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College of Humanities and Social Sciences

Armenian Parents Attitude towards FL Schools in Yerevan

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Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

This is a survey study that aims to explore Armenian parents' preferences about foreign language education in Armenia.

Data collection started from interviews of six parents (three from Armenian Diasporas and three others from Armenia) using a purposive sampling. Based on the interview results a questionnaire was created and distributed to 324 parents in seven high schools (2 English, 2 French and 3 Russian) from Yerevan. Among them they were 32 parents from Armenian biased schools, 139 parents from Russian schools, 81 parents from English schools and 72 parents from French schools.

Based on data of 11-item questionnaire, descriptive statistic and correlation analysis had been conducted.

As a result of the statistical analysis of the data, a strong correlation had been noticed between the parents' attended schools and their attitude towards foreign language school education system.

Prediction of parents' attitude towards foreign language schools is to a certain extent. The Stronger predictors were the parents attended schools and their positions; whereas weaker predictors were the respondents' gender and position.

CHAPTER ONE: INTRODUCTION

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This paper states the problem for the investigation of the following study based on the attitude of the Armenian parents and the parents of Diaspora to choose foreign language schools for their children to attend. It also describes the purpose and the significance of the study, as well as presents the research question alongside with the definitions used across the paper.

1.1 Statement of the Problem

This paper is designed as a survey study. The data were collected based on the interviews which have been taken from the Armenian parents and the parents from Diaspora who could not imagine for their children another but foreign language education. The focus of the study was mainly school children who have gained from the ample opportunities that foreign language education offered in this country.

1.2 Purpose of the Study

The aim of this study is to investigate *bilingualism* in Armenia, to find out what has changed after the collapse of the Soviet Union at the crossroads of the state's independence, why the reopening of foreign schools is not welcomed in this country and what are the threats from some linguists and scholars point of view that menace our newly-built state system, Armenian language in particular. It also sheds light on dilemmas which are originated because of foreign language education revealing the

massive contradiction of viewpoints that it destroys our national values, mentality and purity of the Armenian language.

1.3 Significance of the Study

The significance of the study is the lack of research done in discovering the pros and cons of foreign language schools in Yerevan and changes that have occurred in our society from cultural, political and societal perspective. The study is significant for understanding to what extent foreign language education can help people to overcome the problems connected with different socio-economic issues which are obvious in this country.

1.4 Organization of the Study

The first chapter of this paper introduces the scope and the purpose of this study. The second chapter is the literature review, which introduces relevant definitions and information about bilingualism in general then it narrows the topic down as how bilingualism is perceived from the Armenian perspective and describes the privileges that foreign language education offers. For this purpose, several schools with foreign language programs have been observed to find out the percentage of children who get foreign language education in Armenia, to disclose the existing concern that it destroys the national mentality and influences language purity. To have a thorough understanding of bilingualism, I have referred to different sources and articles on this topic which had

been published previously in Armenia. The available literature is discussed in Chapter Two, Literature Review part.

In Chapter Three, Methodology part, the results of the conducted research have been established. This illustrates the current state of bilingualism in Armenia using qualitative and quantitative analysis.

To sum up, this study aims to discover various factors that motivate the Armenian parents to send their children to foreign language schools. The forthcoming sections will present the findings of the following study.

1.5 Research Question

The researched question to address the goal of the study is the following:
What opinion do the Armenian parents have about foreign language schools in Armenia?

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Today, the majority of people worldwide are either bilingual or multilingual, particularly in the areas with a diversity of cultural backgrounds. As stated by Collin Baker (2006), globalization, common markets, open access to trade and the free market economy are all considered to be of importance to developing nations which are seen as opening doors to economic activity. For instance, the availability of online or distance networking has given more freedom and ease in worldwide communication. People who can communicate in a variety of languages enjoy easy use of the resources available in the Internet. Hence, English is considered as a lingua franca for those who desire to create social, economic or international relations, to have a free access into the mysterious world of new technology and to advance in life.

As stated by Edwards (2004), English language is perceived as the first language and the only language of interaction in many countries. This stereotype is no more rigid as there are other languages, too, that come along due to vast opportunities offered by globalization. Thus, English may only be spoken by exclusive social elite or in case when there is a need to precede some formalities. In this sense, the Russian language has been predominant for a long period of time beyond the former USSR. Recently it tends to be assimilated with other languages making bilinguals speak their local language plus Russian.

According to evidence, bilinguals can display unequal receptive (listening/reading) and productive (writing/speaking) skills. For this reason, the ability varies on a dimension or continuum when considering a language development and dominance (Valdés et al., 2003).

Obviously it is difficult to discover a bilingual who uses two languages on a regular basis and has a good command of both languages because most often the competence of a native language predominates and the abilities to master two languages differ. A person can be successful in communication in one language but may have limited linguistic skills in the second language which will reduce ones chances to integrate into another social environment.

2.1.1 Definition of Bilingualism

Bilingualism is a phenomenon when people with different cultural and ethnic backgrounds communicate with each other. The domains where each language is acquired and used differ, too (e.g. home, school, street, TV, official communication, phone, religious meetings, visual and auditory media, etc.) as a person uses a language for different purposes. Ter-Minasova (2000)

According to Baker (2006), bilingualism is mostly referred to as two monolinguals in one person. A pure bilingual person is someone, who can easily communicate in any of the two languages both in spoken and written discourses. Thus, bilingualism enables a good command of two languages with free code - switching opportunities. It follows that bilingual people change between the languages in their conversation when there is a need.

2.1.2 Definition of Balanced and Unbalanced Bilingualism

It appears that the notion of acquisition of two languages creates various layers of bilingualism, such as balanced (those who are rarely equal in their ability to use two languages as often one language dominates) and unbalanced (those who can speak both languages but not with equal competence).

In many studies, bilinguals are chosen as ‘balanced’ based on the fact that they have spoken both of their languages on a daily basis throughout their lives. As Bialystok et al. (2004) state, the bilinguals who hold more or less decent levels of the languages have obvious outcomes in cognitive and linguistic senses. According to evidence by Bialystok (1999) bilinguals may be able to use both languages fluently but have higher level of proficiency in one of them.

2.3. Benefits of Knowing Two Languages

Due to globalization over the past two decades, the importance of acquiring another language has increased. According to Crystal (2003), English is not the only language for business, tourism and science. There are other languages that have an equal demand in our market, such as Russian, Arabic, Spanish and Chinese. Therefore, bilingualism may be seen as an opportunity for those who obtain multiple languages. The more languages a person speaks, the more he/she is likely to succeed professionally.

Besides, the priority of possessing various languages is that it provides an access into a diversity of resources. A broad scope of languages gives people the opportunity to get access into cultural, political, social and educational areas. Whatever profession a person holds, a businessman or a scientist, a sportsman or a state employee, availability

of global multilingual data makes it easy to develop new skills, outlooks, insights and languages.

2.4 Cognitive Development Based on the Second Language Acquisition

Lately, the issue of language and cognitive abilities of bilinguals as related to those of monolinguals was at the center of investigations. Some studies have ambiguity on the issue of whether the influences of bilingualism on human cognition are of positive or negative nature. As researchers note, bilinguals seem to have got advantages when compared to monolinguals in terms of metalinguistic and some cognitive abilities, in particular those concerned with productive function (Bialystok, 1993; Blair, Zelazo, and Greenberg, 2005; Zelazo and Muller, 2002). Those involve code-switching and selective attention, prohibition of attention to misleading information when performing activities with competing and misleading prompts (Bialystok et al., 2004; Pardo, Costa, and Sebastia'n-Galle's, 2008; Johnson, 1991).

Bialystok (1993, 1999, 2001) claims that bilinguals are superior to their monolingual counterparts in the sense that since their early childhood they have been monitoring and adjusting which of the two languages is to be used at the very situation.

According to Genesee (2000), languages operate in a market place as they have different currency values. If a second language acquisition does not happen within the community, the secondary education is in charge of providing that. The primary development of bilingualism may occur by means of technologically saturated language laboratories, via second and foreign language classes, using drilling approach and immersion programs. Thus, interaction in a second language improves person's identity.

Genesee & Lambert (2000) state that those learners gain from immersion programs that are coming from low socio-economic backgrounds or have low levels of academic achievement. Sometimes limited knowledge of English promotes better results in acquisition of the second language. Those learners, who attend simultaneously English classes to get general literacy skills and combine second language learning on the base of the English language knowledge, benefit from immersion programs. Most often, learners from language minority backgrounds acquire literacy skills in their native language and apply them in the favor of the second language acquisition. Literacy in the students' primary language facilitates the acquisition of English literacy skills consequently founding a bridge between the two languages. Students who do not receive primary language support in schools are confronted challenges while obtaining both oral and written forms of a new language. It follows that enriched educational programs are feasible and effective in that they allow students to develop their primary language along with a second language.

Furthermore, as stated by Genesee (2000), the minority language speakers face problems because of a lack of integration with the dominant culture due to the scarcity of social interaction and unemployment. Consequently, they face poverty and low level of school attendance. From this angle, the minority language is even somehow seen as a cause rather than an outcome of socio-economic and educational problems.

An opposite perspective considers language as a resource regionally, personally and community-wise. In this respect, bilingualism can provide both cultural and socio-economic resources.

2.5 Some Reasons to Acquire a Second Language

As mentioned by Baker (2004), people learn foreign languages for various reasons. One of them is for *cultural awareness* as it enables adults to enrich their language aptitudes and penetrate into other ethnic or cultural boundaries, to communicate with foreigners having different values and viewpoints, mentality and lifestyle.

The second reason is for *cognitive development* as people need to obtain languages for academic development, to get higher education. Second or foreign language learning serves educational or academic purposes. While history, geography, mathematics and music are taught to enhance intellectual strength, language learning helps develop intellect (Cook, 2002b).

The third reason to acquire a foreign language is for *affective* goals, such as social, emotional and moral development, self-awareness and self-confidence, social and ethical values. Acquisition of a second/third language enhanced possible ties that bilinguals might build with target language speakers and create more effective interactions.

Moreover, the second language learning has always boosted person's confidence and self-esteem. They facilitate individual participation in public, leisure and private lives of people. In this sense, languages could open different horizons to integrate into a third country, its culture and develop relationships between other ethnic groups of people.

Among different opportunities enumerated above, another reason to acquire a foreign language for *career and employment development* remains of importance. It enables to be competitive in the global market, to avoid unemployment and to profit from ample opportunities provided by globalization. Finally, the *political* reason reduces

conflict between the countries that are in war and obtains increased harmony between language groups through bilingualism.

Baker (2004) considers that languages promote intercultural communication and sharing of values and establishment of understanding among nations. Apparently, languages identify, symbolize and embody cultures. It is quite natural that only English cannot be the sole language for maintenance of international diplomatic relations or the means to monitor the world. That is why, for alliances to foster friendship and maintain peace, the use of other languages needs to be encouraged. This acknowledgment leads politicians to learn multiple languages which require formation of bridges through the languages of old opponents and recent rivals. Anyway, the supply line of both operators and translators is possible not only via language learning in school and at college, but also via heritage language speakers.

2.6. Peculiarities of Bilingualism in Armenia: Historical Evaluation

After having discussed the advantages and opportunities that bilingualism opens to people around the world, as well as different reasons that make people acquire a second language, it is preferable to observe what foreign language school education gives to Armenians.

According to Esadjanyan (1999), the knowledge of multiple languages has been encouraged and has been considered as a priority in Armenia. For a certain time period, the knowledge of the Russian language has been regarded obligatory as most of the literature in the Universities, institutions of higher education were in Russian. Since the

20th century, the inter-relations between Armenia and the former USSR have been deep enough and had enforced Armenians to use Russian alongside with the Armenian language. That is the reason why nearly 40% of the Armenian people were fluent in Russian. Esadjanyan (1999)

The situation with the Russian language has drastically changed since 1991. Actually, the process of teaching in many schools has been performed in Armenian. Consequently, the Russian language has lost its value as a second language and has been considered as a foreign language. Khachikyan (2001)

Since 1996, the situation has improved again and the interest to study Russian became of importance. As a result, the Armenian-Russian bilingualism regained its position. It was the learner who was to make a choice on the languages he/she was eager to possess: English, Russian, French or German. Khachikyan (2001)

This consciousness to acquire several languages besides one's native language has directed parents to send their children to foreign language schools in order to benefit personally from the vast opportunities afforded by globalization: to integrate into a new society easily, to find employment after getting education, to interact with foreigners and to be competitive in the global market.

In the recent years many native Armenians send their children to English, French and Russian foreign language schools. Most children who choose to study at this or that foreign language school come from bilingual families. The parents of these children are interested in their children's bilingual or even trilingual education as they think that foreign language education is an indicator of the social and economic status in the society. The main interest which leads these parents to choose between a foreign

language education and a mainstream secondary education is the protection of a cultural heritage and the influence of modern technology. Khachikyan (2001)

According to psychologist Nalchajian K. (2010), the challenges associated with bilingualism remain twofold as it affects language purity and even destroys Armenian identity and mentality. Perhaps that is the reason why reopening of foreign schools are not welcomed in the country.

2.7 Foreign Language Schools Opening as a Ban in Armenia

Recently a hot topic of discussion has been provoked based on the probability to get a mixture of various languages in a small territory, the threat to lose our national identity, to affiliate foreign values and to destabilize the country's religious condition. Over 2500 members who were inscribed in www.facebook.com claimed not to let the Armenian become the language of the working class and the foreign language become the possession of the science and intelligentsia. Panarmenian.net (13 July, 2010)

As Amirjanyan M. (2010) mentions, in order to support that claim, many activists have rebelled. Among them there are huge number of intellectuals, journalists and politicians, both writers and actors, ethnographers and other public members. They show their unwillingness to accept the law bill proposed by the National Assembly. The main concern that the Armenian nation have is the fear to lose their national identity, to be assimilated with other nations and to adopt foreign policy and values which threatens to weaken the national security. However, the Government's decision has not been approved and met a strong opposition which made politicians change a little the initial

bill and amend it for the sake of various layers of people living in Armenia who are against the idea of reopening the foreign language schools.

In addition, some members of the Parliament have insisted that in case of reopening of foreign schools, the instruction of foreign languages would start from the 7th form and in schools curriculum Armenian-related subjects had to be taught only in native language. The history of Armenia, Armenian literature and other related subjects needed to be included in the curriculum to educate children as the true bearers of their values.

Critics also have expressed their disagreement based on the initiative to reopen foreign schools as it would renew the foreign language education paradigm and revitalize the Russian language education which had been restricted in the early 1990s after the Republic has regained its independence.

As Parliament Speaker H. Abrahamyan (2010) noted this debate was twofold as on the one hand Armenians appear at the risk of alienation of national values, but on the other hand they would experience the risk of limitation of international cooperation which would again cause obstacles to be flexible in order to stay competitive.

However, in the spring session 2013, the Armenian parliament concluded its decision in the favor of the law to permit the reopening of a limited number of foreign schools in this region. The proposed legislation has met considerable protests, disagreements concerning this amendment of the law as this move has threatened to diminish the constitutional status of the Armenian language.

Having heard all the public complaints on the issue, the Government had to renew the original version of the bill before sending it to the Parliament for approval.

Finally, the revised version of the law was as follows:

1. The Armenian language would be instructed in these foreign language schools that had to be opened in Tavush, Jermuk, Dilijan and Vayots Dzor.
2. Foreign language curricula had to be put into application after the 5th grade and would be limited up to the 11th grade.
3. The subjects that had to be instructed in foreign languages would again be taught starting from high school (the 9th grade), and these schools would be absolutely free from public funding.

Most critics argue that because of the improvement of the bill to allow a few foreign schools' foundation and function in these above mentioned regions, the quality of instruction is not guaranteed to meet the international standards and the reopening of these institutions would not raise the quality of education in our state. Panarmenian.net (13 July, 2010)

Based on the hot discussion, the Armenian President S. Sargsyan (2010) declared that the reopening of some new foreign language schools would enable those children, who express willingness to study in their home town, not to waste resources and financial means to get that desirable education out of the country. Instead, they would be gifted that opportunity to get high quality education in their motherland.

Furthermore, the Minister of Education and Science A. Ashotyan (2010) stated that if the idea to reopen foreign schools had been unworthy and unpractical for our state, the Government would not permit to put it into action. He added that the establishment of such schools was of importance and obligatory for Armenians as our neighbors, namely

Georgia, Azerbaijan and Turkey, had followed this principle and had ameliorated their level of education.

Nevertheless, the Armenian Ombudsman A. Harutyunyan (2013) announced in his recent interview that if Armenians had a solid educational system, a fear to adopt international standards and to reopen foreign schools would not exist. He even mentioned that nothing had prevented our national schools to reopen and to give that education inside our territory during 20 years of independence.

According to the latter announcement, a journalist V. Ishkhanyan (2013) put in question the reasons given by the Minister of Education and the Armenian Ombudsman A. Harutyunyan to be a “racist” and tried to discredit the quality of our national schools’ education. In his opinion, if the national education had been valuable, the Armenians could not have had so many talented people in all spheres and they could not have entered the best institutions of the world.

Yet, another viewpoint expressed by a psychologist K. Nalchajyan (2010) was that the Armenian nation had been facing a demographic threat to be assimilated with other ethnic groups of people. Reopening of foreign schools would foster the concept of familiarization with another culture, would weaken our nation and would result in unbalanced bilinguals, i.e. those who can speak both languages but with not equal competence.

Having examined the debates on the topic, the Armenian National Congress had condemned the new legislation by qualifying it as a result of provincialism which could destroy the main achievement of our nation alongside with its independence.

Taking into consideration the complaints of the members of civil campaign who had rejections concerning the quality of the Armenian education, it became obvious that the problem was not within the national education as it had met all requirements that modern education implied. It was rather within the curricula, methods of teaching and the skills of our specialists that had to be revised.

CHAPTER THREE: METHODOLOGY

3.1. Introduction

The aim of the survey study is to reveal the motivation of the Armenian parents who send their children to foreign language schools.

3.2. Participants of the Study

3.2.1 Sampling

The sample of the participants of the study is selected according to the random sampling approach (Fraenkel & Wallen, 2009). Certain criterion is taken into account for the selection of the sample from the population.

Data collection started from interviews of six parents (three from Armenian Diasporas and three others from Armenia) using a purposive sampling. Based on the interview results a questionnaire was created and distributed to 324 parents in seven high schools (2 English, 2 French and 3 Russian) from Yerevan. Among them they were 32 parents from Armenian biased schools, 139 parents from Russian schools, 81 parents from English schools and 72 parents from French schools.

3.2.2 Confidentiality and Anonymity

The participants were assured about the confidential use of their responses to be collected for the investigation within the scope of the present study. The interviewed participants have been orally informed about the confidentiality of their information. The

questionnaire was anonymous so that the participants could fill it in without any embarrassment or anxiety.

3.3 Instrumentation and Procedure

As an instrument of the data collection, both personal interviews and questionnaire were used to answer the research question of the study (**Appendices A and B**). The instruments and the procedures have been piloted and adjusted beforehand (**Appendix A**) and the decisions have been made having considered the piloted data as well. The first instrument to collect the data was an interview which consisted of open-ended questions, whereas the questionnaire involved mostly both open-ended and a few closed-ended questions.

3.3.1 Interview

The first instrument was a semi-structured interview having been consisted of five themes (**Appendix A**). They were the following:

1. Quality of curricula
2. Language proficiency
3. Armenian legislation
4. Future of the children after graduation
5. Armenian heritage

Before asking any questions, the parents were informed about the intention of the interview. In order to warm them up, they have been asked to express their opinion about foreign language schools in general and *tell* whether they should exist in Armenia or not.

After hearing their answers, the forthcoming probing questions were asked giving them freedom of self-expression, such as why they gave preference to foreign language schools when they made a decision for their children about getting education.

The interviews have been conducted with each participant separately, recorded and analyzed. The interview tasks have been introduced to the participants beforehand so that they could have a better understanding of the nature of the questions.

Further, main items were identified to prepare a special questionnaire in order to collect valid information for the survey. This stage was helpful to get an idea how these parents felt about the asked questions included in the questionnaire or to express their disagreement in case of ambiguous items. However, based on the open-ended responses, a draft questionnaire was developed.

3.3.2 Questionnaire

The second instrument of the research was the questionnaire with 11 items that aimed at eliciting details from a large number of questions given both to Armenian parents and to parents from Diaspora who have participated in the research (**Appendix B**).

The questionnaire included Likert scale options: agree/strongly agree/neutral/disagree/strongly disagree to help the parents to state their position clearly.

The questionnaire was prepared in hard copies and before distributing it to parents, the school principals were asked to give their permission to conduct the following study in their schools. After getting their agreement, they were handed to schoolchildren to fill out and to return back to responsible people in charge to collect them.

In order to avoid any ambiguities and misunderstandings the questionnaire was translated into Armenian and Russian. Besides, the definition of FL schools was provided alongside with questions to facilitate the parents' comprehension to give their attitude.

3.4: Data analysis

The data collected from the questionnaire was analyzed by using SPSS16 and Excel. The analysis of the data has undergone several stages: descriptive statistical analysis and correlation analysis between some variables.

CHAPTER FOUR: RESULTS

4.1 Introduction

Among the respondents we could identify 295 women and 29 men, 91% and 9% men, respectively. We have conducted the descriptive statistics for the purpose of identifying the respondents' age as it had a serious influence on their final decision. Thus, the findings of our research are represented in a table, graphs and pie charts to illustrate the significant relationship between the variables in percentages as well as the possible correlations available.

Table 1

Descriptive statistics of the respondents' age

<i>The statistical indicators</i>	<i>Total respondents</i>	<i>of which</i>	
		<i>Women</i>	<i>Men</i>
<i>Mean</i>	<i>42.6</i>	<i>42.4</i>	<i>45.5</i>
<i>Median</i>	<i>40.0</i>	<i>40.0</i>	<i>44.0</i>
<i>Mode</i>	<i>40.0</i>	<i>36.0</i>	<i>40.0</i>
<i>SD</i>	<i>8.6</i>	<i>8.7</i>	<i>6.9</i>
<i>Minimum</i>	<i>27.0</i>	<i>27.0</i>	<i>38.0</i>
<i>Maximum</i>	<i>67.0</i>	<i>67.0</i>	<i>63.0</i>

According to the statistical analysis the average age of men was 3 years more than the women's average age and the total respondents' age. The comparative statistical analysis has shown there was a significant difference between the average age of women and men ($t_{Stat}=2.3 > t_{critical}=1.8$).

There is also a significant difference between the maximum and minimum age of men and women.

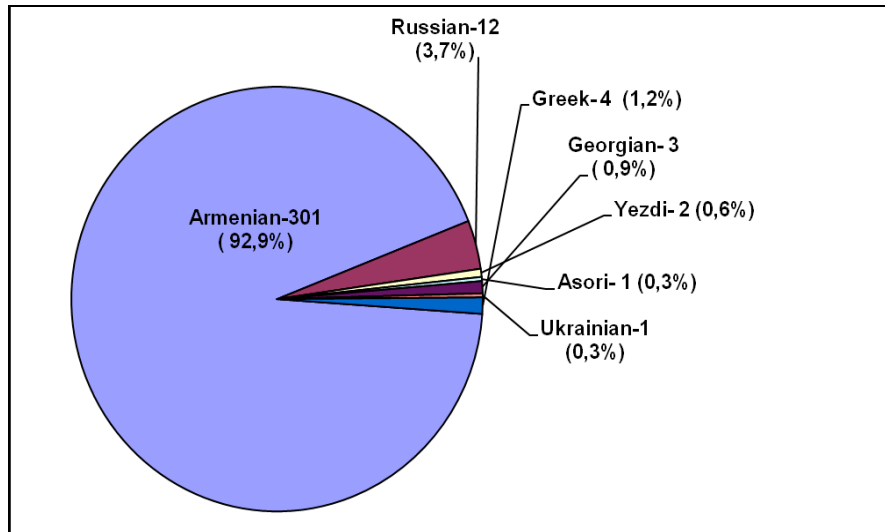


Figure 1. The respondents' distribution according to their nationality (%)

Our results reveal that the respondents' vast majority was Armenian (92.9%) then Russian and Greek nationalities have shared 3.7% and 1.2%, correspondingly. The other nationalities shares among the respondents varied from 0.3% to 1 % where the Georgian share was counted for 0.9%.

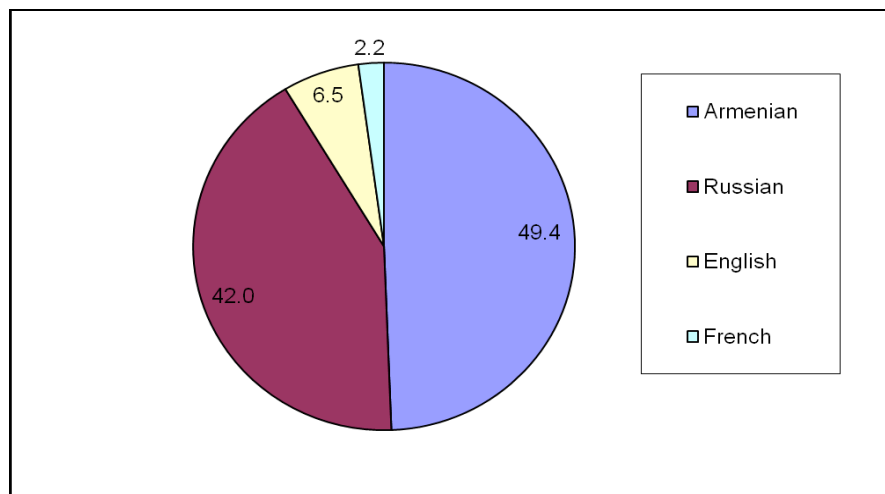


Figure 2. The respondents' distribution according to their attended schools (%)

Among the respondents only 160 people had attended Armenian schools (49.4%). Those parents who had attended Russian schools were 136 people (42%). English and

French schools had attended 21 and 7 people, respectively. As it became clear from Figure 3, their share was 6.5 % and 2.2 %.

According to the data, 32 children attend Armenian biased schools, 139 children go to Russian schools, 81 children go to English schools and 72 children go to French schools. Consequently, this was equal to 9.9 % for Armenian schools with foreign language bias, 42.9% for Russian schools, 25% for English schools and 22.2 % for French schools, respectively. In our research “*Other*” schools haven’t been mentioned (see Figure 3).

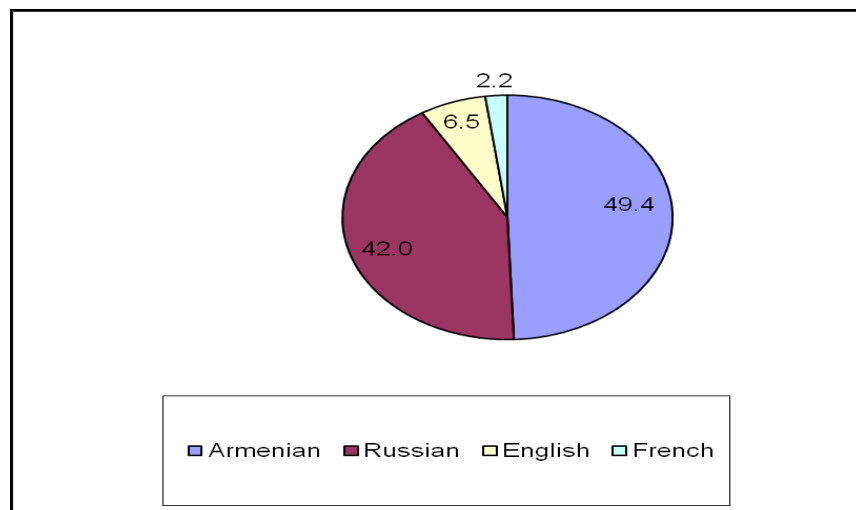


Figure3. The distribution of children by their attended schools (%)

In order to find out how the parents attended school has influenced on their decision which school to send their children, we made a cross section data.

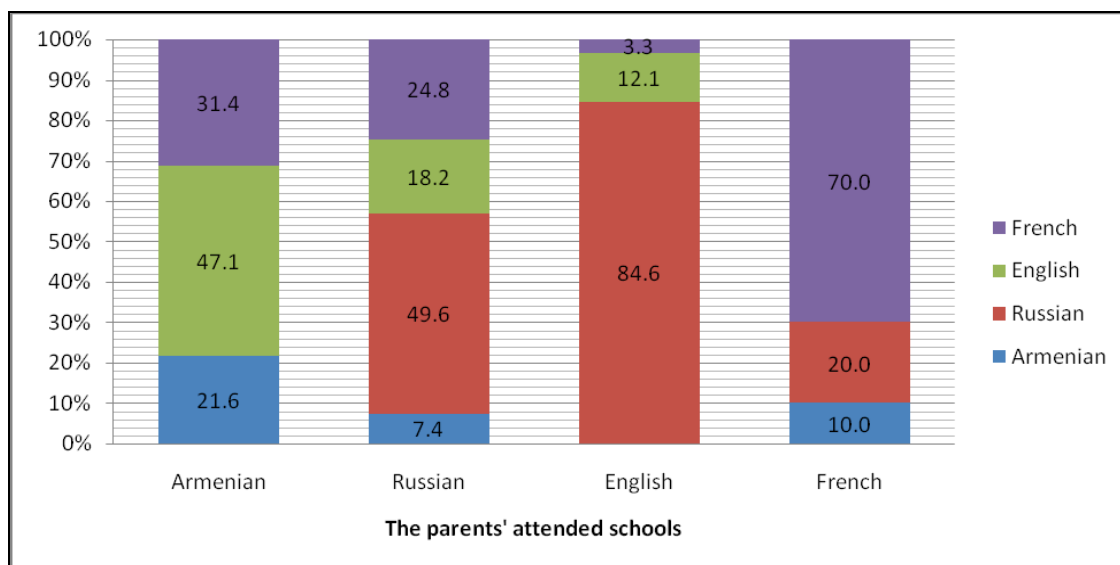


Figure 4. The relationship between parents and their children attended schools (%)

It was necessary to mention as well that those parents who had graduated from Armenian schools have not sent their children to Russian schools. Likewise, the parents who have graduated from the English schools have not chosen Armenian schools for their children.

According to the frequencies we calculated the Chi Square value and based on it have estimated the strength of the correlation through Phi coefficient. The conducted analyze has shown that there was a strong correlation between the above studied variables ($C=0.734$).

As it was evident from the Figure 5, the Armenian parents have not displayed any discrimination in making a choice between the schools for their children. Whereas, the parents from Russian nationality have preferred Russian schools, French parents have chosen only French schools and Greek parents' have preferred Russian schools. In addition, Yezdi parents have preferred either Armenian or French schools and Asori parents have chosen French schools, Georgian parents have sent their children to

Armenian and Russian schools but Ukrainian parents have chosen only Armenian schools.

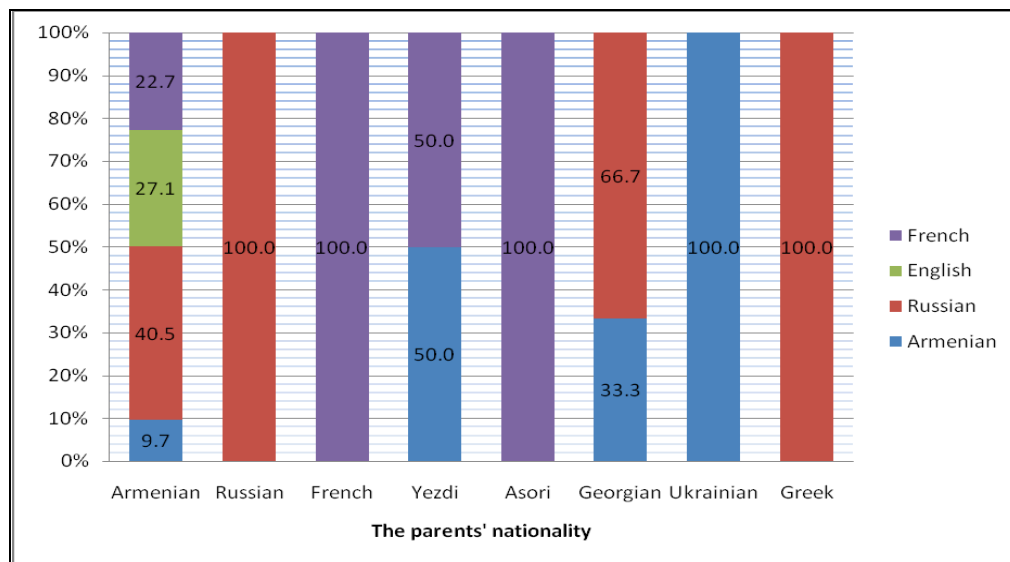


Figure 5. The relationship between the children's schools and their parents' nationality (%)

Our statistical analysis has shown that there is a strong correlation between the children's school and their parents' nationality ($C = 0.732$)

To conclude, it became obvious that the parents attended school has influenced more on children's attended school than his/her nationality.

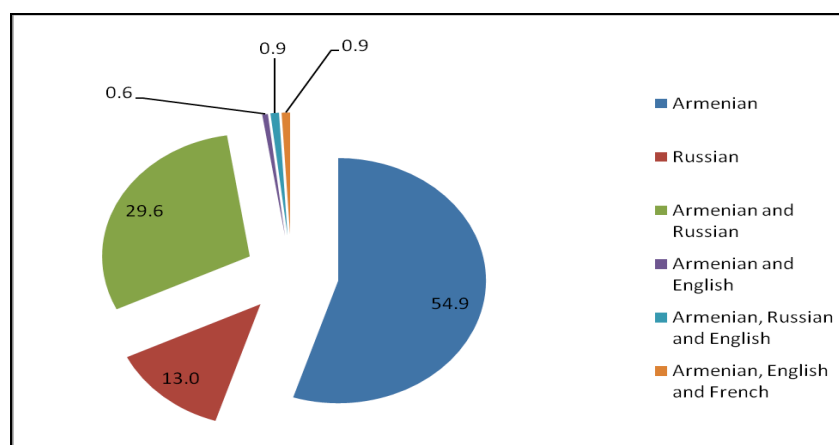


Figure 6. The distribution of the families according to their spoken language (%)

The majority of the inquired persons (178 people) used to speak with their children only in Armenian. As it was illustrated in Figure 6, those families in which Armenian, Russian, English and French languages were used simultaneously, they did not exceed 1% of the total, thus, they comprised only tiny portions.

Taking into consideration the fact that the parents attended school has influenced on their spoken language, we have grouped several criteria which were presented in the Figure 7.

It is natural that the parents who had graduated from Armenian schools communicated with their children in Armenian. Among them we could specify a complete lack of families where Armenian, English and French were used equally.

Moreover, parents having got Russian education did not use Armenian and English, Armenian and English and French simultaneously.

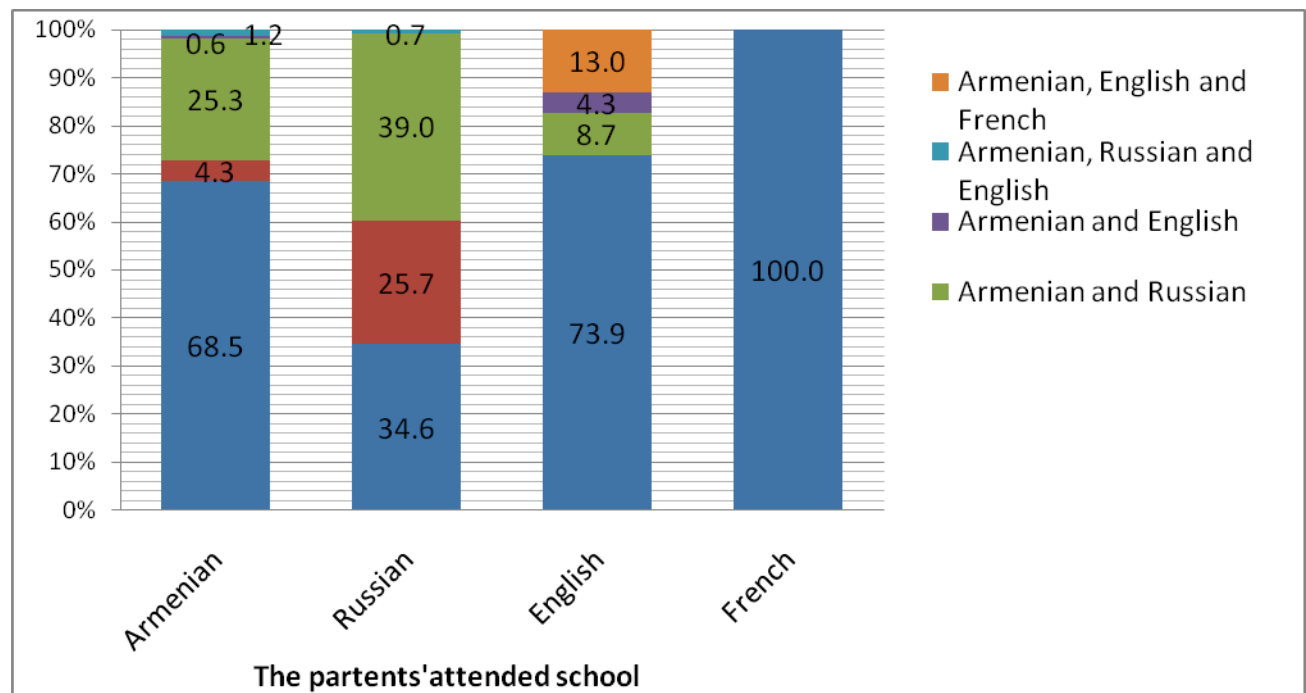


Figure 7. The relationship between the children's spoken language and their parents attended schools (%)

In those families, where the parents had attended English schools, various combinations of the above mentioned languages are noticeable. In this group there are families where Armenian, English and French are spoken at the same time (13%).

While studying the relationship between the parents' school and their spoken language, we have identified a rather strong correlation ($C = 0.754$)

It could be mentioned as well that the nationality of the parents also played a significant role on the spoken language.

From the data displayed in the Figure it was noticeable that the Armenians preferred to speak various languages in their families. In Russian families other language application has been restricted. Whereas, Yezdi, Asori, Georgian, Greek parents used Armenian and Russian languages with their combinations.

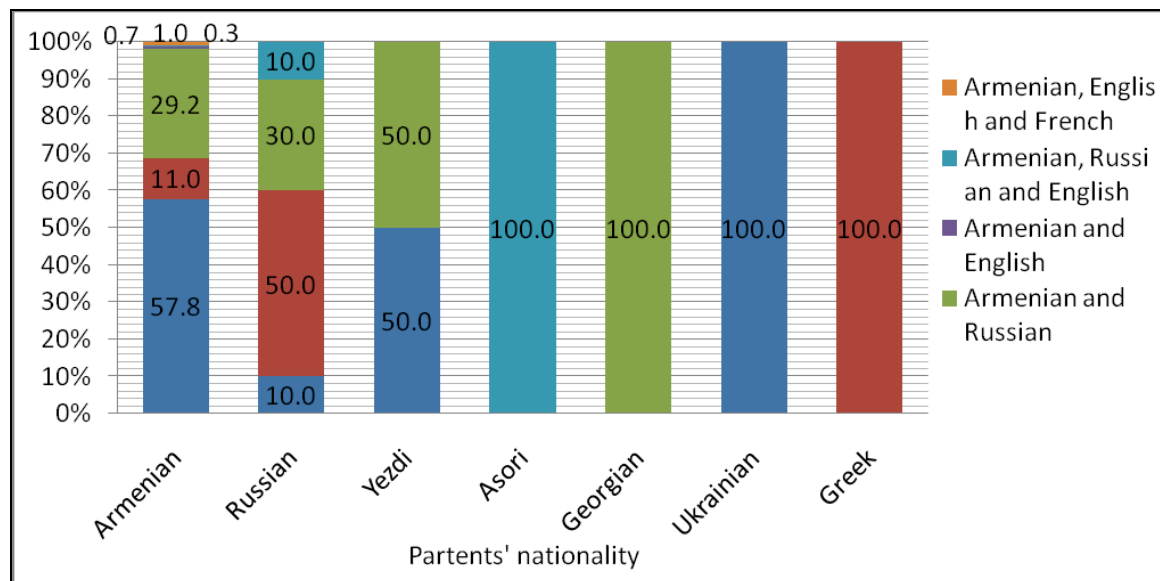


Figure 8 The relationship between the parents' nationality and their spoken language (%)

We could specify a strong relationship between the parents nationality and their spoken language ($C = 0.76$).

Judging from the coefficient of correlation, it could be included that the nationality of parents influenced more on their spoken language with their children than their education.

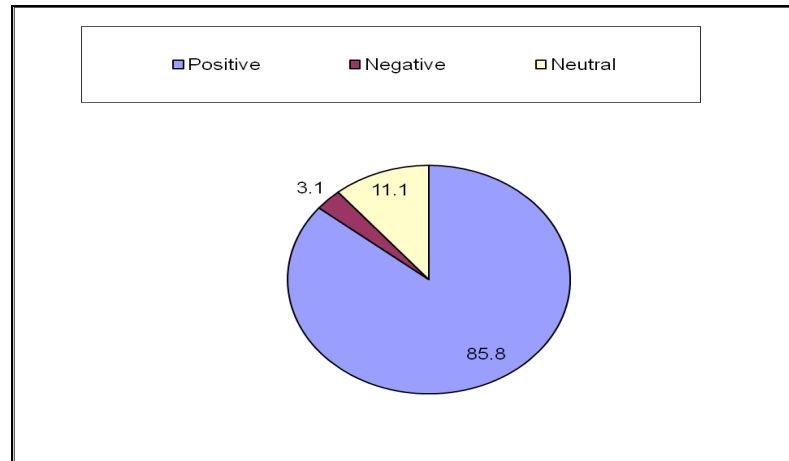


Figure 9. The inquired parents' attitude towards foreign language schools (%)

From 324 inquired parents, 278 people had positive attitude towards foreign language schools (see Figure 9).

It could be inferred that the parents' responses based namely on their education which also impacted directly on their decision. For this purpose, we have classified all the marked responses according to the parents' attended schools.

From the Figure 10 it was obvious that the majority of the positive responses belonged to parents having got Armenian education (137 people).

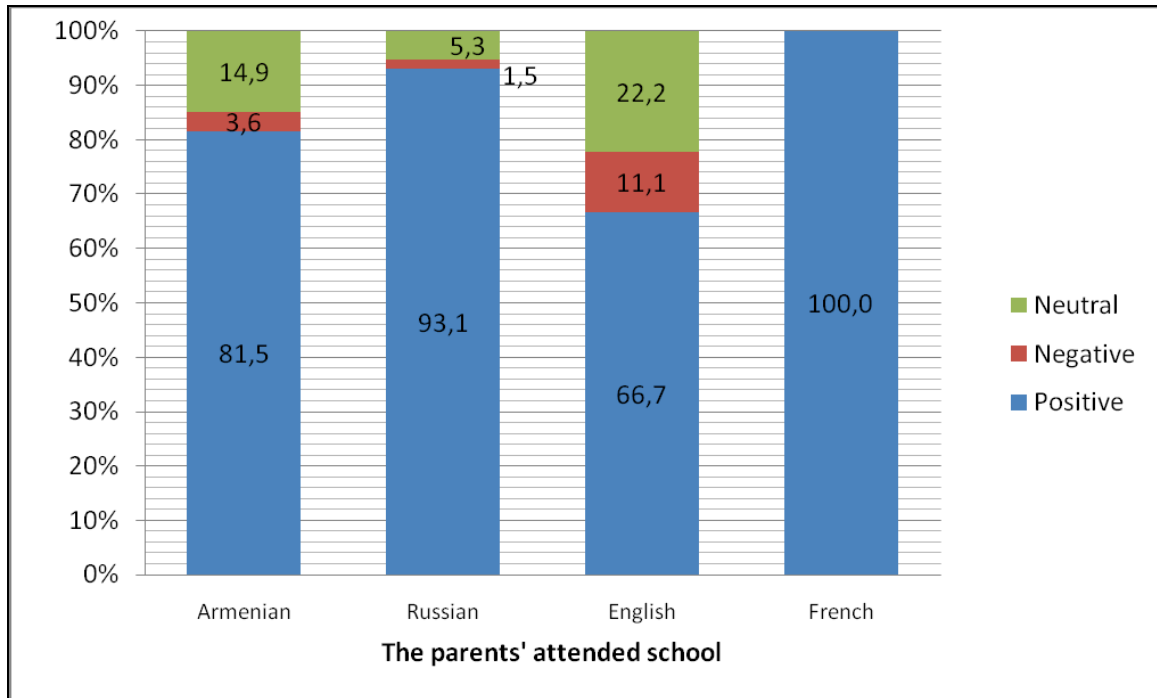


Figure10. The relationship between the parents' attended school and their education (%)

Besides, in order to find out the relationship between the parents nationality and their attitude towards foreign language schools we had generated a cross section data.

It is interesting to note that parents who had not Armenian nationality did not present negative attitude to this phenomenon.

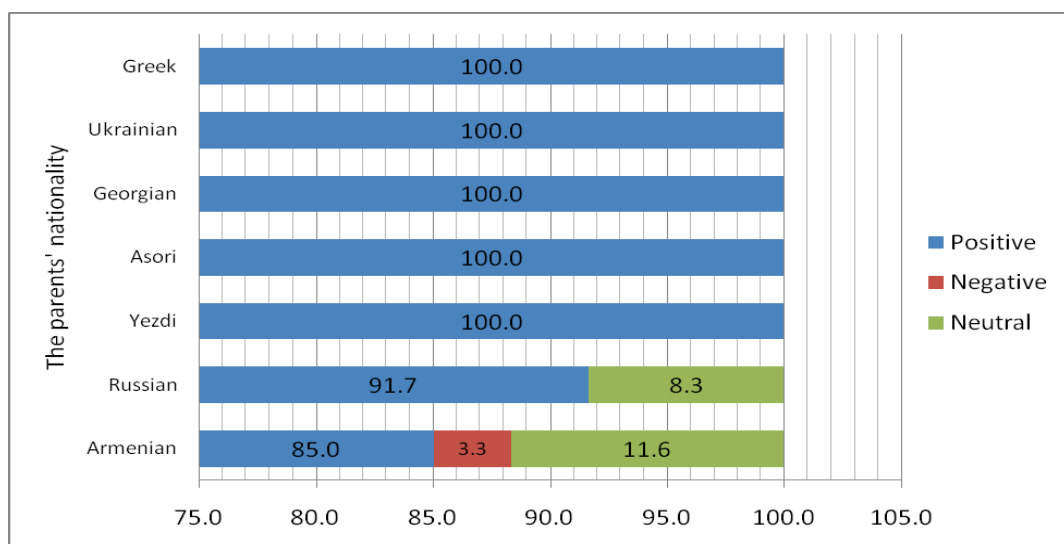


Figure 11. The relationship between parents' nationality and their attitude towards foreign language schools (%)

Only 1 parent who had Russian nationality displayed a neutral attitude.

Judging from the results, those parents who had not Armenian nationality presented a positive attitude towards foreign language schools.

From the first sight it seemed more logical that the parents' nationality could have a strong impact on their position, but not. The conducted study had shown that the parents attended school had more influence on their attitude towards foreign schools. The coefficients of correlation were good reminder of the above mentioned conclusion. For the first relationship we got $C = 0.715$, for the other $C = 0.708$.

In the questionnaire which has been distributed to parents there were several statements that the subjects had to mention their agreement or disagreement. Here we represent them separately and would like to reveal their position.

Results of /8a/: Foreign language schools should be freely available to Armenian children

Based on our analysis, 273 people agreed with this statement, 30 people disagreed and 21 people remained neutral in their position (see Figure 12).

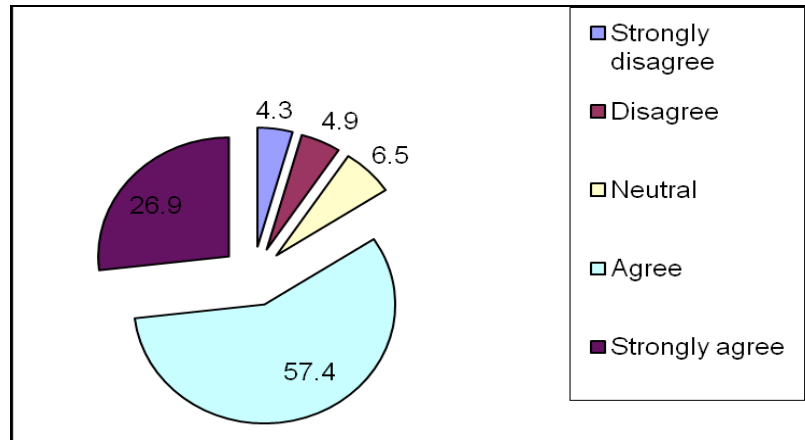


Figure 12. The parents attitude based on the quality of instruction in Armenia (%)

/8b/: Foreign language schools stand out in the quality of instruction in Armenia

In this case, we had various opinions concerning this statement. Thus, 103 and 114 people had mentioned in their responses neutral and agree options. Here we notice not very constant position of parents (see Figure 15).

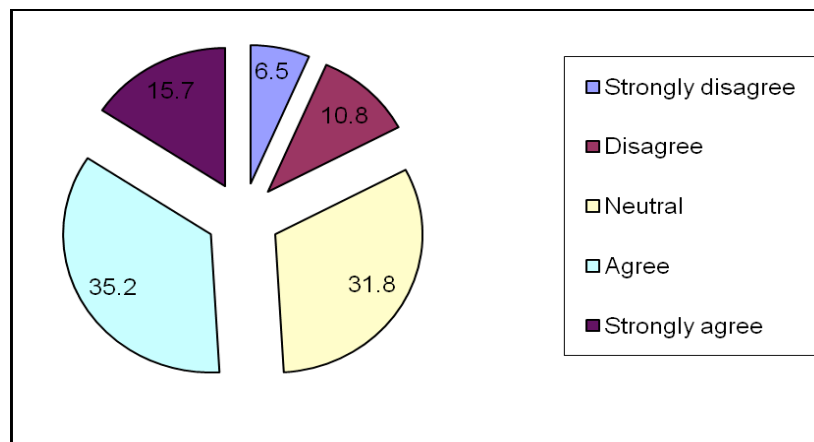


Figure 13. The distribution of parents' opinions (%)

The study had shown that parents attended schools had impacted on the above mentioned statement.

From the grouped data it became clear that the parents who had graduated from English and French schools have not mentioned the option “*strongly disagree*” in their responses. They were mainly bound to remain neutral and positive in their judgments. In contradiction, those parents who had graduated from Armenian and Russian schools have ticked all possible options in their questionnaires (see Figure 8).

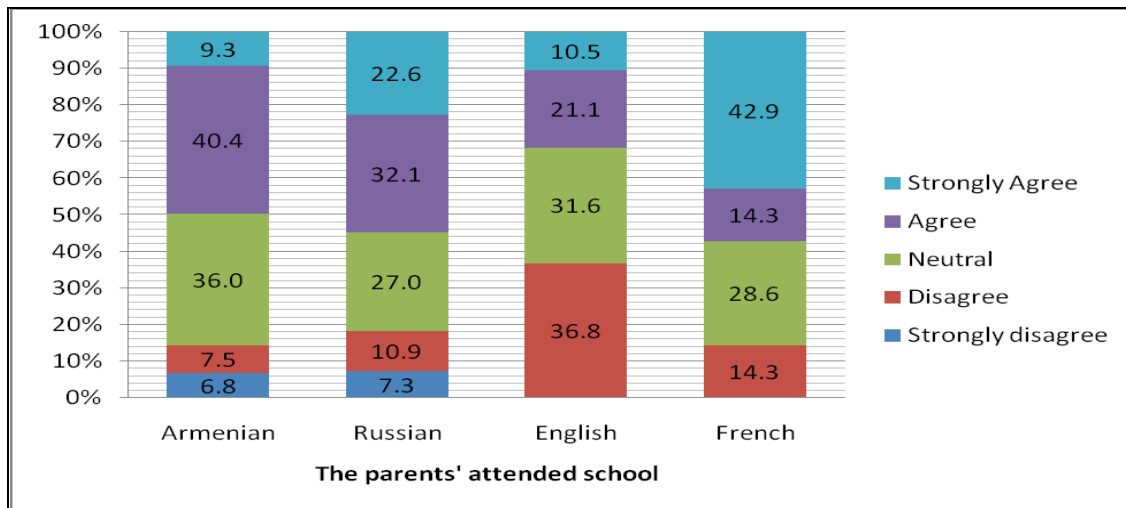


Figure14. The relationship between the parents’ attended school and their attitude (%)

Our research has shown that the parents graduated school had a strong influence on their judgment ($C = 0.724$).

/8c/: *Foreign language schools create a better future for Armenia*

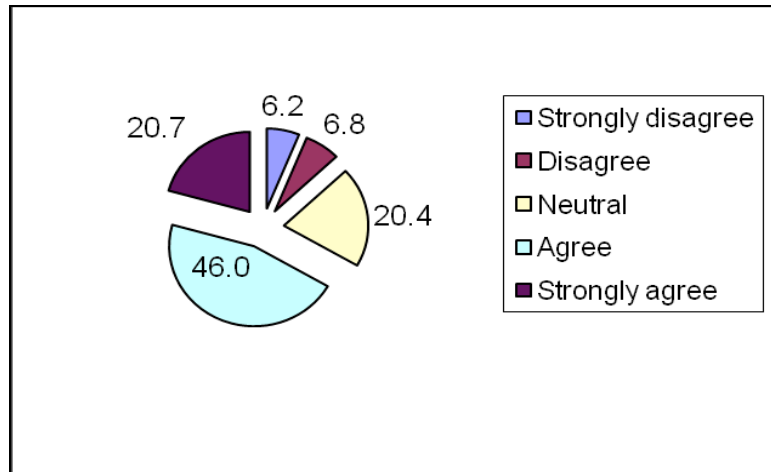


Figure 15. The distribution of opinions among the inquired parents (%)

Our research result has shown that 66.7% of the inquired parents had positive attitude towards this statement, announcing that foreign language schools provided a better future for Armenia, whereas 13% had a negative attitude (see Figure 15).

From the data of Figure 16 we could identify that the parents who had graduated from English and French schools did not have negative responses.

However, it is necessary to denote that the majority of parents having graduated from French schools had mentioned “*strongly agree*” and “*neutral*” options.

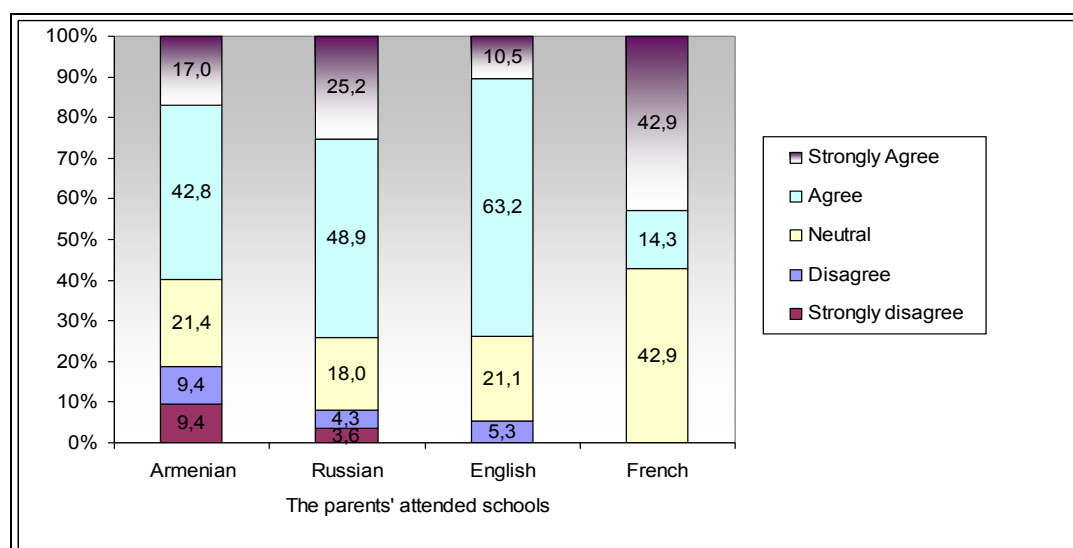


Figure 16. The relationship between the parents' attended schools and their responses (%)

Our analysis had shown that there has been generated a strong correlation between this phenomenon ($C = 0.718$)

/8d/: *It is important for you to pass your Armenian roots to your child*

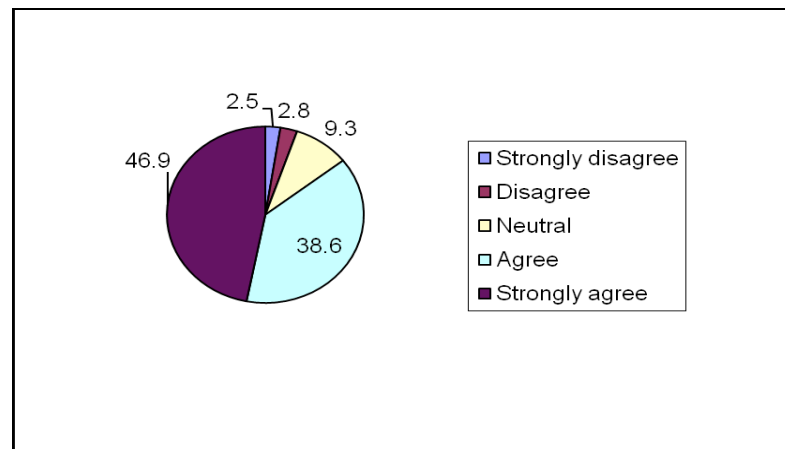


Figure 17. The respondents distribution according to their answers (%)

152 and 125 of the inquired parents were “*strongly agree*” and “*agree*” with this statement. Only 17 parents had a “*negative*” attitude in this case.

In order to find out how the parents’ nationality had influenced on their responses we have grouped the options according to their nationalities (see Figure 18).

From the data of Figure 18 it was evident that the majority of parents had “*positive*” attitude towards this statement. To our great astonishment, 17 parents having graduated from Armenian schools had a “*negative*” opinion.

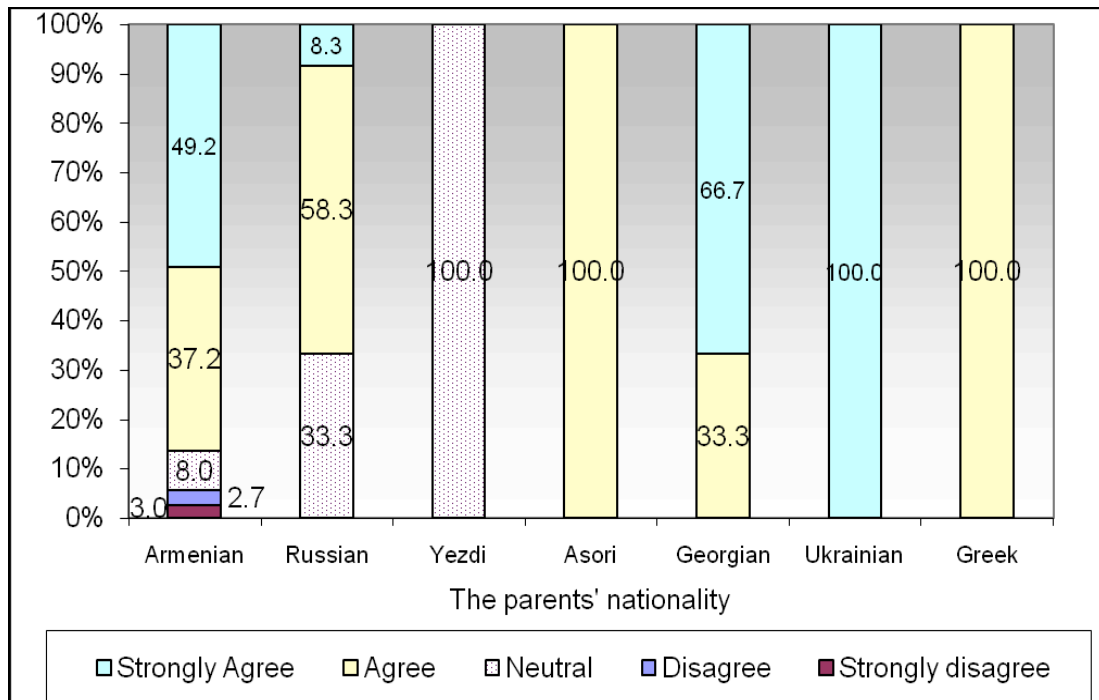


Figure 18. Cross section data between parents' nationality and their responses (%)

It was interesting that all Greek parents (3 persons) and Asori parents (1 person) agreed with statement /8d/ and 1 Ukrainian parent was “*strongly agree*” with the following concept. Whereas, 2 Yezdi parents had shared a “*neutral*” position; other nationalities had “*positive*” attitude.

In this case we were sure to obtain such data where the respondents nationality would have a strong influence on their opinions and this factor has been approved by the coefficient of correlation ($C = 0.729$).

/8e/: *Armenian legislation should prohibit Armenian families to send their children to foreign language schools in Armenia.*

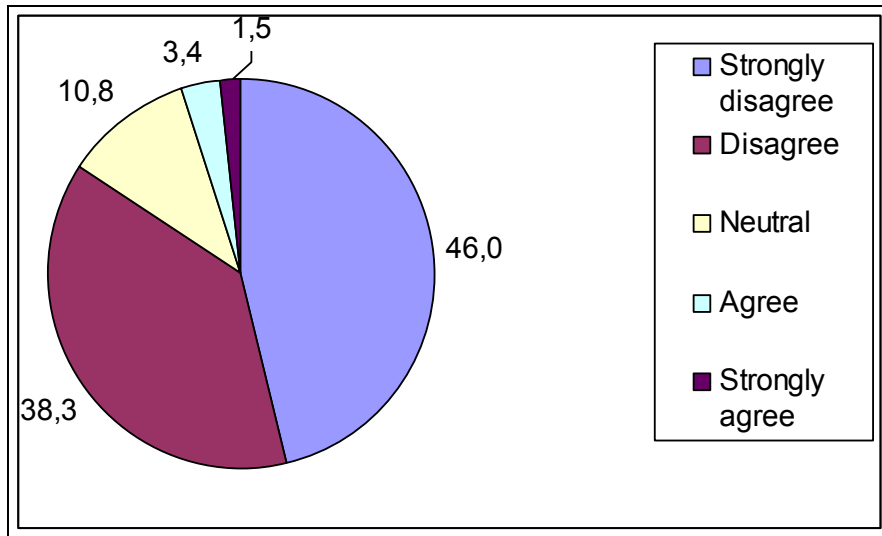


Figure 19. The respondents distribution according to their attitude (%)

149 parents from the total respondents ticked on “*strongly disagree*” option. 124 person “*disagree*” option, only small portion of sample have displayed “*positive*” attitude towards this statement.

/8f/: If Armenian and foreign language schools in Armenia had equal quality of education, you would prefer foreign language schools for your child to attend.

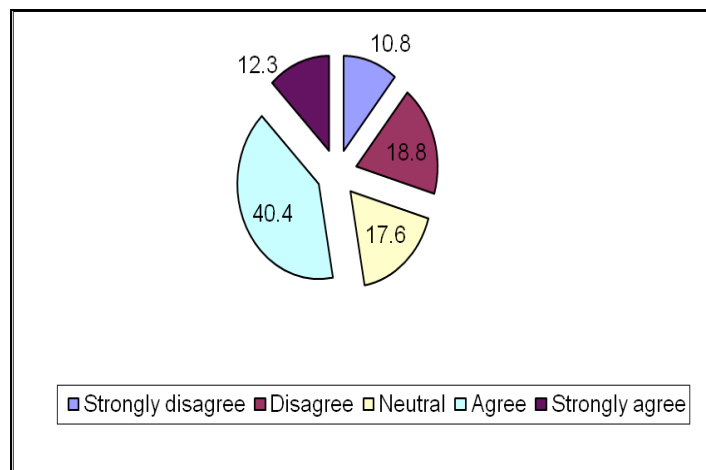


Figure 20. The parents distribution according to their opinion (%)

131 parents *agreed* with this statement, whereas, 86 persons had a *negative* position concerning this issue.

From the grouped data we could see that the parents having graduated from French schools did not have a “*negative*” attitude towards the following statement; whereas, the parents having an English education did not mention “*strongly agree*” option.

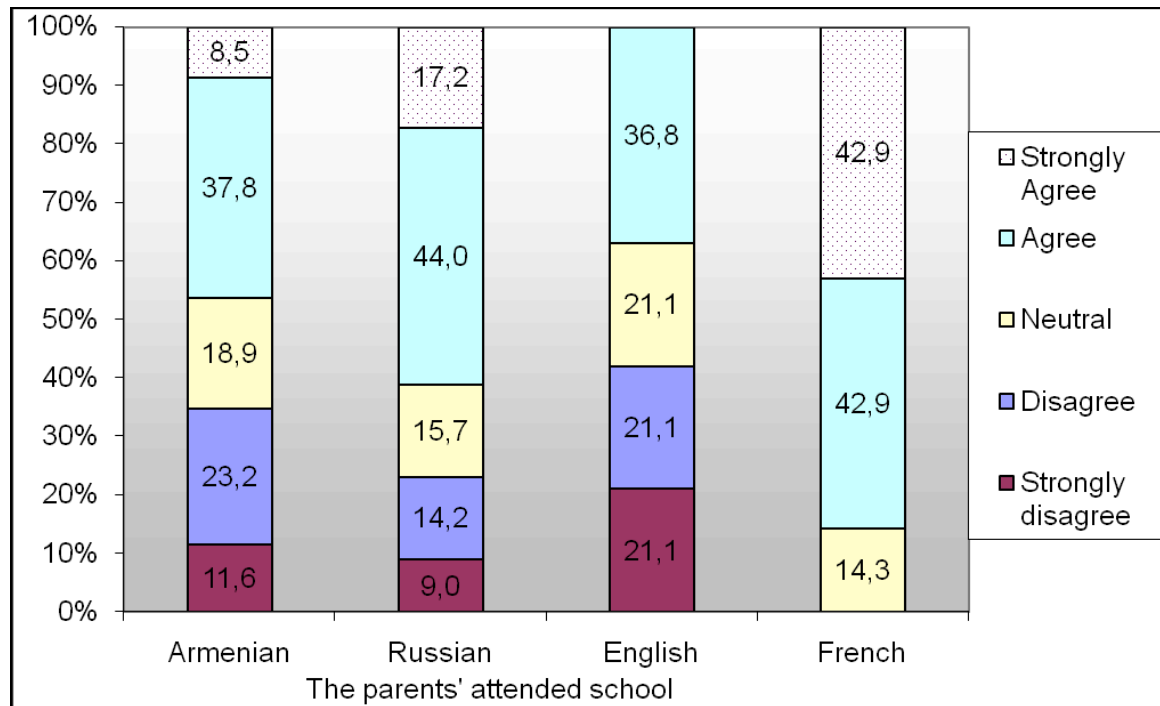


Figure 21. The relationship between the parents’ attended schools and their position (%)

The analyses have shown that there was a moderate relationship between these two phenomena ($C = 0.718$).

/8g/: Foreign language education benefits for your child’s development.

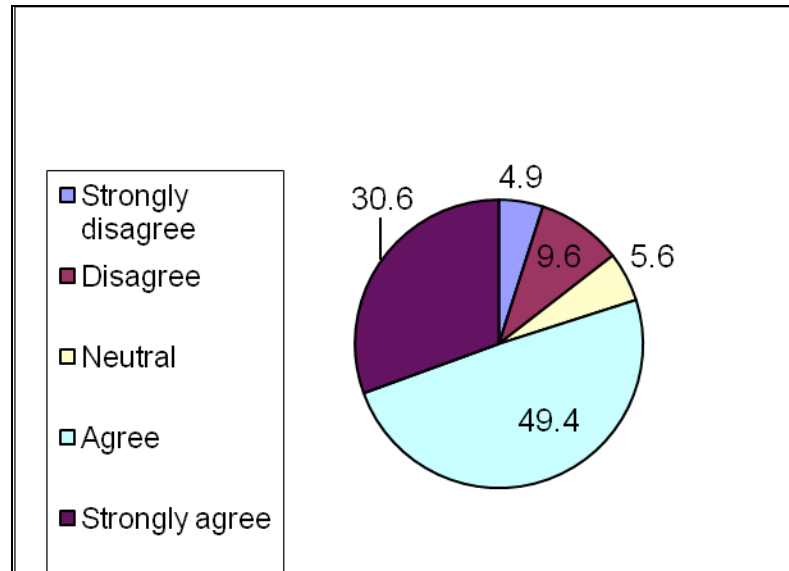


Figure 22. The respondents distribution according to their position (%)

As the data of the Figure 24 shows, 160 persons *agreed* with the above mentioned statement; whereas, 99 persons did not share the same opinion. They had *negative* attitude towards this statement.

The data represented in the Figure 23 shows that the parents having graduated from French schools had either “*negative*” or “*neutral*” position.

Those parents who had English education avoided to share their opinion for this matter and did not tick on “*strongly disagree*” option. Notwithstanding the arguments brought above between these phenomenon there had been generated a strong relationship ($C = 0.719$).

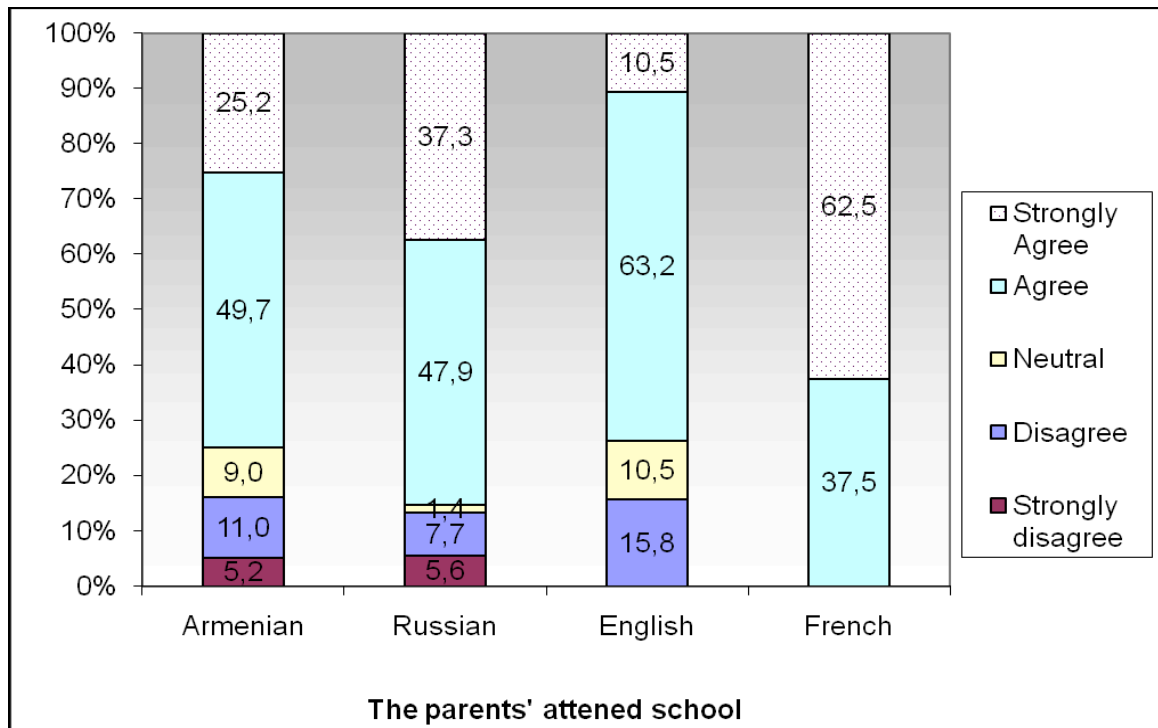


Figure 23. Correlation between the respondents' option and their attended schools (%)

If we consider the analysis related to Question 9 presented in our Questionnaire, we got the following results which are described in details.

/9a/: Foreign language schools offer better education in general than most Armenian schools.

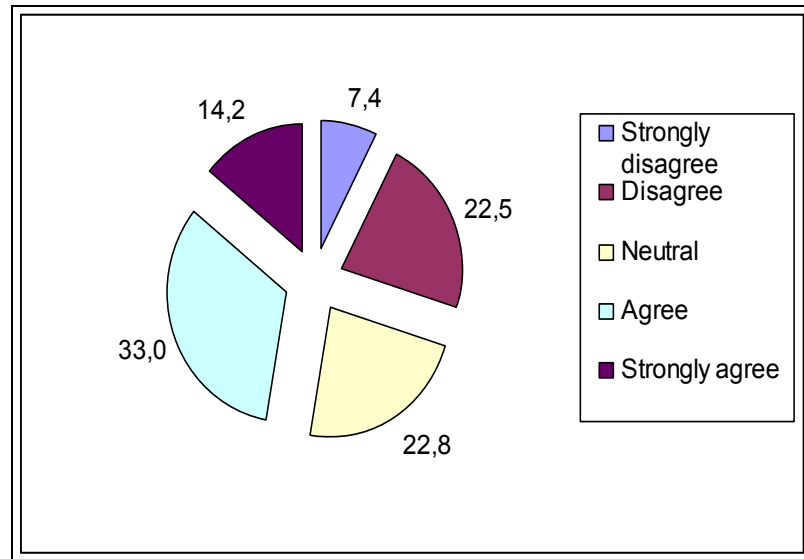


Figure 24. The distribution of the respondents' opinion (%)

In the following graph 107 parents *agreed* with this statement, 46 of parents “*strongly agreed*”, 97 of parents had displayed a “*negative*” attitude.

From the Figure 25 it was noticeable that the parents having graduated from French schools did not mention “*negative*” and “*strongly agree*” options. Those parents who had English education displayed more precise attitude towards this statement.

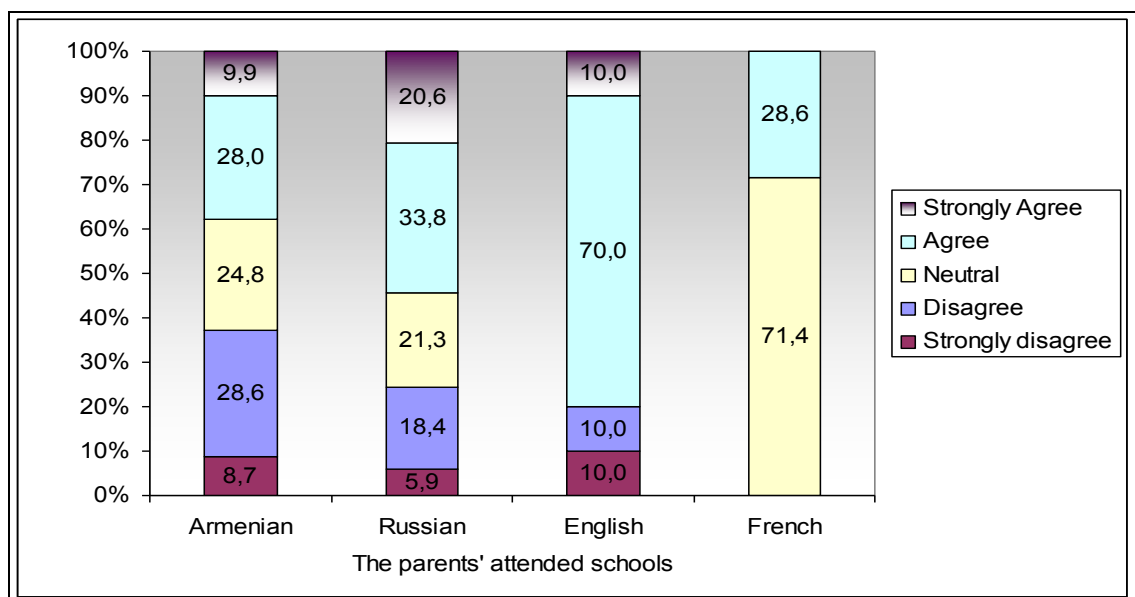


Figure 25. The relationship between the respondents' options and their education (%)

The analysis had shown that the parents graduated schools had a strong influence on their responses ($C = 0.725$).

/9b/: *It is good that foreign language schools devote less hours to Armenian language and culture.*

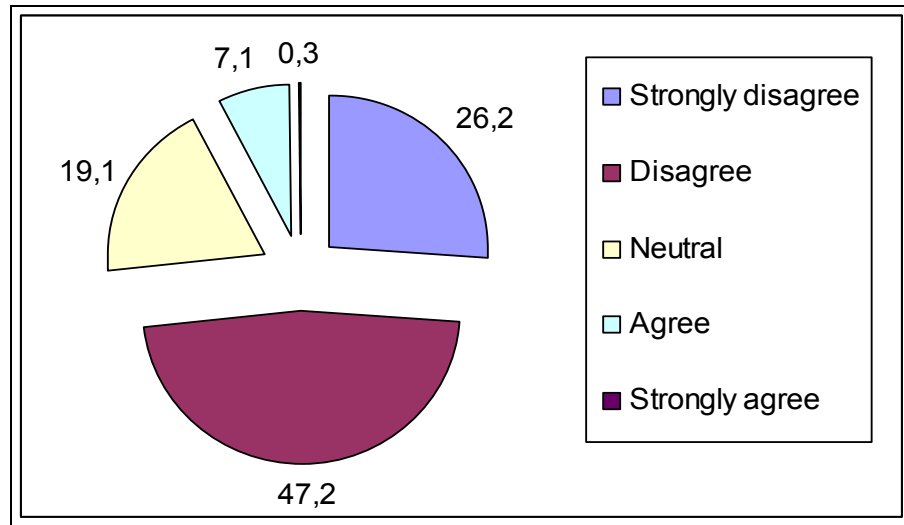


Figure 26. The portions of respondents' answers according to their attitude (%)

153 people from the total population disagreed with the statement mentioned above. 85 and 62 parents have ticked on “*strongly disagree*” and “*neutral*” options. The rest part of the inquired people had “*positive*” attitude concerning the above stated argument.

/9c/: *Armenian schools have better quality of textbooks and other materials than foreign language schools.*

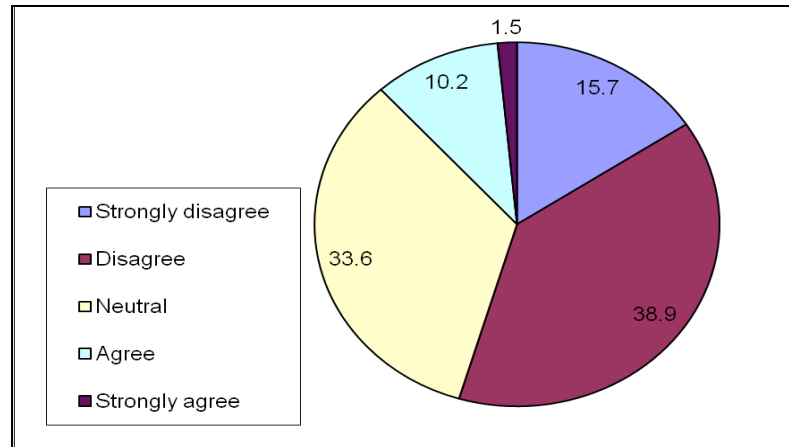


Figure 27. The portions of respondents' answers according to their attitude (%)

The huge portion of the respondents (126 people) disagreed with this statement. 109 and 38 people respectively, had a “neutral” and “positive” attitude.

It is interesting to mention that the parents having graduated from English and French schools did not have a “positive” opinion (see Figure 28).

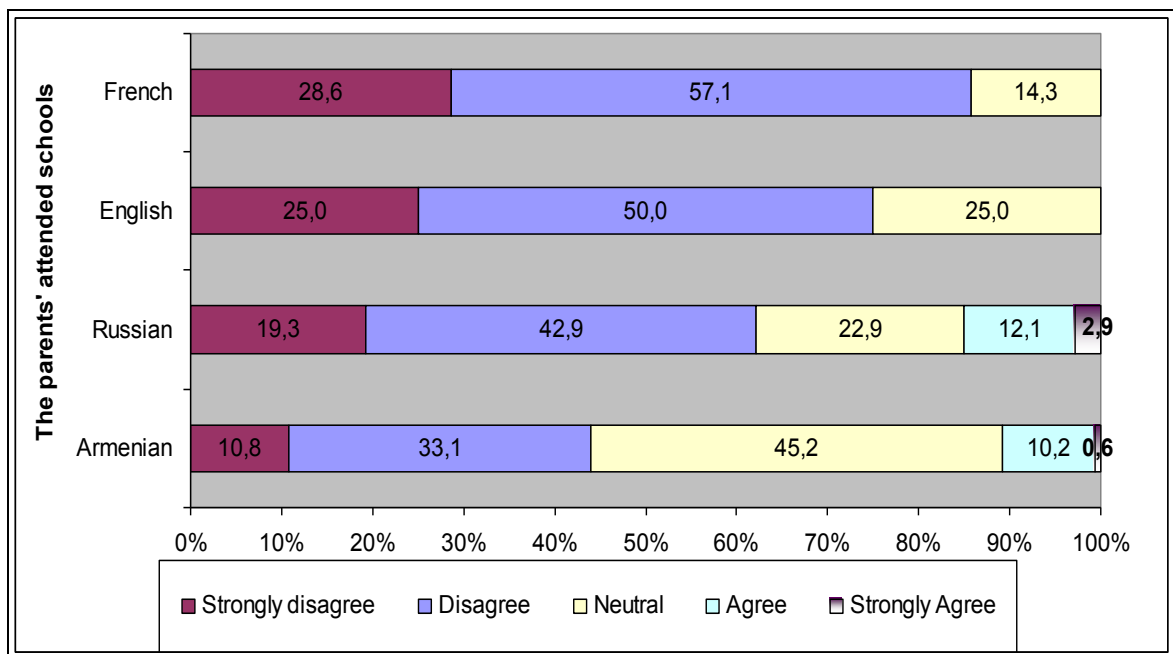


Figure 28. The respondents' opinions related to their attended schools (%)

In fact, most of the respondents who had graduated from non Armenian schools had a “negative” opinion concerning this item, which had been expected from them. It follows,

that the nature of the inquired question was so predictive that most of the parents did not hesitate to give their viewpoints. The higher level of the coefficient of correlation in this case is the approval of this judgment ($C = 0.721$).

/9d/: *Foreign language schools have more experienced teachers than Armenian schools.*

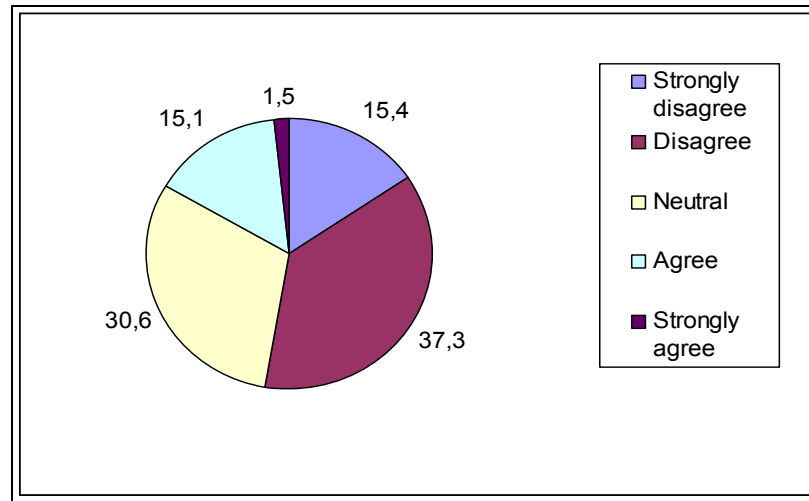


Figure 29. The respondents distribution according to their attitude (%)

54 and 99 people had “*strongly agree*” and “*neutral*” position, only 5 people of the total population had ticked on “*strongly disagree*” option (see Figure 29).

The results of the grouping have shown that those parents who had graduated from French schools did not mention “*strongly agree*” and “*strongly disagree*” options. In addition, those parents having graduated from English schools did not tick on “*strongly agree*” and “*neutral*” options.

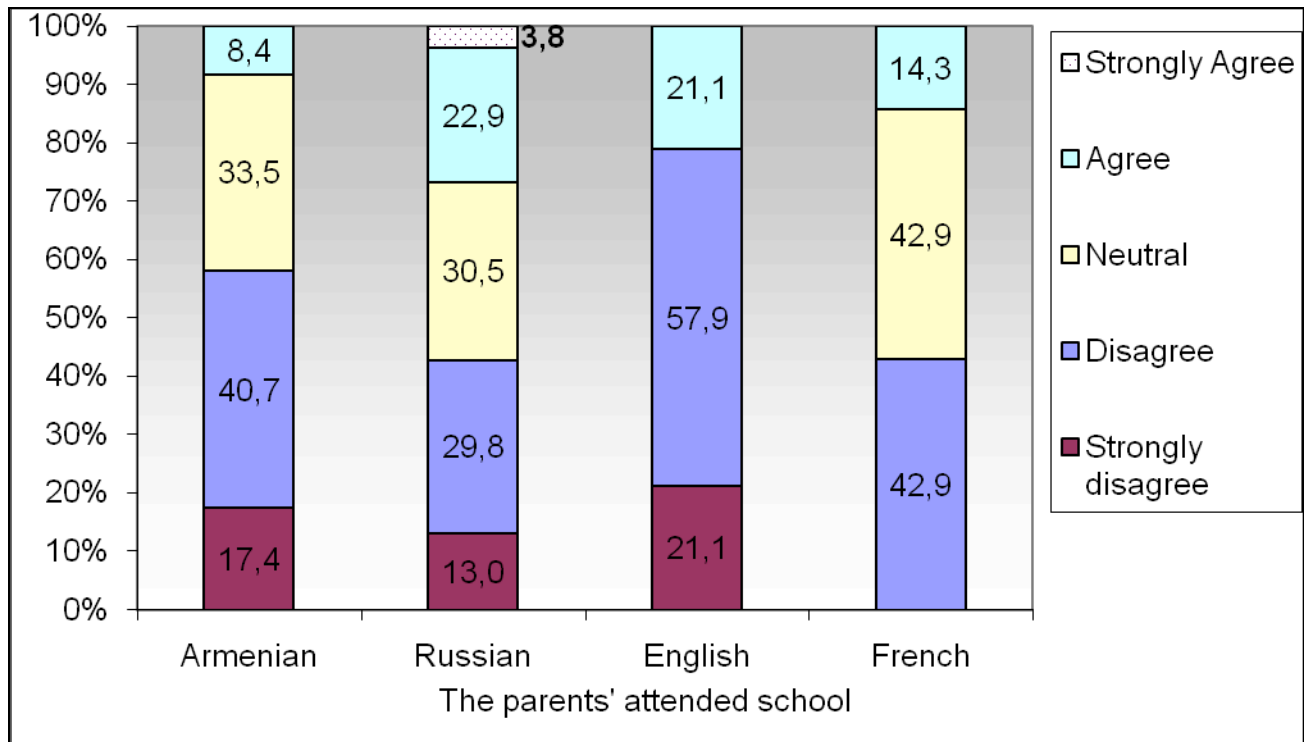


Figure 30. The relationship between the respondents' opinions and their education (%)

As the data shows, we got the following information from Figure 30. Bigger portion of the parents, having graduated from Armenian schools, belonged to those who agreed with this announcement. It must be stated that a strong correlation has generated between these two phenomena ($C=0.723$).

/9e/: Foreign language schools provide an individualized approach to every child in Armenia.

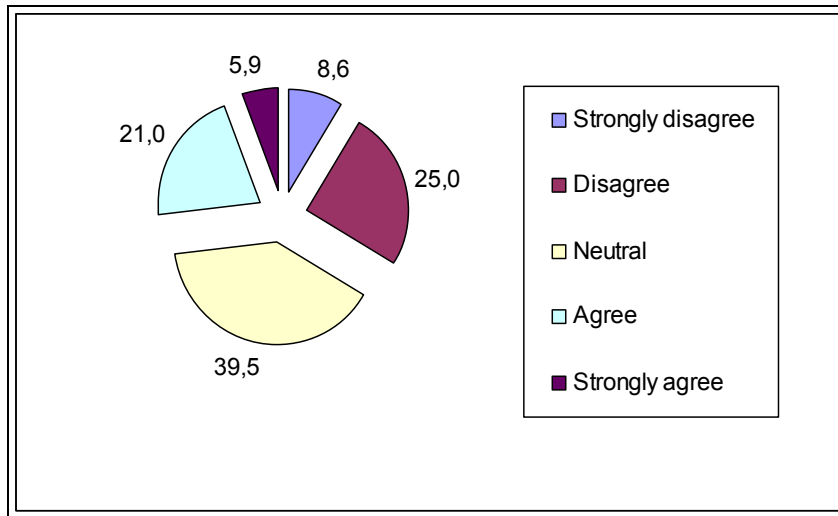


Figure 31. The portions of the parents' responses (%)

The majority of the respondents (128 people) did not orient with their decisions and have ticked on the “*neutral*” option. 81 people disagreed with the statement, whereas the tiny portion (19 parents) was “*strongly agree*” with the item.

The grouping results demonstrate that the parents having graduated from French schools did not mention “*strongly agree*” and “*strongly disagree*” options. Instead, those who had English education ticked on only “*strongly agree*” option.

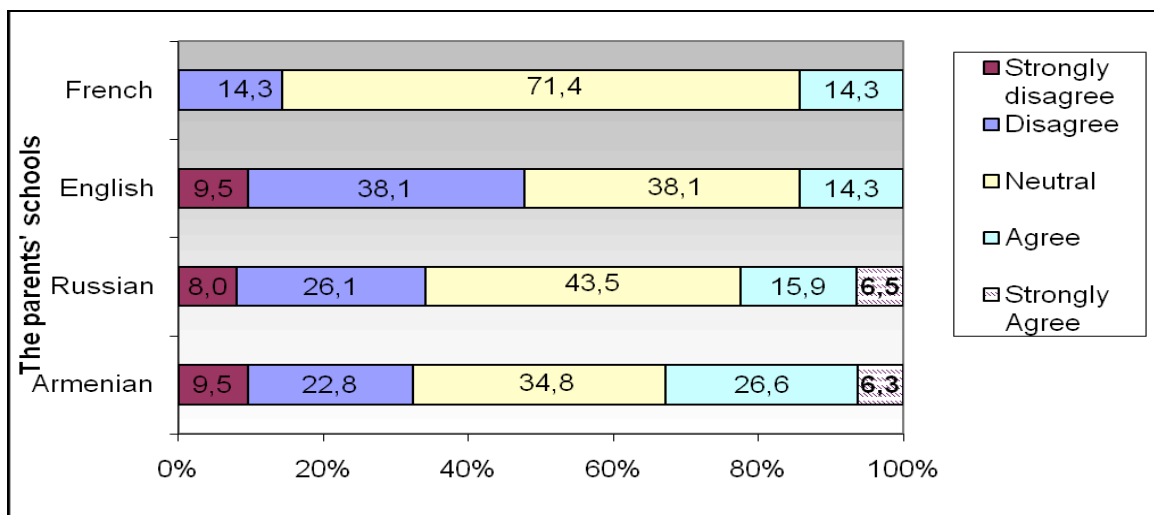


Figure 32. The distribution of the parents' opinions according to their education (%)

It can be concluded that the parents education had a strong impact on their responses (C = 0.714).

/9f/: *Foreign language schools develop open minded thinking.*

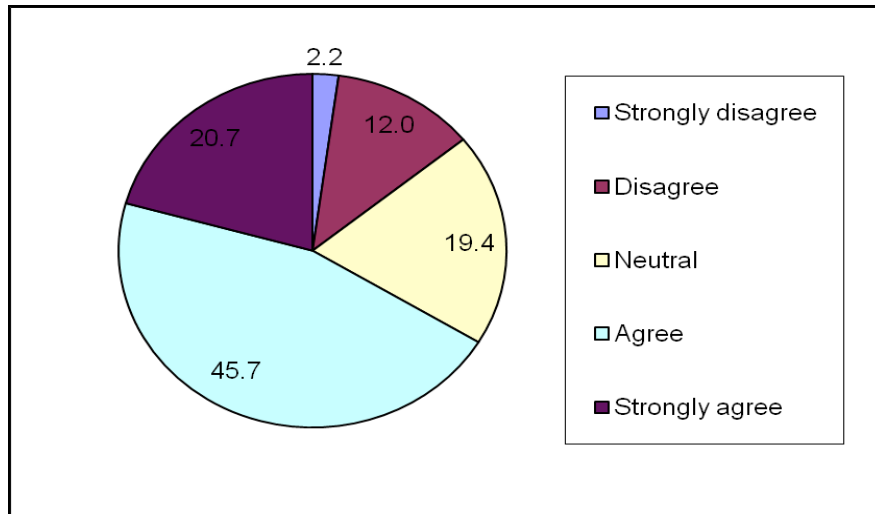


Figure 33. The participants' distribution according to their opinions (%)

148 people agreed with this statement, only 7 parents had marked on “*strongly disagree*” option. 63 respondents stayed “*neutral*” in their position.

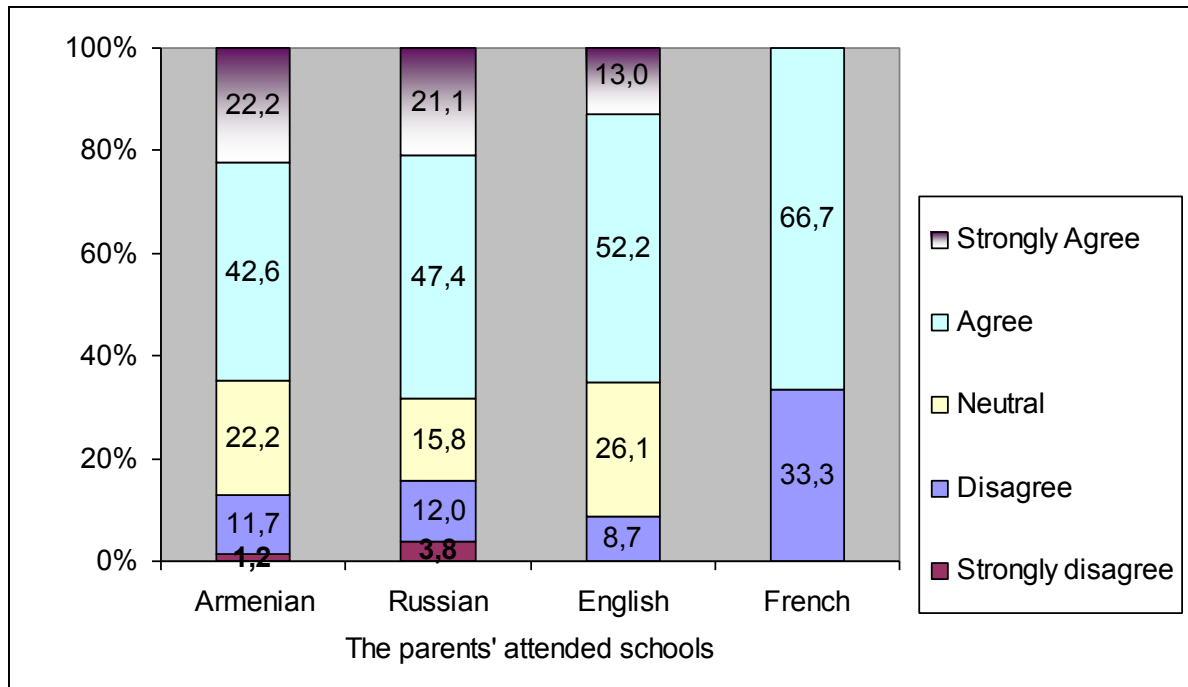


Figure 34. The correlation between the participants' decisions and their education (%)

Besides, it is noticeable that the huge portion of the parents having graduated from French schools agreed with the above mentioned statement. The minority of parents with Armenian education had “*strongly disagree*” attitude. In this case, too, we could explore a strong correlation between above discussed phenomena ($C=0.714$).

/9g/: Foreign language schools foster child's creativity.

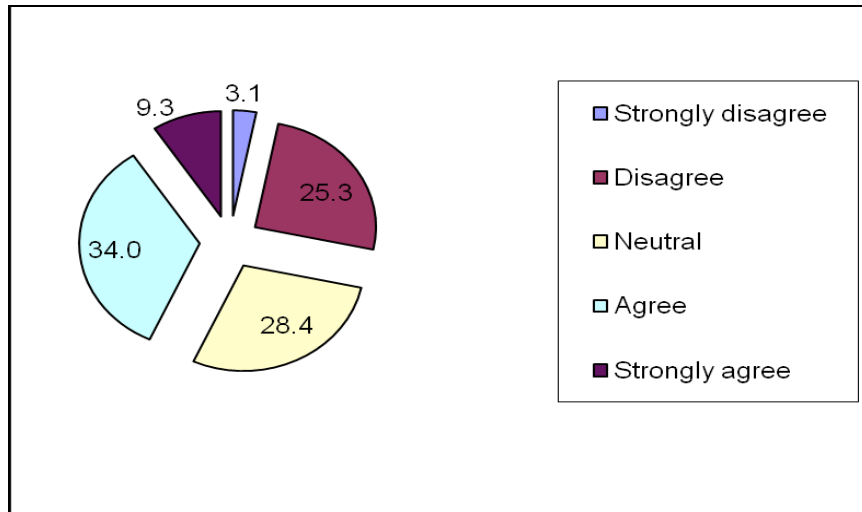


Figure 35. The distribution of the participants' opinions (%)

As it has been expected, 110 people or the majority of the participants “agreed” with this statement. In addition, 92 respondents had ticked on “neutral” option and 10 people had strongly disagreed with this statement.

The parents with French education did not mention “strongly disagree”, “disagree” and “strongly agree” options. In parallel, parents who had English education avoided to express extreme opinions.

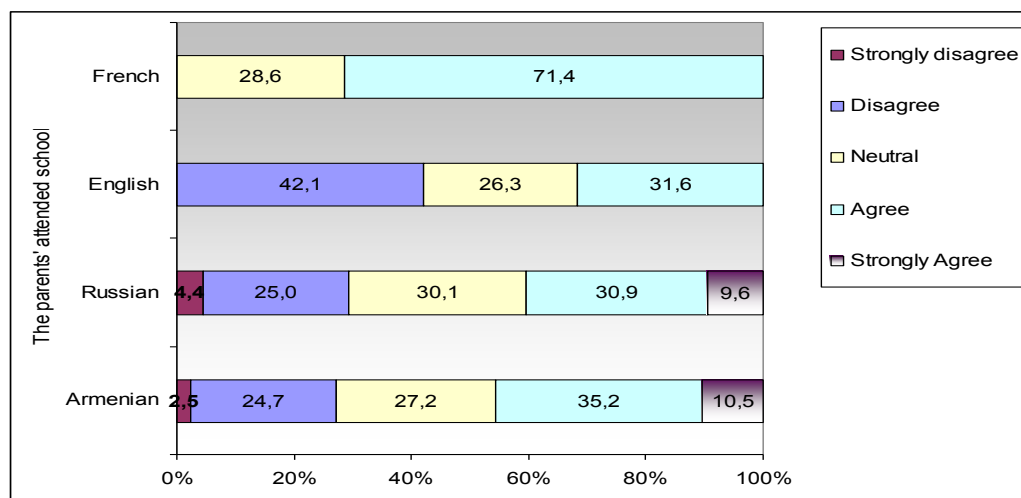


Figure 36. The relationship between the parents' opinions and their education (%)

Our research has shown that the participants opinions and their education could strongly associate with each other ($C = 0.714$).

/9h/: Children in Armenian schools use Armenian language more effectively than children in foreign language schools.

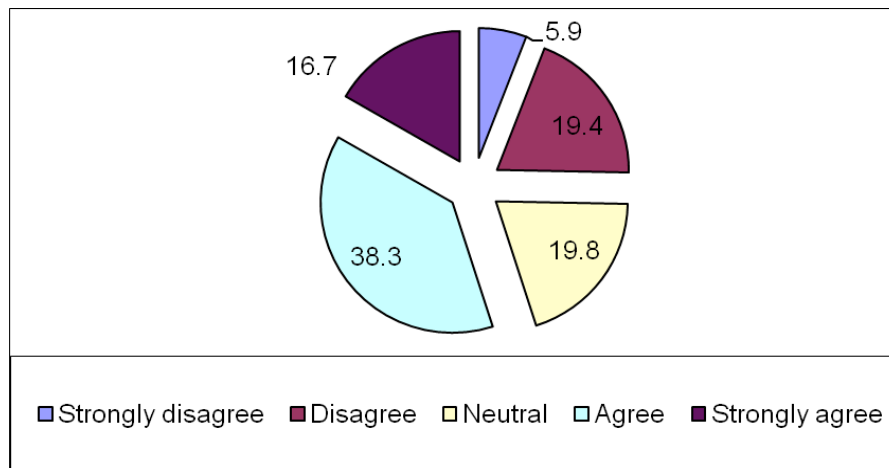


Figure 37. The diagram related to distribution of the participants' opinions (%)

124 people “agreed” with the discussed statement. In fact, “neutral” and “disagree” options shared equal portions, only 19 participants from our sample had “strongly disagree” opinion.

/9i/: In foreign language schools children use foreign languages more effectively than children in Armenian schools.

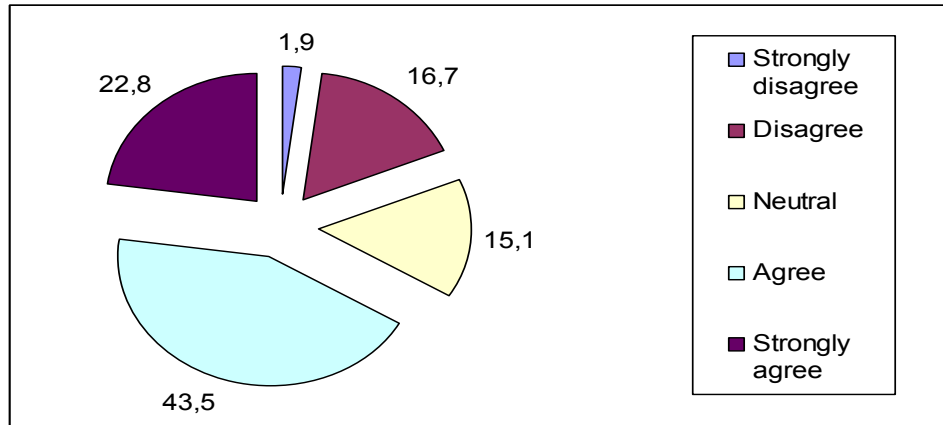


Figure 38. The opinions' distribution among the population (%)

In this case, the majority of participants had mentioned “agree” option. 74 people “strongly agreed” with this statement. 45 parents have shown a “neutral” position.

/9j/: Children graduated from Armenian schools are better prepared to enter Universities than children graduated from foreign language schools.

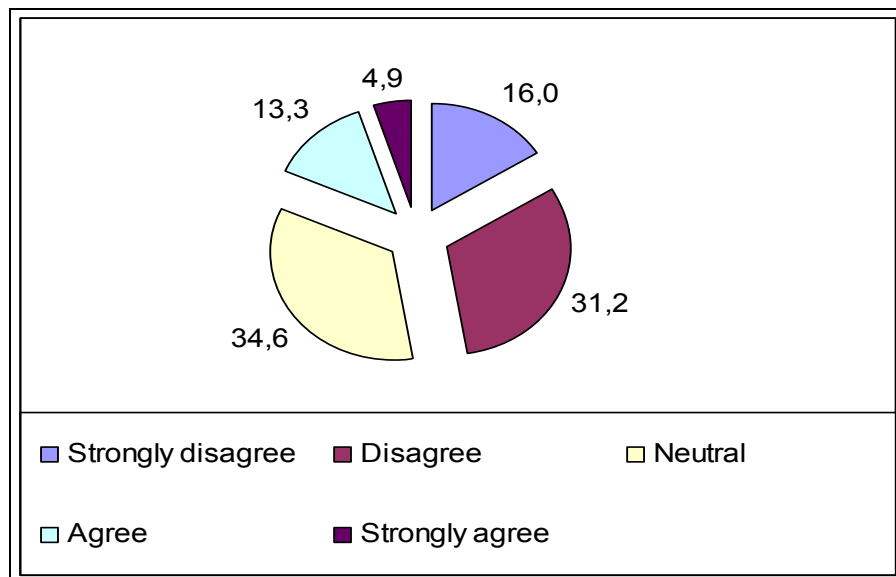


Figure 39. The parents' shares according to their opinion (%)

We could identify huge portions that belonged to “*neutral*” and “*disagree*” options which formed 112 and 101 people respectively and 43 participants agreed with this statement.

From Figure 40 we could notice that parents having graduated from English schools did not have very rough attitude and they have only mentioned “*disagree*”, “*neutral*” and “*agree*” options. Moreover, those parents having got French education did not mention “*neutral*” and “*strongly agree*” options.

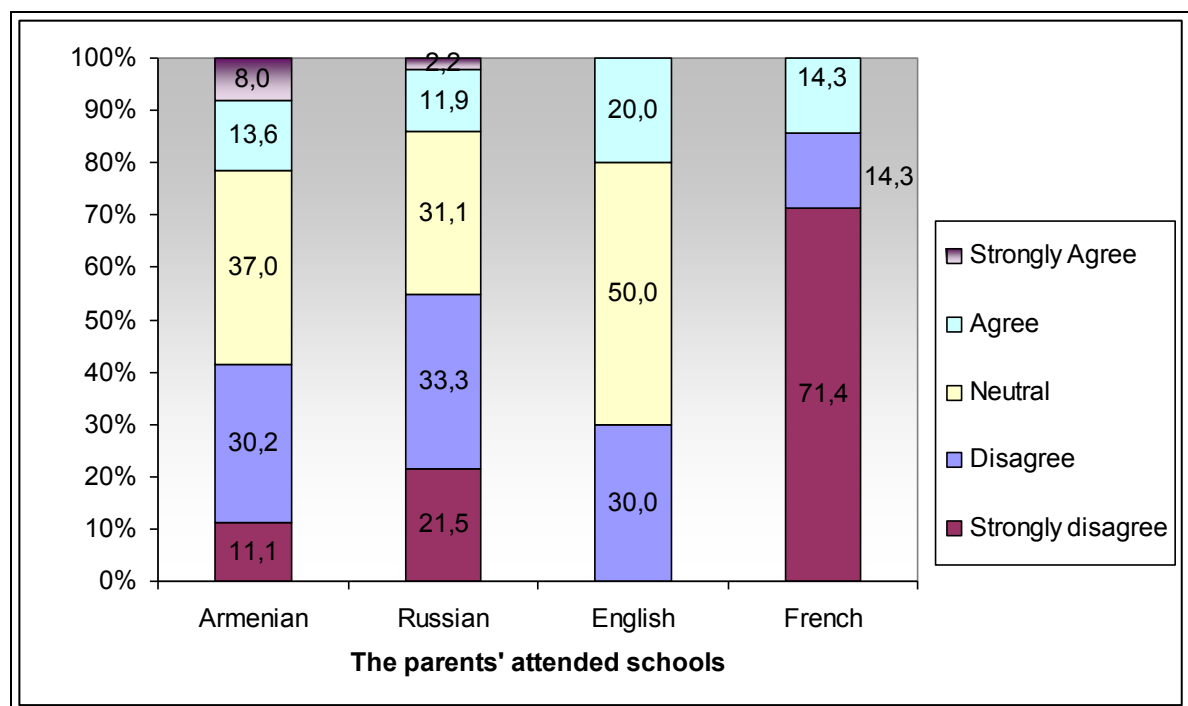


Figure 40. The options classification based on the parents’ attended schools (%)

Our analyses have demonstrated that there was a rather strong relationship between the above discussed phenomena ($C=0.725$).

/9k/: In Foreign language schools children on average spend more hours studying than in Armenian schools.

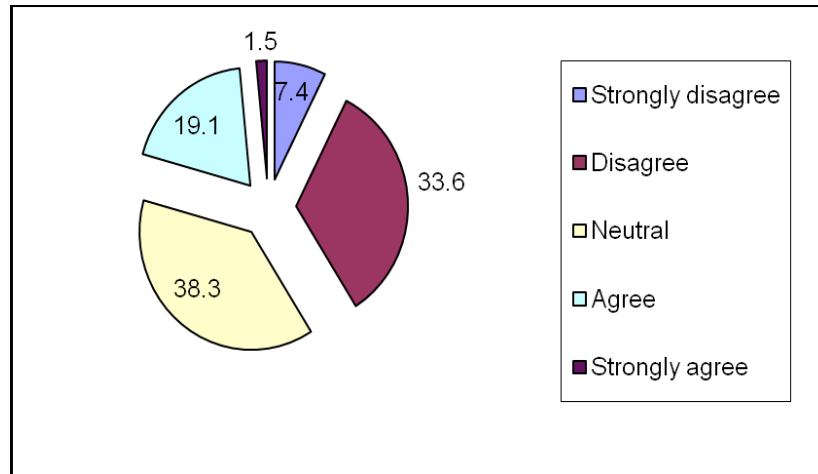


Figure 41. The options classification according to the parents' opinions (%)

The data represented in this graph reveals that 124 participants did not make a very precise decision and have ticked on “*neutral*” option. Moreover, 109 parents *disagreed* with this statement.

Those parents who had got an English education did not tick on “*strongly disagree*” option, whereas, participants having graduated from English and Russian schools did not mention “*strongly agree*” option.

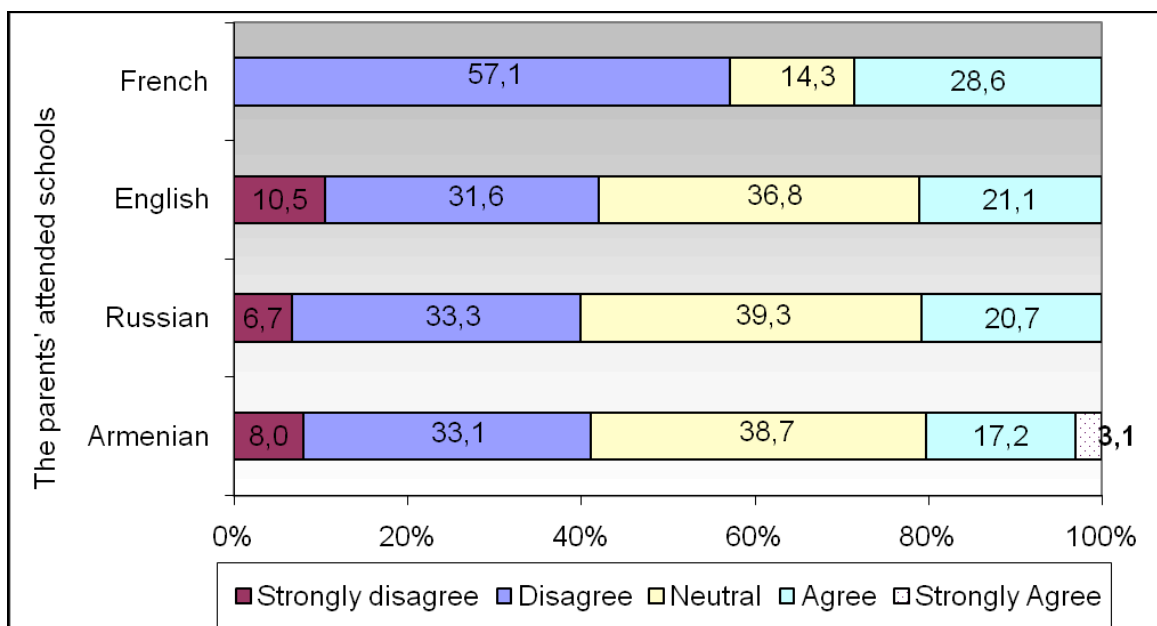


Figure 42. The classification of the parents opinions based on their education (%)

The analysis has shown that the parents' education strongly impacts on their decision (C=0.712).

/91/: *Children graduated from foreign language schools get jobs more easily in Armenia than children from Armenian schools*

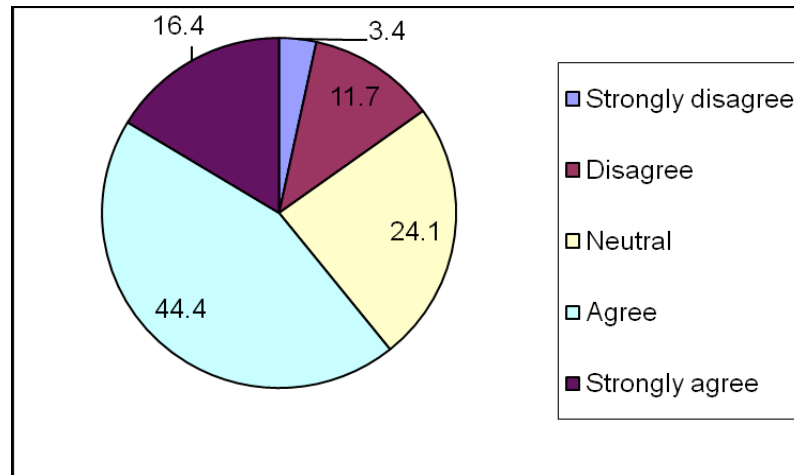


Figure 43. The options classification according to the respondents' decisions (%)

144 people agreed with the following statement; while, 78 and 53 participants from the sample had mentioned “neutral” and “strongly agree” options. The tiny portion of the total population (11 people) strongly disagreed with this item.

From the Figure 44 it became clear that the parents who had graduated from English schools did not tick on “strongly disagree” option. In addition, the participants who had French education mentioned neither “strongly disagree” nor “neutral” options.

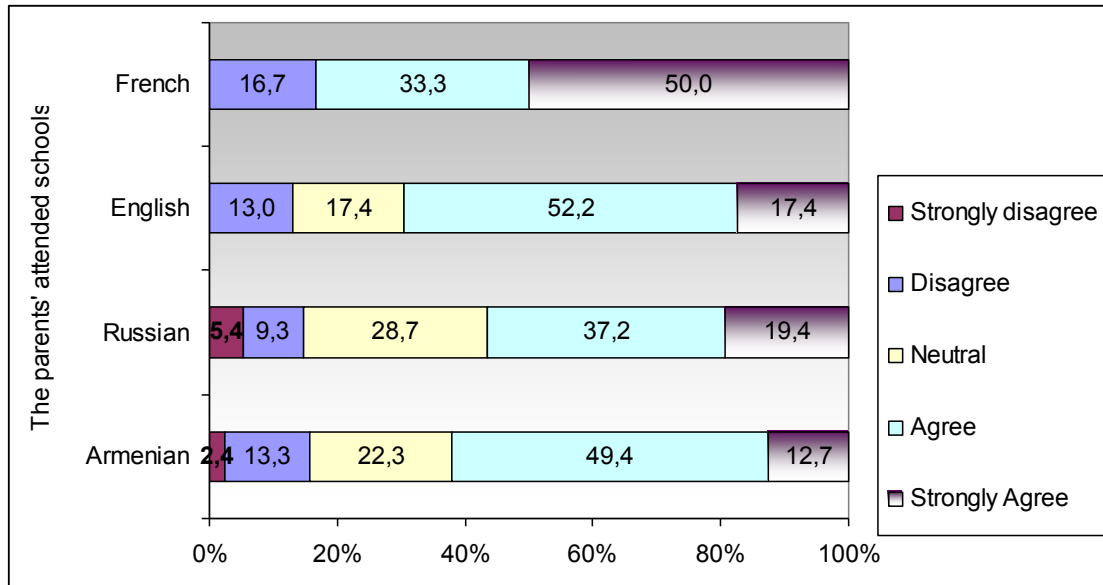


Figure 44. The association between the parents' opinions and their education (%)

Our calculations have shown that half of those parents who had French education had ticked on “*strongly agree*” option. In comparison, half of the participants having English education agreed with this statement. It is worthy to denote that the parents' opinion had mostly associated with their education ($C = 0.716$)

In the questionnaire several statements were also available which had mainly descriptive nature while finding out the respondents attitude towards some criteria as: *national values*, *mother tongue*, *national identity*, *Armenian heritage* and *mentality* of those children who graduated from foreign language schools. The parents' responses were rather diverse and below we represent the analysis of the following data.

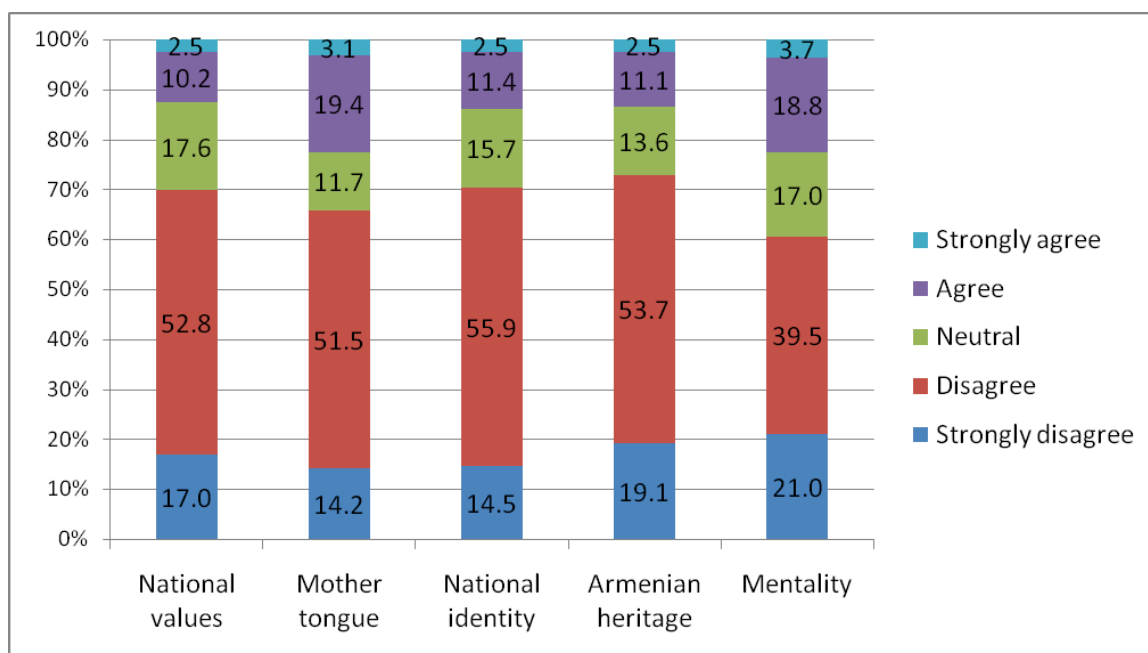
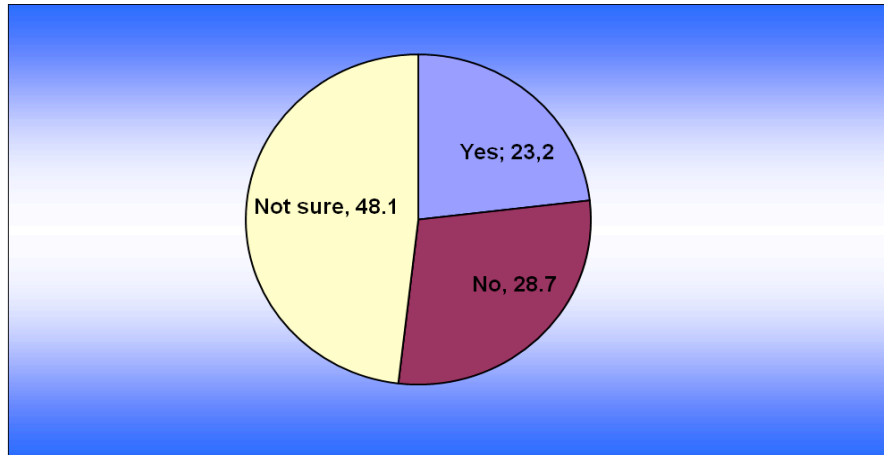


Figure 45. The parents attitude towards the discussed criteria (%)

From the data presented above we could identify that nearly all inquired parents shared the opinion that foreign language schools do not negatively impact on children's national values, mother tongue, national identity, Armenian heritage and mentality. Instead, they claimed that those criteria influenced their development as a personality. Perhaps this was one of the reasons to choose foreign language education for their children as it enabled them to integrate in our society having totally different way of thinking, judgments and orientation. However, there were still some parents who preferred to stay aloof to give their positions as they have witnessed those described changes taking into consideration their experience. Nevertheless, our interpretation of the data had mostly negative shade concerning the disused issue.

Finally, we represent the last item of the questionnaire with the following results:

/11/: Do you see future for your children in Armenia after their graduation from high school?



*Figure 46.*The allocation of the participant's opinions (%)

As it was seen from the Figure 46, the majority of the respondents (156 people) had a “*neutral*” position about this statement. 75 and 93 participants were disposed to give “*positive*” and “*negative*” responses, respectively.

In Figure 47 we have illustrated the relationship between the participants' opinions and their children's attended school. The result of our analysis has shown that the massive portion of “*negative*” answers belonged to parents whose children had been studying at English schools. Whereas, the majority of “*positive*” responses were remarkable among those parents whose children attended French schools.

It is interesting to emphasize that those parents whose children attended Armenian and Russian schools stayed aloof to give any precise answers.

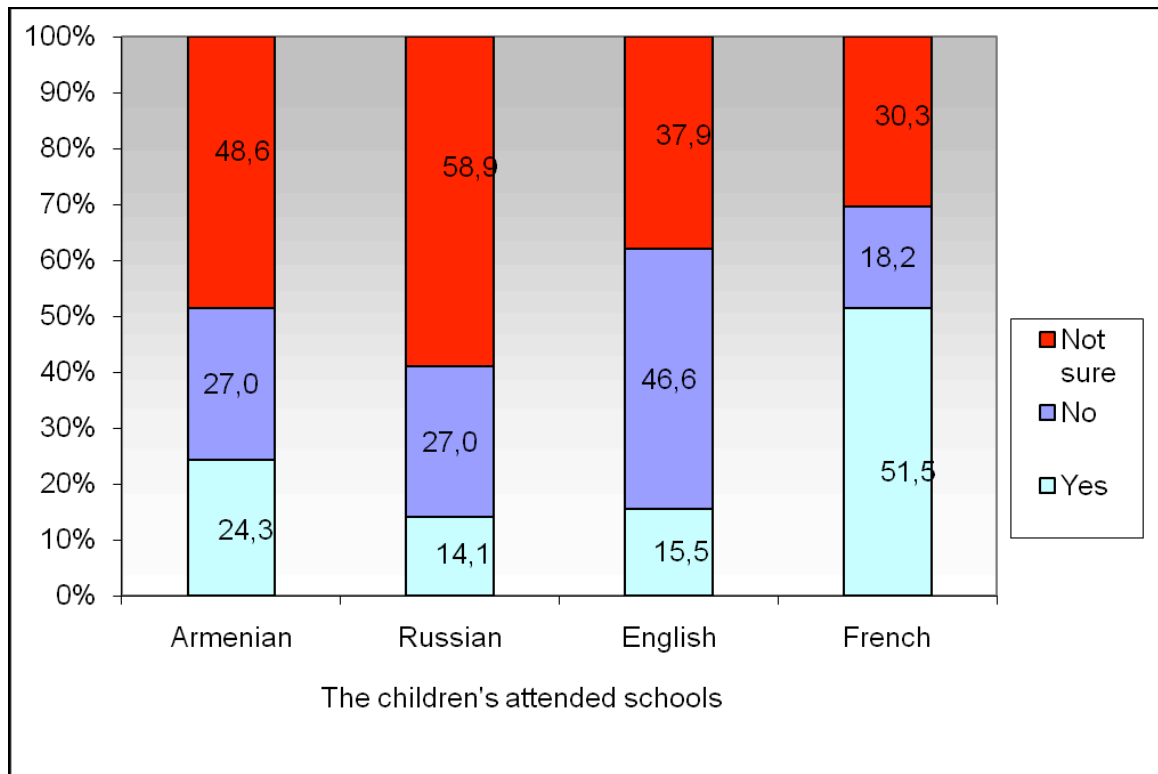


Figure 47. The association between the parents' opinion and their children's education (%)

As we could expect, there was a strong correlation between these two phenomena ($C = 0.732$).

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Introduction

This section summarizes the findings of the research to answer the research question. The findings may provide insightful conclusions and general picture whether or not foreign language schools are efficient for Armenian schoolchildren as well as how their parents evaluate its benefit for their children's development. The chapter also discusses the limitations and delimitations of the study and gives different suggestions for further study.

5.2 Discussion of the Findings of the Research Question

The results of the data analysis for the research question have shown that the parents attended school had a strong impact on the decision making which school to choose for their children to study: Armenian or non Armenian. In general, nearly all parents who participated in our survey had a positive attitude towards foreign language schools existence. More than 50 % of the inquired parents have found that foreign language schools were standing out in the quality of instruction in Armenia and the majority of the parents were assured that foreign language schools created a better future for their children.

In addition, the participants had declared that such schools assisted their children's development. Nevertheless, the minority (only 30%) accepted that the difference between the quality of instruction in Armenian and non Armenian schools was not huge.

It is interesting to denote that 54.6% of the respondents have found that Armenian schools have better quality of textbooks and other materials than foreign language

schools. In contrast, 52.8% of parents have found that foreign language schools have more experienced teachers than Armenian schools. This contradiction seems logical as there is a significant correlation between the experience of teachers alongside the years of their instruction and the teaching materials which promotes parents to send their children to foreign language schools. Besides, the majority of participants (about 66%) agreed with the concept that foreign language schools develop open minded thinking which appears to be another reason to send their children to non Armenian schools.

As a rule, parents from Diaspora as well as those from Armenian families with foreign language education prefer to provide better environment for their children where they can benefit from ample opportunities and study foreign languages, simultaneously.

The analysis have shown that more than 66% of the subjects agreed with the statement that in foreign language schools children use foreign languages more effectively than children in Armenian schools. This fact comes to prove that even through Armenian schools provide equal conditions for children's development; parents are still keen to send their children to foreign language schools.

However, in order to emphasize the underlined differences evident in foreign language schools, parents were asked questions that allowed them to identify the influence of non Armenian schools on their children's national mentality, lifestyle, language and heritage.

According to our research, about 60-70% of the parents believed that foreign language schools existence does not create negative associations concerning national values, identity formation as well as mother tongue.

To our surprise, among the respondents they were such parents who had not a definite position which had formed a constant and rather large share (11-17%).

5.3 Limitations and Delimitations

Like many studies, the current study also has limitations and delimitations. The limitations might have skewing effect on the findings of the study. Thus, all the findings have to be interpreted cautiously and conclusions have to be made tentatively.

5.3.1 Limitations

- The dispersion of foreign language schools is not equal in Armenia. The general part of foreign language schools is located in the capital of the Republic of Armenia. Thus, from all non Armenian schools we have selected 7 foreign language schools (2 French, 2 English and 3 Russian).
- The small sample size: from the total parents whose children attend foreign language schools we have selected 324 subjects.
- We have deliberately chosen our sample from non Armenian schools as the main purpose was to find out the number of parents from Diaspora available in Armenia who had preferred foreign language education for their children.
- For our research Armenian public schools have not been addressed to, thus the collected data is generated from foreign language schools only.

5.3.2 Delimitations

Since the sample includes randomly selected representatives of bilingual population who prefer foreign language education, the implications of the study can be generalized to the similar representatives of the bilingual population rather than to the whole population. Thus,

- The findings are delimited by the content of the study.
- The findings are delimited to FL schools in Yerevan only.

5.4. Suggestions for Further Research

As our conducted research was restricted in the number of parents of Diaspora who live in Armenia, our suggestion would be to include in the process of the further survey a large group of population in order to get more valid results. Taking into consideration the analyzed data it would be effective to pay more attention on the gaps that are obvious in Armenian public education system in order to improve the quality of instruction in both schools. This would help the coming generation to have more valuable and reliable education in our region which would open new horizons towards bright future.

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APPENDICES

Appendix A

Questions during the Personal Interview for the Piloting Session

Personal Information

1. *Your age*
2. *Your gender*
3. *Which school do(es) your child/ children attend or attended*
4. *What language do you use in your family with your children.....*

Question1

What is your attitude towards foreign language schools, in general?

- 1.1 Should foreign language schools exist in Armenia?
- 1.2 Being of Armenian nationality, why have you chosen a foreign language school for your children to study at?
- 1.3 What are the advantages and disadvantages of foreign schools?
- 1.4 How the Armenian local schools and foreign language schools differ in the quality of education they provide?
- 1.5 What can you say about the quality of curriculum according to which the classes are designed in the school where your children attend?
- 1.6 What other subjects you would like to be included into the curriculum for instruction?
- 1.7 What would you like to see different in the Armenian educational system?

1.8 How can you explain the tendency that most Armenian parents prefer to send their children to foreign language schools?

Question 2

What level of foreign language proficiency do you expect your children to achieve after finishing a foreign language school?

Question 3

Do you think Armenian legislation should prohibit or allow Armenian families to send their children to foreign language schools? Why?

Question 4

What do you think, how foreign language schools can affect on your

- a. national values
- b. children mentality
- c. Armenian language purity

4.1 What future would you like to see for your children in Armenia?

4.2 How your children mother tongue and other language competence can play a role to advance in life?

Question 5

What importance do you give to your Armenian heritage?

5.1 How important is it for you to pass your Armenian roots to your child?

Appendix B

Dear Parent,

This survey is conducted as part of a study of bilingualism and foreign language schools in Armenia. For your information, foreign language schools teach all or most of the subjects in a foreign language. Please, fill out this questionnaire without mentioning your name. Your responses will be anonymous. Thank you very much for your cooperation!

1. Your gender Female ☐ Male ☐
2. Your age
3. Your nationality
4. Which school have you attended?
Armenian ☐ Russian ☐ English ☐ French ☐ Other ☐
5. Which schools do-(es) your child-(ren) attend or have attended?
.....
6. In what language do-(es) your child-(ren) communicate in your family? (Select all that apply)
☐ Armenian ☐ Russian ☐ English ☐ French ☐ Other
7. What is your attitude towards foreign language schools in Armenia?
Positive ☐ Negative ☐ Neutral ☐
8. Please, indicate your opinion on the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

a. Foreign language schools should be freely available to Armenian children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Foreign language schools stand out in the quality of instruction in Armenia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Foreign language schools create a better future for Armenia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is important for you to pass your Armenian roots to your child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Armenian legislation should prohibit Armenian families to send their children to foreign language schools in Armenia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If Armenian and foreign language schools in Armenia had equal quality of education, you would prefer foreign language schools for your child to attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Foreign language education is beneficial for your child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please, indicate your opinion on the following statements:

What advantages or disadvantages do you see for your child/ (children) in foreign language schools in Armenia, if any?

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a)	Foreign language schools offer better education in general than most Armenian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	It is good that foreign language schools devote less hours to Armenian language and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Armenian schools have better quality of textbooks and other materials than foreign language schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Foreign language schools have more experienced teachers than Armenian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Foreign language schools provide an individualized approach to every child in Armenia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Foreign language schools develop open minded thinking.					

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Foreign language schools foster child's creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Children in Armenian schools use Armenian language more effectively than children in foreign language schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	In foreign language schools children use foreign languages more effectively than children in Armenian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Children graduated from Armenian schools are better prepared to enter Universities than children graduated from foreign language schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	In Foreign language schools children on average spend more hours studying than in Armenian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	Children graduated from foreign language schools get jobs more easily in Armenia than children from Armenian schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please, indicate your agreement to the following statements:

Foreign Language schools negatively impact my child's/ children's...

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a)	National Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Mother Tongue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	National Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Armenian Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Mentality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you see future for your children in Armenia after their graduation from high

school? Yes ☐ No ☐ not sure ☐