



**INTERNATIONAL JOURNAL
OF TEACHING & LEARNING
(INJOTEL)**

Published by:

**TAI SOLARIN UNIVERSITY OF EDUCATION
(TASUED),**

**Hosted by the College of Humanities,
Ijagun, Ijebu – Ode, Ogun State, Nigeria.**

Vol. 1, N°14 – June 2019, ISSN 2012 - 5527

Edited by:

**Prof. KUKOYI, Adebola
& Dr. OKUNOWO, Yomi**



Theokos Publications
Arewa Joint, Off Thaa Jeremiah Junction,
N° 5, Awosika close, Torikoh, Badagry,
Lagos State, Nigeria.

June 2019

**INTERNATIONAL JOURNAL
OF TEACHING & LEARNING
(INJOTEL)**

Published by:

**TAI SOLARIN UNIVERSITY OF EDUCATION
(TASUED),**

**Hosted by the College of Humanities,
Ijagun, Ijebu – Ode, Ogun State, Nigeria.**

Vol. 1, N°14 – June 2019, ISSN 2012 - 5527

Edited by:

**Prof. KUKOYI, Adebola
& Dr. OKUNOWO, Yomi**



Theokos Publications
Arewa Joint, Off Thaa Jeremiah Junction,
N° 5, Awosika close, Torikoh, Badagry,
Lagos State, Nigeria.

June 2019

**INTERNATIONAL JOURNAL
OF TEACHING & LEARNING
(INJOTEL)**

Copyright: TASUED & Theokos Publications

- ❖ No part of this journal may be reproduced in any form, by print, photo-print, microfilm or any other, without written permission from the publisher.
- ❖ Tous droits de reproduction, de traduction et d'adaptation réservés pour tous les pays.

ISSN 2012 – 5527



Theokos Publications
Arewa Joint, Off Thaa Jeremiah Junction,
N° 5, Awosika close, Torikoh, Badagry,
Lagos State, Nigeria.

June 2019

1. Board of Publication

N°	Full name	Addresses	Functions
1	Prof. KUKOYI, Adebola	French Department, College of Humanities, Tai Solarin University of Education (TASUED)	Editor-in-Chief
2	Dr. OKUNOWO Yomi	English Department, College of Humanities, Tai Solarin University of Education (TASUED)	Deputy Editor- in-Chief
3	Dr. ADAGBADA Olufadekemi	Department of Nigerian and Foreign Languages and Literatures, Faculty of Arts, Olabisi Onabanjo University, Ago-Iwoye, Ogun	Editorial Secretary

		State, Nigeria	
4	Dr. AKUBODE Tunde	Department of Nigerian and Foreign Languages and Literatures, Faculty of Arts, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria	Documentation Secretary
5	Dr. ADEFALA O. Adeniyi	Yoruba Department, College of Humanities, Tai Solarin University of Education (TASUED)	Public Relations Secretary

2. Editorial Consultants

N°	Full name	Addresses	Functions
1	Prof. SERIKI, Alani	Dean, College of Humanities, Tai Solarin University of Education (TASUED)	Chairman
2	Prof. ADEBAJO, Sola	Former Dean, College of Humanities, Tai Solarin University of Education (TASUED),	Member
3	Prof. AGAGU, Alaba A.	Ekiti State University, Ado - Ekiti, Nigeria.	Member
4	Prof. FOLORUNSO, Kizito A.	Department of Languages and Linguistics, College of Humanities and Cultures, Osun State University, Ikere Campus, Nigeria.	Member

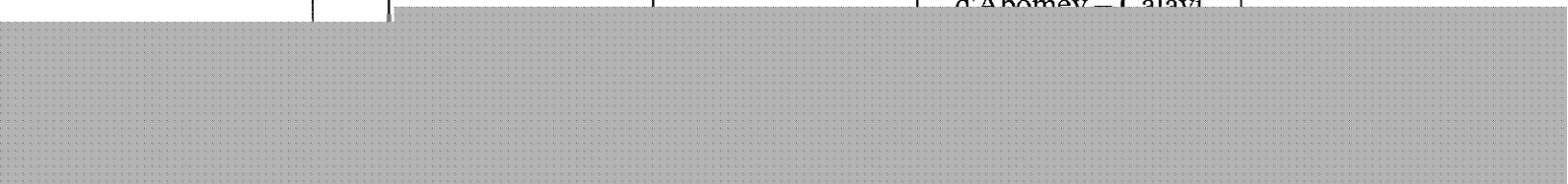
5	Prof. ONABAJO, Femi	Vice-Chancellor, Lead City University, Ibadan, Nigeria.	Member
6	Prof. IHOM, Cletus I.	Benue State University, Makurdi, Nigeria.	Member
7	Dr. ILUKPEJU, Akanbi M.	University of Lagos, Lagos, Nigeria.	Member

3. Articles Contributors

N°	Full Name	Articles contributed	Adresses
1	Dr (MC) GNANSOUNOU FOURN, Elisabeth ¹,	Le leadership féminin en proie aux logiques et perceptions de l'action des femmes de Parakou : fausses lectures ou réalité	1. Département de Sociologie- Anthropologie, FASHS, Université d'Abomey – Calavi (UAC), Bénin elisafourn@gmail.com

	<p>GOUDA ADAM, Foulératou ²,</p> <p>ALAGBE, Rayhane ³</p>	<p>Page 14 - 52</p>	<p>2. Département de Sociologie- Anthropologie, FASHS, Université d'Abomey – Calavi (UAC), Bénin</p> <p>&</p> <p>3. Département de Sociologie- Anthropologie, FASHS, Université d'Abomey – Calavi (UAC), Bénin</p>
2	<p>Dr (MC) KINHOU, Séverin-Marie</p>	<p>Etude morphosémantique e d'une onomastique Fɔn (Sud Bénin) : cas des noms de naissance</p>	<p>Département des sciences du langage et de la communication (DSLAC), Faculté des Lettres, Langues, Arts et Communication (FLLAC) et École doctorale</p>

		Page 53 - 77	pluridisciplinaire (EDP), Université d'Abomey - Calavi
--	--	---------------------	--



, souverain Patinvoh	Relationship in Doctoral	01 BP 923 Porto Novo University of		
--------------------------------	-----------------------------	---------------------------------------	--	--



		Supervision: EFL Female Doctoral Students'	Abomey-Calavi, Benin.
--	--	--	--------------------------

Abomey, in.		LANMANTCHI	and Causes of this in the Teaching	UNSTIM Ben
----------------	--	-------------------	---------------------------------------	---------------

	ON, Flavien Dossou	English as a Foreign Language	<u>flavienlam81@yahoo.</u>
--	------------------------------	----------------------------------	--

		Page 216 - 243	Republic of Benin <u>kottinevariste@ya</u>
--	--	-----------------------	--

			hoo.fr
9	M. DJOSSE,	<i>Omo Oduduwa</i>	Département des

		référence: le cas de l'ajágbè Page 271 - 299	
--	--	---	--

	M. HOUALAKOU	Les emprunts lexicaux en	Département des sciences du langage et de la
--	-------------------------	-----------------------------	---

**PARENTS' ROLES IN EFL CLASSES: CASE
STUDY OF SOME SECONDARY SCHOOLS OF**

and even learners. The results obtained from my investigations have been transcribed, analysed, and

discussed. These results have revealed that parents should play very important roles in their children's learning process. My suggestion is that Beninese external and internal shareholders need to sensitise EFL parents and draw their attention more on their place in learners' English learning.

Mots clés: parents; encouragements and praise; adequate learning materials.

RESUME

Cet article a essayé d'explorer les rôles des parents dans le processus d'apprentissage en focalisant leur attention sur les moyens qu'ils pourraient utiliser pour favoriser l'apprentissage de la langue anglaise de leurs enfants. Plusieurs paramètres méritent d'être pris en compte par les parents des apprenants de l'anglais, langue étrangère en vue de ne pas impacter négativement le processus de l'apprentissage de leurs enfants. Ils ont besoin de suivre attentivement leurs enfants dans l'apprentissage de la langue anglaise à la maison et leur fournir des matériels adéquats d'apprentissage. J'ai adressé un questionnaire aux enseignants aussi bien qu'aux apprenants et leurs parents et conduit des interviews avec

les inspecteurs du secondaire, les professeurs certifiés et même les apprenants. Les résultats obtenus suite à mes investigations ont été transcrits, analysés et interprétés. Ces résultats ont révélé que les parents ont des rôles importants à jouer dans le processus d'apprentissage de leurs enfants. Ma suggestion est que les actionnaires de l'éducation doivent sensibiliser les parents et attirer plus leur attention sur la place qu'ils occupent dans l'apprentissage de l'anglais de leurs enfants.

Mots clés: parents; encouragements et éloges; matériels d'apprentissage adéquats.

INTRODUCTION

Learners, at home, get less contact with EFL in Beninese settings and even in their classes globally; they are limited as far as the English language use is concerned. It is fundamental that parents should control to some extent their children's English learning, at home, because they should be doing their homework and be devoting time practising what they have learnt at school. Students should spend much time at home learning the English language by listening to the audio material: CD or tape-recording

accompanying their books and many other activities useful for language learning. Even though all learners' parents do not master English, it is possible and necessary that they follow these learners in their learning process. What is obvious is that this follow-up of learners' work at home, listening to English audio materials, and imitating native speakers on radio, on TV, reading English texts, writing English words, sentences, paragraphs, and English texts is very prominent for EFL learning.

The family context is not to be neglected in any case in terms of children's education, and that is Rousseau's opinion when he states that "The most ancient of all societies and the only natural is the one of the family." (Du Contrat Social, page 20) (My own translation) This means learners' education begins at home, and a child who is not well-cared for at home can rarely perform well at school and elsewhere.

I have taught EFL students in Beninese secondary schools for more than seventeen years and I have noticed that students, who listen to their audio material daily and interact with their parents in English, are not many; if they listen to their audio material daily and

interact with their parents in English frequently, they will speak English fluently, and persuading children to listen to their audio materials daily needs the support of their family. However, Beninese citizens' living conditions are poor and besides this poverty, several learners live far from their parents or the latter do not control their children's English learning.

The main objective of this study is to emphasise the roles of parents in the Beninese EFL teaching/learning process and to see the behaviour of parents while helping these students in their homework, to explore parents and students' feelings and thoughts or perceptions about working together on EFL materials at home, and to identify ways in which parents contribute to a student's EFL learning.

In order to find adequate answers for the purpose of the current study, I have framed the following questions which need scrutinising:

- To what extent can parents help EFL learners at home and what is the feasibility of this collaboration?

- What are the challenges to overcome in parents' support of EFL learning?
- How can the advantages from this collaboration be exploited for the success of EFL teaching/learning process?

1. CRITICAL LITERATURE REVIEW

The roles of parents in their children's education is in any case not to be denied. Parents spend more time with their children than teachers and anyone else and this permanent presence is important in such a way that it can favour the English language learning. Scarcella and Crook (1990) have elaborated how simulation facilitates second language acquisition. I do share this opinion because if simulation facilitates second language acquisition, it should favour foreign language learning and acquisition as well. In addition, a permanent simulation, that is to say the one which continues in learners' houses should intensify and enrich this language acquisition and learning. This may require several expenses from EFL parents but what is necessary is the good result, the mastery of the English language. The time spent with EFL teachers at school is very limited even during the school year. Furthermore,

they mention that learners acquire language when they are exposed to large quantities of comprehensible input. This language acquisition through large quantities of comprehensible input is positive for EFL teaching and learning, and EFL parents' responsibilities at home are numerous.

Scarcella and Crook (1990) have also mentioned that learners acquire language when they are actively involved; and when they have positive attitudes. Any time teachers encourage their learners to be really and actively involved in the language learning process, they are motivated and interact effectively. The large amount of time learners spend at home should be in favour of English language learning. Besides, these authors have also said that learners acquire language when they have positive attitudes. Positive attitudes of EFL learners while learning this language, are worth favouring language learning and acquisition in their classes, at home, and anywhere else.

As far as Crook and Oxford (1990) are concerned, there is little consensus on the terms used in the role playing and simulation literature adding that a few of the terms often used interchangeably are 'simulation', games, role play, simulation-game, and role play simulation and

role playing game. In addition to the appropriate vocabulary that every student needs to know, as well as vocabulary words and grammar structures that EFL students may not be familiar with. (See the Hotlinks section for resources on how to provide explicit instruction on English vocabulary and structures.)

Beninese learners of English should then know that English lessons must be learnt and kept in mind contrary to the mentality of some learners who usually ask their teachers if English is also a subject to be learnt. Vocabulary words, grammar and language rules deserve to be learnt as well as the four language skills: listening, speaking, reading and writing. In addition to explicit English language learning, it is very important to rate vocabulary as well as structures' learning.

The EFL learning received by learners at school can be controlled and maintained by learner parents' good care at home. For specific and measurable resolution, it is necessary to identify, teach, and post key academic vocabulary and structures for one content lesson each day. In, "What Teachers Need to Know about Language" by Lily Wong Fillmore and Catherine Snow, the authors state that: Teachers play a critical role in supporting language

development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. According to Ringenberg et al., (2009), parental involvement in EFL literacy learning is seen as a multidimensional construct and thus, parental involvement in children's EFL literacy learning is a compendium of parents' actions that can be directly or indirectly related to their children's EFL literacy learning.

Involving parents in their children's learning will create learners' trust in the English language learning process and increase learner parents' interests in their children learning. In addition, Necsoi et al. (2012) have confirmed this necessity of children's parents' involvement by arguing that parents' actions reported in research include the supervision and application of rules at home, parent-children communication, monitoring of a student's activities at home. It is necessary that parents communicate with their children at home. If they monitor effectively their children's activities given to them in classes, this permanent control will oblige them to learn regularly.

Furthermore, according to Bakker and Denessen (2007) actions such as checking homework, communicating with teachers, participating in students' school activities, supervising children's behaviour outside the school, limiting television watching time, applying disciplinary rules for children and controlling time with friends are possible with parents. This opinion deserves to be rated because learners will get to know that there is a moment to work effectively which is not to be neglected. When there comes the time to work, they should stop playing and take their English learning seriously.

Petchprasert (2014) has found that children's development of lexicon is favoured by parental dialogic reading. This point of view is true and can work mainly with the learners whose parents master English, and Lee and Bowen (2006) have argued in this direction saying that less educated parents may show lower levels of involvement in their children's school activities as a result of factors such as lack of knowledge of the school system, or past negative experiences in education. And these kinds of parents are numerous in Benin because several people still complain about their neglect of English and this language is compulsory for them nowadays.

Xuesong (2006) has viewed parental involvement more as a strategy to increase a student's learning outcomes than as simple cooperation. This means that the author has recognised like all these authors above that parents' involvement is essential for EFL learning. It is fundamental to associate learners' parents since this involvement should lessen EFL teachers' effort in their teaching process in their classes. Moreover, this author has added that this involvement should favour cooperation, and not a simple cooperation but the one in its deepest sense.

2. METHODOLOGY OF THE STUDY

I have made my investigations through a questionnaire to thirty (30) EFL qualified teachers and interviewed (30) learners, (30) EFL qualified teachers, and (30) learners' parents. I have summarised and discussed the results I have got from those who have really and willingly submitted their sheets. The data collection has not been an easy task since the researcher cannot meet all EFL teachers of a school together and even if you confide these questionnaire sheets to the vice principal, they usually do not submit as expected.

2.1. Research Instruments

2.1.1.

- Learners get less contact with EFL learning.
- The English language use is limited to Classrooms.
- Parents can control their children's English learning at home.
- Learners can do their homework with their parents.
- Learners can devote time practising English at home.
- Learners can listen to the audio material at home.
- Learners can do many other activities useful for English learning.
- Learners can imitate native speakers on radio and on TV.

2.1.2.

(30/100%)

- 1- Learners can read English texts with their parents' control even though these parents do not understand English. So, these learners will be obliged to learn.

- 2- Learners can write English words and sentences under their parents' control at home.
- 3- Learners can also write paragraphs and English texts.

2.1.3.

(30/100%)

- 1- How much time do you spend with your children at home every day?
- 2- What efforts do you make to control your children's English learning?
- 3- Do you let your children watch English channels? Why or why not?
- 4- Do you think your children are able to learn English on radio and on TV? How?
- 5- How can you help your children in English at home?

2.1.4.

(30/100%)

- 1- Can your parents help you at home in English?
- 2- What language do you listen to on radio and on TV?
- 3- Can you learn English on radio?
- 4- Can you learn English on television?

- 5- Do your parents let you watch English films?
- 6- Do you think it is possible for you to imitate English people repeating their speech and watching these English speakers' lip movements?

2.2.Results of the Study

Table 1: EFL learning and acquisition at home

N°	Different Items	Yes %	No %	Total %
1	Learners get less contact with EFL learning	30 / 100%	00 / 00%	30 / 100%
2	The English language use is limited to classroom	30 / 100%	00 / 00%	30 / 100%
3	Parents can control their children's English learning at home.	15 / 50%	15 / 50%	30 / 100%
4	Learners can do their homework with their parents	15 / 50%	15 / 50%	30 / 100%

5	Learners can devote time practising English at home.	30 / 100%	00 / 00%	30 / 100%
6	Learners can listen to the audio material at home	30 / 100%	00 / 00%	30 / 100%
7	Learners can do many other activities useful for English learning.	15 / 50%	15 / 50%	30 / 100%
8	Learners can imitate native speakers on radio and on TV	30 / 100%	00 / 00%	30 / 100%

Table 2:

		Yes %	No %
1	Control English text reading with their children	18 / 60%	12 / 40%
2	Control English word and sentence writing with their children	15 / 50%	15 / 50%

3	Control English paragraph and text writing with their children	15 / 50%	15 / 50%
---	--	----------	----------

Table 3:

Total: 30/100%

Duration of parents' contact		All day 10 / 33.33%	Half-day 13 / 43.33%	Less 7/ 23.33%
1	Effort made	Much 5 / 16.66%	A little 10 / 33.33%	little 15 / 50%
2	Making children watch	English channels 2 / 6.66%	No 28/93%	-
3	English learning on radio	Yes 30/100%	No 00/00%	-
4	English learning on TV	Yes 30/100%	No 00/00%	-
5	Ways to help learn English	Soft control 6/20%	Shouting at children 20/66.66%	Beating 4/13.33%

2.3.

I have interviewed 30 learners.

- Twenty-seven (27/90%) learners have said their parents do not help them learn English at home. This poor percentage shows that parents are not aware of their enormous and diverse roles they need to play in their children's learning.
- Almost all of them (29/96.66%) have recognised that they hardly listen to English since the dominant language they usually listen to is French and this scarcity of English slows down their English language use.
- All of them (30/100%) have said that they can learn English on radio and on television.
- 27 learners (90 percent) out of the thirty have said their parents do not let them watch English films.
- They all think it is possible for them to imitate English people. This effective imitation will enable to practise the language frequently for the good success of their language learning.

3. INTERPRETATIONS OF THE DATA

- Through the questionnaire addressed to thirty (30) EFL teachers, all of the EFL teachers have said learners get less contact with EFL (30 / 100%) and even EFL teachers neglect their children's English learning and seldom speak or control them at home. This neglect affects learners and they do not perform well in this language. They have also recognised that learners' English language use is limited (30 / 100% of them). In Benin, the English language use is limited to classrooms and this limitation is not favourable for language learning. Half of them (15/50%) have said parents can control their children's English learning at home. (Table1). The same table shows learners can do their homework with their parents since half of them (15 / 50%) agree. All of these teachers have also said learners can devote time practising English at home (30 / 100%). As practice makes perfect, whenever learners keep on practising, they should become very good speakers of the English language. One hundred percent of the respondent teachers have said learners can listen to the audio

material at home (30 / 100%) while half of them (15/50%) have said learners can do many other activities useful for English learning, and finally, this first table has shown that learners can imitate native speakers on radio and on TV, according to (30 / 100%) of the respondents teachers.

- In table 2, I have presented the results obtained from thirty EFL teachers' interviews. Thus 18 / 60% EFL teachers have said parents can help by controlling English text reading with their children at home but 12 / 40% have rejected that point of view.

While 18 / 60% of EFL teachers have recognised that parents are able to control English speaking with their children at home, 12 / 40% have not. Half of them have said that parents can help control English word writing with their children. 15 / 50% out of the thirty teachers have said parents are able to control English sentence writing with their children whereas 15 / 50% teachers have rejected it. Evenly, half of them agree that parents can help control English paragraph writing with their children and help control English texts writing with their children as well. The eighteen EFL

teachers out of the thirty (60 percent) have recognised that without mastering the English language, parents can help their children learn English effectively at home.

- As far as EFL Parents' Interviews are concerned, I have succeeded in meeting (30/100%) respondents. Only 10 / 33.33% of them have said they spend all day with their children every day and most of the time. Thirteen (13) parents (43.33 percent) have confessed that they spend only half-day with their children and 7/23.33% of them have said they spend less time with their children. While 5 / 16.66% of the thirty parents have said they make much effort in their children's English learning, 10 / 33.33% of them have said they make a little effort and 15 / 50% of the respondent parents have said they make little effort. Only 2 / 6.66% of the respondent parents make their children watch English channels whereas 28/93% do not. All of them (30/100%) have recognised the possibility of English learning on radio as well as on TV. As far as the ways to help learn English are concerned, only 6/20% use soft control and twenty (20)

parents (66.66 percent) are accustomed to shouting at their children and 4/13.33/% of them often beat their children while helping them learn English at home.

- This study reveals that a lot of people are aware of the EFL learning and acquisition at home with the help of parents. Parents can help EFL learners at home in many ways. First of all, parents should influence positively their children and should then know how to make them work at home frequently.
- They should be able to follow their learning process at home. They must control their children's work continuously, which will compel the latter to go to school regularly and work at home correctly.
- According to my first research question, I do think parents can help EFL learners by all their means and strength at home. In addition, this collaboration is important and can take place really whenever these parents have the will to provide such a help adequately. In the literature review, as I have already mentioned it, Xuesong (2006) has viewed parental involvement more as a strategy to increase a student's learning outcomes than as simple

cooperation. To my mind, it is fundamental to add that this involvement can reinforce true respect, consideration, love, and positive fear between parents and learners. These good qualities are worth fostering the English language learning and learners will acquire good behaviours which are necessary. This collaboration should be taken seriously by both parents and learners at home. This will really be feasible if EFL parents can spend more time with their children at home in order to follow these learners' English learning. Parents who neglect their children and promote their jobs better than them, are preparing rebellious citizens and are encouraging delinquency in the whole country.

- There are a lot of challenges in parents' support of EFL learning. I can mention some of them and say to what extent these parents need to overcome them. They have limited experience with state education. Beninese parents are most of the time unfamiliar with the country's educational system. Language barriers can also prevent communication between parents, teachers, and parent circles. They

do not understand the English language, so they will need that it be translated into French and even into national languages since most of Beninese parents are not schooled. They may be ashamed to ask for such translations.

- Extra time outside of work and caring for additional children can create noticeable limitation. Parents' financial means are very limited and they have to go out every time so as to fetch money for their family survival. Many parents do several jobs and have more than one child to care for. Staffs do not feel comfortable talking about issues in front of other people's families because they have their own families and must also mind their own business. Very often, families do not trust staff, and staffs think families are too overwhelmed to participate.
- This collaboration yields several advantages which must be exploited for the success of EFL teaching/learning process. Some of these advantages are: communication between home and school. It should be regular, mutual, sincere, and meaningful. This communication should be

effective. Parents' good will is important and is to be encouraged. Their support and assistance are sought. Learning at home helps parents understand the educational process and their role in supporting student achievement. Parents play an integral role in assisting student learning. Such parents participate actively in school decision making which should favour the school development. Morin (2013) states that the best tip for school success is to make sure those parents and teachers are working together as allies. When parents are involved, they really engage in the learning process, because, at home, a parent knows best his/her own children.

4. SUGGESTIONS

A lot of suggestions deserve to be made for the success of their English learning: Parents can help their children to go and spend some days in the nearest English speaking countries such as Nigeria and Ghana during the holidays.

- This will facilitate their English learning and acquisition at school resumption. They should

provide their children with adequate learning materials and follow them effectively at home.

- They should encourage their children to listen to English songs, newspapers and films on radio and television.

CONCLUSION

The EFL learners' parents should force their children to use English efficiently at home, without any violence, because education starts at home. That is Jean Jacques Rousseau's opinion which is: "*The most ancient of all societies and the only natural is the one of the family.*" (Du Contrat Social, page 20) (My own translation) Consequently, the EFL learners' parents should interfere in a useful way in their children's education. Fathers should show their love while exercising authority upon mothers and children in order to establish unity and harmony in the family for children's efficient education.

REFERENCES

- 1- Bakker, J., & Denessen, E. (2007). "The concept of parent involvement. Some theoretical and empirical considerations." in *International Journal about Parents in Education*, 1(0), 188-199
- 2- Tarone, E. & Swierzbin, B. (2009). *Exploring Learner Language*. Oxford: Oxford University Press.
- 3- Akhimien, E. P. (2004). "The use of 'How are you?' in Nigerian society", in *Journal of Pragmatics* Volume 36, Issue 11, November 2004, Pages 2055-2058.
- 4- Alison, J. 1993."Not bothered? Motivating reluctant language learners in Key Stage 4": London: CILT.
- 5- Bates, E.; MacWhinney, B. (1981). "Second-Language Acquisition from a Functionalist Perspective: Pragmatic, Semantic, and Perceptual Strategies" in *Annals of the New York Academy of Sciences* 379: 190. Bibcode:1981NYASA.379..190B. doi:10.1111/j.1749-6632.1981.tb42009.x.edit
- 6- Bygate, M. (1999). "Quality of language and purpose of task: Patterns of learners' language on two oral communication tasks." in *Language Teaching Research*, 3, 185-214.

- 7- Canale, M.; Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing", in *Applied Linguistics* 1(1):1–47. [doi:10.1093/applin/1.1.1](https://doi.org/10.1093/applin/1.1.1).
- 8- Chambers, G. N. 1999. "Motivating language learners". Clevedon: Multilingual Matters.
- 9- Chang, C. B. (2012). "Rapid and multifaceted effects of second-language learning on first-language speech production", in *Journal of Phonetics* 40 (2):249–268. [doi:10.1016/j.wocn.2011.10.007](https://doi.org/10.1016/j.wocn.2011.10.007).
- 10- Lee, J. S., & Bowen, N. K. (2006). "Parent involvement, cultural capital, and the achievement gap among elementary school children.", in *American Educational Research Journal*, 43(2), 193-218. <http://dx.doi.org/10.3102/00028312043002193>
- 11- Necşoi, D. V., Porumbu, D., & Beldianu, I. F. (2013). The relationship between parental style and educational outcomes of children in primary school in Romania. *Procedia-Social and Behavioral Sciences*, 82, 203-208. <http://dx.doi.org/10.1016/j.sbspro.2013.06.246>
- 12- Petchprasert, A. (2014). "The influence of parents' backgrounds, beliefs about English learning, and a dialogic

reading program on Thai kindergarteners' English lexical development.” in *English Language Teaching*, 7(3), 50-62.
<http://dx.doi.org/10.5539/elt.v7n3p50>

- 13- Ringenberg, M., McElwee, E., & Israel, K. (2009). “Cultural capital theory and predicting parental involvement in Northwest Indiana schools.” in *The South Shore Journal*, 3, 86-124.
- 14- Xuesong, G. (2006). “Strategies used by Chinese parents to Support English language learning voices of ‘elite’ university students.” in *RELC Journal*, 37 (3), 285-298. <http://dx.doi.org/10.1177/0033688206071302>