting, otherwise it's not important. Some parents do not want to face teachers because they think it is about the fees and other expenses. So, if they avoid intentional communication, they may not charge the parents with some unsolicited fees.

2.4 Parental Involvement from Urban Vs Rural perspective

Majority of the studies reflect that students from urban areas perform better academically compared to students from rural areas which is directly related to the involvement of their parents in their studies.

This research (Putra Darma & Apriani, 2024) shows that parental involvement is significantly higher in urban schools compared to rural schools. Average learning achievements are also greater in urban schools.

Educated or middle-class parents usually possess good salaries, flexible timetables, and academic English proficiency that they can utilize to help their children's learning. (Uddin Choudhury, Hossain, Rana, & Rashid, 2024)

Teaching English becomes very difficult for students especially in the context of rural schools. One promising avenue for overcoming these challenges lies in the active involvement of parents and the broader community.

From another study it was found that parents' involvement in growing in their child's education. parents are interested to get involved with the English learning journey of their children. But they face some challenges regarding their familiarity with the language, curriculum and teaching

methods such as how to make the situation better for parents to get involved and What resources they might need to help their child. (Murshidi, Daoud, & Al Derei, 2023).

Linda Harklau's (2000) seminal article on the representations of English Language Learners (ELLs) argues that institutional representations of student identity have a profound effect on their educational success (Harklau, 2000). The article highlights how insidious and often unintentional social structures formed in the classroom can be responsible for shaping a learner's identity, sometimes socializing them into the representation of students who are underachieving academically. Teachers may develop stereotypes about a student's native language or ethnicity and thus may assume that ELLs don't have pertinent prior knowledge or experience. Harklau contends that these negative archetypes, or representations, have significant implications for students' identities and attitudes toward classroom learning. This is particularly necessary in environments like rural Bangladesh, where structural poverty and low parental literacy levels can lead teachers to assume a deficit perspective, deterring the student's motivation and success.

A recent study (Biswas, 2021) discussed that Parental involvement in the rural areas has not been acknowledged by the parents in general. Most of the parents do not have any idea about what it is and how it works. The general concept of parental involvement is like helping the students with their homework's and communicating with their teachers regarding study progress. Some parents feel it's their duty to help their child academically so that they can perform well in school and become good citizen for the country.

The knowledge, awareness, and involvement of a guardian play a crucial role in a child's educational journey. In rural areas, many parents are either uneducated or lack formal education and often do not fully understand the importance of education. As a result, they are unable to support their children in learning activities such as reading and writing. In such circumstances,

children are left to navigate their education on their own. They attend classes—often irregularly—and merely follow the teacher’s instructions. In many cases, parents even encourage them to work rather than spend time on homework or extra studies. This lack of academic support and study time is a major reason why many rural students struggle, particularly with learning English (Akter, 2021).

To identify the child performance their family plays an integral part. Students from rural areas have poor performance compared to students in urban areas because it is related to their parents’ education. Some experts believe that parents expectations are the most influential factor affecting youth decisions to pursue education. The students’ background relates to low socio-economic factor of their family also one of the factors that affect their performance in English language. Most of the students in the rural region belong to low-income family so that they are not able receive enough educational facilities in comparison to the students at urban centers (Hossain M. , 2016). Students with more facility access or resources are getting advantage compared to those from poor families.

Negativity or apathy are the main characteristics of parents' attitudes toward the English language. Parents' encouragement to pursue English language studies was reported by just 25% of students. Additionally, 70% of respondents expressed that English is seen as an elite language in their community, which lowers support for English language instruction (Hossain M. A., 2024).

The majority of rural villagers are impoverished and lack formal education. (Mustaque, A. Chowdhury, R. Chowdhury, & Hadi, 1990) On average, more over 40% of the parents of primary school students worked as day laborers, and around one-third did not own any land for agriculture. It has been observed that youngsters who are eight years of age or older assist their parents in the

fields or at home. In this case, it is a truth that economically privileged urban students perform better than those who are not. In contrast to rural areas, where families are rarely educated and it is frequently observed that few families pay attention to their children's education, urban areas have a higher percentage of educated families who also devote more attention to their children's education. Additionally, because they receive less support from their teachers and families and are less likely to use technology, urban children have greater access to resources for learning and practicing a second language than their rural counterparts. Despite this, urban students are more proficient in English than their rural counterparts because, in addition to coursework and teacher assistance, they have access to extracurricular activities such as debate, public speaking, movie screenings, drama, and project work that help them improve their language skills. (Sultana, 2015)

However, it frequently appears to be the reverse situation in rural areas, when people can only attend classes where they can only pay the lecture. Because of this, metropolitan areas have a greater competency level than rural ones.

Most educators in rural regions claim that parents are uninterested in their kids' academic progress. Parents don't really encourage their kids. Parents believe that attending school is a waste of time. However, the cost of schooling is relatively expensive in metropolitan regions.

In several Asian contexts, studies have shown that children from higher socio-economic backgrounds tend to perform better in English-related classroom tasks at the primary level compared to their peers from lower socio-economic groups. Although the primary education curriculum in Bangladesh places a strong emphasis on developing students' proficiency in both mathematics and English—covering skills such as reading, writing, listening, and speaking—there remains a lack of comprehensive research exploring the correlation between parental occupation

and students' English language competency during the primary school years. (Uddin & Jahan, 2023)

Urban secondary school high achievers have better literacy skill performances than rural high achievers. which revealed that students in rural areas have poor literacy skills due to the school environment, home, and economic status of the community. Similarly, urban children are helped by the school and home communities to develop their linguistic skills in the language of education/examination by virtue of the quality of exposure resulting from superior resources, infrastructure, teaching materials, and well-trained teachers, as well as other socio-economic factors. the urban learners are also exposed to print as well as audiovisual resources right from their childhood. (Bachore, 2022) They grow up reading words and images, in addition to watching their parents work with books. Hence, it is notable that exposure to such literacy-related practices will have a positive effect on their academic success.

2.5 Conceptual Framework

This procedural framework has been designed by using elements of Sheldon & Epstein (2005) and Hoover-Dempsey et. al.'s, (2005) framework. The framework of this study (please see figure 1.1) starts with an interview of the parents where they have discussed the level of involvement, they have in their child's English language learning in home and school (Sheldon & Epstein, 2005). They have also discussed parental role construction for involvement (Hoover-Dempsey et. al., 2005) if they believe that they should involve in their child's English language learning. In this stage the parents also talk about their perceptions of their own skills, interests and abilities (Hoover-Dempsey et. al., 2005) of English language to engage in their child's English language

learning. In another part of the interview the parents talk about the second research question where they discuss about their satisfaction level of involvement in their child's English language learning process.

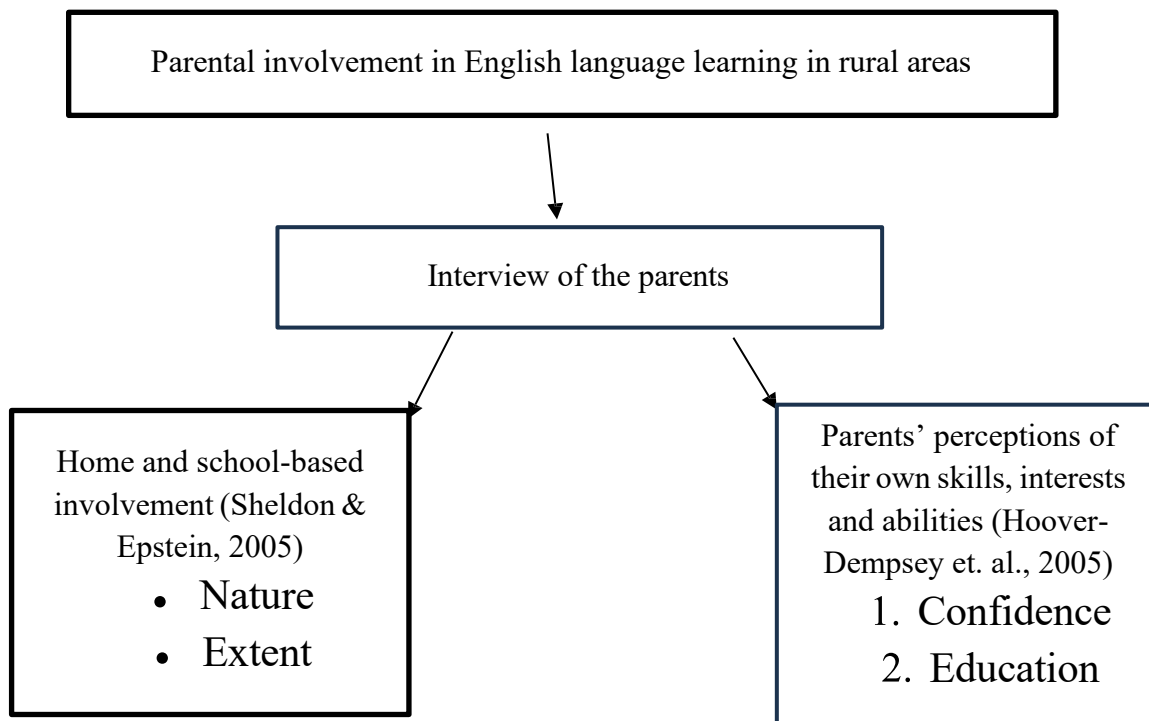


Figure 1: The Conceptual Framework of the Study

CHAPTER THREE

METHODOLOGY

3.1 Introduction to the Research Approach

This chapter provides a detailed prospect of the research methodology employed to systematically assess parental involvement in a child's English language learning (ELL) in the rural areas of Bangladesh. The aim of this study is to move beyond general conclusions on parental engagement and map the specific challenges, forms, and possibilities unique to supporting ELL among a parent population constrained by structural poverty and often unfamiliar with the language itself.

The study is guided by two primary research questions:

1. In what ways do the nature and extent of parental involvement shape rural students' English language learning experiences in Bangladesh?
2. What factors influence how parents in rural areas support their children's English language learning?

The following sections elaborate the chosen qualitative paradigm and its philosophical assumptions, the specific research design, the setting and participant selection criteria, the data collection protocol and the researcher's role.

3.2 The Qualitative Paradigm and its Philosophical Assumptions

3.2.1 Philosophical Stance: The Interpretive Paradigm

The Interpretive Paradigm was chosen for this research as the overarching philosophical framework through which parents' involvement was speculated. This paradigm is fundamentally suited to exploring the complex, subjective nature of human experience, particularly in understanding participants' thoughts and experiences (Thanh & Thanh, 2015). about English as a language. Given the unique challenges and limited forms of involvement in English learning within most people from rural areas of Bangladesh, an interpretive approach is crucial for capturing the nuances of parental perceptions and lived realities. The qualitative approach was selected because it is best suited to provide a deeper knowledge of participants' experiences and behavior concerning ELL.

Research Paradigm	Philosophical Assumptions				
Interpretive	Ontological Participant's views are collected individually to view the reality	Epistemological An interpretive approach is used to interviewed participants	Axiological Researcher's values are protected to make the Study more significant	Rhetorical Third person point of view has been used to narrate this study	Methodological Interpretive phenomenological approach has been followed by the researcher.

Ontology is a philosophical branch that deals with reality with the question of 'what' (Crotty, 1998). To know this reality, I interviewed the participants to know how the nature and extent of

their involvement influences their child's English language learning (RQ1) and what factors influence in this involvement (RQ2). As Crotty (1998) stated, epistemology is the way of understanding and explaining knowledge. It is considered as a philosophical adoption of possible knowledge and whether this knowledge is accepted or not. To gather this knowledge, I used an interpretive approach to know the thoughts of participants individually. In this process I attempt to know the depth of parent's involvement in their child's English language learning process and their views with this involvement. Axiology refers to the way of solving a problem (Rosida et. al., 2023) and the role of researchers and their values and biases in the whole research process. The researcher interpreted the authentic information in the study. Rhetoric is the way in which we address other's questions (Meyer, 2017). The researcher uses a third person point of view narrative style in this study. In this study the researcher follows an interpretive phenomenological approach to interviewing the participants as it investigates individual participants experiences and thoughts (Pietkiewicz & Smith, 2014).

3.3 Research Design

3.3.1 Phenomenological Qualitative Study

The research followed a phenomenological qualitative research pattern. According to Alase (2017), phenomenology is a methodology specifically suited to understanding the participants' innermost, authentic experiences. It moves beyond mere descriptions of events to include an interpretation that is part of the experience itself. Phenomenological methods have their subtypes and range from naive description to more interpretive ones (Davidsen, 2013). This approach was necessary to gather the target parents' thoughts and expressions regarding their perceptions of parental involvement in ELL, which is a key objective of this study.

The major research objective is to explore parental involvement in English language learning in the secondary level in Bangladesh, the limitations of that involvement, and its impact on the student's learning process, associated with a phenomenological approach to explore the *lived experience* of parental engagement in a subject they are often unfamiliar with. This approach, grounded in the conceptual framework, allowed for the exploration of home and school-based involvement, parental role construction, and parents' perceptions of their own skills and abilities in ELL.

3.4 Setting and Participants

3.4.1 Study Setting

The study setting was secondary high schools located in the rural area of Bangladesh, Dinajpur and Panchagarh to be specific which are two districts of Rangpur division. This specific context was selected because it represents a socio-economically deprived and lagging region of Bangladesh where factors like high rates of parental illiteracy and poverty significantly limit parental engagement in the learning of their child. The aim was to specifically know the depth of parent's involvement and their satisfaction level, as parents in these areas are often ignorant of the importance of their involvement in children's education.

3.4.2 Participant Selection

The convenience sampling technique was employed to select participants, which is a method applicable to various research types (Golzar & Tajik, 2022) and allows the researcher to easily obtain suitable participants (Rahi, 2017).

The following criteria were established for participant selection:

- Participants must be a part of this study voluntarily.
- Their children must be studying in a school from rural areas. This specific geographical criterion was crucial because children in these areas generally receive fewer opportunities for learning English and, consequently, require more support from their parents compared to urban learners due to the characteristics of rural environment.

A total of twelve parents were profiled in the provided text as participants:

Name	Age	Gender	Occupation
Abdul Kaiyum	38	Male	Farmer
Morjina Begum	45	Female	Homemaker
Abul Hossen	52	Male	Shopkeeper
Roksana Begum	39	Female	Madrasa Teacher
Mahabubur Rahman	51	Male	Farmer
Lina Afroz	41	Female	Teacher
Salam Mia	39	Male	Day Labor
Beauty Akter	41	Female	NGO Worker
Asadur Rahman	53	Male	Day Labor
Zerin Sultana	48	Female	Nurse
Nur Islam	44	Male	Rickshaw Puller
Shahnaz Parvin	35	Female	Housewife

3.5 The Researcher's Role and Ethical Considerations

3.5.1 The Researcher's Role

The researcher, a postgraduate student from BRAC university in Bangladesh, was curious about this study topic as it had not been previously portrayed in the context of rural Bangladesh. The researcher designed the research independently by reviewing several studies globally to gather a proper understanding of the topic.

To ensure the integrity of the process:

- The researcher maintained an amicable situation with the interviewees to inspire open expression of thoughts, while ensuring the study was not biased by her personal opinions or judgements.
- An associated professor from BRAC university checked the interview questions and the themes derived from the collected data to ensure reliability.
- The researcher informed all participants and had them sign a consent form to assure trustworthiness and credibility of the study.

3.5.2 Ethical Considerations and Trustworthiness

Ethical issues were considered throughout the interview process.

- Participants filled up a consent form to affirm their participation.
- The researcher ensured the maintenance of privacy, keeping personal information secret.

Trustworthiness was ensured through several measures:

- Reliability was tested by an inter-rater (an academic from a renowned university) who checked the coded data.

- The researcher inquired into several papers on the same topic or relevant topic to establish a strong knowledge base for conducting the study.

3.6 Data Collection Procedure

The primary method for data collection was semi-structured interview. This method was chosen to capture the depth of experiences and perceptions required by the phenomenological design.

3.6.1 Semi-Structured Interview

The participants were interviewed individually after being informed beforehand. These interviews were conducted through a call and being incorporated in this study with their explicit consent. Each participant was asked 18 interview questions, and they provided their answers spontaneously. The interviews were structured to bring forth their perceptions regarding their involvement in their children's English language learning.

3.6.2 Designing the Interview Protocol

The researcher utilized Castillo-Montoya (2016) four-stage interview protocol refinement framework to design the interview guide. This framework was appropriate due to the limited knowledge of target participants about the standard way and importance of parental involvement in child education, and this structured process allowed them to express their thoughts effectively.

The four stages followed were:

1. Ensuring interview questions align with research questions.
2. Constructing an inquiry-based conversation.
3. Receiving feedback on interview protocols.
4. Piloting the interview protocol (p. 822).

3.7 Data Analysis Framework

3.7.1 Thematic Analysis Approach

To analyze the qualitative data collected from the semi-structured interviews, the researcher utilized a thematic analysis framework. Thematic analysis is considered a flexible approach that possesses problem-solving ability and is highly suitable for qualitative data analysis (Majumdar, 2022). Specifically, the researcher followed the six-step thematic analysis approach as outlined by Dawadi (2020):

1. Familiarization with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Writing report (p. 64)

3.7.2 Analyzing the Interview Data

The analysis procedure began with the transcription of the interviews. The data was then organized methodically by the researcher. Subsequently, the researcher identified the themes and checked their reliability with the help of an inter-rater. Finally, the organized themes were discussed in alignment with the conceptual framework and research objectives. This rigorous process allowed the researcher to systematically bring out the findings regarding the spectrum of parental involvement, the converging barriers, and the parents' corresponding levels of satisfaction.

3.8 Chapter Summary

This chapter outlined the methodological framework adopted in the study. It detailed the research design, philosophical assumptions, data collection procedures, interview protocol, and data analysis process. Additionally, the chapter discussed the ethical considerations obtained and the measures undertaken to ensure the study's trustworthiness.

CHAPTER FOUR

RESULTS

This chapter presents the core findings that emerged from the interview data collected from twelve parents living in rural and semi-urban areas of Dinajpur and Panchagarh. The purpose of this chapter is to explain how parents involve themselves in their children's English language learning and what major factors determine that involvement. The findings have been organized according to the two research questions in the study. All the themes were developed based on repetitive patterns across parents' responses.

4.1 The Nature and Extent of Parental Involvement in English Language Learning

The following section elaborates the spectrum of parental involvement, which ranges from surface level guidelines to direct academic assistance. The interviews reveal that parental participation, though present, is heavily conditioned by their educational background, economic standing, and personal comfort with the English language.

4.1.1 Supervisory Support at Home

This theme identifies the most generic form of participation, particularly among parents with limited or zero formal education, which centers on establishing and enforcing study routines.

Most parents, especially those who lack formal education, mentioned that their major contribution is to check whether the child is studying on a regular basis or completing homework daily. They make sure the child sits for study at the right time, avoids distractions, and finishes assignments or homework given by school. For most parents, this form of supervision is considered as the main

part of their responsibility because they cannot assist with the English content itself. Many parents repeatedly explained that they “do not understand English” and therefore cannot teach or correct anything beyond basic checking. Participant 1 (Abdul Kaiyum, 38, farmer) mentioned, “I tell them to memorize words, sometimes I listen to the reading of my child though I don’t understand much. I think Memorizing is the most important part of English because it is a complicated subject, if the kids do not memorize, they will never be good at it”. As per Participant 2 (Morjina Begum-45, homemaker, “I remind my child to do her homework every day. I do not help her with the homework because I do not have proper education, and I feel that I cannot teach her, especially in English. However, I make sure that doing homework is the first thing she does every evening after coming home from school. I sit near her and check whether she is studying or not, even though I cannot understand the lessons very well. I believe that if she studies regularly, she will do better in school, so I try my best to maintain a routine and discipline at home”. This type of involvement reflects a simple, routine-based support system rather than active teaching or participation in the English learning journey. Ultimately, supervisory support is a functional necessity for these parents to feel that their contribution is beyond fees payment, but they cannot contribute more as they serve as a substitute for direct academic engagement due to their lack of confidence and knowledge of the English content

4.1.2 Encouragement and Motivation

Beyond mere supervision, some parents actively engage by offering encouragement, positioning English learning as crucial for their children’s future socioeconomic condition and important for the status symbol.

Along with supervision, parents also described the ways they motivate their children to study

English. They encourage their children by telling them that English is important for securing a better future, getting a good job, and “doing well in life”. Although they cannot provide academic help, they try to keep their children mentally encouraged. Several parents expressed that they “want their children to secure good job” which plays a central role in emotional support. Participant 3 (Abul Hossen-52, shopkeeper) says “English opens the world of opportunities. Without learning English, they cannot get high-paid jobs in cities. People who can speak English are highly talented and considered valuable in society. English learning can help my child to fulfill his dream. I believe it will give him confidence and allow him to live a better life than we have, with more choices and respect from others”. Participant 6 (Lina Afroz-40; teacher); An educated parent broke down the answer, “English is key for higher education and a bright future. If a student does not develop English skills in the early stages, it becomes very difficult for him or her to be good at it later. Higher education is difficult, and advanced English is even more difficult. If they cannot understand English properly, it will affect their grades and eventually their career. I worry that without strong English skills, my child may struggle in university and miss good opportunities in life”.

This motivational involvement was consistent across both educated and uneducated parents.

This form of emotional and psychological support, rooted in the desire for a better future, is the main reason for involvement for parents who lack the academic ability to assist with the language itself

4.1.3 Direct Academic Assistance Among Educated Parents

Direct academic help represents a qualitative shift in involvement, exclusively provided by parents who possess a secondary school education or higher.

Parents who completed secondary school or higher education reported that they could help their child more impactfully by checking grammar, spelling, or reading lessons with their children. These parents were more confident in reviewing homework, explaining difficult words, and preparing children for exams. Participant 4 (Roksana Begum 37; Mother, madrasa- Teacher) said, “I provide old storybooks and textbooks to my child so that he can learn better. I think storybooks help children learn in a fun and interesting way, and they do not feel bored like they do with regular textbooks. Sometimes I also give him higher-class textbooks so that he can get a basic idea about advanced topics. I believe this helps him understand his current lessons better and prepares him for future studies. Even though I cannot explain everything, I feel that giving him more books is a good way to support his learning”. Participant 6 (Lina Afroz-40; teacher) helps her kid as; “I usually help my child with grammar, writing, and homework as much as I can. I believe grammar is very important because it builds confidence. When the grammar is correct, they feel more confident to write and speak in English. I try to explain simple grammar rules and correct their mistakes when they write. I think if their grammar foundation is strong, they can gradually improve their English writing and speaking skills.”

They also felt more comfortable interacting with teachers and discussing academic progress. This difference in involvement clearly depicts how parents’ own academic qualification determines the quality of support they can provide.

The insights establish that parental educational background is a dominant factor of direct academic support, allowing these parents to engage meaningfully with the curriculum.

4.1.4 Dependence on External Help: Tutors and coaching centers

A common practice is the reliance on paid external support, which stems from parents' perceived insufficiency in teaching English. A widely practiced theme that emerged from almost all interviews was the reliance on external sources for English help. Parents who could afford to hire private tutors or sent their children to local coaching centers did it spontaneously. Those who could not afford private tutors depended on what the teacher from school teaches or instructs. Some parents mentioned that without these additional supports, their children would “fall behind,” especially because English is a difficult subject and it requires intensive guidance. They also feel that students from urban areas do better due to the coaching facility they can avail themselves easily. This dependence reflects parents' belief that expert support is necessary for English learning, as their own knowledge is insufficient. Participant 1 (Abdul Kaiyum, 38, farmer) mentioned the big difference in urban and rural learning set up as Yes, there is a big difference. My sister lives in the city, and her children can speak English. They do not go to very expensive schools, but they can speak English because most of the students there use English, and the teachers also encourage them to speak in English. They are becoming better just by studying in an urban school environment. In contrast, my child cannot speak a single sentence in English, and the condition of all his classmates is the same. In our area, students and teachers mostly use the local language, so children do not get enough practice. I feel that the environment plays a very important role in learning English”. Participant 8 (Beauty Akter-41) said, “Yes, without any doubt towns provide more exposure to learning and using English. The environment there makes students confident and comfortable speaking in English, and that helps them go a long way in life. In towns, students hear English more often and get chances to practice, so they are not afraid of making mistakes. On the other hand, rural students are usually very stiff and shy when it comes to English,

which limits their ability to learn and use the language. I feel that this lack of exposure and confidence keeps rural children behind compared to urban students.”.

This outsourcing of academic support highlights the systemic belief that professional, external expertise is essential for English acquisition, emphasizing the limited role most parents feel they can play.

4.1.5 Lack of English Practice or Exposure at Home

A significant barrier is the complete absence of English usage in the home environment, which limits the children’s exposure to the language outside the classroom.

Parents unanimously stated that English is not used at home for day-to-day conversation and that children have almost no opportunity to practice it outside school. Even parents who owned televisions or smartphones said they did not encourage their children to watch English programs because they feared it would distract them. Most of the participants expressed that they don’t feel comfortable in English speaking. Participant 6 (Lina Afroz-40, teacher) said,” I feel confident helping my child with English. I am comfortable reading English and can understand most of the textbooks and written materials. However, I hesitate when it comes to speaking English. I am afraid of making mistakes or pronouncing words incorrectly, so I do not speak much in English. Because of this, I mostly help my child with reading and understanding texts, but I encourage them to practice speaking even though I am not very confident myself.” Participant 12 (Shahnaz Parvin–32; Mother, Tailor, Class 8, Dinajpur) said with disappointment, “I can barely understand English writing from books, so how can I have conversations with my son in English? It is simply unimaginable for us. I feel very limited because I want to help him, but I do not have the skills. Sometimes I feel embarrassed that I cannot speak or understand English well enough to practice with him. Because of this, he does not get English practice at home, and I worry that this will affect

his learning.”

Participant 5 (Mahabubur Rahman;farmer) expressed his raw feelings as,” I feel very uncomfortable practicing English with my son. I have only seen people speaking English on television, and in real life I cannot even imagine myself speaking in English. I feel shy and afraid that I will make mistakes or that people will laugh at me. Because of this, I avoid speaking English at home, even though I know it could help my child. Sometimes I feel that English is for educated or city people, not for someone like me”. As a result, English exposure Outside the classroom remains extremely limited. This creates a barrier to language development because children do not hear or use English in natural contexts.

The lack of a comfortable, natural environment for English practice at home acts as a critical developmental barrier, reinforcing the language's status as a purely academic, classroom-confined subject.

4.2 Factors Influencing Parental Involvement in English Learning

This section explores the structural, socio-economic, and educational factors that regulate the level and quality of parental involvement in their children’s English learning. The data shows that involvement is a complex function of limitations faced by rural parents.

The level and type of parental involvement in English learning are influenced by several corelated factors, most of which relate to structural, socio-economic, and educational limitations faced by rural parents.

4.2.1 Parents' Own Education Level

The educational background of the parents emerged as the single most critical factor determining the degree and type of their involvement.

Across all interviews, the most significant factor influencing involvement was parents' educational qualification. Parents with little or no formal education admitted clearly that they could not help their children with English because they had "never studied English properly" or were "illiterate". Participant 2 (Morjina Begum-45, homemaker) said, "I never went to school, so I did not have the chance to learn like other people. Because of this, I feel I don't have much confidence in teaching my child. I feel completely uncomfortable when it comes to helping my child learn English. Sometimes I want to support them, but I don't know how to explain things or guide them properly. It makes me worried that I might not be able to help my child succeed in learning English."

Participant 5 (Mahabubur Rahman; farmer) shared his thought as, "I have no education, so I feel I cannot really help my child. Since I don't know anything about English, even if I try to help, I might give the wrong guidance. This could be harmful for my child's learning and progress, and it makes me feel worried and helpless". This lack of confidence creates a dependency on others and limits meaningful comprehensive engagement. On the other hand, parents with secondary education demonstrated more confidence and described more active roles in their children's English learning. The findings strongly demonstrates that low parental education directly translates into low self- confidence and a reduced capacity for meaningful engagement with their children's English learning.

4.2.2 Financial Limitations and Poverty

Financial limitations represent a major constraint, preventing low-income parents from investing in the supplementary resources deemed essential for English success.

Financial hardship significantly affected parental involvement from various dimensions. Parents from low-income households explained that they were unable to pay for private tuition, buy English learning materials, or arrange a quiet study environment. Participant 7 (Salam Mia-39, Day Labor) expressed his disappointment, “We cannot afford to pay for tuition. My child can continue school only as long as there is government support or the education is completely free. I really want to help him continue his studies at least until HSC, but I am worried I may not be able to do so because it costs a lot of money to study. Even if I try my best, I know there are limits to what I can provide, and this makes me feel anxious about his future education”.

Participant 9 (Asadur Rahman-53; day labor),” No,unfortunately I cannot afford tuition or extra books that are not mandatory. Of course, having these resources would help my child learn better, and I really wish I could provide them. But with such a low income, it is not possible for me. I try to support my child as much as I can with what we have, but I often feel frustrated and worried that my child is missing out on learning opportunities because I cannot afford these things”. As most rural families depend on agriculture, day labor, or low-wage jobs, their financial instability prevents them from investing in additional English resources. Parents repeatedly expressed guilt about not being able to provide the “extra help” they believed was necessary for English learning.

Poverty acts as a powerful structural barrier, forcing many parents to rely entirely on public schooling and inducing a sense of guilt over their inability to provide necessary academic advantages.

4.2.3 Lack of Familiarity with English Curriculum and Teaching Methods

The perceived difficulty and unfamiliarity of modern English academic contents create fear and hesitation, further limiting parents' willingness to intervene academically. Several parents stated that English content “has become more difficult” and that the new curriculum or teaching methods are not familiar to them. They said they cannot understand the textbook or the grammar rules well enough to help their children. Participant 6 (Lina Afroz-40; Mother, teacher) stated that, “Training is very important for teachers on modern teaching methods. We have been teaching in old ways, which are becoming less relevant nowadays. Because of these outdated methods, students cannot connect with the lessons and often feel uninterested in learning. I believe if teachers get proper training, students will be more engaged, and learning will be much more effective.”

This lack of familiarity creates hesitation and leads many parents to avoid checking English work altogether. Some parents mentioned that they do not know whether the child is learning properly unless the teacher tells them about the progress of their child. As per participant 11 (Nur Islam, Rickshaw puller, Panchagarh), “English as a subject seems so difficult to me that I don’t even try to help my child or stay around him while he is learning it. Times have changed, and English has become much harder than it was in our time. I feel completely unprepared and worried that if I try to help, I might give the wrong guidance, which could affect my child’s learning. Sometimes, I feel helpless and wish I had the knowledge and confidence to support him properly”. Participant 8 (Beauty Akter-41; NGO worker) said, “Digital learning center in village. Nowadays everyone has smartphone and internet, if there was any simplified learning system that would enable parents to be more involved in the English learning journey of their child, it would be effective for all”. Another participant (Participant 12, Shahnaz Parvin-32; Mother, Tailor, Class 8, Dinajpur) added, “Children nowadays spend a remarkable amount of time on their phones, and sometimes they are

exposed to content that is not appropriate for them. If they could find easy and interesting ways to learn English on their phones, I believe they would enjoy it and learn much better. Technology could really help them, if it is used in a safe and guided way.” This knowledge gap effectively weakens parents from participating in their child's academic progress, leading to a complete dependence on the schoolteacher for assessment and guidance.

4.2.4 Perception of English as Difficult and “Not for Us”

A strong socio-cultural barrier exists in the form of a collective perception that English is an "elite" or "urban centric" subject, which diminishes rural parents' sense of belonging in the learning process.

A noticeable theme was parents’ perception of English as an “elite” and very difficult subject. Several parents expressed that English is meant for “educated people” or “city people,” which reduces their sense of belonging in their child’s English learning journey. In villages, English is perceived as a high value skill but using it in common set up is not considered a good manner by elderly members of rural society”. Participant 1 (Abdul Kaiyum, 38, farmer) said about this, “Some neighbors think that learning English is not necessary. Older people in the community often believe it is a waste of money and does not add any real value to life. These opinions make it harder for parents like me to motivate our children, and sometimes it creates doubt about whether investing time and resources in English learning is worthwhile”. Regarding this attitude Participant 5 (Mahabubur Rahman, farmer) said, “Many neighbors strongly believe that English is only for rich people. They think poor people cannot learn English and that it would not be useful for them. This mentality is very common in my locality, and it makes it difficult for children who are interested and eager to learn English. Such beliefs create extra challenges for parents and children who want to pursue English learning”. This perception negatively affects their confidence and limits their

participation, even though they want their children to learn English well.

This societal perception acts as a psychological barrier, despite the parents' high aspirations for their children, reinforcing their belief that English learning is an exclusive domain requiring external expertise and resources.

4.3 Parents' Satisfaction with Their Level of Involvement

Parents expressed mixed satisfaction regarding their involvement, with feelings ranging from competence among educated parents to deep helplessness among those with limited schooling.

Educated parents felt somewhat satisfied because they were able to support their children in basic ways that have been adequate so far. For instance, Participant 6 (Lina Afroz-40, teacher) stated,

“I try my best to support my child's learning, especially with homework, reading, and grammar.

Although I am moderately educated and a professional, I know I have some limitations when it comes to teaching English effectively. I sometimes lack confidence or the right strategies, and balancing work with helping him can be challenging. Still, I stay involved and look for ways to make learning interesting and enjoyable for him, because I want to encourage his progress as much as I can”. However, parents with low education levels felt dissatisfied and sometimes helpless.

They believed they were “not doing enough” for their child. Participant 7 (Salam Mia-39, Father,

Day Labor, Class 3 dropout) said, “I play Weaker role than other parents in my child's learning as

I Dropped out early, I do not have any skills. Illiteracy and poverty are my issues behind not being able to help my child learning English”. Many parents expressed that they wished they had learned

English themselves so that they could help more effectively. Participant 12 (Shahnaz Parvin-32;

Mother, Tailor, Class 8, Dinajpur) said,” I wish I could be more involved in my son's English

learning, but I cannot help him properly. I do not understand English well, and sometimes I cannot even read from his books. This makes me feel helpless and worried that I cannot support him as much as I would like. I often wish I had the knowledge and confidence to guide him, but my lack of education and skills makes it very difficult. Despite my efforts, I feel limited in what I can do for his learning.”

Overall, parents showed a sincere desire to support English learning but felt restricted by circumstances beyond their control and dominantly shaped by societal and economic constraints. The overall sentiment reflects a strong desire for involvement severely restricted by socio-economic realities, leading to a widespread sense of shortcoming among less-educated parents.

4.4 Summary of the Findings

The findings clearly indicate that although parents in rural Bangladesh highly value English and wish to support their children, their involvement remains limited due to educational, economic, and structural barriers. Most parents engage through basic supervision and motivation, while only a limited number can provide in depth academic support. Financial hardship, low parental education, unfamiliarity with English, and minimal communication with schools significantly hinder effective involvement. Though they don't have clear perception but still they strongly believe learning English has obvious positive correlation with succeeding in professional life. Despite all the challenges, parents maintain a positive attitude toward learning English and express strong hopes for their children's future.

This chapter has demonstrated a profound disconnect between parents' aspiration for their

children's English success and their actual capacity to support it. The reliance on external academic help and the absence of English in the home environment illustrate a context where systemic barriers—such as poverty and lack of formal education—must be intended to enable genuinely effective parental engagement in English language learning.

CHAPTER FIVE

DISCUSSION

This chapter reflects the outcomes of the interview answers of twelve parents from rural North Bengal, Bangladesh, and explains them against the conceptual framework evolved by integrating the models of (Sheldon & Epstein, 2005) and (Hoover & Dempsey, 2010). The objective is to answer the central research questions of the study by observing the extent of parental involvement and their corresponding levels of satisfaction. This Discussion reveals that though rural Bangladeshi parents have a strong, aspirational perception regarding the value of English, their involvement is in fact significantly limited by their individual capacities, environmental and system barriers. This discussion brings these issues together, drawing the parents lived experiences to existing literature on parental involvement and the specific context of English Language Learning (ELL) in Bangladesh.

5.1 The Spectrum of Parental Involvement: From Supervisory Guidance to Active Teaching

The study evidences a clear scenario of parent involvement, which is closely associated with the parents' own educational background and corresponding beliefs about self-efficacy (Hoover-Dempsey et al., 2005).

On the contrary, parents with little or no formal education (e.g., Participants 2, 5, 7) were involved that was primarily supervisory and motivational. Their practice was only to remind children of homework on regular basis, ensure children go to school, and get children to "read aloud" or "write on a slate." as evidence of their progress. As Morjina Begum (Participant 2; Mother, Panchagarh,

no schooling) explained, their practice was to "remind my child to do homework." This type of involvement is in alignment with an operating at a minimal level of home-based involvement (Sheldon & Epstein, 2005) but is confined by a low level of efficacy, as these parents reported their "lack of knowledge" (Participant 1) and "illiteracy" (Participant 7) as major barriers.

As per Mr. Salam Mia (Participant 7), "I Ask my son to read aloud, because if they do not read aloud, they cannot memorize things. By making him Read aloud I ensure that he is studying and learning things in school".

In the middle category, parents who had secondary education (e.g., Participants 3, 4, 10) engaged more in academic and resource-based facilitation. They spoke of activities such as "spelling, grammar, reading" checking (Participant 3) and using available resources such as a dictionary or a smartphone for "English rhymes on YouTube" (Participant 10). This group expressed "moderately confident" or "fair confidence," i.e., higher confidence in being capable of guiding the learning process themselves due to their exposure to formal education.

At the most involved end of the continuum, higher-educated parents (Participants 6 and 8) demonstrated what might be termed aspirational and integrated involvement. For instance, Beauty Akter (Participant 8 Mother, Panchagarh, BA) engaged in "practice spoken English, explain grammar" and applied "word games, English songs, cartoons." This extends beyond academic assistance to a richer English-language environment within the home, reflecting a more sophisticated deconstruction of their parent role and high self-efficacy.

5.2 The Converging Barriers: How Constraints Shape Involvement

The study discovers a strong understanding of barriers that significantly hinder parental involvement, yielding a vast opportunity deficit between rural and urban students—a reality to which all participants agreed.

5.2.1 The Primacy of Socioeconomic Constraints

Economic considerations proved to be common for all obstacles. The fact that it is not feasible to "buy extra books" (Participant 1) or "pay for private tutors" (Participants 1, 4, 7, 9) due to financial crisis was a recurring theme. This vulnerability has the effect that even when parents greatly desire and realize the value of English, their ability to do something about it is greatly restricted, leading to a cycle of disadvantage in which a lack of economic capital will prevent linguistic capital from being acquired.

As per Asadur Rahman (Participant 9, Day Labor, Dinajpur), "No, I cannot afford tuition or books that are not mandatory. Yes, of course, It would help my kid to learn better but not possible for me with such low income". Another participant Nur Islam (Participant 11, Rickshaw puller, Panchagarh) echoed, "Due to the uncertainty of my income, I can't ensure tuition or coaching or even extra books for my child".

5.2.2 The Scale of Rural Infrastructural Resources

The rural environment itself is a major deterrent. Participants noted "very few resources in village," "no coaching or library," and "few tutors locally." Such institutional lack of provision places the entire burden of ELL on the school, which has resource constraints, and on the inadequately prepared family. Moreover, natural disasters like flooding in char villages (Participants 2, 9) regularly cut short schooling, introducing an environmental danger factor.

5.2.3 Cultural and Gendered Attitudes

There was also cultural attitude influence within the community. While there was a trend towards accepting English as worthwhile, there were still some elders dissuading it as "not necessary" (Participant 1) or a distraction from religious concentration (Participant 4). Mr. Abdul kaiyum (Participant 1) said," Some Murubbi (elderly neighbors) think learning English is not necessary. Seniors think it is waste of money and does not add any real value." There was a gendered aspect, Participant 2 noting the "community doesn't stress much, esp. for girls." These attitudes control the amount of weight parents feel compelled to place on ELL.

5.3 Parent Satisfaction: A Reflection of Agency and Constraint

Parents' satisfaction with their intervention was not a simple measure of happiness but a complex reflection of their felt agency in a constrained environment.

Low-involvement parents signaled dissatisfaction along with resignation. They were acutely aware of their shortcomings, with Participant 1 setting the definition of his role as "weaker than educated parents." Low satisfaction results from awareness of their limitations in a system that is not supportive in an external manner.

Even the more active parents expressed aspirational and critical satisfaction. They were satisfied with their input but dissatisfied with the overall setting. For instance, while utilizing provided resources, they expressed their dissatisfaction about schools that had no "creative writing, critical thinking, and advanced vocabulary" (same sentiment expressed by Participants 3 and 6). Their satisfaction was tentative and optimistic, directed towards what might be improved than what already is in future.

5.4 Parents as Agents of Change: Recommendations for Systemic Support

Despite the challenges and limitations, parents illustrated clear agency by articulating practical, community-oriented solutions. Their recommendations provide crucial, ground-level insights for policymakers and align with the need for school-community partnerships (Sheldon & Epstein, 2005). The most common requests were for structural interventions:

- Free local coaching or learning center for parents and children (Participant 1&11)
- Free workshops and books for mothers of students (Participant 2)
- Rural mother training (Participant 4)
- Affordable for all apps or online centers (Participant 3& 12)

These requests are a unanimous realization that individual effort is insufficient and call for organizational intervention to bridge the gap between capability and parental will.

5.5 Synthesis with the Conceptual Framework

The findings concisely outline the dynamics of the conceptual framework with integration. The quality and extent of home-based involvement (Sheldon & Epstein, 2005) were thus determined by parents' perceptions of their own interest and capability (Hoover-Dempsey et al., 2005). But the model is dramatically strained by this research, which shows that parental motivation and role construction in rural Bangladesh are predominantly conditioned by structural limits—poverty, scarcity of resources, and cultural values—that are more severe than in the contexts where the initial models were established. The degree of parent satisfaction becomes, thus, a function of their ability to mobilize over such constraints.

5.6 Summary of Discussion

In short, this discussion illustrates that parent participation in English Language Learning in rural Bangladesh is a limited to minimal effort and involvement. Parents are all aware that English is a must-have resource for socioeconomic advancement and upliftment of living standard—"want children to get jobs, not be farmers" (Participant 1). However, the practice of this belief in productive participation is filtered severely by their own educational background (which is not advanced for most of the participants), economic condition, and an adverse rural infrastructure. The disconnect between high hope and low ability is a self-destructive weakness in the educational support system of rural children.

CHAPTER SIX

CONCLUSION

The thesis, Parental Involvement in English Language Learning in the Rural Areas of Bangladesh, was aimed to provide a comprehensive, empirically-grounded study of a phenomenon constrained by severe socioeconomic circumstances which are driven to move beyond general claims of parental engagement and following the specific demands, forms, and limitations of facilitating English Language Learning (ELL) among a parent population that is frequently not fluent and comfortable in the language and constrained by structural poverty.

6.1 Reaffirmation of Key Findings

The major findings, derived from a phenomenological qualitative study based on an Interpretive Paradigm, supported two basic truths: the high aspirational value assigned to English as a "critical determinant of educational, social, and economic success" by rural parents, and the limited, fractured nature of their actual engagement. It delineated a clear segregation of involvement in direct alignment with parental educational background and self-efficacy (Hoover-Dempsey et al., 2005).

Low-Involvement Parents: Predominantly playing nothing more than supervisory and motivational roles (Sheldon & Epstein, 2005), limited by self-declared "illiteracy" and "lack of knowledge". Their involvement was a symbolic act towards learning English.

Moderate-Involvement Parents: Focused on academic and resource-based facilitation, manifesting moderate self-efficacy and using low-effort and involvement resources like watching for spelling and straightforward digital devices and tools.

High-Involvement Parents: Engaged in aspirational and integrated activities like English conversation practice and educational media use, manifesting high self-efficacy and high-level decomposition of their parent role. Their aim is to ensure excellence in their child in such a way that English seems fun and natural for them.

6.1.1 The Primacy of Structural Constraints

The most significant contribution of the study is its acknowledgment of structural limitations such as the dominant factor in determining the limits of parental involvement in rural Bangladesh. Its theoretical paradigms (Sheldon & Epstein, 2005; Hoover-Dempsey et al., 2005) are revealed to be dramatically drawn within this peripheral.

6.1.2 Socioeconomic Barriers

The persistent inability to "purchase additional books" or "hire private tutors" emerged as the overarching theme, justifying that economic vulnerability is the common barrier for parents. This poverty supersedes the motivation and willingness to aid with English learning.

6.1.3 Infrastructure Deficit

The rural location itself is a powerful disincentive, with "very few resources," "no coach or library," and repeated interruption of schooling by natural conditions and proper transportation

facility. This puts an undeniable burden only on the poorly prepared parents and poor resource school, which seems to be the only available option for many.

6.1.4 Attitudinal and Cultural Blocks:

Beyond individual aspiration, parental efforts are also hindered by external cultural influences, including community elders advising against English education as "not necessary".

The subsequent dissatisfaction expressed by so many low-involvement parents was not so much a lack of concern or eagerness, but a characteristic resignation grounded in the painful realization of their own limitations within an unsupportive societal environment.

6.1.5 Significance and Policy Implication

This dissertation is highly significant for both theory and practice. It is theoretically substantial in enriching worldwide ELL teaching by grounding well-established Western PI models in a socio-economically marginalized, regional context, thereby demonstrating how structural conditions can win over individual motivation.

In practice, the findings provide important, evidence-based information, particularly through the parent's themselves' own stated, community-sourced solutions, i.e., demands for free local coaching, mother training workshops, and inexpensive apps. These proposals confirm an overriding appreciation that effort at an individual level is short.

In brief, parents' support system of the English Language Learning in rural Bangladesh is today marked by a self-destructive weakness: a mismatch between high hope of parents and low capacity.

Future policymaker and educator initiative must go beyond the simple demand for more

participation to the building and applying of, culture-specific, and resource-appropriate organizational interventions that are genuinely able to cross the gap between policy intention and the tough on-the-ground reality, making global opportunities via English capability available to rural children as well.

6.2 Recommendations

Based on the findings that parental involvement (PI) in English Language Learning (ELL) in rural Bangladesh is highly constrained by socioeconomic and infrastructural barriers, the following system-level and community-focused recommendations are proposed to bridge the gap between parental aspiration and actual capability.

6.2.1 Prioritize Organizational and Infrastructural Interventions

Policymakers and NGOs must recognize that individual parental effort is insufficient and requires systemic support. The most critical interventions must address the primary structural barriers:

- **Establish Community-Based ELL Support Centers:** Create and subsidize local, accessible learning hubs that offer **free coaching for parents and children**. This directly mitigates the scarcity of resources ("very few resources in village," "no coaching or library") and the unaffordability of private tutors.
- **Develop and Deploy Accessible Digital ELL Tools:** Address the request for "Affordable for all apps or online centers" by developing or subsidizing low-bandwidth, contextually relevant digital resources (e.g., English songs, cartoons, word games) that can be accessed via basic technology already available in rural homes.

6.2.2 Implement Targeted, Non-Linguistic Parental Training

Training programs must be tailored to the low educational attainment and literacy of many rural parents, focusing on supporting their **role construction** and bolstering **self-efficacy** (Hoover-Dempsey et al., 2005).

- **Launch "Rural Mother Training" Programs:** These programs should be specifically designed for mothers, who often manage home learning, focusing on non-linguistic methods of PI. Training should cover supervisory techniques (reminding children to do homework), motivational strategies, and how to create a positive learning environment, rather than requiring English proficiency.
- **Provide Simple, Contextualized Home Learning Kits:** Schools or NGOs should provide parents with practical, low-tech resources like **flashcards, simple word games, or reading-aloud guides** that parents can utilize even with "lack of knowledge", thereby enabling meaningful home-based involvement (Sheldon & Epstein, 2005).

6.2.3 Develop Robust School-Community Partnerships

Schools must initiate collaboration with parents to overcome the observed attitudinal and resource barriers within the community.

- **Initiate Community Outreach Programs:** Teachers and school authorities should be trained to conduct regular, low-pressure outreach to parents, going beyond simply inviting them for meetings about fees. This should focus on building trust and making an explicit case for PI's value in the specific context of ELL.
- **Challenge Negative Cultural Attitudes:** Launch public awareness campaigns targeting community elders (Murubbi) and the broader community to promote the socio-economic

imperative of English proficiency for all children, including girls. This helps counteract the perception of English as an "elite language" or a "waste of money".

These interventions aim to transform the current state of **limited to minimal involvement** into a genuinely supported, sustainable effort that acknowledges the severe constraints faced by parents in rural Bangladesh.

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APPENDIX - A

LETTER OF CONSENT FOR PARTICIPANTS

Dear participants,

My name is Nur E Afrin Sultana. I am a M.A. student of English department of BRAC University. My research topic is “Parental Involvement in English Language Learning in Rural Areas of Bangladesh”. The aim of this study is to explore parents’ perceptions about their involvement in their child’s English language learning.

For being a part of this study, you must sit for an interview. Your interview will be used exclusively for the purposes of this study. It will not be shared with anyone, and pseudonyms will be used to ensure your identity remains confidential.

If you are eager to be a part of this study, kindly review the details provided in the consent form on the following page and sign it. Your support in conducting this study will be greatly valued.

Thank you.

Nur E Afrin Sultana

M.A. student in English

BRAC University

Email: nea@gmail.com

Phone no. 012345678910

Research Participation Consent Form

Please read the following statement and tick the box.

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken. ☐
2. My participation is voluntary, and I feel free to withdraw at any time. ☐
3. I agree to take part in the interview session of the study. ☐
4. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection. ☐

.....
Name & Date

Phone No.
Email Address:

.....
Signature

APPENDIX - B

Interview Questions

No.	Question
1	Please describe your location?
2	Please share your educational background
3	What's your opinion about learning English of your children?
4	Can you describe how you usually help your child in learning English at home?
5	What kind of English learning activities do you do with your child outside school?
6	What resources do you provide for your child's English learning?
7	How confident do you feel in your own ability to help your child with English?
8	How comfortable / How uncomfortable are you yourself with using English when helping your child?
9	Do you send your child for private tutors or coaching centers for English? Why or why not?
10	How would you describe your role in your child's English learning compared to other parents you know in your area?
11	What motivates you to support your child's English learning?
12	What challenges do you face when trying to help your child learn English?
13	Do financial factors affect the level of support you can provide?
14	How does the availability of resources in your area affect your support?
15	How does your own educational level affect your ability to support your child's English learning?
16	Do you think urban / rural location creates differences in opportunities for English learning? Please explain.
17	Do cultural attitudes in your community influence how much importance is given to English learning?
18	What kind of support would help you become more involved in your child's English learning?