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**Parents' Attitudes and Involvement in their Children's English
Language Learning: the Case of Two Private Primary Schools
in Tizi Ouzou**

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Dedications

I dedicate this work to my dear parents Said and Zohra

To my dear grand parents

To my beloved brothers: Boualem, Rabah, Yahia and Djilali

To my uncles and aunts

To my cousins Saliha and Nacira

To my fiancé Sofiane and his family

To my sweet friends Sihem, Thinhinane, Reka, Nawel, Aziza and Hanane

To all those who have helped me throughout my studies

To Milia

Ouiza

Dedications

I dedicate this humble work to my parents Hocine and Nora for their support and love

To my sisters Ania and Hayet

To my brother Mourad and his wife Djouhra

To Massinissa

To my adorable friends Lola, Dihya, Lylia, Naima, Rania, Melissa, Nassima and Hanane

To Ouiza

Milia

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Abstract

The current study is about investigating parents' attitudes and involvement in their children's English language learning in two private primary schools in Tizi Ouzou. It aims at finding out parents' attitude towards their children's ELL in two private primary schools and how they help their children to learn English. The study also aims at discovering how private primary schools encourage parents to get involved in their children's ELL. The research is mainly based on two theoretical frameworks; Epstein's theory (1995) of Overlapping Spheres of Influence and Six types of Involvement, and Vygotsky's theory (1970) of Social Constructivism. The research is conducted in two private primary schools in Tizi Ouzou and adopts a mixed method approach. A structured interview is conducted with two schools' administrators. In addition, two questionnaires are distributed to the learners and their parents. In order to analyze the obtained data, the SPSS software is used with the quantitative data while Qualitative Content Analysis is used with the qualitative one. The findings of this research indicate that parents in Tizi Ouzou have positive attitudes towards learning English at the primary level. Thus, they actively get involved and help their children to learn it. The results also reveal that private primary schools in Tizi Ouzou have some partnership practices allowing parents to get involved in their children's ELL.

Key Words: parents' involvement, parents' attitudes, parents' language attitudes, parents' attitudes towards language learning

List of Abbreviations

- FL: Foreign Languages
- ELL: English Language Learning
- ZPD: Zone of Proximal Development
- SPSS: Statistical Package for the Social Sciences
- QCA: Qualitative Content Analysis

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Statement of the Problem

It is widely recognized that parents play an important role in their children's education. They are considered as their first teachers who help them acquire knowledge, get meaning and develop the process of language acquisition (Arnold and Fonseca, 2007 cited in Tomlinson, 2007). Epstein, et al. (2002) point out that in education, parents' involvement is the only topic that educators agree on. Indeed, parents get involved in the different subjects that their children have to learn at school and even if they are unable to assist them with a specific subject area or skill, they can still play a vital role by encouraging their feelings of competence and control their positive attitudes towards academic achievement (Grolnick, et al.2009).

One of the areas where children need more help is language learning. Parents have a significant role in their children's language learning as they are the model which the children learn from through interaction and communication.

Parents' involvement in language learning is grounded in the principles of Social Constructivism. The latter is used to show how members of society help children in their learning process. Social constructivist theorists maintain that the construction of knowledge happens in a social context where the learner is in constant interaction with the world also the child is always relying on someone mainly the parents. It is under parental support that children progress in their education.

A key figure in the literature on parents' involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University (USA). Epstein and her colleagues published a book in 1995 entitled *Family, School and Community Partnership: Caring for the Children We Share* in which they developed “*the Six Types of Involvement*” and the theory of “*Overlapping Spheres of influence*” which explains that children's learning and growth occur in three different spheres which are family, school and community. They add that the partnership between school and family helps learners to succeed in both their

studies and in later life. Furthermore, parents' involvement has a direct link with parents' behaviours in both home and school and also with their attitudes towards their children's outcomes.

Parents' attitudes and involvement in their children's language learning are tightly related. Parents who have positive attitudes towards a foreign language have positive attitudes towards its teaching at schools. They become motivated and help their children to learn it. Conversely, when they have negative attitudes towards it, they do not give it any importance; therefore, they do not get involved in their children's language learning. According to Rosenbusch (1987), parents who have positive attitudes towards the foreign language learning take part in their children's learning both at home and at school. They can also support the idea of foreign language teaching in the community.

The present work is about analyzing parents' attitudes and involvement in their children's ELL. Many works have been conducted trying to link the two concepts. One of these works has been conducted by Vida Hosseinpour, Maryam Sherkatolabbasi and Mojgan Yarahmadi in 2015. Its purpose is to evaluate the effect of parents' involvement and attitudes towards their children's English learning in Iran. They have found out that Iranian parents have positive attitudes towards their children's FL programs for learning English. Thus, they get highly involved in their children's ELL and their children effectively learn the language. This study has also shown that parents' involvement and attitudes have no relation with gender. That is, both fathers and mothers have positive attitudes towards English and help their children to learn it.

In Algeria and from the 1970s, the English language has been introduced in the educational system as the second foreign language after French. It was taught from the eighth grade in middle schools (Benrabah, 2014). For a little while, it has begun to be included in private primary schools. In fact, language learning is more effective at this age because children, contrary to adults, learn

language unconsciously and still make use of the learning strategies they have used in acquiring their mother tongue (Dunn, 2008).

Research Questions and Hypotheses

The current work aims to investigate parents' attitudes towards and involvement in their children's ELL in primary private schools in Tizi-Ouzou. It also aims to investigate how private primary schools in TiziOuzou get parents involved in their children's ELL.

For this sake, it seeks to answer the following research questions: 1. What are parents' attitudes towards their children's ELL at the primary level?

2. To what extent are parents involved in their children's ELL in private primary schools in TiziOuzou and do their attitudes have an impact on this incite parents to be involved in their children's ELL?

The following hypotheses are advanced trying to predict the results: 1. Parents have positive attitudes towards their children's ELL.

2. Parents devote a great amount of time to help their children in their ELL. Their positive attitudes have a direct impact on their involvement.

3. Private primary schools actively encourage parents to get involved in their children ELL.

Aims and Significance of the Study

The literature on parents' involvement as well as on social constructivism stimulates the interest in this research. Indeed, this study seeks to show parents' attitudes and involvement in their children's ELL and how private primary schools in TiziOuzou encourage this involvement.

The first objective of this work is to explore the aforementioned topic in private primary schools. It is beneficial to investigate such a research because English is still a foreign language in Algeria and there is no available work conducted for revealing the effect of parents' involvement in children's English learning in the Algerian context. The second objective seeks to demonstrate the relationship between parents' attitudes and their involvement in their children's EL. The last

objective but not the least aims to find out the extent to which schools encourage parents' involvement in their children's ELL. In other words, the third objective seeks to show the ways private primary schools in TiziOuzou encourage parents to get involved and help their children in their ELL.

Research Techniques and Methodology

This work adopts a mixed method approach as it uses both qualitative and quantitative methods to collect and analyze data. The research data are collected from the learners, their parents and the private primary schools' administrators. A questionnaire is distributed to the learners, and it allows to find out how parents help their children to learn English. Another questionnaire is addressed to the learners' parents, which allows better understanding of parents' attitudes towards learning English at the primary level and how they help their children to learn the language. In addition, an interview is conducted with two schools' administrators allowing to know how private primary schools encourage and promote parents' involvement and how they build bridges between them and the children's parents.

Structure of the Dissertation

The dissertation is structured according to the traditional complex type. It contains a *General Introduction* which states the problem and importance of the work, its aims and significance, the methodology and the structure of the dissertation. The first chapter which is *Review of the Literature* discusses the theoretical frameworks that underpin the present research and the main key-concepts related to it. The second chapter shows the *Methodology of the research* which presents the research procedures and instruments used for gathering and analyzing data. The third chapter, *Results and Discussion*, exhibits the data obtained and provides explanations and interpretations for it. *The General Conclusion* comprises the main points of the research and proposes suggestions for further research.

Introduction

This chapter deals with the review of the major works related to the present research. It is mainly divided into four sections. The first section is concerned with an overview of the introduction of the English language in the Algerian private primary schools. The second section is devoted to the key concepts related to the research: “parents”, “parents’ involvement”, “attitudes”, “language attitudes” and “parents’ language attitudes”. The third section exposes a significant work on parents’ involvement which is Epstein’s theory. It discusses the importance of parents’ involvement in their children's education. The last section deals with Social Constructivism which gives an insight for the understanding of the importance of the social context in foreign language learning. In addition, it presents the relationship between social constructivism and parents’ involvement in language learning.

1. The Introduction of the English Language in Private Primary Schools in Algeria

Since the independence, Algeria has introduced English to the education system as a second foreign language. It is the result of the status that English gained in the world after WWII and of the importance given to bilingualism and multilingualism. Negadi (2015) states that being competent in foreign languages has become a necessity rather than a desire for learning. In 1993, English was introduced in the Algerian public primary schools to compete the learning of French. The pupils who accessed grade Four (8–9 year old) had to choose between French and English as a first foreign language (Bennoune, 2000; Benrabah, 2007 cited in Benrabah, 2014); however, children’s parents have favoured the French language (Rezig, 2011). Thus, English has only been taught in public middle and secondary schools. Recently, it has been introduced to private primary schools in Algeria.

2. Parents' Involvement

The term “*parent*” may relate to any person who takes care of a child. In other words, it is not only used to designate the mother and father, but also a legal guardian or a person whom the child lives with. According to Seifert and Hoffnung (1994), “*parents have four roles: teacher, moral leader, emotional supporter and advocate*”. They provide them with necessary knowledge such as values and norms that they have to know for their socialization. Indeed, parents are considered as the children's first teachers as they spend much time with them at home (Khan, 2012). As far as this present work is concerned, the term parents is going to be related to Henderson and Mapp's (2002) definition which states that parents are all family members, care takers and supporters of children who have an influence on their education and development.

The support that parents provide their children with is known as parents' involvement. For Epstein, “*parental involvement is the most powerful influence in a child's education*” (Richardson, 2009 cited in Erlendsdóttir, 2010). Currently, the concept “parents' involvement” or “parental involvement”, which can be used interchangeably, has gained a lot of importance. It is defined by Sheldon (2002, cited in Pourrajab, et al. 2015: 1) as “*the investment made by parents for their children*”. Obeidat and Al-Hassan (2009 cited in Erlendsdóttir, 2010) focus more on parents' support in their children's education as they define it as the active and continuous contribution of parents or primary caregivers in children's education. Warner (cited in Pourrajab, et al, 2015) supports this idea as he defines parents' involvement as the participation of caretakers in their children's education and life.

With the expansion of the interest on learners' social environment, many works are devoted to the importance of parents' involvement because of its influence on children's education. Jeynes(2011: 25) points out:

Parental involvement almost inevitably became a major area of research also because of the growing body of educational research that asserted that family factors were actually more salient than school variables in determining and predicting the scholastic outcomes of youth.

Parents may be involved in different manners in their children's education. At home, they can demonstrate their involvement in different ways as by assisting them with homework and having regular discussions about school (Erlendsdóttir, 2010). Such practices affect both children's academic results and their attitudes (Epstein, 1995 cited in Muhammad Waqas Rafiq, et al. 2013)

3. Attitudes

Attitudes are feelings or ways of thinking that affect a person's behaviour. According to Bordens and Horowitz (2012) and McKenzie (2010), the concept of attitudes is the main and central focus of social psychology. It aims to explain our thoughts, feelings and actions towards other people, situation and ideas. Allport (1935) defines attitude as: "*A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.*" (Cited in Bordens and Horowitz, 2008:157). They explain that since attitudes are mental and neural, they are private to the person holding them. They are organized through experience as they are constructed when learning from life's experiences and influences. Besides, attitudes are mainly the result of culture and are especially shaped by parents, friends and any agent responsible for individuals' socialization. They add that attitudes are also related to actions and behaviours because they directly affect the persons holding it. According to Gardner (1985), attitudes happen when an individual reacts by evaluating an attitude object. This reaction is mainly related to their beliefs and opinions. Bohner and Wänke (2002) define attitudes as psychological tendencies that individuals have about the attitudes object. The evaluation of the latter is based on the opinions and beliefs that they hold about it and thus favouring or disfavouring it. Furthermore, attitudes are "*tendencies to respond to people, events, or situations either positively or negatively*" (Colendrino- Bucu, et al. 1993). That is to say, attitudes can be either positive or negative and are not only concerned with people but also with different aspects in life.

Bordens and Horowitz (2008), Agheysi and Fishman (1970) state that attitudes comprise three main components. First, the cognitive component which is related to opinions, beliefs and thoughts that individuals have about something. Second, the affective component which deals with emotions and feelings toward the attitude object. Third, the behavioural component which is related to the behaviours and actions that individuals perform in relation with their attitudes.

In short, attitudes show the person's feeling about someone or something. They have an influence on their choices. For this reason, they have gained a great importance in the field of education especially in language learning.

3. 1. Language Attitudes

Richards and Schmidt (2002) and Crystal (1997, cited in Coronel-Molina, 2009) define language attitudes as the attitudes of people towards their own language or varieties of it, or towards other languages or varieties of languages. These attitudes can be positive or negative and may affect second and foreign language learning. Baker (1992) argues that language attitudes encompass a variety of specific attitudes such as attitude to language variation, dialect and speech style, attitudes to a new language learning, attitudes to a specific minority, attitudes to language groups, communities and minorities, attitudes to language lessons, attitudes to the use of a specific language, attitudes of parents to language learning and attitudes to language preference. Thomas, et al. (1999) add that attitudes towards languages and language use exist all over the world. People have different views about language forms as they may consider a language or a variety of it as 'elegant', 'expressive', 'vulgar', 'guttural' or 'musical', or that one language form is 'more polite' or more 'aesthetically pleasing' or 'displeasing' than another one.

Language attitudes are tightly related to language learning. Hossini and Pourmandnia (2013) point out that learners' attitudes towards language learning vary according to what they think and how they evaluate the target language, its speakers, their culture, and of course, the setting where the learning process takes place. In addition, Brown (2007 cited in Hossini and Pourmandnia,

2013) states that learners' attitudes appear mainly in early childhood as a result of both parents' and peers' attitudes.

3. 2. Parents' Language Attitudes

The attitudes of parents towards a specific language and the people speaking it have an important role in its learning (Feenstra, 1969; Lambert and Klineberg, 1967 cited in Rosenbusch, 1987). Children's attitudes are mainly constructed through their experiences in the world and are shaped by their parents' attitudes when they are provided with explicit teaching and implicit modelling (Oskamp and Schultz, 2005 cited in Bartram, 2010). Indeed, there are various ways by which parents influence their children's attitudes as by the discussions that take place between them, by encouraging them to participate in the exchange programs and excursions related to foreign languages. In addition, parents can help their children in doing their homework and prompt them to read in the foreign language. They can also go on holidays to the country where the language is spoken (Young, 1994 cited in Bartram, 2010).

There are two main roles related to parents' influence on their children's language attitudes: the active role and the passive role (Gardner, 1968 cited in Gardner, 1985; Bartram, 2010). The active role means that parents encourage their children to do well, supervise their language learning performance, and reward them when succeeding at school. The passive role consists of the attitudes that parents have towards the community speaking the language (Gardner, 1968 cited in Gardner, 1985). This means that when parents have positive attitudes towards the people speaking the language, they support their children to learn that language. When they have negative attitudes towards the people speaking the language or the community, however, they do not assist their children even though they are able to help them to achieve in the language learning (Gardner, 1985).

4. Social Constructivism

Social constructivism is based on the premise that knowledge is constructed by individuals through social interaction with others, not only human but with physical world as well, and from their experiences. This theory is widely applied in the field of education and learning. It gives importance to “*others*” and to all forms of social interaction in the process of constructing knowledge and understanding (Pritchard and Woollard, 2010). The term “*others*” is defined as “*[...] parents and other adult relatives, older siblings, peers and even younger siblings.*” (Valsiner, 1997 cited in Daniels, H. 2001). The theory explains that there must be two or more participants who should be involved in some form of interaction for knowledge to be constructed (Gergen, 1995 cited in Teague, 2000). That is, when interacting with others, the participants exchange their prior knowledge and negotiate meaning and thus construct knowledge (Teague, 2000). Vygotsky, a proponent of the constructivist theory, supports the idea that it is through interaction and collaboration with others that a child acquires knowledge.

Vygotsky gives a significant importance to the role of “*others*” in children's learning process. For him, children are dependent on other individuals or “more knowledgeable others” who provide them with the needed information to progress in their education. Indeed, it is through speech and support that the collaboration between the learner and more knowledgeable persons can be created and the extension of skills and competences take place (Donato, 1994 cited in Turuk, 2008). To support this idea, Vygotsky uses the term “*scaffolding*”. In this respect, Pritchard and Woollard (2010: 38) define scaffolding as:

A means by which a “helper” (broadly defined to be anyone in a position to provide this support) has the potential to provide something which is likely to assist in the process of acquiring knowledge and developing understanding. Scaffolding is measured and appropriate intervention which has the purpose of enabling a learner to move forward.

The purpose of scaffolding is to help learners to enhance their development by means of different approaches (Pritchard and Woollard, 2010). In short, learners need the assistance of other

persons who are more competent to support them improve their skills. Vygotsky has developed a concept called *Zone of Proximal Development (ZPD)* which is the area between learners' level when they work alone and their level when they are under adults' support or in cooperation with more proficient peers (Vygotsky, 1978 cited in Turuk, 2008). In other words, the ZPD deals with the contrast between what learners are able to learn by themselves and what they are able to learn when they are helped by others (Pritchard and Woollard, 2010). The guidance required by learners may be provided by more capable peers, teachers and parents as well.

Zone of Proximal Development



Figure 01: Representation of Vygotsky's Zone of Proximal Development

4. 1. Social Constructivism and Parents' Involvement

Parents may play the role of a guide or a helper in assisting their children as there is collaboration between them and their children. The notion of collaboration is important in social constructivism. Pritchard and Woollard (2010) explain that social constructivist-based learning can be effectively established by collaboration. Hence, constructivism may be applied to the concept of parents' involvement.

Parents collaborate with their children to enhance their learning process. In Vygotsky's ZPD, three elements have been identified to make their learning more successful. First, the aim which is the cognitive progress. Second, the child who is going through that progress. Third, the adult or peer

who is considered as the more capable person (Eun, et al. 2008). In addition, parents, as the competent adults support their children to progress through their ZPD using various techniques. Vygotsky does not specify which technique to use when helping or collaborating with children. He only presents key elements such as using demonstration, asking questions, and providing children with indices about the task's solution (Moll, 1990 cited in Daniels, 2001). As a result of their journey through the ZPD and the collaboration with more knowledgeable persons, children can perform tasks themselves that they were not able to perform before (Eun, et al. 2008)

The social constructivist theory and Vygotsky's concept of ZPD provide the field of education and language learning with a significant framework. It is applied on the studies about the importance of parents' involvement.

5. Epstein's Theory on Parents' Involvement

Epstein, a sociologist in Johns Hopkins University (USA) and the director of the Centre on School, Family and Community Partnerships, has developed a framework concerning the connection between family, school, and community. Her theory of *Overlapping Spheres of Influence* and the model of *Six Types of Involvement* will be used in the present investigation.

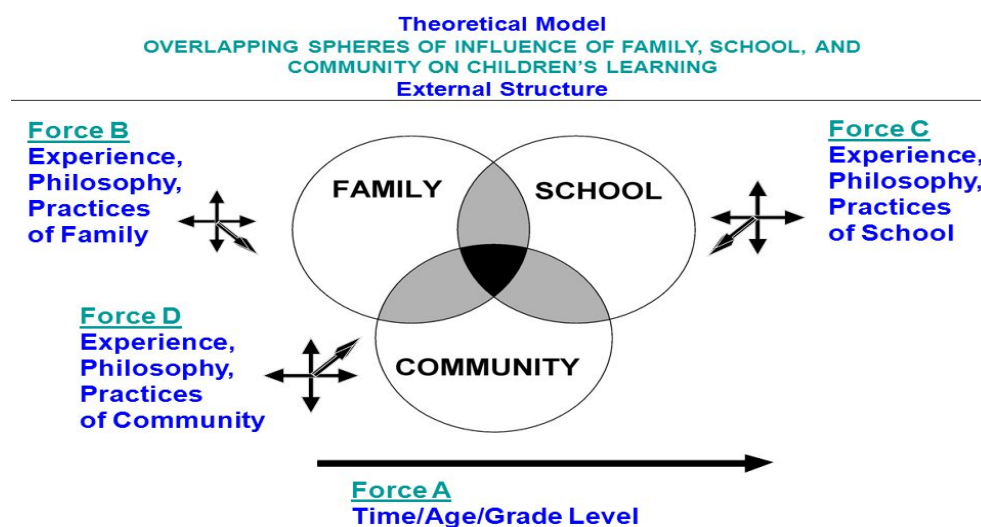
5. 1. Overlapping Spheres of Influence

Epstein (1995) asserts that educators have a vital role in children's learning. When they view children as learners, families let their education to schools. Thus, they do not get involved and do not help their children in their studies. However, when educators consider learners as children, they give a great importance to the role of family and community in children's education and thus maintain a partnership with them. The partnership that exists between family, school and community offers better opportunities for children; create family-like schools and school-like families. In addition, it especially permits children to succeed both in their studies and in later life.

The theory of *Overlapping Spheres of Influence* includes an external and an internal structure. The external structure of the model shows that family, school and community are the

three contexts where learners learn and develop and which conduct activities to influence this learning and development (Epstein, 1995). Sender and Epstein (1998) add that there are many factors that make the external structure either together or separate such as beliefs, experiences, practices, and the students' age and grade. They add that these elements have a direct impact on the activities that the three spheres share altogether. Moreover, schools are the major responsible of either separating the three spheres or maintaining communication and interactions between them. Epstein (1995) adds that when schools interact with the two spheres, people make learners be aware of the importance of school, of hard work, of creative thinking, of helping one another and also the importance of staying at school.

The external structure of the model gives more importance to the learners as it locates them at the centre of the model. This shows that they are the core of their education, development and success in school (Epstein 1995). In fact, the partnership that exists between family, school and community does not only generate successful students, but also partnership activities support and thus enable them to build success themselves (ibid). In addition, students play an important role in the success of partnership between the three spheres because they allow their parents to know how schools are working with them.



See *Handbook* chapters 4 and 5 for the *Internal structure* of interpersonal connections in this model.

Figure 02: The External Structure of the Overlapping Spheres of Influence Model

The internal structure of the model shows the importance of the interpersonal relations and patterns of influence that exist between individuals at home, at school, and in the community. Epstein (1995) points out that the support needed by learners relies on the interpersonal relations between the three spheres. These relationships are either institutional when families are invited to an event, or individual when parents and teachers meet or have telephone conversations because the internal model takes into consideration the interaction between teachers and parents. Furthermore, children are the centre of any kind of interaction and communication between the three spheres. This has a direct impact on their learning.

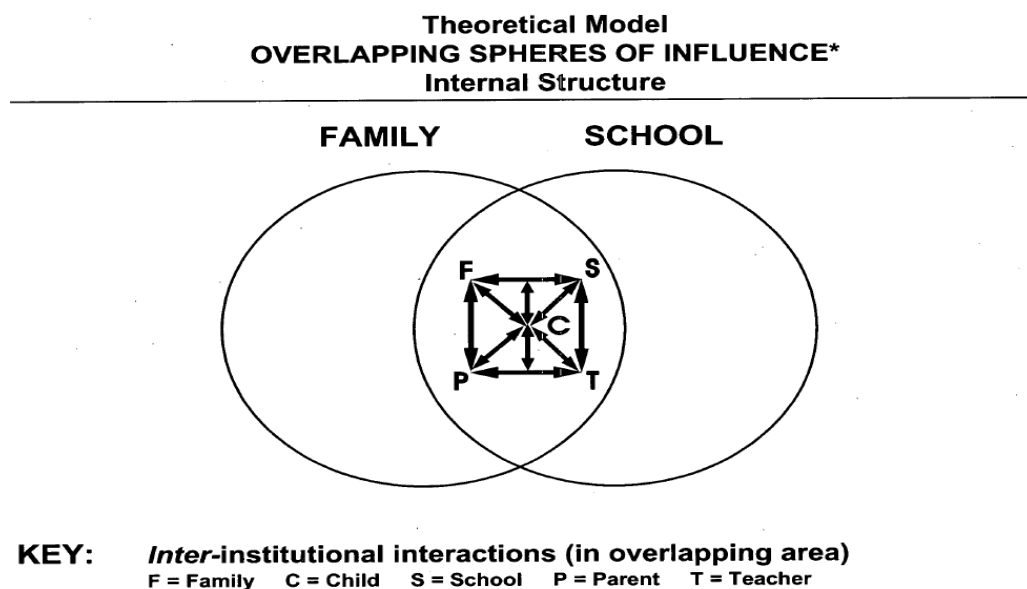


Figure 03: The Internal Structure of the Overlapping Spheres of Influence Model

5. 2. Six Types of Involvement

Epstein has developed the model of Six Types of Involvement to allow schools establishing more effective programs. The aim is to permit the three spheres, that is; school, family and community, to cooperate in rearing healthy and successful children (Sender and Epstein, 1998).

5. 2. 1. Parenting

It is when schools get in touch with families; make them understand how they can support learning by establishing good home atmosphere (Epstein, 1995; 1996). In this case, schools get

information about families' backgrounds, cultures, and their children's goals. Parenting activities can inform parents about their children's health, safety, and nutrition. They may also inform them about home conditions that help learners in their education whatever their level is (Epstein, et al. 2002).

5. 2. 2. Communicating

It is when schools communicate with families to make them know the. programs and learners' progress. There are mainly two ways of communication: school-to-home and home-to-school communications about school and classroom programs. Schools, in this case, use different ways to maintain this communication such as notices, memos, conferences, report cards, newsletters, phone and computerized messages, open houses, and other innovative communications (Epstein, 1995). Communication improves school and home cooperation. It makes the learners understand that their success in school is the result of partnership between their parents and teachers (Epstein. et al, 2002).

5. 2. 3. Volunteering

It means that there are activities that allow parents to get involved in schools by devoting their time and abilities to help not only their children but also schools and teachers. Parents may be volunteers in schools' events, activities, and ceremonies (Epstein, 1995).

5. 2. 4. Learning at home

It is to provide families with ideas concerning how they can be involved in the different academic activities that children do at home. These activities are linked to what children learn at school and allow them succeed (Epstein, 1995). Moreover, when teachers encourage parents to help their children with homework, they get more involved in their children's education (Henderson and Berla, 1994). Learning at home improves both communication between teachers and parents and the discussions that take place between parents and children at home.

5. 2. 5. Decision making

It is when schools include parents as participants in school decisions, school improvement teams, committees, or other parent organizations (Epstein, 1995). That is, schools invite parents to contribute to their decisions such as curriculum design and children's safety.

5. 2. 6. Collaborating with community

It is to build bridges between community, school and family in order to reinforce schools, families, and children's learning. Epstein (1995) states that this type aims at recognizing and incorporating resources and services from the community in order to support school programs, family practices and learning and development of learners as well.

Conclusion

The review of the literature allowed defining parents' involvement, attitudes, language attitudes and parents' language attitudes. It has also permitted to highlight the two theories which this study is based on. First, Epstein's theory on parents' involvement which explains the three spheres that have an influence on students' learning and development, and how their partnership leads to their success. In addition, the Six Types of Involvement have been explained in order to see to what extent schools get in touch with family and community. Second, the social constructivist theory indicates that learning takes place in a social environment where children are in constant interaction and collaboration with the outer world. Thus, parents have a meaningful role in their children's development and education.

Introduction

This chapter deals with the methodology used to gather and analyse the necessary corpus. It is divided into two main parts which show the procedures of data collection and those of data analysis. The first part exposes the research tools used to collect data including the context of the study. The second part exposes the procedures of data analysis. The Statistical Package for Social Sciences (SPSS) is used to interpret the quantitative data and the Qualitative Content Analysis (QCA) is used to describe the qualitative one.

1. Data Collection

1. 1. Context of the Study

The present investigation is conducted in two private primary schools in TiziOuzou which are Arc-En-Ciel and HouamdiMouloud, we wanted to conducted the research in a large number of private schools but only two have accepted our request. The research is conducted from the 24th April, 2016 to the 9th May, 2016. The two schools offer English language lessons from primary to secondary school level. However, this study is only concerned with the primary level namely the 3rd, the 4th, and the 5th. In fact, from 2006, English has been introduced in both schools with the purpose of enhancing the linguistic competence of learners.

1. 2. The Participants

One hundred and twenty-three (123) participants have taken part in the invistigation. In the current study, Fifty-nine (59) parents were chosen randomly to complete a questionnaire related to their involvement and attitudes toward ELL. 51% of them are mothers, 42% are fathers while 7% are minority are other family members. In addition, sixty-two (62) learners were asked to complete another questionnaire in order to collect information about their ELL and their opinion about their parents' involvement. 47% of the learners are from Arc-En-Ciel private school and 53% are from HouamdiMouloud private school.

This study embodies learners of three different primary levels. In fact, 55% of these learners study in 4th level, while 27% study in the 3rd level and 18% study in the 5th level. Concerning their age, it ranges between 8 and 11 years.

With the two schools' headmasters, a face-to-face structured interview has been conducted to depict the relation between schools and families and how they get parents involved in ELL. Their role is to coordinate class curricula and to manage the school. It is for that reason that they have been selected to take part in the investigation.

1. 3. The Questionnaire

Broadly speaking, a questionnaire is a data collection tool that researchers use to collect data from a specific group. Brown (2001, cited in Dornyei, 2003) defines questionnaires as any written tool that contains series of questions and statements which the respondents answer either using their own words, or choosing from the answers they are provided with. Dornyei (2003) asserts that the questionnaire is the most used data collection tool in social sciences and that researchers use in statistical works. For the sake of gathering authentic data to the present work, two questionnaires have been handed to both children of private primary schools and their parents

1. 3. 1. Learners' Questionnaire

The first questionnaire is addressed to the learners of the primary schools in order to know whether they are supported in their English language learning process or not. It is handed to the participants on the 24th and 25th April, 2016. Three primary levels have taken part in this investigation: 3rd, 4th and 5th level. The questionnaire is made up of nineteen (19) questions composed of both closed-ended and open-ended questions. It is divided into three sections. The first is provided with five closed-ended questions about learners' gender, age, level and the persons they live with. The second is about their parents' involvement in their ELL. It comprises ten (10) questions. The last one is about their attitudes towards English and consists of five (5) questions.

1. 3. 2. Parents' Questionnaire

The second questionnaire is addressed to parents. It contains fifteen (15) questions which are divided into open-ended and closed-ended questions. It is composed of three parts. The first one has four (4) questions that deal with parents' profile. The second is about their attitudes towards the English language and how they consider its learning at primary schools. It comprises eight (8) questions. The last part is concerned with parents' involvement in learning English. It comprises eight questions about whether parents are involved in English learning and how often they do it.

1. 4. The Interview

An interview is conducted with the schools' administrators with the aim of gaining a third outlook about the study's issues. It is a structured interview which is composed of fourteen (14) open-ended questions allowing the participants to freely express themselves. The interview is divided into three sections: The first is about the Participants' Profile with one question. The second part deals with the English Language teaching in the two schools with four questions. The last part is about School-Family Partnership with nine questions. The same questions are asked to both participants. The interviews are conducted in the administrators' office at the private schools, far from any disturbance. The first interview is recorded on 5th of May, 2016 in the HouamdiMouloud School. The second is recorded in the 9th of May, 2016 in the Arc-En-Ciel school. Before each interview, the participants are informed about the purpose of the present research and asked the permission for recording.

2. Data Analysis

To interpret the gathered data, two tools are used. On the one hand, Statistical Package for Social Sciences (SPSS) is used to interpret the quantitative data collected from the questionnaires. For the qualitative data, on the other hand, the Qualitative Content Analysis (QCA) is used.

2. 1. Statistical Package for the Social Sciences (SPSS)

SPSS is a software that is mainly used in Social Sciences to analyse quantitative data collected from the closed-ended questions. In the present study, it is used to analyse and present the outcomes of the closed-ended questions of the two questionnaires. In fact, the obtained results can be presented in a range variety of means such as: graphs, tables, and charts.

2. 2. Qualitative Content Analysis (QCA)

The data collected from the interview and the open-ended questions of the questionnaires are analyzed by means of QCA. The latter is *"a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns"* (Hsieh & Shannon, 2005: 1278). This method allows the analysis of a large amount of data to select only the targeted one for a given investigation. QCA was chosen to interpret the view of the schools' administrators not only about the importance of parental involvement, but also to find out how they encourage parents to get involved. In addition, it displays some of parents' opinions on their children's ELL and how they consider parents' involvement.

Conclusion

The techniques of data collection as well as the technique of data analysis are presented in this chapter. The former deals with the questionnaire and the interview, whereas the latter presents SPSS and introduces the qualitative content analysis. All these methodological tools are used for the aim of answering the research questions.

Introduction

This chapter is empirical. It presents the data collected from the two questionnaires as well as from the interview. It is arranged into two sections. The first one shows the results of the questionnaires, the first is administered to sixty-two (62) learners of two private schools in TiziOuzou and the second to fifty-nine (59) learners' parents. The second section is devoted to the results obtained from the interview conducted with the two private schools' administrators.

1. Presentation of the Results of the Questionnaire

1. 1. Presentation of the Results of the Learners' Questionnaire

1. 1. 1. Learners' Profiles

Gender

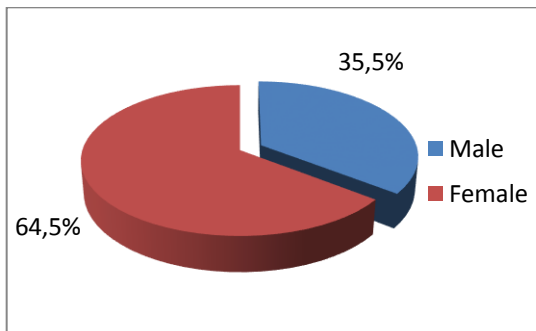


Diagram 01: Learners' Gender

Diagram 01 indicates that 64.5% of the participants who filled in the questionnaire are female and 35.5% are male.

Age

The age of participants who have taken part of this investigation is between eight and eleven years old (8 -11 years).

Level

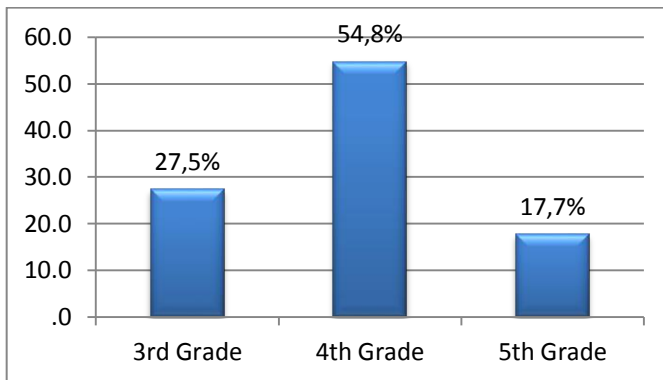


Diagram 02: Learners' Level

In this study, learners of three primary grades participate. 54.8% are fourth grade learners, 27.5% are third grades learners while 17.7% percent are fifth grades learners.

Family

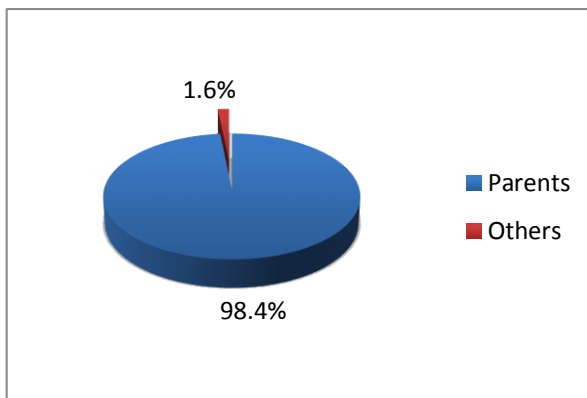


Diagram 03: Children's Family

The majority of participants, i.e. 98.4% live with their parents and the minority lives with other members of the family (1.6%).

1. 1. 2. Parents' Involvement

Q01: Do you have homework of English?

Yes No

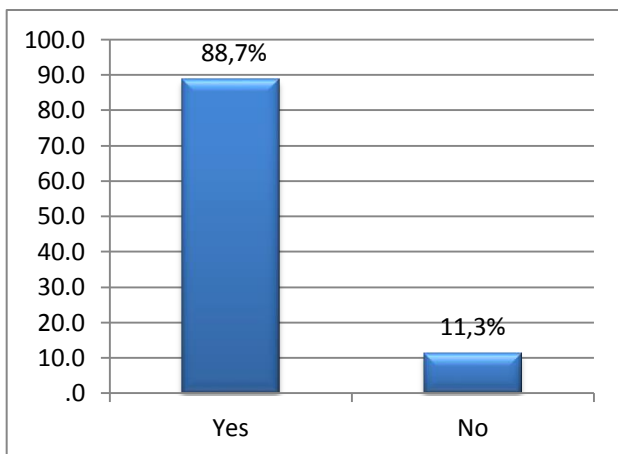


Diagram 04: Homework of English

As indicated in diagram 04, the majority of the pupils admit that they have English homework, namely 88.7% and only the minority tells that they do not have homework in English i.e. 11.3%.

Q02: If yes, how often a week?

- Once a week Twice a week Three times a week

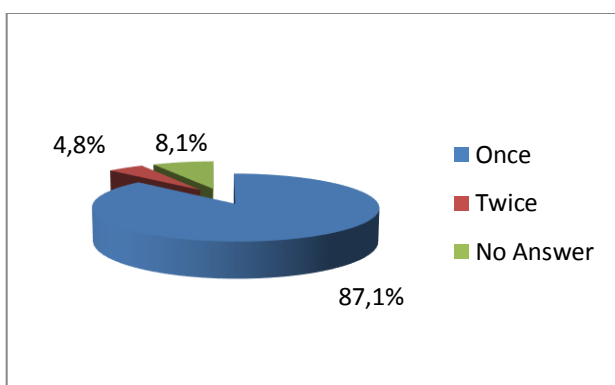


Diagram 05: Homework's Frequency

With the pie chart, it is understood that learners have homework in English. The majority of the participants (87.1%) claim that they have it once a week, 4.8% assert that they have English homework twice a week. 8.1 % have not answered the question

Q03: Do you need help in doing your homework in English?

- Frequently Sometimes Rarely Never

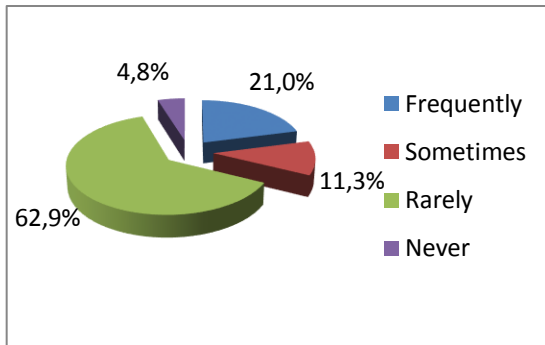


Diagram 06: Frequency of Help that Children Need

When the participants are asked whether they need help in doing their homework, the majority (62.9%) affirm that they *rarely* need help to do their homework. 21% claim that they *frequently* need help while 11.3% percent respond that they *sometimes* need help. Only 4.8% say that they *never* need help in doing their homework

Q04: Is there anyone who helps you with your homework of English?

Frequently Sometimes Rarely Never

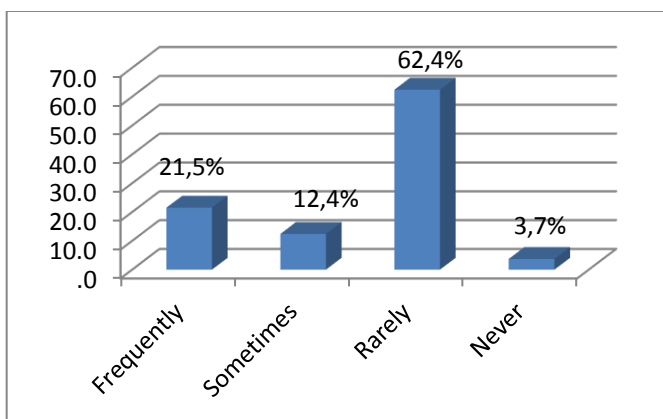


Diagram 07: Frequency of Parents' Help

The above diagram shows that the majority of the respondents (62.4%) are *rarely* helped by their parents. 21.5% of them state that they are *frequently* helped, 12.4% of them are *sometimes* helped while only 3.7% state that they are *never* helped.

Q05: If yes, who does it?

Father Mother Sister Brother Someone else

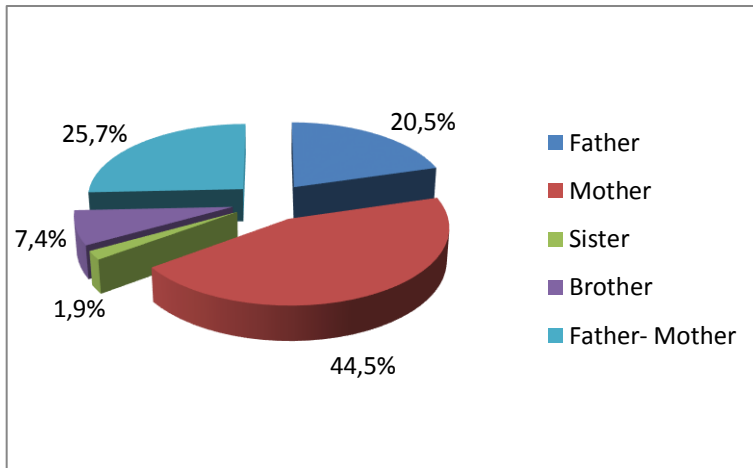


Diagram 08: Parents who Help the Child

Diagram 08 shows that many members of the family get involved in children's homework of English. It is clearly observable that mothers (44.5%) are the persons who more help them at home while 20.5% are fathers, 7.4% are their brothers while only 1.9% are their sisters. It also indicates that, sometimes, both mothers and fathers (25.7%) help their children at the same time.

Q06: How do they support you?

- They orient you
- They assist you
- They encourage you
- They do the homework for you

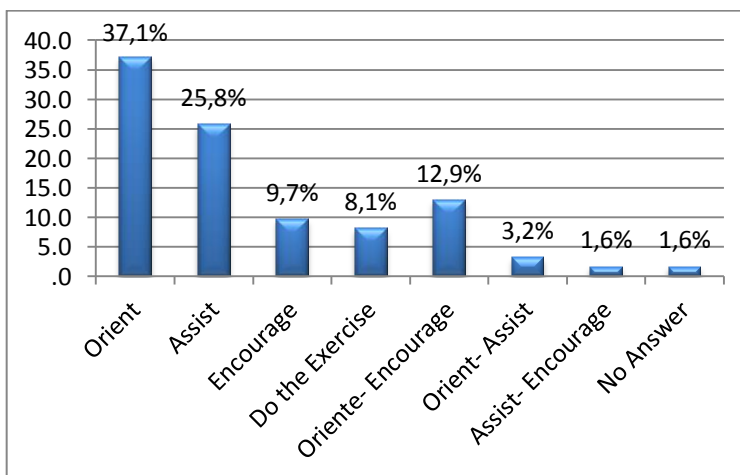


Diagram 09: The Ways Children are Helped.

Diagram 09 denotes that there are many ways by which parents or other members of the family help children in doing the homework. 37.1% of them orient, 25.8% assist and 12.9% orient and encourage them. In addition, 9.7% of the participants' parents encourage them to do the homework while 8.1% of them do the exercise for them. 3.2% of them orient the children and assist them in doing the homework. 1.6% of parents assist and encourage their children. The others who form 1.6% have not answered the question.

Q07: Is their support beneficial?

Yes No

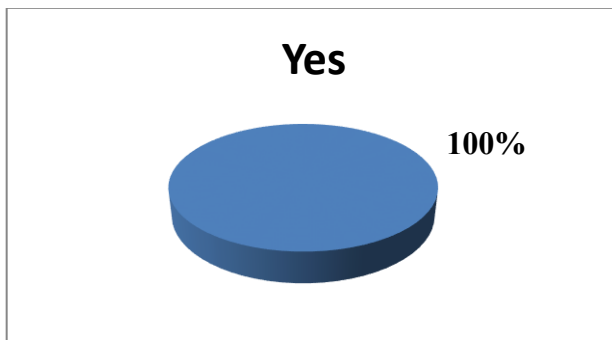


Diagram 10: The Importance of Parental Support

Diagram 10 clearly shows that parents' help is at 100% beneficial for their children concerning the homework of English.

Q08: Do you understand better when they help you?

Yes No

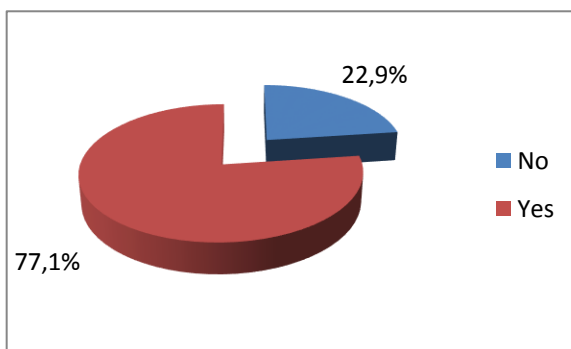


Diagram 11: Children's Understanding

Diagram 11 denotes that the majority of the participants (77.1%) understand better when their parents help them in doing their homework. However, the minority which is 22.9% do not notice any difference in comprehension.

How?

When learners were asked whether there is a difference of comprehension, the answer that is mentioned most frequently is that they understand better when their parents explain for them. Some of the participants add that their parents explain better as they have more time, explain for them individually, illustrate with more examples, and translate when it is necessary. Other learners add that thanks to their parents' explanations, they do their exercises more easily, correctly and know their mistakes.

1.1. 3. Attitudes towards English

Q09: How do you consider the English language?

Very important Necessary Optional Useless

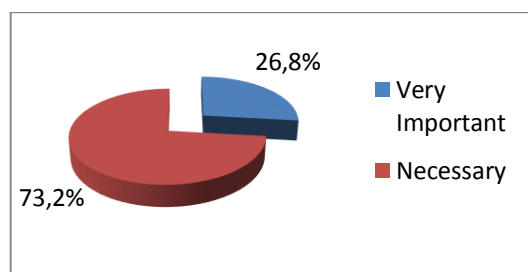


Diagram 12: Children's Opinions about English

The results obtained from question 9 show that 73.2% indicates the number of participants who consider that English is necessary while 27.4% of them consider it as very important. For the two other propositions, no participant (0%) considers it as optional or useless.

Q10: How do your parents consider the English language?

Very important Necessary Optional Useless

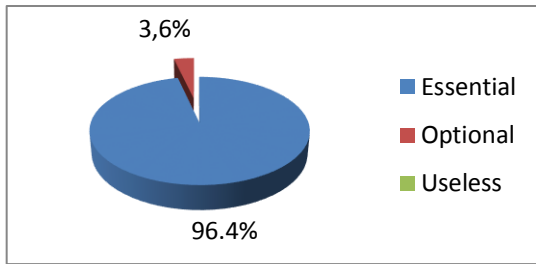


Diagram13: How Parents Consider Foreign Languages

The pie chart shows that the majority of parents i.e. 96.4% considers foreign languages as essential while only 3.6% consider them as optional and no parent (0%) considers them as useless.

Q11: Do your parents encourage you to learn English?

Yes No

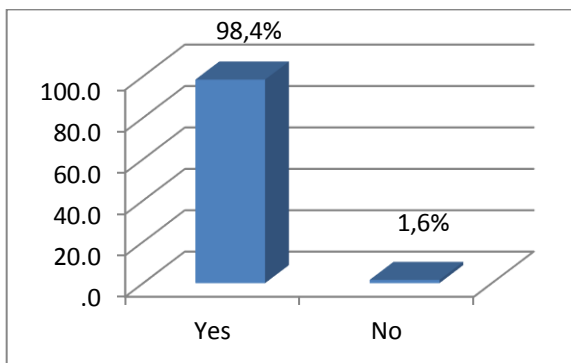


Diagram 14: Parents Encouraging English Learning

The results gathered from question 11 show that most parents i.e. 98.4% encourage their children to learn English, but only 1.6% of them do not.

Q13: Do you use English at home?

Yes No

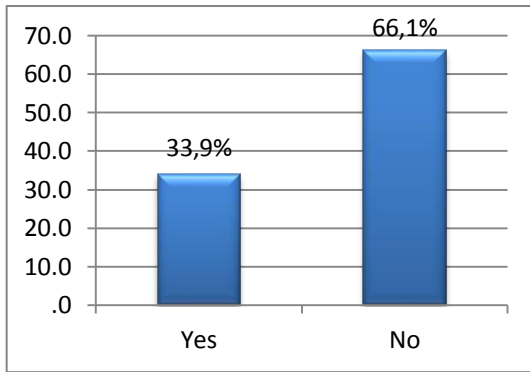


Diagram 15: The Use of English at Home

As indicated in diagram 15, the majority of children, that is 66.1%, do not use English at home while only 33.9% of them do.

1. 2 . Presentation of the Results of the Parents' Questionnaire

1. 2. 1. Parents' Profiles

Parents' Gender

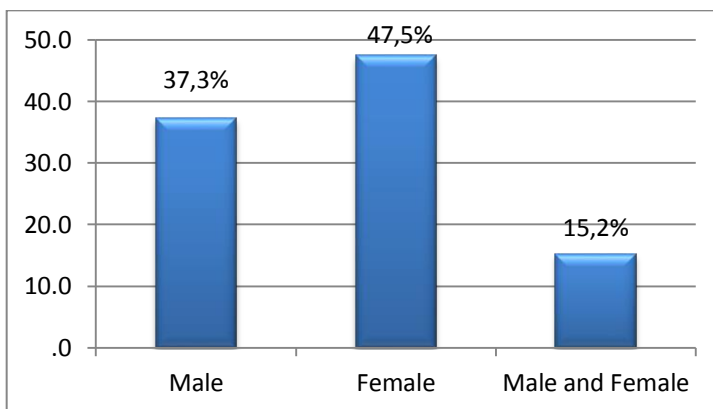


Diagram 16: Parents' Gender

The above diagram shows that 47.5% of the participants are females while 37.3% are males and only 15.2% are both males and females.

• What is your relationship with the child?

Father Mother Brother Sister Others

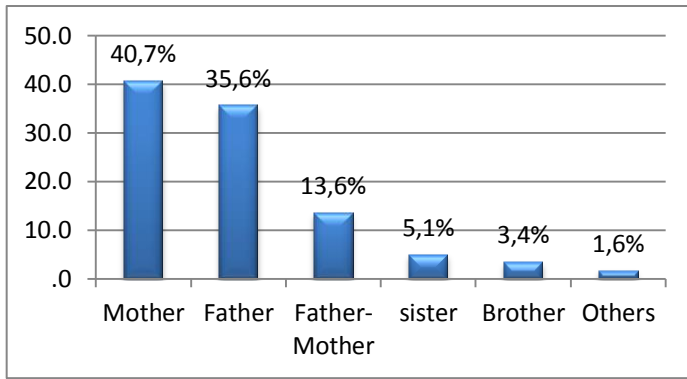


Diagram 17: Parents' Relationship with the Child

The above diagram denotes that 40.7% of the participants are mothers and 35.6% are fathers. 3.4% consists of the child's brothers and 1.7% represents their sisters. 13.6% of the participants are children's fathers and mothers while 1.7% are the other members of the family.

• What are the languages do you speak?

Kabyle Arabic French English Others

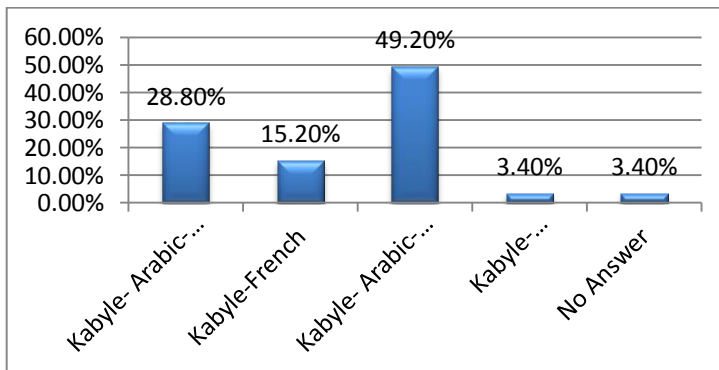


Diagram 18: The Languages that Parents Speak

From the above diagram, it is noticed that the majority of parents are bilingual and some are multilingual. 49.2% of them speak Kabyle, Arabic, French and English. 28.8% speak Kabyle, Arabic and French, and 15.2% speak Kabyle and French. 3.4% of them speak Arabic and French and the same number of participants speak Kabyle, French and English and 3.4% of the subjects have not answered the question.

1. 2. 2. Parents' Attitudes

Q01: How do you consider foreign languages?

Essential Optional Useless

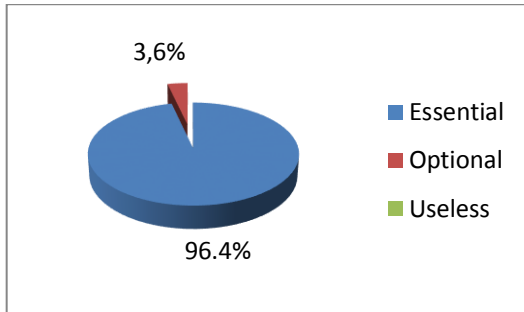


Diagram19: How Parents Consider Foreign Languages

The pie chart shows that the majority of parents i.e. 96.4% consider foreign languages as essential while only 3.6% consider them as optional and no parent (0%) considers them as useless.

Q02: Classify these languages according to your preferences

French English Spanish German

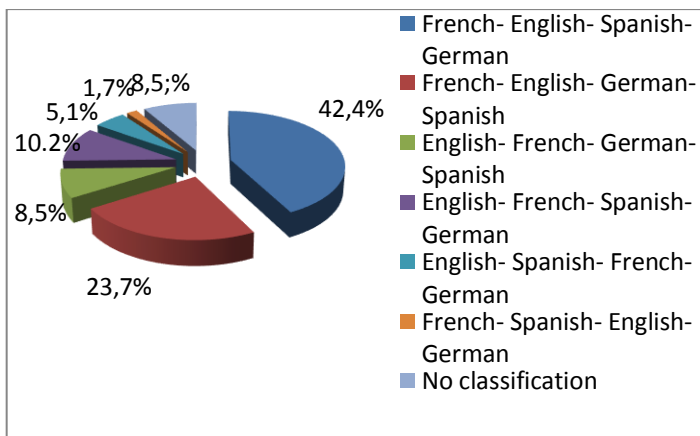


Diagram 20: Language Classification According to Parents Preferences

As highlighted in the diagram, 42.4% of parents rank languages as follows: French; English; Spanish; German. The second classification, by 23.7%, is: French; English; German; Spanish. While 1.7% order the languages as in this manner: French; Spanish; English; German. The other ordering starts all with English whereas 8.5% have not provided any answer for this question.

Q03: Your level in English is in

Comprehension Speaking Reading Writing

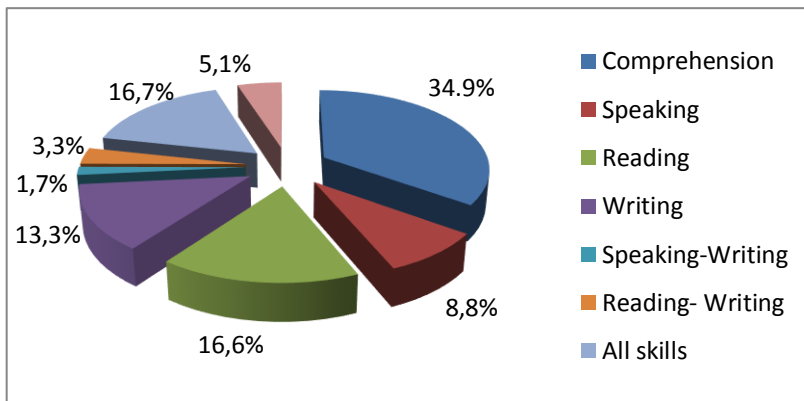


Diagram 21: Parents' English Level

Based on the results, the level of the majority of the participant (34.9%) is based on comprehension. 16.6% of the respondents claim that they master the reading skill. 13.3% of them can write in English. 8.8% of the respondents speak English. 3.3% can read and write while 1.7% can write and speak in English. 16.7% of the participants master the four skills while 5.1% have not answered the question.

Q04: Why is it important to study English?

Linguistic Competence For work Economy Tourism

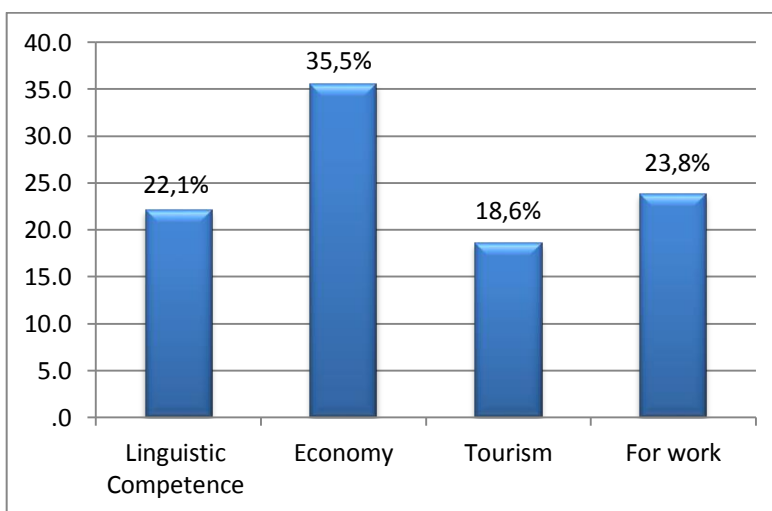


Diagram 22: The Reasons behind Studying English

The above diagram displays parents' views of the importance of studying English. Parents have mentioned different areas related to the reasons behind studying this language. 35.5% of them

argue that it is for economical interest, 22.1% for linguistic competence, 23.8% for work while 18.6% of the parents them have chosen tourism.

Q05: Do you think that children have to learn English at the primary level?

Yes No

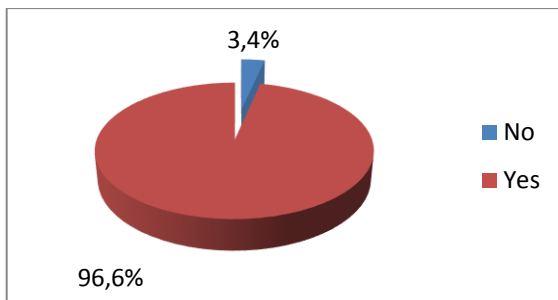


Diagram 23: Parents' Opinion about English Teaching at the Primary Level

This Diagram shows that 96.6% of parents think that their children should start learning English at the primary level. Only the minority that is 3.4% claim that children do not.

Why?

The majority of parents think that learning English at the primary level is important because children are more likely to learn the language at an early age, and they can master it with no difficulties. Some of them state that learning English is important because it is the most used language at the international level and that it is essential in their children's life. Few parents claim that French must be taught first than English and that school curricula are so overloaded that children cannot handle all the provided programs.

Q 06: Does the English language have the same importance as the other subjects at school?

Yes No

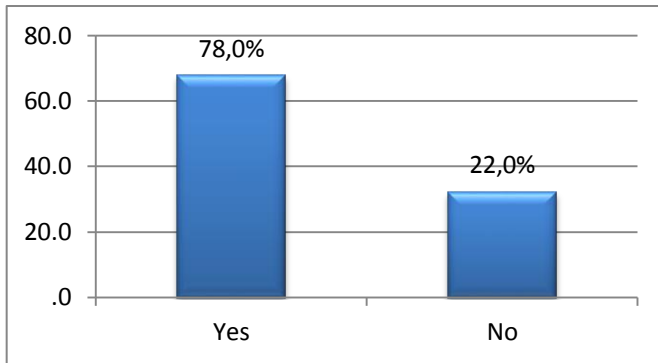


Diagram 24: The Importance of English at School

The majority of parents (78%) argues that English has the same importance as the other subjects at school while 22% admit that English has not the same importance as the other subjects.

Why?

The great majority of parents claim that English has the same importance as the other subjects in school because it will help the child in acquiring knowledge, since it is the language of science and technology and the key of further studies. They also claim that it will help them later in life because it is the language that is most spoken in the world.

Q07: The partnership between schools and parents helps children to succeed in their studies and in later life

Strongly agree Rather agree Agree Disagree Strongly Disagree

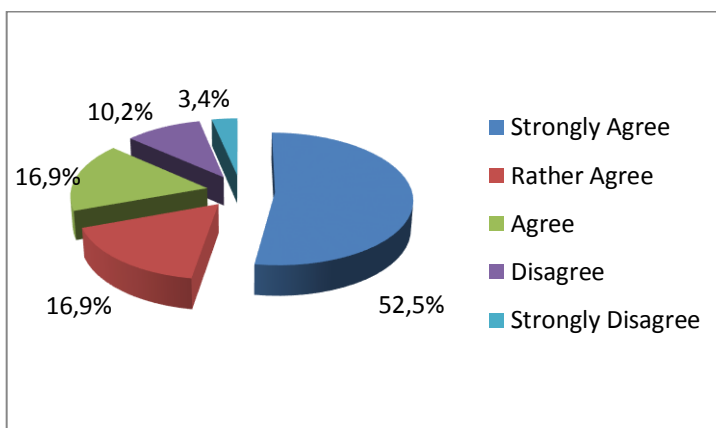


Diagram 25: Parents' Opinions on their Partnership with Schools.

The above diagram represents parents' view which states that the partnership that exists between them and schools help children to succeed in their studies and in later life. 52.5% of parents *strongly agree*, 16.9% *rather agree* and 16.9 *agree* while 10.2% *disagree* and only 3.4% *strongly disagree with the statement*.

Q08: Do you encourage your child to watch cartoons in English?

Yes No

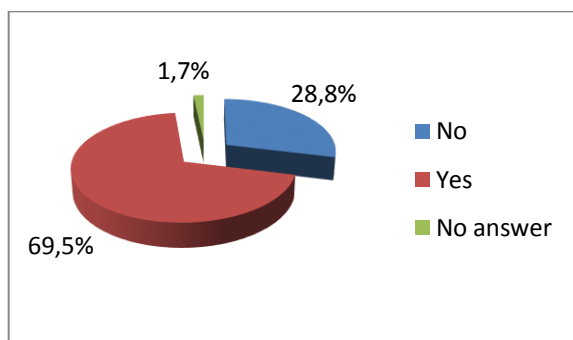


Diagram 26: Parent's Encouragement to Watch Cartoons in English

The above diagram indicates that most of the targeted parents (69.5%) encourage their children to watch cartoons in English. Only the minority of parents do not.

1. 2. 3. Parents' Involvement

Q 09: In which subjects do you help your child?

Maths Arabic French English Others

Maths	Arabic	French	English	Maths- French
4	6	4	11	2
7%	10%	7%	19%	3%
Maths- Arab	Arabic- Engl	French- E	All subjects	No Answer
4	5	2	20	1
7%	8%	3%	34%	2%

Table 01: The Subject in which Parents Help their Child

The table below shows that parents help their children in the different subjects they have at school. 34% of them help in all the subjects, 19% help in English, 10% in Arabic, 7% in maths, 7%

in French. The rest of the result indicates that there are some parents who help the child in more than one subject. For instance, 8% help in Arabic and English, 7% in Maths and Arabic, 3% in Maths and French, French and English. Only 2% of parents have not answered the question.

Q 10: When helping your child in English, you emphasize more on:

Writing Speaking Reading Listening

Writing	Speaking	Reading	Listening	Writing Speaking
10	9	3	2	1
21%	19%	6%	4%	2%
Writing Speaking	Writing Listening	Writing Reading	All Skills	No Answer
4	2	9	6	1
10%	4%	19%	13%	2%

Table 02: The Skills Parents Focus on when Helping their Child

From the table, it is clear that parents give importance to the four skills of the language. 21% of them emphasize on writing, 19% on speaking, and on writing and reading, 6% on reading, and 4% on listening. There are some parents who focus on more than one skill. 2% of them on writing and speaking, 10% on writing, speaking and reading, 4% on writing and listening, while 13% of them emphasize on the four skills. The 2% left have not answered the question.

Q11: Do you think that your child is interested in learning English?

Yes No

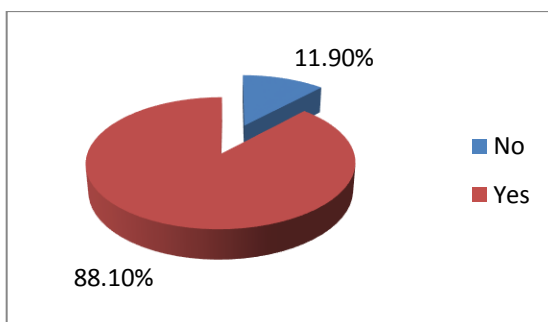


Diagram 27: Children's Attitudes towards English

This Diagram demonstrates that the majority of parents, that is 88.1%, view that their children are interested in learning English whereas 11.9% assert that their children are not.

Q 12: Do you help your child in doing their homework of homework?

Yes No

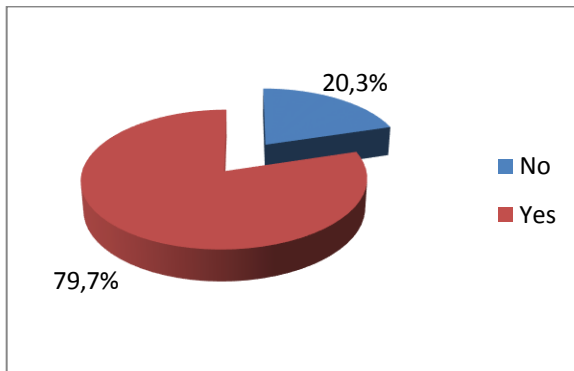


Diagram 28: Parental support

As indicated in the above diagram, 79.7% of parents help their children in doing their homework of English and only 20.3% do not.

If yes, how often?

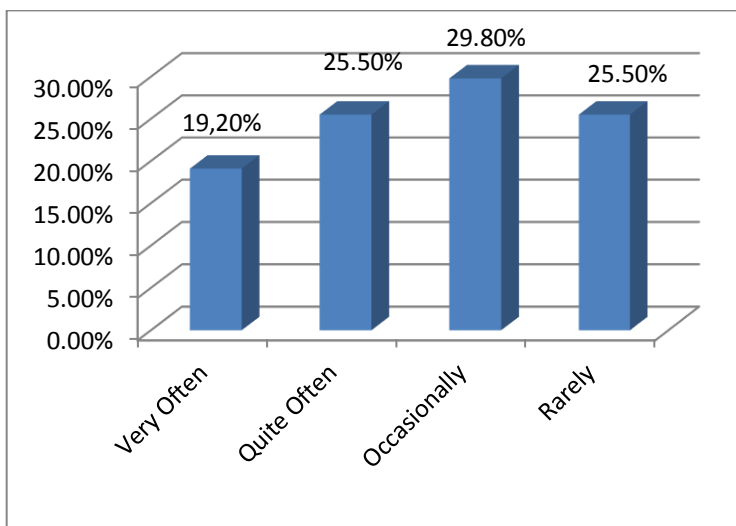


Diagram 29: Frequency of Parental Support

The number of parents who help their children *occasionally* is represented by the higher percentage, that is 29.8%. Parents who help their children *rarely* and *quite often* are shown by the same percentage which is 25.5% whereas 19.2% of them assist their children *very often*.

Q13:Parents' help is essential for their children's English Language Learning.

Strongly agree Rather agree Agree Disagree Strongly Disagree

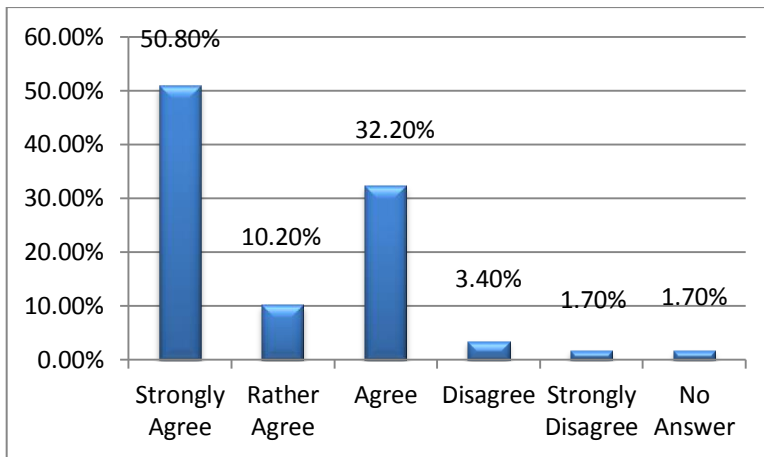


Diagram 30: The Importance of Parental Support in English Learning

Diagram 30 shows that 50.8% of parents *strongly agree* that their help is essential for their children's ELL. 32.2% *agree* with the statement and 10.2% *rather agree*. Only the minority i.e 3.4% disagree that their help is not while 1.7% strongly disagree. 1.7% of parents have not answered the question.

Q14: Parents are often considered as their children's second teacher

Strongly agree Rather agree Agree Disagree Strongly Disagree

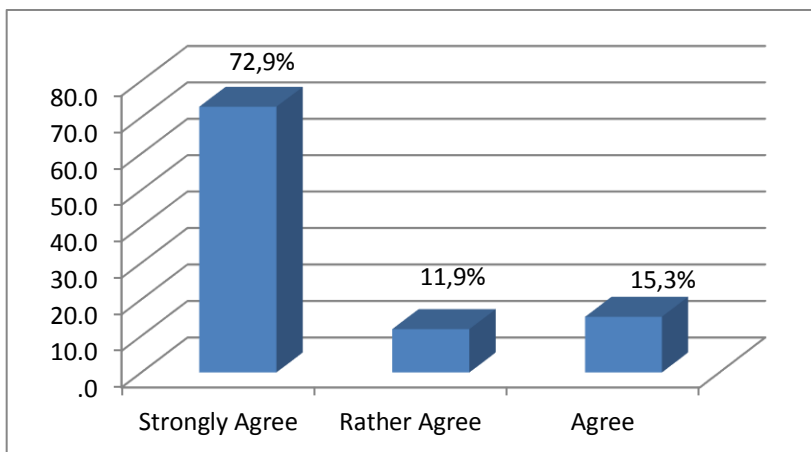


Diagram 31: Parents' Opinion about the Fact that they are their Child's Second Teacher

As underscored in the bar chart, most of the participants *strongly agree* that they are their children's second teacher, that is 72.9%. While 15.3% *agree* and 11.9% rather *agree*. None of the parents *disagree* with the statement (0%).

The section which is reserved to parents' ideas and opinions on the present research show that parents agree on the idea of learning English at an early age and that it should have the same importance as the other languages existing at schools. Some parents claim that they are happy to see their children learn English. They assert that it helps them when going abroad and also to directly access to nowadays' technologies. Some of them say that they help their children in learning English because it is the most talked language in the world. Some argue that they encourage and help their child and have suggested many ideas concerning the teaching of English such as using audio-visual aids, tales' books, songs, and pushing children to talk in English in order to allow them to master the language.

2. Presentation of the Results of the Interview

In this section, the data obtained from the two interviews conducted with two schools' headmasters are analyzed. The interviews are recorded and then transcribed into texts. The Qualitative Content Analysis (QCA) is used to interpret the data and aims to find out the view about the role of parents in their children's ELL. It also used to determine the importance of school in encouraging parents' involvement.

2. 1. Content Analysis of the Administrators' Interview

2. 1. 1. Administrators' Profile

In the present investigation, two schools' headmasters have participated by accepting to be interviewed. Their role is to manage the school, maintaining its well-functioning of the school, and providing teachers with the curricula.

2. 1. 2. English Language Status

Both private schools have been founded in 2006 after being cultural associations for many years. From 2006, they have introduced the teaching of the English language in the primary level for the fourth and fifth grade. From 2014, the private school HouamdiMouloud has started proposing English lessons to learners of the primary third grade. The two headmasters explain that since parents in TiziOuzou have positive attitudes towards FL, they welcomed the introduction of English at the primary level. For the time devoted to teach English, the schools offer between 45 minutes to two hours of English per week for each level. From their answer, it is clearly shown that learners do like English as they are very receptive to foreign languages and discover new kinds of sounds and different pronunciations.

2. 1. 3. School- Parents Partnership

Both headmasters agree on the positive reaction of parents when introducing English to the primary level. They point out that parents were happy and enthusiastic to know that their children have access to English as the second foreign language. They are daily present in schools to check their children's improvement in all subjects and English as well.

Parents have encouraged schools to continue the English language teaching and even with no apparent signs from them, their involvement and satisfaction towards their children's English learning is viewed as an index of their encouragement. It is also revealed that they may suggest ideas to improve English teaching. Some wish their children to master English and be orally fluent. However, one of the headmasters asserts that parents are satisfied by the school's curriculum which they find very rich and adequate for their children.

Regarding school and parents' partnership, there is a real collaboration between schools and children's parents. This good relationship between them is based on a good communication and

interaction. They add that as school is very hospitable, there is nothing that may obstruct the relation. Likewise, parents are invited to attend the different schools' meeting and ceremonies where they can even contribute to the curriculum design. In addition, the English teacher may call pupils' parents when they have any difficulties with the learner. From the interview, it is revealed that parents are crucial for their children. The headmasters indicate that only the minority of learners can succeed without their parents' help. For the majority, parents have to support, assist and encourage their children to allow them succeed in their studies in general.

Finally, both of the interviewees encourage this work by showing the impact that parents' involvement on their children's education at any age and level and in private and public schools as well.

Conclusion

The chapter presents the results of the questionnaires and the interview on parents' attitudes and involvement in their children's English learning. The results obtained from the questionnaires show that the majority of parents have positive attitudes towards the English language, thus they get involved and help their children to learn it even if it does not happen frequently. Concerning the interview, the answers have shown that schools encourage parents to get involved in their children's ELL and communicate well with parents. The following chapter discusses the findings exposed in this chapter and interpret them basing on the theoretical frameworks.

Introduction

This chapter discusses the obtained results in relation to the research questions. The data gathered from the parents' and children's questionnaires and the directors' interviews are analyzed and interpreted together. The chapter encompasses three major sections with each trying to provide an answer to the research questions that are asked in the introduction. It first discusses the results obtained about parents' involvement. It then, discusses the attitudes that parents have towards the English language and how they affect their involvement. The third section is concerned with the partnership between schools and parents.

1. Parents' Attitudes

1. 1. Parents' Attitudes towards their Children's English Language Learning

The results clearly expose that the majority of parents in TiziOuzou have positive attitudes towards English. In fact, 67.8% of them classified it in the second position of languages that they prefer after French and 22.1% of them put it in the first position. Benrabah (2014) points out that English is the most serious competitor of French language at the moment in Algeria. Parents are conscious of the advantages of learning a FL at an early age and, thus, support the introduction of English at the primary level. Indeed, the majority of them i.e. 96.6% believe that English learning should start at the primary level because it is at this moment that children are able to learn a foreign language more effectively. This idea is favoured by educators who maintain that the earlier children learn English; the better their results will be (Richards, 2015). Therefore, the reason behind parents' positive attitudes towards ELL at an early age is the help it supplies to children and its importance in their educational success. One of the parents says: *"I am happy to see my daughter learning English at the primary level because it is the key to her future studies"*. The Administrators' answers also demonstrate that parents have positive attitudes towards their children's ELL as they welcomed the introduction of English at the primary level. One of them says: *"The reaction of parents was positive. They like foreign languages and were happy to see*

their children learning English". Moreover, most of the parents declare that the main reason why children have to learn English is for both work and economy. These findings are in line with the findings of Benrabah (2013) who claims that lately, in Algeria, there is a growing awareness that mastering English provides a person with better work opportunities.

Parents play an active role when showing their attitudes. Gardner (1985) explains that the active role consists of encouraging the child to do well, supervise their language learning performance, and reward them for success in school. The results of this study show that parents encourage their children to learn English and help them in doing their homework. One of them says that: *"since English has gained importance in different domains, I have to encourage my child to learn it because they will benefit from it in the future especially when going abroad"*. In addition, from the findings, it is viewed that a great number of parents encourage their children to watch cartoons in English. One of them claims: *"it is important that parents help their children to learn English and make them familiar with it using various ways such as making them watch cartoons and practice the language outside the classroom"*. The results obtained from the questionnaires indicate that 73.2% of children view that English is necessary, and also maintain that their parents consider it necessary as well. Thus, children's attitudes are developed through their personal experiences and shaped by those of their parents either explicitly or implicitly (Oskamp and Schutz, 2005 cited in Bartram, 2010). This confirms that the positive attitudes that parents have towards their children's ELL has an impact on children as it shapes their attitudes towards English.

2. Parents' Involvement

2. 1. Parents' Involvement in their Children's English Learning

There are a lot of ways by which parents may help their children. This includes their involvement at school, work with children at home on homework and engagement in the different activities helping them to learn at home (Dauber and Epstein, 1989 cited in Chandler & Vaden-Kiernan, 1996). The data obtained indicate that parents, mainly mothers, are involved in their

children's ELL as they help to master the four skills and to do their homework of English. In fact, parents who have taken part in this investigation agree that the help they provide their child is beneficial and makes them know what their child is learning at school as one of them states: *"Homework is important because it allows me to know what my child is learning and what he has understood or not"*.

Parents' involvement differs from one parent to another. In fact, parents in TiziOuzou help their children at home using various manners such as orienting and assisting them. This result is supported by Sharp, et al. (2001) who assert that parental involvement in homework has different forms which have different relationships with pupils' achievement. Thus, children are more likely to do their activities of English well because they are provided with different explanations from their parents. This point is supported by children's answers, one of them maintained: *"When my parents help me to do the homework of English, I get the idea rapidly as they use simple words and take their time to explain for me the task"*.

From the findings, the majority of parents consider their support as important because it helps their children to effectively learn the English language. They maintain that they are their children's second teacher. According to Hoover-Dempsey and Sandler (1995 cited in Erlendsdóttir, 2010), parents know that they play an important role in home activities, this is why they help their children to learn more. This confirms the results of this study as parents are aware of the importance of their involvement in their children's ELL. One of them claims: *"parents are children's second teacher. They have to help them to learn English because the time provided to this language at school is not sufficient"*.

2. 2. The Impact of Parents' Involvement on Children's English Learning

The majority of learners state that their parents' help is beneficial. In fact, home learning activities undertaken by parents are more important for children's intellectual and social development (Department for Children, Schools and Families, 2008). They admit that when their

parents help them, they do their best at school, understand better especially when they are provided with examples, illustrations, and when their parents use translation to explain the meanings of some words. Vygotsky (1978 cited in Wertsch 1985) claims that effective learning happens when the child interacts with two or more people with different levels of skills and knowledge who help the learner to move to the next layer of knowledge or understanding using language. This is what Vygotsky called ZPD. In fact, Learners generally feel that when parents support them, they do better at school (Erlendsdóttir, 2010).

The difference between learners' abilities when they work alone, and their abilities when they are assisted by adults supports the result of this study which explains that when parents help their children, they do their exercises easily and know the mistakes they make. In other words, at the end of the learners' journey through the ZPD and the collaboration with more knowledgeable persons they can perform tasks themselves that they were not able to perform before.

Parents' answers show that they are behind their children, encouraging and offering them the best education to allow them to succeed in life. They play the role of scaffolder by helping their children and permitting them to acquire more knowledge and enlarge their understanding. MasoumehPourrajab et al. (2015) explain

that when parents are involved in school activities, their children perform better at school and maintain that their involvement is positively linked to children's academic outcomes. The schools' administrators assert that parents' involvement has a great impact on children as they are not likely to succeed in their education without the help of their parents. For instance, one of them says: *"few students can succeed without the help of their parents. Parents generally help their children; they encourage, ask help from teachers, and get involved in their children's education at home"*.

2. 3. The Effect of Parents' Attitudes on their Involvement

Parents may transmit their attitudes both directly and indirectly. First, they may discuss with their children the importance of English and describe for them the native speakers with admiration. Second, they may transfer their attitudes through their support when doing homework and when they get actively involved in the learning process of the language. Parents transmit attitudes towards foreign languages through integrative activities with the community and involvement with their child's foreign language study (Gardner, 1985). As stated previously, the majority of parents is involved in their children's ELL by helping them with the four skills, when doing their homework and also encourage them to watch cartoons in English. Likewise, parents are also involved in their children's education through their daily presence at schools to inspect the learner's progress in the different subjects comprising English. The schools' administrators approve that parents frequently go to schools in order to check their children's improvement. One of the parents states that even though their level in English is limited, they try to help their child to learn and master it. In short, parents in TiziOuzou have positive attitudes towards English and support the idea of teaching it at primary schools. Thus, they get involved in their children's ELL. This result is supported by Rosenbusch (1987) who claims that parents with positive attitudes towards the learning of foreign languages get involved in their children's learning at home and school even if they do not master the language very well.

3. Six Types of Involvement

In this study, in addition to the importance of parents' attitudes and involvement on their children English learning, the nature of the relation that exists between schools and parents has also been investigated since there are considerable ways by which schools get parents involved in their children's ELL. The framework of the six types of involvement allows the educators develop more comprehensive partnership programs of school and family (Epstein, 1992; Epstein and Connors, 1995; Epstein and Sanders, 2000 cited in Epstein et al, 2002). The results of the current study

indicate that private primary schools in TiziOuzou have some practices allowing parents to get involved in their children's ELL.

3. 1. Parenting

From the data, it is clear that parents encourage their children and make them feel better when studying at home. They encourage learning English and make them know the importance it has. One of the parents says: *“When my child revises her English lessons or any other lesson, I show her how important is this language and try to help her whenever she needs help”*. This explains that parents support their children as learners and try to maintain a good atmosphere at home allowing their children to study and review what they did at school. In addition, the administrators' answers reveal that teachers invite parents whenever they face any problem with the learners and try to explain how to help them in their education at home. One of the administrators claims: *“we show the parents how to assist their children at home, and how to make them like studying at home. This helps children to do well and succeed at school”*. This answer is supported by Epstein, et al. (2002) who argues that schools may inform the parents about home conditions that help the learners in their education.

3. 2. Communicating

The results indicate that there is a good relationship between schools and children's parents. This is mainly based on favourable communication which Epstein emphasizes in her theory of *Overlapping spheres of influence*. Epstein (1995) asserts that when the spheres of influence overlap, there is communication and connection between schools and families. Thus, the three spheres stay closer and children are more likely to succeed as people show them the importance of hard work, of creative thinking and also of the importance of helping one another. Besides, she maintains that schools should communicate with families about school programs and learners' development through two-way communication channels between them (home-to-school and school-to-home communication). In other words, good communication with families signifies that

schools welcome and help parents to support their children (Davis, 2000). One of the administrators revealed: *"We are very hospitable and we try to make children feel at ease and their parents as well"*. From the results, it is clear that there is communication between parents and private primary schools in TiziOuzou and there are no barriers between them. Parents ask schools about their children's progress and schools inform them about the problems their children face in their studies.

3. 3. Volunteering

Teachers have a great role in creating bridges between families and schools. In fact, parents and teachers meetings and cooperation create the climate for maximum realization of a student's abilities (Davis, 2000). To get parents involved, it is essential to include them in developing, examining and improving school policies that influence learners at school (Epstein, 2009 cited in Erlendsdóttir, 2010). The answers obtained from the administrators indicate that parents are invited to take part in the different meetings and events that their children's school organizes in order to get them involved in their children's education. One of them says: *" School gives a great importance to maintain a good relation with parents, thus in each event, we call parents to participate or at least to be present."*

3. 4. Learning at home

From the current research, it is clear that parents are involved in their children's ELL by helping them master the four skills and to do the homework of English. Epstein (1983) points out that homework is the basic practice that helps in establishing a successful academic environment. In addition, Hoover-Dempsey, et al. (2004) claim that homework can be a powerful tool that allows parents to know what their children are learning, maintains communication between parents and children about what happens at school, and makes parents talk with teachers about their children's learning. From the findings, parents help their children in their homework of English using various manners mainly by orienting (37.1%) and assisting (25.8. %). Some of the parents revealed that they help their children even though they do not master the English language very well. One of

them says: *“When my child is doing his homework, I try my best to help him, and whenever I cannot, I sometimes ask his teacher how to do it”*. This explains that parents know how important their involvement for their children’s ELL is. They make use of different manners to help their children because of the positive attitudes they hold about English.

Moreover, the target children maintain that when their parents are involved in their homework, they do their exercises easily and know the mistakes they make. They generally feel that when their parents support them, they do better at school (Erlendsdóttir, 2010). Thus, with the support of their parents, children progress through their ZPD. The schools' administrators support this idea. They assert that parents’ involvement has a great impact on children as they are not likely to succeed in their education without the help of their parents. For instance, one of them says: *"few students can succeed without the help of their parents. Parents generally help their children; they encourage them, ask help from teachers and get involved in their children’s education at home"*.

3. 5. Decision Making

In her work, Epstein (1995) insists on the fact that schools must include families as participants in schools’ decisions, improvement, committees, or other parents’ organizations. This is one of the *Six Types of Involvement* labeled *decision making*. In order to make parents involved, schools must include them in developing, reviewing and improving school policies that have an effect on students at the school (Epstein, 2009 cited in Erlendsdóttir, 2010). From the findings, it is viewed that parents propose various ideas to improve schools' programs. Participants' answers show that parents can contribute to the program design during the meetings they assist to. For instance, parents prefer that the curriculum emphasize more on oral fluency. Thus, one can note that schools in TiziOuzou encourage the help of parents and make them choose the best education to their children by proposing ideas for more appropriate programs. In addition, some parents suggest some ideas about improving English teaching to young learners as one of the parents claims: *“Learning the English language is not only limited to reading or writing, but teachers*

should use stories' books and make children listen to English songs in order to help them develop their pronunciation skills".

3. 6. Collaborating with the Community

The connection between schools, parents and community is also essential. Schools cannot succeed alone within their communities. Agencies, organizations, and individuals in the community can support them in setting school goals and program implementation (brown.edu). The results obtained from one of the interviewees reveal that the sixth type of involvement does not appear in the two private primary schools. In other words, the two schools do not ask for help from the different organizations, committees and services from the community. They just use the means they have. One of them states: "[...] *concerning the help, we never received any help from an organization. We use our money to develop schools and improve the curricula that we use.*"

4. The Influence of the Partnership between School and Parents on Parent's Involvement

Schools have an important responsibility in teaching the future generations, and families trust them to provide their children with the educational foundations they need. At the same time, schools need the role of the family in children's education. This is why it is important for families and schools to work together in partnership (Department of Education, Employment and Workplace Relations, 2008). The results of the current study denote that there is a partnership between schools and parents in TiziOuzou. Schools encourage parents' involvement as the administrators affirm that children cannot succeed without the help of their parents. Indeed, they consider parents' involvement as an important element that leads to children's success in education and later in life. Thus, the cooperation between schools and parents has a considerable impact on parents' involvement as well as on children's learning. In addition, whenever schools give an importance to parents and want to collaborate with them, parents' involvement in their children's education becomes stronger (Bauch and Goldring, 2000; Griffith, 1998 cited in N Vellymalay,

2011). When there is a partnership between schools and families, teachers and administrators create more family-like schools and school-like families (Epstein, 1995). Indeed, the results of this research clearly indicate that the majority of parents in TiziOuzou (52.5%) are aware of the importance of this partnership on their children's studies and life.

In the current study, it is found that gender has no effect on parents' attitudes towards English and their involvement in their children's learning. Whether males or females, parents have positive attitudes towards the English language and get involved in its learning. These findings are in the same line as those of the work of Hosseinpour, et al. (2015). It is indicated that there is no relationship between parents' gender and their attitudes "*here is not a significant difference between parents' gender and their involvement in and attitudes toward their children's English language programs*".

Finally, from the results, it is revealed that private primary schools in TiziOuzou encourage parents to get involved both in their children's education and in learning English as teachers and administrators invite parents to attend the meetings and contribute to curriculum design. The work of Hosseinpour, et al in 2015 has also proved the importance of the partnership between parents and schools' staff. The latter should hold teachers-parents meetings in order to show the parents how their role is essential in their children's education.

Conclusion

This section was concerned with the interpretation and discussion of the findings. It aimed at discussing the results in relation to the research questions of the study. The results show that some of the hypotheses are confirmed while others are not. Parents are involved in their children's English language learning. Their involvement appears differently from one parent to another and is based on the different skills of the language mainly in writing. They also confirm that their help is crucial in their children's education and in learning English as well. Moreover, the findings have revealed that parents in TiziOuzou have positive attitudes toward FLL and to their children's ELL.

They do support their child to learn and to watch cartoons in English because they consider it as an international language, and as the language that helps their children in the future. Furthermore, parents have encouraged the introduction of English at the primary level as the majority claim that it is at this level that children can learn more than one foreign language.

Schools involve through different types of activities. The participants clearly state that there is a good relationship between school and parents. This relation is mainly based on communication as both parents and schools' staff communicates with each other about children's education and progress. In addition, schools make parents involved in their children's learning in various ways such as providing them with information about how to establish good atmospheres at home, make them help their children in doing the homework. Schools also invite parents to contribute to programs design, and ask them for support and help.

General Conclusion

The present work had as its primary aim the exploration of parents' involvement in their children's ELL in primary private schools in TiziOuzou. Moreover, it is intended to establish the relationship between parents' attitudes towards and their involvement in their children English learning. It also targeted to figure out the kind of relation that exists between private primary schools in TiziOuzou and children's parents. The notion of parents' involvement has gained great importance in the educational field and many works have been devoted to explore it from various perspectives. Nevertheless, no work has ever been conducted in the Algerian context. Therefore, the present work has explored the concept on the basis of two major theoretical frameworks; Epstein's theory on parental involvement and Vygotsky's Social Constructivism.

Three main objectives have been selected for this study. The first aim is to determine parents' attitudes towards ELL. The second objective concerns demonstrating the link that exists between parents' attitudes and their involvement in their children's English learning. The last objective aims at finding out the extent to which schools encourage parents' involvement in their children's English learning. A mixed method approach was adopted to answer the advanced research questions and to examine the hypotheses of the dissertation. In fact, both qualitative and quantitative methods were used to gather data. Questionnaires were distributed to both children and their parents. The participants were randomly chosen to fulfill the questionnaires. In addition, an interview was conducted with two administrators of two different private schools in TiziOuzou. To analyse the obtained results, two procedures of data analysis were used. SPSS software was used to analyse the quantitative data collected from the questionnaires. Concerning the interpretation of the qualitative data gathered from the interviews, Qualitative Content Analysis was used.

The research questions were answered after the analysis and the combination of the results. Concerning parents' involvement, most of parents who took part in the investigation are aware of

the importance of their involvement in their children's education. Moreover, the majority of parents maintained that they have a good level in English and state that learning a FL at an early age is more effective, thus it encouraged their involvement in their children's ELL. Likewise, parents consider that mastering English will provide their children with more opportunities to succeed in their professional careers.

The targeted parents were involved in different manners. Most of the parents were involved in their children's learning at home; by supporting and helping them in the four skills and in doing their homework. Indeed, the majority of parents admitted that they help their children to do their English homework in different ways as by orienting, assisting, explaining or encouraging their children. Parents are involved in schools as a great number of them is daily present in schools to check their children's progress. It is revealed that most parents are behind their children in order to supply them the best education to succeed in life. Moreover, schools encourage their involvement by *welcoming* parents and by being *hospitable* and by inviting them to take part in the meetings and attend the different ceremonies as well. Likewise, it is shown that schools give the opportunity to parents to contribute to schools' decisions by proposing ideas to improve schools' programs.

To grasp the process by which parents become involved, it is imperative to figure out their attitudes towards ELL at an early age. A great number of parents consider FL as *essential* and for them, English holds the second place of languages that they prefer after French and for some of them it occupies the first position. This definitely reveals that parents' attitudes towards ELL are positive. Most of parents assume that their children must begin ELL at an early age as it allows them to acquire the language more effectively. The findings also shed light on the fact that parents' attitudes actively affect their children's attitudes. The great number of children and parents consider English as *necessary*.

Both of parents' attitudes towards and their involvement in their children's ELL have a fundamental impact on learners' learning. In fact, all learners maintained that their parents' support

is *beneficial* as they *understand better* as when they are provided with examples *and illustrations* and when their parents use *translation* to explain them the meanings of some words. Similarly, children revealed that when their parents support them, they *do their exercises easily and know the mistakes they make*. One of the administrators has revealed that without the help of their parents, only the minority of learners can progress and succeed in their education.

The findings indicated that there is collaboration, cooperation, and partnership between schools and parents. This connection is primarily based on communication and interaction. In fact, parents are daily present in schools and check their children's evolution. Moreover, teachers and schools' administrators do their best to better welcome parents and inform them about the content of the program. Teachers also warn them about their children's problems. In the same way, schools request parents to attend to different schools' events. This partnership is crucial for learners as it permits the development of a prosperous atmosphere in schools that allows them to be confident and succeed.

A conclusion has been drawn after relating the findings to the sustainable frameworks presented in the first chapter "Review of the Literature", essentially Epstein's theory composed of the model of *Overlapping Spheres of Influence* and the concept of the *Six Types of Involvement* that explains the importance of parental engagement as well as what may underpin school- family relationship in addition to the social constructivist theory which reveals that individual knowledge is constructed within a social process and assisted by more knowledgeable person. The conclusion is that parents in TiziOuzou are involved in their children's education, especially in ELL. Their involvement is proved by the time they devote at home to help their children in their homework and at school by being daily present and maintaining a healthy relation with schools' staff. Also, they are involved in schools' events as they contribute to schools' decisions making which is conform to Epstein's assertion. Furthermore, it is concluded that as parents have positive attitudes towards ELL at an early age, it facilitates their involvement in their children's ELL. In addition, it

is figured out that private schools in TiziOuzou maintain a good relation with learners' parents and view them as partners for children's success. Finally, parents' attitudes, involvement, and their collaboration with schools influence effectively their children's learning.

Optimistically, the findings of the present dissertation will contribute to make both parents and schools aware of the importance of parents' attitudes towards and involvement in their children's ELL. Moreover, it is hoped that this work will open new perspectives to future researchers to explore this field of research as for example to investigate the effects of parents' attitudes in student's achievement. The case of 5eme exam in privateschoolswhere English istaught

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Appendix 01

Learners' Questionnaire

Dear pupils,

This questionnaire is about investigating parents' involvement and attitudes towards their children's English language learning. For this purpose, you are kindly invited to answer the following questions to allow us collecting authentic data. Your answers will be anonymous and confidential, so please answer them sincerely in order to guarantee the success of our research. Thank you in advance for your kind cooperation.

Section 01: Learners' Profile

- Gender: Male Female
 - In which year were you born:
 - You are a pupil in the: 3rd grade 4th grade 5th grade
 - You live with your: Parents Grand-parents Others
- Precise:

Section 02: Parents' Involvement

Q01: Do you have homework of English?

Yes No

Q02: If yes, how often a week?

Once a week Twice a week Three times a week

Q03: Do you need help when doing your homework of English?

Frequently Sometimes Rarely Never

Q04: Is there anyone who helps you with your homework of English?

Frequently Sometimes Rarely Never

Q05: If yes, who does it?

Father Mother Sister Brother Someone else

Q06: How do they support you?

- They orient you
- They assist you
- They encourage you
- They do the homework for you

Q07: Is their support beneficial?

Yes No

Q08: Do you understand better when they help you?

Yes No

If yes, how?

.....
.....
.....

Section 03: Attitudes towards English

Q09: How do you consider the English language?

Very important Necessary Optional Useless

Q10: How do your parents consider the English language?

Very important Necessary Optional Useless

Q11: Do your parents encourage you to learn English?

Yes No

Q13: Do you use English at home?

Yes No

Thank you.

Appendix 02

Parents' Questionnaire:

Dear parents,

This questionnaire is about investigating parents' involvement in and attitudes toward their children's English language learning. For this purpose, you are kindly invited to answer the following questions to allow us collecting authentic data. Your answers will be anonymous and confidential, so please answer them sincerely in order to guarantee the success of our research. Thank you in advance for your kind cooperation.

Section 01: Parents' Profile:

- Gender: Male Female
- What is your relationship with the child:
 Father Mother Brother Sister Other
Precise:.....
- Which languages do you speak?
 Kabyle Arabic French English Others

Section 02: Parents' Attitudes

Q01: how do you consider foreign languages?

- Essential Optional Useless

Q02: Classify these languages according to your preferences?

- French English Spanish German

Q03: Your level in English is based on:

- Comprehension Speaking Reading Writing

Q04: Why is it important to study English?

- Linguistic Competence

For work

Economy

Tourism

Q05: Do you think that children have to learn English at the primary level?

Yes No

Why?

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.....

Q06: Does the English language have the same importance as the other subjects at school?

Yes No

If yes, why?

.....
.....

Q07: Do you encourage your child to watch cartoons in English?

Yes No

Q08: The partnership that exists between schools and parents help children to succeed in their studies and in later life

Section 03: Parents' Involvement

Q09: In which subjects do you help your child?

Maths Arabic French English Others

Q 10: When helping your child in English, you emphasize more on:

Writing Speaking Reading Listening

Q11: Do you think that your child is interested in learning English?

Yes No

Q 12: Do you help your child in doing their homework of homework?

Yes No

If yes, how often?

Very Often Quite Often Occasionally Rarely Never

Q13: your support is based on?

Writing Speaking Reading Listening

Q14: Parents' help is essential for their children's English Language Learning.

Strongly agree Rather agree Agree Disagree Strongly Disagree

Q15: Parents are often considered as their children's second teacher

Strongly agree Rather agree Agree Disagree Strongly Disagree

This space is reserved to mention further information that may help us to better understand the relationship between parents' involvement in and attitudes towards their children English Language Learning.

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Thank you

Appendix 03

Administrators' interview

Section 01: The Participants' Profile

1. What is your role in this school?
2. In which year is the school founded?

Section 02: English Language Teaching

1. When did you start offering English lessons for the primary level?
2. Do you have any relation with the community? If yes, did it influence you when introducing English in the primary grade?
3. How many hours of English do you offer to the primary classes?
4. Do you think that pupils like the English language?

Section 03: School-Parents Partnership

1. How was parents' reaction when you first introduced English lessons?
2. Do parents come to ask about their children's progress?
3. Were there any parents who encouraged you to keep on giving English lessons?
4. Do they suggest you ideas about English lessons?
5. How do you find the partnership between school and parents?
6. Do you think that pupils may succeed in their studies without the help of parents?
7. Does the English teacher in your school call pupils' parents? If yes, why?
8. Do you invite pupils' parents to take part in the different meetings and ceremonies in your school?