



The Effect of Family on the English Language Learning Development of Children

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Abstract

Today's parents and especially mothers are very sensitive about studying and academic performance of their children. Many families that have children with intelligence and studious, try not to hesitate to prepare any type of facility. Learning process never happens in a vacuum and the final product is included various global interactions with the world around. In most situations, learners are measured in a two-way relationship, which teacher-learners, and in this, the school and classroom environments are the first and the last point that can be seen. Parents can have the best and most effective level of interaction with the children, who have the level of thought and not just higher education level. The role of parents in decline or the promotion of intellectual and cultural of family is very important. Given the importance of ecological and environmental factors in learning English, the present article tries to qualitatively examine the role of parents in the quality of language learning.

Keywords: parents, development, English language skills, interaction, learners

INTRODUCTION

Successful continuation of the lives of all human beings is subject to obtaining a positive learning, because for every moment of life, it is necessary a certain behavior without which progress would not be possible. In the meantime, the role of parents in children's learning process and particularly during adolescence is very important. Children should reconsider their negative behaviors and create things that they have not, and change undesirable behaviors. These actions will form and convert and change behaviors, it is possible through action learning and by parents, educators and the community. The parents and especially mothers, who spend more time and opportunities alongside children, they do their all attempts to operate on the training concepts and novel approaches to change behavior and the lives of their children. To achieve this goal, ideas and new methods must be provided to kids to learn and to use them; they are directed to

positive behavior changes. Basically, learn the changes are relatively fixed in behavior, which is obtained in the form of reinforced responses from experience and practice. Learn causes the children to be able to adapt to their environment. This adaptation is possible through solving new problems and satisfying different needs. Change can be seen as the result of learning, which following conditions are included:

- ❖ Change is relatively constant that will appear in the next activities for children.
- ❖ This change is relative and not absolute. So, sometimes children forget what they have learned or their previous knowledge impact of future learning.
- ❖ Change as a result of learning found from a child meet with a new situation and his personal activity to learn ability.
- ❖ It is not necessary to change the behavior immediately, reveal it seeking to learn.
- ❖ Change in behavior is seen as experience or practice.
- ❖ This change is not the result of normal growth, which is a hereditary aspect or the result of accidental circumstances, such as fatigue and illness.

For learning and teaching three factors are necessary. These factors are named:
1. Learn talent, 2. Opportunity to learn, 3. Correct mentoring.

Family, especially around the ages of 2 and 10 years old, teaching skills to children, who are concerned with school work, have a major role. These skills include: language, ability to learn from adults, aspects of achievement, work habits, and attention to tasks. Although the families in teaching these skills to children have different, but the work of some families in creating these skills and other capabilities is extraordinary. The only reason for the success or failure of learners in foreign language institutions is not innate intelligence and talent, but we must pay attention to the pathology of learning in a broader perspective. In the field of language training, learners are limited within the classroom and the teacher is an island attitude and he is directly responsible for learning in class. Of course, to study the pathology of English language teaching should foot went further and look at the island and the spring bottom turning to look the peninsula and source spring; in other words, it should be explored causes and beyond the classroom and ecological factors and pay to the source spring, which family is a big part of it. Teaching English is a product of ecological and many environmental factors. As Bronfenbrenner (1979), on the definition of ecology has stated the micro-ecological system as one of the factors affecting the environment in education refers to parents and family members with learners. In this article we're going to understand what relationship exists between the interaction in family environment and the quality of learning English of their children.

PRINCIPLES OF RESEARCH

Among the institutions in any society, the family in terms of numbers is the smallest, but in terms of effectiveness is the most important social institution. Growth and development, acculturation, stability of character and balance the human psyche shaped

within the family. There is no society that health claim, but is composed of dysfunctional families. The family's role was to provide different knowledge from the first days of life. Education for children, also in the first six years of life at home and the interaction with parents and other family members shaped in the form of this tutorial. Parents need to know how children learn and how they can actually lead their learning. Also, in the motivation and interest in learning, they have enough information. Basically, learning is the foundation of human life. In addition, it is also the basis of social life, because only by being so talented those individuals in a society, they realize social customs and try to observe them. Parents need to know that their children are different from each other. Because as children, not have prepared physically, mentally, emotionally to learn, parents and educators will have no success in this affair. Most mothers face with the problem of how they can motivate the kids to learn specific subject. In this regard, we should not doubt that productive training should be considered based on the interests and needs of children. Learning, which is dedicated to a specific situation and not be used in other cases, is almost useless. They should try to Learn valuable time that will affect life on several occasions. Therefore, parents should know how to operate ways to apply what you have learned is possible and easy for kids. Children behavior in a family shows that every child loves activity treats with a certain style likes certain things and stay out of certain things. So, certainly we cannot find two children, who have quite similar behavior. So, the question arises, why children show a variety of behaviors and what the cause is for special behavior in a child. Continuing a successful life for all people will be provided through positive training, because every moment of life requires a particular behavior, which is impossible without progress. In this regard, the role of parents in children's education, especially at the beginning of life is of vital role. Children need to demonstrate good deeds that did not occur before they correct their behavior and alter their controversial actions. This building and behavior change can be made in the learning process by helping parents, educators and the community. Parents, especially mothers that spend more time with children should all try to apply for teaching methods and new concepts to change the behavior and the lives of their children. But many parents are interested in knowing, how they can be effective in their children's learning process.

LITERATURE REVIEW

Obviously, one cannot ignore the role of families in development of language learning of their children, however, a few studies have been carried out in Iran, and we can consider that as an appropriate approach to this relationship.

Berdio (1986), with the introduction of cultural capital and social capital believes that due to this capital in response to the question, why do some people have faster growth in academic achievement is important. As he pointed out, the division of society into different classes not only of an economic, social and cultural capital but also are affected; such as cultural products, such as computers and videos can be a culture capital for language school, which may lead to improved other capital. A person who is well learned use your computer in front of the person who does not have the funds may in the future benefit from better positions, which would over time is caused social differences. Berdio

stating that academic success or failure is not due to innate talent, but success is defined in terms of family origin. In his opinion, characteristics such as family size, employment status of parents, knowledge of parents and a place of knowledge in the family put a significant effect in people.

In the other study, Dimagio (1982) found that familial status has a significant effect on the scores of high school courses and students' relations in school. The idea of Prinet (2010), having social capital is making it easier in a group interaction and Taramont and Willems (2010) refer to the relative of cultural property, which involves cultural interaction between learners and their parents. Undoubtedly, ignoring the educational ecology in the assessment of learners it leads to incorrect understanding of broader learning process.

THE ROLE OF PARENTS IN LEARNING

Many factors can be cited in this regard, but the most important factor is the attitude of the parents to learn. When parents in words and actions respect for knowledge, literally are valuable for them on their own, their behavior will be very different in the face of intellectual and their children's education. The parents want to force to create motivation in their children, in fact, not have tasted the joy of learning and not understood by the thirst for learning. How is it possible that parents do not have a real positive attitude to learning and then demand that his son reach to highest academic progress? Of course, there may be exceptions, but these cases are not public. Many researchers and authors have stated that learning is not confined to the school and classroom and can always happen in any location. According to these researchers, many factor such as previous experience and trends involved in learning. Much of the experience and desire can be formed in a family environment. Apart from that, learning is taking place within the larger context. In this connection, starts of society are the family and overshadow the classroom and school. Instead, you read the content for the child and he listens, the better you go to change. Students, who are at home and for parents pay to read books, magazines, newspapers, have better performance at school.

Studies show that the performance of learners, who every day for several hours watching television, by far, is less than the people, who in the end, 2 hours a day watching TV. In addition, selecting applications and content must be done carefully, and with your monitoring. The important issues that can be noted in the environment, which are the social and cultural capital that may have a deterrent effect or vendor according to its nature. Family is one of the places that could be the creation of context and many of the desirable behaviors or undesirable learning. For example, families can prepare the minds of learners to learn to be comprehensive relevant new concepts to them learning process can be faster and more meaningful. Traditional look, teacher thought to be like the camera, which has a constant cross-sectional view of to student, whose mind in it, goes beyond the classroom situation and just the fact thinks, what he sees. The dominant view in education to students can be likened to looking at fish in water tight that learners is limited to the classroom and school and as the reasons for the problems do not fit beyond the classroom, however, that in ecological thinking, the dominant view should be the attitude of fish in the sea through which, we note the relationship and different networks.

In the complex world of today, teachers should not look solely to the final product, but instead, they should consider how this product is. In this new vision, learner's life outside the classroom from unknown mind moves to the educational priorities. Many studies have shown that, what parents do in their interactions with children at home the main factor is determining in verbal abilities and educational progress, not in the level of parents' income or education level or other features related to database their social. Surely, the biggest and most serious task of parents, especially in the current situation, it is by modifying attitudes and behaviors about learning and wisdom to their children and in a word, contribute to promote intellectual and cultural the whole family. Of course, this is not easy and the main obstacle was to find habits and practices of the general population, but parents who actually and reasonably think of your happiness, children and families should take gradual steps in this way. We are confident that Iranian parents, sooner or later come to this important fact. Learning does not only need students, but also is a need for all people at all times. Thirst for learning fills many gaps in life. Respect for knowledge changes the interpretation of life and individual and social values. Raising the intellectual level of the parents the home and family making pleasant and logical.

HOW IS THE ROLE OF PARENTS IN LEARNING?

In this regard, attention from family to key points below is of particular importance:

Parents are role models for their learners, and his example, determines what learners care about. Studies have shown, learners time in class have a good performance, their parents determined the realistic academic standards for them. That is from the very beginning to class or school, the parents' seriousness of the behavior, and this feature, retain until the end of your child's education. Of course, this point does not include a crackdown and repeated interventions in the educational process learners. There is a strong moral and logical parent in their work, a sense of responsibility towards the social rules and participation in activities of social relations is a role model to learn a sense of responsibility in children. It is necessary to be reminded parents that the variety of activities in social, educational and recreational are useful for learners and school work should not necessarily to replace these activities, but in this case parents need design a schedule take for himself and his children in the form of a weekly program.

Learners are the biggest beneficiaries of a relationship that in terms of verbal is a rich, in terms of emotional is protectionist. Are all the families talk about everyday events? Is the tone of the dialogue positive and protective? Is the dialogue bilateral between parents and children? Are both sides are listening and talking? Routines, such as dinner with comfort could be a good opportunity for dialogue among family members. Stable and consistent emotional attachment between parents and children, who appears to love expression gives more strength to suitable for children with the environment and will create positive attitudes in school and in learning. Parents should be good listeners and everyday small talk; they become rich conversation between family members. Busy families may lose the habit of dialogue.

Certain patterns of family life are effective in learners learning ability at school. House training programs including relationships, behaviors and family patterns over domestic economic situation is a prerequisite for the academic success of learners. Families adopt the encouraging environment and support measures along with logic control reduce considerably the inconsistencies different times of your child's growth. Family visits to libraries, museums, zoos, historic sites, cultural activities, traditional games, according to a study group at home, effective use of the language, monitor on TV, and a joint analysis programs, reading papers, monitoring group playmates and peers child and playing and friendly groups are positive patterns of family life, which maximizes the ability to learn in school.

Learners' time in class is in a better situation that parents determine the predictable boundary for their lives. Encourage them to use productively and fruitfully of time, and transform learning experiences as part of normal life. How to use the time at home, for students is an important issue. Children of these parents are faced with schedule tasks, the list of accessories that are provided with the list of devices at home, study time, play time, etc., which all this is under a specific program. Therefore, children are accustomed to this procedure. These cases determine part of your values; your children from the very beginning realize that the values are of great importance.

Two-way communication between teachers and parents is beneficial for learners. Learners, when they gain better results, parents and teachers understand each other's expectations and the habits of studying children, his attitude toward school interact with friends and his academic achievement joined together are in contact. The school also can through the system running create the right atmosphere to make this connection. Teachers, when most tend to show to communicate with parents that administrators realize the importance of this relationship and colleagues support the participation of parents and parents also know the value of this relationship. Business meetings between parent's learners and teachers are effective in this regard.

Learners learn better when they are at risky assignments and assessments continued to be rated and identify their weaknesses. Homework, if teachers use them professionally, has a great effect on learning. The assignments, role in students' knowledge, the reality of teaching concepts, critical thinking and forming attitudes and habits affecting him, so that learners of low power can work with this to compensate for their weaknesses and empower learners enhance their skills.

THE ROLE OF THE FAMILY IN THE EDUCATION OF LEARNERS

Academic success is dependent on a variety of factors, which lack or deficiency in any of these factors provides a cause of academic failure. Learner academic talent, environmental factors (such as the views of the community about school, facilities, economic, and even cultural and social environment) and domestic factors is the most influential factors on the progress of school learners. However, it cannot be ignored from the influential role of intelligence and scholastic aptitude and social environmental factors, but in this article we have discussed the role of the family in the learning progress

of learners. Education and issues related to the education of learners and as a priority and family concerns that with language learners in school-age and even university. Undoubtedly, the role of the family in the academic success of students is so important that, with any excuse is not an understatement. The family with its outstanding position in the education system for various reasons can have a profound impact on educational activities, which briefly referred to it:

First, the family as the first place of education would be forming many attitudes and perspectives of learners. Some of these opinions and perspectives will also be in the field of education, which according to the type of attitude (positive or negative) can have a different effect or promoting in academic achievement of learners. In other words, the origin incidence of the phenomenon of learners' school drop can be subjective beliefs, which are formed in a family environment. Attitude and behavior of families could shape the constructive or destructive beliefs in the minds of learners. Unfortunately, in most cases, the observed fall behind in school within families, educated parents and the family do not have much value and even in some cases are blamed.

The second point that must be mentioned is the role of family support. The family as the first patron of children is under the umbrella of its support from birth until the end of life in different forms. Support rational and principled and creative family from the learners apart from the emotional atmosphere and loving in a family environment will lead to the strengthening of confidence in spite of learners and leads them to the boundaries of self-esteem and self-reliance. Warm and intimate spaces in the family, emotional environment that usually is associated with the expression of logical friendships, provide increased learners enthusiastically to education, and reduce anxiety and boost morale.

The third reason is also of great importance; it is the oversight role of the family on the learners. Among the roles of parents, the role of their supervision in control and monitoring on the educational activities of learners at all levels of education has a special place. Obviously, this monitoring and control at school age has an extreme importance. However, education experts recommend monitoring in all courses of study.

CONCLUSION

It is worth mentioning that parental involvement in homework of learners is not necessarily meant to be their success in school. So it is better, since the students reach the age of 9 years and still go to school, their parents are interested in studying the language and academic progress, so that, along with them, they review lessons and solve exercises. Strengthening the thinking and memory skills and time management, also play a significant role in the meantime, because now, the increased volume of content and assignments and if we can teach learner how timing works to reach their assignment and also read with interest, the results are far will be more favorable. In this section, we have included items that could provide the motivation to do more research. Regarding to the role of the environment on the parents and the child as an integral part an extensive network of Education, content in this section can respond to the needs of parents and learners. Parents in this way know that they can improve quality of education in the

family. learners have a regular curriculum, so every day at specified hours pay to perform certain tasks and you can also have specified schedule at certain times to help him, . For example, 3 days a week over a given time, you can help him. Keep in touch with the school and teachers. Do not wait until the school or language classes invite you to take part in a special session. In planning at home assign more time to eliminate the loopholes. According to statistics, more than 72 percent of learners tend on various issues, which are also not necessarily a lesson and may be associated environmental and talk with parents, but in a relaxed and friendly environment rather than permanent be criticized. Some of the noteworthy points in this article:

- ❖ In most cases, if learners are not willing to study, parents also do not show the desire to help him.
- ❖ Use appropriate educational tools have a significant impact in promoting cognitive development learners. These tools are considered as complementary to create a cognitive leap in the learner.
- ❖ Targeting the issue is of great importance, which is the continuation of intrinsic motivation. Helping the learner to achieve a desired goal, learning English does not want some high language skills from parents and less educated parents come together to handle this task.
- ❖ a substantial proportion of parents stated that with the need for further study in the field of educational interaction with learner, which would indicate the need to conduct such research.
- ❖ Most parents are unaware of new methods of learning and have a traditional look to the nature of learning English. Obvious interest to parents to take dictation is proof of this theory. Usually parents dictate and train rules; they know the only way to learn English.
- ❖ Lack of knowledge of language should be equal with the inability to help out. In the interviews it became clear that some parents do not show a reaction when faced with problems of language learners. They can note of any problems and drawbacks of your child's education and inform the teachers to determine learners in which part is more trouble. Since the process of learning a foreign language is systematic may be the problem the same is true for the rest of the learners.

SUGGESTIONS

As mentioned, parents spend a little time and patience. Using creative and innovative learning could have a significant impact on learning. Learn English is not limited to institutions and schools and intelligence and innate talent not a sole criterion for language learning, but learning co-production is related to the indoor environment with the external environment of the Institute. It is expected from teachers to pay attention to effective communication between inclusion and systems in interaction with learners and monitor the classroom environment.

One of the indicators of social capital is the relationship between educational environment, institutions and parents and as an expression of it.

We believe that parents and teachers should know each other's expectations. Of course, if flows from parents are not consistent with the language institutions and attitudes of teachers will have adverse effect on learner achievement.

It is hoped that parents by using the recommendations provided and using their creative minds help to improve the quality of language teaching to teachers and learners. Perhaps the time would come when to use, language learning classes and parental support are also eliminated. Education should not only summarize in the framework of the classroom and institution. Learners have different personality dimensions, which subconscious will be affected various environmental factors. Undoubtedly, much of this impact shaped within the family. Learners with different social and cultural capital come to the Institute of Language, which ignore them, may enter irreparable damage to the academic achievement of learners.

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