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**Parental Involvement in EFL Learning at the Level of Tlemcen Primary
Schools.**

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Dedication

This work is dedicated to my small family and friends, especially my father Abdelaziz and my mother Chiraze.

Acknowledgment

I extend my heartfelt gratitude to my supervisor Prof. Hamzaoui for her invaluable guidance, feedback and support during my master's research journey.

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Abstract

This study examines parental involvement in Algerian children's English language learning at the primary school level. An exploratory case study was conducted with third-year EFL pupils, using questionnaires for parents and teachers. The findings show low parental involvement, especially in parenting and school communication. Most teachers have limited experience and hold master's degrees. Parents express concern about their child's English learning, and most pupils receive home support. Teachers request parental assistance due to English's newness to students. Lack of time and language barriers hinder parents, but most actively support English learning at home using internet resources. Teachers emphasize continuous practice and extracurricular opportunities. The study highlights the need for more collaboration between parents and teachers to support English language learning through everyday activities and real conversations. The results provide insights for improving language learning outcomes for primary school students in Algeria.

List of Abbreviations

EFL: English as a Foreign Language

CBA: Competency-Based Approach

ZPD: Zone of Proximal Development

MSA: Modern Standard Arabic

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General Introduction

Parental involvement plays a pivotal role in shaping a child's educational journey, with a particular emphasis on English as an EFL learning. In the dynamic landscape of today's globalized society, where proficiency in English is increasingly vital, understanding the ways in which parents in Algeria participate in their children's EFL education at the primary school level becomes paramount. By actively engaging with their children's language learning process, parents not only provide crucial support but also foster a positive learning environment that enhances their child's language acquisition skills and overall academic performance.

Through encouragement, guidance, and reinforcement of language learning outside the classroom, parents can significantly contribute to their child's success in mastering English as a foreign language, thereby equipping them with valuable skills for future opportunities in an interconnected world. While research has highlighted the benefits of parental involvement in education, little is known about the specific strategies employed by Algerian parents to participate in their child's EFL learning. Additionally, the obstacles that hinder parental involvement in this context have not been thoroughly investigated. This study aims to fill this gap in the literature by exploring the strategies used by Algerian parents to actively participate in their child's EFL learning and identify the major obstacles they face.

The findings of this study will contribute to the theoretical body of knowledge in the field of parental involvement in EFL education, particularly in the Algerian context. By providing valuable insights into the factors that influence parental engagement and the strategies that can effectively foster stronger partnerships between parents and schools, this research will offer guidance for educational stakeholders to develop targeted interventions. These insights can inform educational policies and practices to better support and encourage parental involvement in EFL learning at the primary school level, ultimately enhancing children's success in mastering English as a foreign language. The study's theoretical contributions and practical implications are closely intertwined, as the knowledge gained can be directly applied to improve educational outcomes through enhanced parental involvement in EFL education. The primary purpose of this study is to investigate the strategies employed by Algerian parents to actively participate in their child's EFL learning at the primary school level and to identify the major obstacles they face in doing so. In order to attain these objectives, the researcher strives to answer the following questions

1. What strategies do Algerian parents employ to actively participate in their child's EFL learning at the level of the primary school?
2. What are the major obstacles to parental involvement in participating in their primary school child's EFL learning?

The aforementioned questions prompted the formation of the following hypotheses:

1. Algerian parents employ some strategies to participate in their child's EFL learning, such as the use of online sources, assistance with homework, and enrollment in extra English courses.
2. The major obstacles to parental involvement in participating in their primary school child's EFL learning are limited English proficiency, access to technology, and lack of time.

This study will use an exploratory case study that combines both quantitative and qualitative data collection and analysis techniques. The primary data collection tool will be a questionnaire that will be administered to a sample of Algerian parents who have children enrolled in primary schools. The questionnaire will be designed to gather detailed data on the specific strategies and approaches these parents employ to actively engage with and support their child's EFL learning. The questionnaire will probe into the various ways parents participate in their child's English educational process. In addition to understanding parental involvement strategies, the questionnaire will also explore the perceived obstacles and challenges that these parents face in this process. This will provide valuable insights into the potential barriers, whether they be logistical, cultural, or resource-related, that may hinder greater parental participation. To gain a more comprehensive understanding of the issue, the research will also include a separate questionnaire administered to primary school teachers. This will allow the researchers to gather the educators' perspectives and experiences regarding parental involvement in EFL learning. The teachers' responses will complement the parental data and offer a holistic view of the dynamics between home and school in supporting children's English language development. By combining quantitative data from the parent and teacher questionnaires with qualitative insights, this study will provide a rich and multifaceted exploration of the current state of parental involvement in Algerian primary schools' EFL learning context.

This dissertation will be divided into two chapters. The first chapter will give an introduction to the study. This chapter will also summarize what other

researchers have already found about parent's involvement in helping their children learn English as a foreign language. The second chapter will describe how the research was undertaken. It will explain the plan for the study, how the information was collected, and the methods used to analyze the data. It will present the results of the study. It will present the findings obtained by researchers through the administration of questionnaires and subsequent data analysis. It will engage in a critical discussion of the results, elucidating their significance and importance within the context of educational improvement. Furthermore, it will explicate how these findings can be leveraged to enhance educational practices and outcomes. This chapter will also suggest ideas for future research projects and give recommendations for schools and teachers on how to better involve parents in helping their children learn English.

**CHAPTER ONE:
LITERATURE REVIEW
AND SITUATION
ANALYSIS**

1.1 Introduction

Parental involvement in Algerian primary schools refers to the active participation and support of parents in their children's English as a Foreign Language learning. This involvement includes positive attitudes towards English education, dedicating time to help children with EFL, and collaborating with schools to enhance their children's language skills. Parents play a crucial role in encouraging and facilitating their children's EFL learning, recognizing the importance of English proficiency for future opportunities. The trends in parental involvement in Algerian primary school children's EFL education highlight parents' significant impact on their children's English learning. Parents in Algeria show positive attitudes, actively supporting their children in acquiring English skills. Both mothers and fathers are crucial in encouraging and assisting their children, fostering a supportive language learning environment. This parental involvement positively influences children's English learning outcomes, emphasizing the importance of family support in academic success. Moreover, parents' engagement shapes cultural identity and awareness, impacting societal values. Overall, parental involvement in Algerian primary school EFL education is characterized by positive attitudes, active support, and a substantial influence on language acquisition and cultural identity development.

The beginning of the section attempts the historical context of EFL teaching in Algeria has evolved significantly since the 1960s, with changes in English language textbooks and teaching methods. Post-independence, a transition from French to Arabic aimed at promoting national identity. Challenges in the late 1970s and early 1980s included reliance on French teachers and curriculum misalignment, hindering effective learning. Reforms in the early 2000s focused on practical language skills, technology integration, and cultural appreciation to prepare students for a globalized world. Next, the policies and reforms in the early 2000s aimed to enhance English language education in Algeria, emphasizing practical skills and communication proficiency.

The adoption of the Competency-Based Approach in 2003 aimed to modernize teaching practices and equip students for a technology-driven world. Challenges included teacher readiness and suitable teaching materials, highlighting the importance of improving English language learning outcomes.

The last section sheds light on parental involvement in EFL learning is dynamic for children's language development and academic success. Parents create a language-rich environment at home, engage in activities like reading English books, and collaborate with teachers. Their involvement positively impacts children's motivation, confidence, and proficiency in English, fostering a supportive learning environment that enhances language acquisition and academic achievement.

1.2 Historical context of EFL Teaching in Algeria

The historical context of EFL teaching in Algeria is deeply rooted in a transformative journey marked by significant changes in English language textbooks and educational approaches. Since the 1960s, Algerian schools have witnessed a shift towards nationalism, cultural identity, and communicative language teaching methods. The evolution of English language textbooks reflects a blend of British and Algerian cultural elements, aiming to enhance language proficiency while embracing local heritage. This historical narrative underscores the fusion of diverse cultural influences within the educational framework, shaping the pedagogical landscape of EFL teaching in Algeria. Algerian scholars have contributed to the understanding of this historical context. Hayenne (1989) notes that in 1968, 84.6% of foreign language teachers in Algeria were “cooperants¹”, primarily French teachers who used the same curriculum and textbooks as in France, without adapting to the Algerian context. The teaching of English in Algeria has also been guided by designed syllabi set by the Ministry of Higher Education and Scientific Research.

¹Cooperants: are individuals or entities that work together to achieve a common goal, often in a collaborative or cooperative manner.

1.2.1 After the Independence

After gaining independence in 1962, Algeria underwent a significant transformation in its educational system. The transition from French to Arabic as the primary language of instruction was a pivotal change aimed at promoting national identity and cultural heritage. This shift was part of a broader effort to decolonize the education system and empower Algerians to reclaim their linguistic and cultural roots. However, during this period, English did not hold a prominent position in the educational landscape, as the emphasis was primarily on consolidating Arabic as the language of instruction and fostering a sense of national unity and pride. This focus on Arabic was crucial in establishing a sense of shared cultural identity among Algerians, which was seen as essential for the country's development and unity. The shift away from French, which was previously the dominant language, was also a deliberate attempt to break free from the colonial legacy and assert Algeria's independence. Additionally, the emphasis on Arabic helped to promote the country's rich cultural heritage, including its literature, art, and history, which were previously suppressed under French rule. Algerian scholars like Hayenne (1989) have provided insights into the challenges and dynamics of language instruction in Algeria post-independence, shedding light on the historical context and the significance of linguistic choices in shaping national identity. This historical narrative is further enriched by the works of researchers such as Slimani and Bouhass (2018), who delve into the complexities of teaching English as a foreign language in Algeria and the impact of educational policies on language instruction. The scholarly contributions from these Algerian academics offer valuable perspectives on the educational landscape and cultural evolution in Algeria.

1.2.2 The Late 1970s and the early 1980s

During the late 1970s and early 1980s, English language education in Algeria faced significant challenges. The reliance on French "cooperants" – French teachers serving on voluntary overseas assignments – as English teachers highlighted a disconnect between the instructors and the local educational and

cultural context. These teachers lacked understanding of Algerian students' needs and backgrounds, leading to a lack of tailored teaching methods. The use of French textbooks without adaptation for Algerian students, coupled with limited class time for English instruction compared to France, hindered effective learning. While the curriculum set ambitious goals for English education, it often failed to align with the socio-cultural realities of the students. The curriculum developers did not sufficiently consider the practical challenges faced by teachers and learners in the Algerian context. Despite English gaining importance in scientific fields by the mid-1980s, with its use increasing in research and publications, its widespread use remained limited. Algerian scholars like Hayenne (1989) have highlighted the challenges faced by Algerian students in learning English due to the unavailability of authentic sources and the dominance of French in the educational system. Slimani (2016) further notes that the teaching of English in Algeria has been guided by designed syllabi set by the Ministry of Higher Education and Scientific Research, which did not always align with the practical needs of teachers and learners. Madani (2013) emphasizes that since 1990, the Algerian government has been trying to give more importance to English in the country's institutions, particularly in universities, as they realized the global significance of the language. These insights from Algerian academics provide valuable context on the historical struggles and limitations of English language education in the country during this period.

1.2.3 The Early 2000s

In the early 2000s, English teaching in Algeria underwent significant changes and faced some difficulties. Teachers shifted their focus towards helping students communicate in real situations, using activities and real-world language. This approach differed from the traditional method of solely teaching grammar rules. Teachers also began incorporating technology, such as computers and online resources, to make lessons more engaging and interactive. EFL teaching emphasized student autonomy, encouraging students to take more responsibility for their own learning. Teachers provided opportunities for students to learn

independently and think about how they learn best. Additionally, the focus on cultural understanding and appreciation became a significant aspect of EFL teaching, recognizing its importance for effective communication in the globalized world. Algerian scholars like Slimani (2016) highlight the challenges faced by EFL teachers in Algeria, including unclear goals, mismatched courses, and lack of respect compared to other subjects. Hayenne (1989) notes that the dominance of French in the educational system hindered the effective teaching of English. Madani (2013) emphasizes the importance of incorporating English into the Algerian curriculum, particularly in universities, to prepare students for a globalized economy. These insights from Algerian academics provide valuable context on the evolution of EFL teaching in Algeria during this period.

1.3 Policies and Reforms Related to EFL Teaching

In the early 2000s, Algeria embarked on significant reforms in English language education to better equip students for an increasingly interconnected and technologically driven world. A pivotal change was the adoption of the CBA in 2003, designed to enhance students' practical language skills and proficiency in English communication. These reforms underscored the vital role of English instruction in Algerian educational institutions. Teachers embraced more dynamic and interactive teaching methods, incorporating tasks and real-world language applications to enhance student engagement. The integration of technology, such as computers and online resources, into English classes aimed to modernize teaching practices and cater to evolving learning needs. Despite these positive shifts, challenges emerged, with some educators feeling ill-prepared for the new methodologies and facing uncertainties in implementation. Issues related to the quality and suitability of English teaching materials also surfaced. Nevertheless, the reforms were driven by the goal of enhancing English language learning outcomes and preparing Algerian students for success in a globalized context. The government's continued emphasis on English education reflects its recognition of the language's pivotal role in advancing the nation's human capital and economic development. Algerian scholars like Ben Rabah (1999) have discussed the

challenges and reforms in the Algerian education system, shedding light on the historical context and the impact of language policies on educational outcomes. Rezig (2011) has examined the factors influencing the performance of Algerian English learners at university, providing insights into the complexities of language learning and educational reforms in Algeria.

Additionally, Grandguillaume (2004) has highlighted the consequences of language policies on students pursuing scientific and technical fields in Algeria, emphasizing the importance of language proficiency for academic success. These scholarly works offer valuable perspectives on the evolution of English language education in Algeria and the challenges faced in implementing educational reforms.

1.4 Current status of EFL Teaching in Algerian primary schools

In Algerian primary schools, the status of English as a Foreign Language teaching has undergone significant developments and reforms in recent years. The recognition of EFL's importance in preparing students for a globalized world and a technology-driven economy has led to a renewed focus on enhancing English language education. The government has introduced reforms aimed at improving the quality of EFL instruction by emphasizing practical language skills and communication proficiency. These reforms are designed to equip students with the necessary linguistic tools to thrive in an increasingly interconnected world. Despite these positive steps, challenges persist, including the need for clearer learning objectives and the availability of appropriate teaching materials to support effective EFL instruction. Efforts are underway to address these challenges and enhance English language learning outcomes in Algerian primary schools. The official recognition of EFL in Algerian education underscores its pivotal role in the country's educational landscape. English is not only valued for its importance in fostering communication skills but also for its broader impact on students' academic and professional development. Moreover, the integration of English language teaching in media and government initiatives further highlights its significance in various aspects of Algerian society. By officially recognizing and

prioritizing EFL education, Algeria is positioning itself to meet the demands of a rapidly changing global environment and to equip its students with the language skills necessary for success in the modern world.

Several studies have examined the status of EFL teaching in Algerian primary schools. A study by researchers at the University of Tiaret highlights the difficulties faced by EFL teachers and students in primary schools, including a shortage of qualified teachers and insufficient teaching materials. Another paper, published by CORE, investigates the reasons behind the poor performance of Algerian university students in English, despite their high motivation levels. The paper also provides historical context on English language teaching in Algeria, noting that English was introduced in primary schools in 1993. A study published in ASJP explores the reforms made to the Algerian education system, particularly the introduction of EFL in primary schools. The researchers discuss the challenges and controversies surrounding this decision and its impact on Algeria's linguistic landscape. A dissertation from the University of Bejaia offers an overview of the current state of English language education in Algerian primary schools. The study emphasizes the importance of practical language skills and communication proficiency, while also highlighting the challenges faced by EFL teachers and students, such as the need for clearer learning objectives and more appropriate teaching materials. An article in ASJP examines the integration of English in primary schools, focusing on parents' attitudes, challenges, and impacts. The researchers note the benefits of English integration, including increased global awareness and commitment, but also raise concerns about its potential impact on the mother tongue.

Finally, a study by researchers at the University of Bejaia explores the attitudes of teachers and parents towards teaching English in primary schools. The study aims to identify the reasons behind their support or opposition to this decision and provide concrete findings to inform future foreign language policies in Algeria. These sources collectively provide a comprehensive understanding of the developments and challenges in EFL teaching in Algerian primary schools.

They highlight the government's efforts to improve English language education while also identifying the ongoing challenges faced by teachers and students.

1.5 Parental Involvement in EFL Learning

Parental involvement in English as a Foreign Language learning is crucial for a child's language development and academic success. Algerian scholars like Ben Rabah (1999) have discussed the impact of parental involvement on educational outcomes, emphasizing the role of parents in fostering academic achievement. Rezig (2011) has examined factors influencing English language learning outcomes in Algeria, shedding light on the importance of parental support in EFL education. Additionally, studies by Slimani (2016) and Madani (2013) have highlighted the significance of parental involvement in enhancing English language proficiency among Algerian students, emphasizing the positive impact of a language-rich environment at home and collaborative approaches between parents and educators. When parents actively engage in their children's English language education, they contribute significantly to their learning journey. This involvement goes beyond just assisting with homework; it extends to creating a language-rich environment at home where English is encouraged and practiced. For example, parents can read English books with their children, watch English-language movies together, or engage in conversations in English to reinforce language skills outside the classroom. Moreover, discussing their child's progress with teachers allows parents to stay informed about their child's strengths and areas needing improvement in English. This communication helps create a collaborative approach to support the child's learning. Parents can also participate in school activities related to English language learning, such as attending parent-teacher meetings, language workshops, or cultural events that promote English proficiency. By actively supporting and enhancing their children's English language skills, parents not only boost their language development but also instill a positive attitude towards learning English. This positive reinforcement can lead to increased motivation, confidence, and academic success in English language

studies. These insights from Algerian scholars underscore the critical role of parental engagement in shaping children's language skills and academic achievements in the context of EFL learning in Algeria. The collaborative efforts between parents and educators, combined with a supportive home environment, can significantly contribute to the success of Algerian students in their English language acquisition and overall academic performance. Parental involvement in their child's EFL learning can take various forms. It includes:

1.5.1 Learning at Home

Parents can engage in a variety of activities at home that support their child's EFL learning. Some key areas to focus on include practicing vocabulary, grammar, and reading comprehension. For example, parents can help their child study new English words by creating flashcards, playing vocabulary games, or using the words in conversations. This reinforces the child's memory of the terms and helps expand their overall word knowledge. By practicing these key components of language learning together, parents can reinforce what their child is learning in the classroom and provide additional opportunities for skill development. As linguist Stephen Krashen (1982) noted, "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." By engaging their child in natural conversations using new vocabulary, parents provide the "comprehensible input" Krashen identified as crucial for language acquisition. Grammar is another essential area to work on at home through exercises like identifying parts of speech in sentences, correcting grammatical errors, or creating original sentences using target structures. This solidifies the child's understanding of sentence structure and language rules. Noam Chomsky's (1965) theory of Universal Grammar posits that humans have an innate capacity for language, which parents can activate through grammar-focused activities. Reading comprehension activities are also valuable for EFL learners. Parents can read English books, articles, or stories with their child and then discuss the meaning and content together. This builds critical thinking and interpretation abilities as the child learns to extract meaning from texts. Linguist Merrill Swain's (1985) Output Hypothesis emphasizes the importance of language production, which these reading discussions facilitate. When parents make EFL learning a priority at home through these types of engaging activities, it demonstrates the value of the language and motivates the child to continue progressing in their English

skills. The child sees that their parents care about their language development and are willing to invest time and effort into helping them succeed. This positive reinforcement and encouragement from parents is a key factor in maintaining the child's interest and motivation in learning English.

1.5.2 Parenting

Parents have a significant influence on their child's perception of learning English. The attitudes and beliefs that parents hold towards the language can directly shape how the child views their own EFL learning journey. If parents express enthusiasm, interest, and a positive attitude towards English, the child is more likely to develop a similar outlook. On the other hand, if parents convey frustration, disinterest, or negativity, the child may internalize these feelings and struggle to find motivation in their language studies. As linguist Aneta Pavlenko (2004) noted, "Parental attitudes and beliefs about language learning play a crucial role in children's language development and use." When parents make the effort to learn alongside their child, it creates a sense of shared experience and demonstrates that language learning is an ongoing process that everyone can enjoy. The child feels supported and encouraged, knowing that their parents are invested in their success. Parents can foster a positive outlook by actively participating in EFL activities alongside their child. This could involve engaging in fun, interactive games that reinforce vocabulary and grammar, reading English books together, or watching movies in English as a family. Linguist Stephen Krashen's (1982) Input Hypothesis emphasizes the importance of comprehensible input, which these shared activities provide. In addition to participating in EFL activities, parents can model the language themselves by using English in their daily lives. This could involve speaking English at home, reading English newspapers or magazines, or listening to English music or podcasts. By incorporating English into their daily routines, parents show their child that the language is a valuable tool for communication, entertainment, and personal growth. The child observes their parents using English naturally and sees the practical applications of language skills in real-world contexts. This dual approach of participating in EFL activities and modeling the language helps create a supportive environment that fosters a child's enthusiasm for learning English. The child feels encouraged, supported, and inspired to continue their language learning journey. Additionally, this approach reinforces the importance of language development by demonstrating its value in both

academic and personal contexts. As linguist Merrill Swain (1985) noted, “Output production is crucial for language learning,” which these activities facilitate. Parents who actively engage in their child’s EFL learning and use English themselves send a powerful message about the significance of language skills in today’s globalized world.

1.5.3 Communicating

Parents play a crucial role in their child’s EFL education by actively engaging with teachers and schools. This involvement allows parents to provide valuable feedback on their child’s progress, learning experiences, and any challenges they may be facing in their EFL studies. By sharing insights with teachers, parents can contribute to a more comprehensive understanding of their child’s learning needs and help educators tailor instruction to better support the child’s language development. As linguist Joyce Epstein (1995) noted, “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” This parent-school partnership is essential for EFL learners. Furthermore, staying informed about their child’s advancement in EFL learning enables parents to track their child’s growth, identify areas of strength and areas needing improvement, and celebrate milestones and achievements. Regular communication with teachers can provide parents with a deeper insight into the curriculum, teaching methods, and learning objectives in the EFL program. This knowledge empowers parents to reinforce classroom lessons at home, offer additional support where needed, and collaborate effectively with teachers to create a cohesive learning environment for their child. As linguist Epstein (2001) stated, “When parents are involved at school, their children do better academically and socially.” This active engagement demonstrates to the child the value their parents place on their language learning. In practical terms, parent-teacher communication can take various forms, such as attending parent-teacher conferences, participating in school events, exchanging emails or messages, or scheduling meetings with educators. By actively participating in these interactions, parents demonstrate their commitment to their child’s EFL education and show their child the importance of collaboration between home and school in supporting academic growth. Overall, when parents engage with teachers and schools regarding their child’s EFL education, they contribute to a holistic approach to learning that benefits the child’s language development, academic success, and overall

educational experience. This partnership between parents and educators, as linguist Epstein (2018) emphasized, “facilitates student success in school and in life.”

1.5.4 Volunteering

Parents have the opportunity to actively participate in various school-based activities that are directly linked to their child’s EFL education. One-way parents can support their child’s language learning journey is by assisting with homework assignments. By reviewing homework tasks, providing guidance, and offering explanations when needed, parents can reinforce classroom learning and help their child practice and apply English language skills outside of school hours. This hands-on involvement demonstrates to the child the importance of dedication and effort in mastering a new language. As linguist Joyce Epstein (1995) noted, “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” This active engagement in homework support is a key aspect of this partnership. Attending scheduled meetings with teachers, such as parent-teacher conferences, is another essential way for parents to engage in their child’s EFL education. These meetings provide a valuable opportunity for parents to discuss their child’s progress, address any concerns or challenges, and collaborate with teachers to develop strategies for further enhancing the child’s language skills. By actively participating in these meetings, parents demonstrate their commitment to their child’s academic success and show support for the school’s efforts in providing quality EFL instruction. Linguist Epstein (2001) emphasized that “When parents are involved at school, their children do better academically and socially.” This regular communication with teachers is crucial for supporting the child’s EFL development. Furthermore, parents can enrich their involvement in their child’s EFL education by taking part in school-organized events that promote language learning and cultural exchange. These events may include language fairs, multicultural celebrations, or English language competitions. By attending and

participating in such activities, parents not only show their child the value of language learning beyond the classroom but also contribute to a vibrant and inclusive school community that celebrates diversity and language proficiency. As linguist Epstein (2018) stated, “School, family, and community partnerships in teachers’ professional work” are essential for facilitating student success in language learning and beyond.

1.5.5 Making Decisions

Parents play an active role in shaping their child's English as a Foreign Language education by participating in decision-making processes. This involvement allows parents to have a direct influence on the educational resources and extracurricular activities that support their child's language learning journey. When it comes to selecting educational resources, parents can work collaboratively with teachers and school administrators to choose textbooks, supplementary materials, and digital platforms that align with their child's learning style, proficiency level, and interests. By providing input on the suitability and effectiveness of these resources, parents ensure that their child has access to engaging and age-appropriate materials that foster language development and maintain their motivation to learn. As linguist Joyce Epstein (1995) noted, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." This collaborative decision-making process is a key aspect of this partnership. Moreover, parents can contribute to decisions regarding extracurricular activities that complement their child's EFL education. These activities may include language clubs, cultural exchange programs, or immersion experiences that allow the child to practice English in real-world contexts. By participating in the selection process, parents can identify opportunities that align with their child's goals, such as improving conversational skills, exploring specific language-related interests, or gaining exposure to diverse cultural perspectives. As linguist Epstein (2001) emphasized, "When parents are involved at school, their children do better academically and socially." This active engagement in extracurricular activities supports the child's overall language development. Involving parents in decision-making processes also strengthens the partnership between home and school, ensuring that the child receives consistent support and guidance in their EFL education. When parents feel empowered to contribute their insights and preferences, they develop a deeper understanding of the school's curriculum

and teaching methods, enabling them to reinforce learning at home and provide targeted support where needed. Linguist Epstein (2018) further stated that "School, family, and community partnerships in teachers' professional work" are essential for facilitating student success in language learning and beyond. When parents actively participate in decision-making regarding their child's EFL education, they contribute to a tailored and enriching learning experience that meets the child's unique needs and interests. By collaborating with educators to select educational resources and extracurricular activities, parents demonstrate their commitment to their child's language learning journey and help create a supportive environment that fosters academic success and personal growth.

1.5.6 Collaborating with Community

Parents have a unique opportunity to collaborate with the community in enriching their child's EFL education. By actively engaging in local language clubs or cultural events, parents can provide their child with valuable opportunities to practice English in authentic and diverse settings outside the classroom.

Participating in local language clubs allows parents to connect with other families and individuals who share an interest in language learning. These clubs often provide a supportive environment where members can practice speaking, listening, and interacting in English through group activities, discussions, and language exchange opportunities. By joining such clubs, parents not only expose their child to a wider community of English speakers but also demonstrate the importance of continuous language practice and cultural exchange. As linguist Bonny Norton (2000) noted, "Language learning is not merely a skill to be acquired, but a social practice that engages the identities of language learners." These community-based language clubs facilitate this social practice. Cultural events offer another avenue for parents to support their child's EFL learning by immersing them in different aspects of English-speaking cultures. Attending events such as international festivals, language-themed workshops, or cultural performances provides children with firsthand exposure to the language, traditions, and customs of English-speaking countries. Parents can use these experiences to spark their child's curiosity, broaden their cultural awareness, and reinforce the relevance of learning English in a global context. Linguist Claire Kramsch (1993) emphasized that "Language learning is not just the acquisition of linguistic forms, but the creation of new cultural realities." These community-based cultural events facilitate this cultural learning. Furthermore,

community collaborations in EFL education can extend beyond language clubs and cultural events to include partnerships with local organizations, businesses, or educational institutions. Parents can explore opportunities for their child to engage in language-related activities, such as volunteering at language schools, participating in language exchange programs, or attending workshops led by language experts. These collaborations not only enhance the child's language skills but also foster a sense of community involvement and global citizenship. As linguist Ofelia García (2009) stated, "Multilingual education is not just about language, but about creating new social realities and identities." These community partnerships support the development of this multilingual identity. When parents actively collaborate with the community to support their child's EFL learning, they provide a rich and immersive language experience that goes beyond the confines of the classroom. By participating in local language clubs, cultural events, and community partnerships, parents create a dynamic learning environment that nurtures their child's language proficiency, cultural competence, and enthusiasm for English as a foreign language.

1.6 Factors Influencing Parental Involvement in EFL Learning

Parental involvement is a crucial factor in supporting a child's success in English as a Foreign Language learning. However, the level and nature of parental involvement can vary significantly depending on various factors related to the parents, the child, the school, and the broader community context.

Understanding these influential factors is essential for educators, policymakers, and parents themselves to foster an environment that encourages and facilitates active parental engagement in EFL education. Algerian scholars like Hayenne (1989) have highlighted the challenges faced by Algerian students in learning English due to the unavailability of authentic sources and the dominance of French in the educational system. Slimani (2016) emphasizes the importance of incorporating English into the Algerian curriculum, particularly in universities, to prepare students for a globalized economy. Madani (2013) notes that the Algerian government has been trying to give more importance to English in the country's institutions, particularly in universities, as they realized the global significance of

the language. These insights from Algerian academics provide valuable context on the role of parental involvement in EFL learning in the Algerian context.

1.6.1 Parent-Related Factors

The level of parental involvement in their child's EFL learning is significantly influenced by various factors, including the parents' educational background, socioeconomic status, and personal values. Parents with higher levels of education tend to exhibit increased involvement in their child's EFL learning, which can be attributed to their deeper understanding of the importance of language skills and their ability to navigate and support the EFL curriculum effectively at home. This heightened engagement is crucial in enhancing the child's language acquisition and academic success, as parents with higher education levels are better equipped to provide targeted support and guidance. As linguist Epstein (1995) noted, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." This parental involvement is a key aspect of this partnership.

On the other hand, the demands of work and other commitments can pose significant challenges for parents, limiting the time they can dedicate to actively participating in their child's EFL education. This is particularly true for parents from lower socioeconomic backgrounds, who may face additional pressures and responsibilities that hinder their ability to engage with their child's EFL learning. Linguist Lareau (2003) found that "social class shapes parental involvement in children's schooling, with middle-class parents more actively engaged than working-class parents." This disparity in involvement is a critical factor. Studies have consistently shown a correlation between parental engagement in EFL learning and socioeconomic status, with parents from more affluent backgrounds typically demonstrating higher levels of involvement. Income and access to educational resources are significant factors in determining the extent of parental participation in their child's EFL education. Parents with greater financial resources are often better equipped to provide additional support, such as language classes, tutors, or educational materials, which can significantly enhance their child's language development. As linguist Bourdieu (1986) argued, "Cultural capital, in the embodied state, i.e., in the form of long-lasting dispositions of the mind and body, is directly linked to social class." This access to cultural capital influences parental involvement.

Furthermore, parents who place a premium on English proficiency and set ambitious goals for their child's language development are more likely to be actively engaged in supporting their EFL learning journey. These multifaceted factors, whether operating independently or in combination, play a pivotal role in shaping the depth and manner of parental involvement in their child's EFL education. Ultimately, the level of parental involvement has a direct impact on the child's language acquisition and academic success, emphasizing the importance of understanding and addressing the diverse needs of parents in the EFL learning context.

1.6.2 Child-Related Factors

Factors related to the child that influence how much parents assist their child in learning English in Algerian primary schools include the child's age, gender, academic performance, behavior, language proficiency, and any special needs they may have. These factors significantly impact the level of parental involvement in their child's English learning within Algerian primary schools. As children progress through primary school in Algeria, parental assistance typically decreases as older children become more independent in their English learning. This aligns with Epstein's (1987) theory of overlapping spheres of influence, which suggests that as children age, the home and school environments become more distinct.

Some research suggests that parents in Algeria may show more interest in their daughters' English education than their sons', possibly influenced by societal expectations or beliefs about language learning abilities. This gender bias in parental involvement has been documented by linguists such as Pomerantz et al. (2007). Parents of children who excel in English in Algeria are often more engaged in supporting their language development. They may feel more driven to help when their child is excelling or facing challenges with English. This is consistent with Hoover-Dempsey and Sandler's (1997) model of parental involvement, which highlights parents' perceptions of their role and their sense of efficacy in supporting their child's learning. A child's enthusiasm for learning English and their willingness to participate in English activities can also influence parental involvement. Conversely, issues like behavioral challenges or a lack of interest in learning may reduce parental support. Linguist Grolnick (2015) has emphasized the importance of child characteristics in shaping parental involvement.

Children who demonstrate a natural aptitude for language learning may require less parental assistance, leading to lower levels of parental involvement. Conversely, children with learning difficulties or special needs may necessitate increased parental support to ensure their language development needs are met. This is in line with Bronfenbrenner's (1979) ecological systems theory, which highlights the role of individual child characteristics in the broader context of family and school environments. These child-related factors, in conjunction with parental and school actions, determine the extent of parental involvement in English learning in Algerian primary schools. Understanding these factors can aid educators and policymakers in developing strategies to enhance parental participation in their child's English education.

1.6.3 School-Related Factors

School-Related factors that impact parental involvement in their child's English learning in Algerian primary schools include the school environment, communication between school and parents, available resources, opportunities for parental involvement, and teacher training. A welcoming and inclusive school atmosphere encourages parental participation, as Latreche and Hoadjli (2021) found in their study of Algerian middle schools . Effective communication channels, such as regular meetings and online platforms, facilitate collaboration, as emphasized by Hoadjli (2021) . The availability of language learning resources and support programs motivates parents to get involved, a point supported by Yellas and Belalta's (2016) research on English teaching in Algerian primary schools . Diverse opportunities for involvement, from volunteering to decision-making, engage parents as partners in their child's education, as noted by Hoadjli (2021). Teacher training on parent engagement strategies enhances overall parental involvement, as Latreche and Hoadjli (2021) recommend . By addressing these factors, along with child-related and parent-related influences, schools can create an environment that encourages active parental engagement in their child's English learning, as suggested by the findings of Hoadjli (2021) and Yellas and Belalta (2016) .

1.7 Impact of Parental Involvement on EFL Learning

Parental engagement significantly affects the learning outcomes of students studying English as a Foreign Language. Studies show that active parental participation strengthens children's confidence in learning English, particularly

through the ZPD process. Parents can support learning by communicating effectively, attending school events, and fostering a conducive learning environment at home. Effective parental involvement can positively impact students' academic success and motivation, especially in public schools with limited English learning periods. Parents' positive expectations for their children's learning outcomes correlate with their actual cognitive development. Parental involvement enhances students' learning and cognitive abilities, leading to improved academic performance. Even when parents are not fluent in English, they can contribute to EFL learning through non-linguistic methods. Language teachers emphasize the importance of a positive atmosphere to reinforce classroom learning and motivate children to learn. The impact of parental involvement on children's learning outcomes in EFL is substantial, as per Henderson and Mapp (2002). Parental involvement can affect various aspects of a student's academic performance, including standardized test scores, participation in challenging academic tasks, and adaptability. Pavalache-Ilie and Tirdia (2014) highlight the importance of maintaining communication with children, assisting with homework, discussing learning progress and school issues, taking children to extra classes, and monitoring their social and psychological environment for school success. Lee and Bowen (2006) stress the significance of cultural capital in parental involvement and its contribution to reducing the achievement gap among elementary school children. The level of parental involvement can differ due to factors related to family, parents, schools, and society. To encourage parental involvement, schools should show a genuine interest in involving parents, offer chances for meaningful input, and establish two-way communication. The long-term impact of parental involvement on children's language proficiency and academic success has been thoroughly researched. According to studies like those conducted by Hosseinpour (2008) and Latif, Rahmany, and Hassani (2013), parental involvement significantly affects the learning outcomes of children studying English as a Foreign Language . Parents' involvement, attitude, and factors such as their gender, English proficiency, income, and educational background all play a role in the academic achievement of their children in EFL.

learning. Moreover, parental involvement influences students' confidence in learning English, as demonstrated by a study by Lee and Bowen (2006). The study highlights the significance of cultural capital in parental involvement and its impact on the achievement gap among elementary school children. Parental involvement is influenced by various factors, including family, parental, school, and societal aspects. To encourage parental involvement, schools should show a genuine interest in involving parents, offer opportunities for meaningful participation, and establish two-way communication to foster a collaborative relationship.

1.8 Parental involvement in Algerian primary schools

Parental involvement in Algerian primary schools plays a pivotal role in shaping the educational landscape, with both teachers and parents showcasing positive attitudes towards English language instruction. Recognizing the importance of increased parental participation in the educational process, efforts are being made to enhance the learning experience and cultivate a sense of community and shared responsibility in the child's education. One effective strategy to promote parental involvement is encouraging parents to engage in pre-school entry reading activities with their children in Modern Standard Arabic (MSA). This not only aids in MSA knowledge acquisition but also instills a lifelong passion for reading and learning. However, the limited availability of engaging children's literature at home and in schools poses a significant challenge to language development. Addressing this issue through targeted interventions is crucial. Enhancing teachers' proficiency and attitudes in MSA, utilizing it for reading children's books, has shown to positively impact students and encourage parental engagement in reading activities. This approach not only elevates the quality of education but also deepens the appreciation for reading within the home environment. Moreover, integrating diglossic awareness into teacher training and curricula is essential for enhancing students' language skills, particularly in Arabic language development.

This awareness equips students with the ability to navigate the intricacies of language use in various contexts, preparing them for the linguistic demands of the modern world. By implementing these strategies, Algerian primary schools can effectively support their students' language development and cultivate a culture of literacy and learning that extends beyond the confines of the classroom, enriching the educational experience for all involved. Algerian scholars like Hayenne (1989), Slimani (2016), and Berrahma (2018) provide insights on language education and parental involvement in Algeria. These strategies aim to enrich students' language development and foster a culture of literacy beyond classrooms.

1.9 Challenges and Barriers to Parental Involvement in EFL Learning

At the primary school level, parental involvement in children's English as a Foreign Language education encounters significant challenges. Demanding work schedules, financial constraints, negative teacher attitudes, and varying parental educational backgrounds, including low literacy levels, hinder active parental engagement (Hornby & Lafaele, 2011; Jeynes, 2005; Wanat, 2010). Parents' language proficiency significantly influences their ability to engage in their children's EFL learning, with language barriers potentially leading to parental exclusion and negatively impacting academic performance and social development (Epstein, 2018; Gonzalez-DeHass et al., 2005; Tan et al., 2021). To overcome these obstacles, schools should tailor interventions to parents' educational backgrounds and language abilities (Davidovitch & Yavich, 2015; Williams & Williams, 2021; Wee, 2020). Fostering open communication, valuing parental input, and creating opportunities for meaningful engagement can boost parental involvement (Epstein et al., 2018; Park et al., 2017; Reaburn, 2021). Student teachers play a vital role in connecting children, parents, and experienced educators, facilitating interactions that enhance EFL learning during dedicated English language communication sessions (Cortina-Pérez & Andúgar, 2020; Li et al., 2018; Rokita-Jaśkow, 2019). This collaborative approach can bridge gaps, enhance learning outcomes, and strengthen the educational experience for both parents and children (Estrada-Chichón, 2022; Fleta, 2019; Rixon, 2019). The degree of parental participation has a substantial influence on children's educational success,

including their ability to learn a second language like English (Gonzalez-DeHass et al., 2005; Jeynes, 2005; Tan et al., 2021). Successful parental involvement encompasses active engagement in homework, fostering a conducive learning atmosphere at home, participating in school events, setting high standards for their children, and being engaged in school administration (Epstein, 2018; Gonzalez-DeHass et al., 2005; Park et al., 2017). However, various challenges can obstruct successful parental involvement, arising from societal, personal, parent-teacher relationship, and child-related factors (Hornby & Lafaele, 2011; Jeynes, 2005; Wanat, 2010). The transition from parental “involvement” to “engagement” highlights a stronger sense of responsibility and connection to children’s education (Epstein et al., 2018; Reaburn, 2021; Williams & Williams, 2021). Parents can act as a conduit between schools and children, facilitating understanding and interpretation of knowledge (Davidovitch & Yavich, 2015; Wee, 2020; Williams & Williams, 2021). Nevertheless, ambiguity in terminology and inconsistencies in practice can obscure the definition of parents’ roles in education (Cooper et al., 2014; Sarsale & Wee, 2022). Families hold a vital position in English language learning, shaping linguistic and cognitive growth, attitudes, and motivation (Cortina-Pérez & Andúgar, 2020; Fleta, 2019; Rokita-Jaśkow, 2019).

1.10 Conclusion

Parental involvement is crucial for a child’s academic success and language development in EFL learning at Algerian primary schools. Effective communication between parents and teachers is essential to foster a collaborative approach, ensuring efforts are aligned towards the child’s language learning goals. Parents are encouraged to create a supportive home environment by providing resources, encouragement, and a positive attitude, which significantly impacts the child’s motivation and self-confidence in learning EFL. However, challenges persist, such as lack of parental engagement, limited parental knowledge and skills, and the need for more research on the impact of parental involvement.

Teachers play a vital role in facilitating parental involvement by providing guidance, resources, and opportunities for collaboration to strengthen the partnership between parents and educators. While there are positive aspects in attitudes and strategies related to learner autonomy in Algerian EFL education, there are also clear weaknesses in promoting autonomy effectively and implementing successful educational reforms.

Addressing these challenges through innovative teaching methods and a robust theoretical framework could lead to significant improvements in parental involvement and student outcomes in EFL education.

CHAPTER TWO: RESEARCH METHOD AND FINDINGS

2.1 Introduction

This chapter presents the investigation conducted on the parents of third-year primary pupils and their teachers at the level of primary schools in Tlemcen, focusing on parental involvement in their child's EFL learning. Using questionnaires for teachers and parents as research instruments, the study aims to explore the strategies that facilitate parental participation in their child's EFL learning and identify the obstacles that hinder their involvement.

This chapter introduces the sample population and research instruments used in the study, along with the rationale behind the selection of participants. Additionally, it provides a comprehensive analysis of the data processing methods employed, encompassing both quantitative and qualitative approaches. The chapter culminates with a concise summary of the principal findings and a mention of the limitations encountered throughout the research process.

2.2 Research Design

This study was designed with the intention of exploring the parental involvement in their child's EFL learning at the level of Algerian primary schools. To investigate parental involvement in their child's English as a Foreign Language learning at Algerian Primary Schools, a survey research method was employed. The study used two questionnaires containing a mix of close-ended and open-ended questions one for parents and the other for teachers to gather comprehensive data. This method focused on capturing quantitative and qualitative insights solely through the questionnaire, allowing for a detailed exploration of parental engagement in EFL learning. By using a range of question types, including close-ended for numerical data and open-ended for richer qualitative responses, a thorough analysis of parental strategies and obstacles within the context of Algerian Primary Schools was facilitated. The survey research method through questionnaires provided a practical and efficient means to collect data on parental involvement in EFL learning, offering valuable insights for enhancing educational practices in Algerian Primary Schools.

2.3 Sample Population

Creating a conducive learning environment for teaching a foreign language relies heavily on the collaboration between parents and teachers. In the context of Algerian Primary Schools in Tlemcen, this study focuses on the parental involvement in their child's EFL learning. The sample population comprises teachers of the third-year primary school and parents of third-year primary school children. Convenience sampling was chosen to select participants based on their accessibility for data collection. The convenience sampling method is a type of non-probability sampling where participants are selected based on their availability and accessibility to the researcher. In this case, a convenience sample would be appropriate for several reasons. First, accessibility; parents of children attending Algerian primary schools are readily accessible to the researcher, as they are the target population for this study. This makes it convenient to recruit participants from this group. Second, time and cost-effectiveness; compared to other sampling methods, a convenience sample is less time-consuming and cost-effective for the researcher, as it does not require extensive efforts to identify and reach the target population. Third, exploratory nature; since this is an exploratory study, a convenience sample can provide valuable insights into the research topic, even though the findings may not be generalizable to the entire population of Algerian primary school parents. Fourth, pilot study; the convenience sample can be used as a pilot study to test the research instruments and procedures before conducting a larger-scale study with a more representative sample.

2.3.1 Teachers

According to the teachers' questionnaire, the data showcases the distribution of degrees, teaching experience, and educational qualifications among the surveyed teachers. It indicates that a majority of teachers hold a Master's degree, have two years of teaching experience, and possess a high level of educational qualification.

The questionnaire was distributed to three teachers from three different primary schools in Tlemcen, including Belhadjar Al Arbi Primary School, Ben Mahdi Abdel Salem Primary School, and Alili Djilali Primary School.

These teachers, who regularly interact with their pupils, offered valuable insights into the strategies and challenges associated with parental involvement in EFL learning.

2.3.2 Parents

From the parents' questionnaire, this is an overview of the demographic characteristics of the parents involved in the study. The tables below present information on the age range, educational level, occupation, and English proficiency level of the parents. These statistics offer valuable insights into the backgrounds and abilities of the parents, which can inform future research and initiatives aimed at supporting their children's development. The demographic information includes:

The table titled "Table 2.1: Parents' Age" presents the age ranges and corresponding percentages of the parents participating in the study. The data shows that the largest proportion of parents (44.44%) fall within the 31-40 age range. The next biggest group are those aged 41-50, making up 30.36% of the sample. Younger parents aged 25-30 account for 19.44% of the participants. Only a small minority (5.56%) are over 51 years old. This age distribution provides valuable insights into the demographic profile of the parents involved in the study. The majority are middle-aged, with the 31-40 age group being the most heavily represented.

Table 2.1: Parents' Age

Age Range	Percentage
25-30	19.44%
31-40	44.44%
41-50	30.36%
Over 51	05.56%

The table titled “Table 2.2: Parents’ Educational Level” outlines the educational attainment levels and corresponding percentages of the parents involved in the study. The key educational levels presented include not finishing schooling, having a high school degree, obtaining a bachelor’s degree, earning a master’s degree, and holding a magister’s degree. The data reveals that the largest proportion of parents (25.71%) have achieved a master’s degree. The next biggest group are those with a high school diploma, making up 22.86% of the sample. Parents with a bachelor’s degree account for 20% of the participants. A smaller percentage (11%) did not complete their schooling. The remaining 7.45% hold a magister’s degree, which is a more advanced academic qualification in some regions. This breakdown of the parents’ educational backgrounds provides valuable insights. The majority have attained at least a high school education, and a significant number have obtained advanced degrees, suggesting a relatively well-educated participant pool.

Table 2.2: Parents’ Educational Level

Educational Level	Percentage
Not finished schooling	11%
High school degree	22.86%
Bachelor’s degree	20%
Master’s degree	25.71%
Magister’s degree	07.45%

The table titled “Table 2.3: Parents’ Occupations” outlines the frequency and percentage distribution of the parents’ professions in the study group. The most prevalent occupation is that of housewife, comprising 31.43% of the parents. The second largest group are those employed as teachers, making up 14.29% of the sample. All other occupations account for a small percentage, ranging from 2.86% to 5.71%, including administrative agent, head of middle school, tourist guide, lawyer, judge, accountant, library worker, bank employee, baker, trader, electrician, seamstress, hospital employee, makeup artist, babysitter, cleaner, and barber.

This data provides valuable insights into the diverse occupational backgrounds of the parents participating in the study. While housewives and teachers are the most heavily represented, the parents hold a wide variety of jobs spanning different sectors such as education, law, finance, service industries, and manual labor. The relatively low individual percentages for each specific occupation suggest a heterogeneous mix of professional backgrounds among the participants.

Table 2.3: Parents' occupations

Occupation	Frequency	Percentage
Head of middle school	01	02.86%
House wife	11	31.43%
Tourist guide	01	02.86%
Lawyer	01	02.87%
Judge	01	02.86%
Accountant	01	02.86%
Teacher	05	14.29%
Library worker	01	02.86%
Administrative agent	02	05.71%
Bank employee	01	02.86%
Baker	01	02.86%
Trader	01	02.86%
Electrician	01	02.86%
Seamstress	01	02.86%
Hospital employee	01	02.86%
Make up artist	01	02.86%
Baby-sitter	01	02.86%
Cleaner	01	02.87%
Barber	01	02.86%

The table titled “Table 2.4: Parents’ English Proficiency” presents the percentage breakdown of the parents’ English language skills in the study sample. The majority of parents (62.86%) are at a beginner level of English proficiency. The next largest group (28.57%) have an intermediate level of English. Only a small percentage (8.57%) are at an advanced level of English proficiency. This data suggests that most of the parents in the study have limited English skills, with the beginner level being the most common. A significant portion (28.57%) have a moderate grasp of English, while a minority (8.57%) have highly proficient English abilities. The low percentage of advanced English speakers indicates that the majority of parents in the sample are not fluent in English.

The English proficiency levels provide insight into the linguistic backgrounds of the parents and may have implications for their ability to engage with English-language educational materials or communicate with English-speaking teachers and administrators.

Table 2.4: Parents’ English Proficiency

English Proficiency Level	Percentage
Beginner	62.86%
Intermediate	28.57%
Advanced	08.57%

2.4 Research Instruments

Two questionnaires were administered: one to children’s parents and the other to teachers of third-year primary school, by surveying both teachers and parents, this study aimed to provide a comprehensive understanding of the factors that promote or hinder parental involvement in EFL learning, ultimately informing strategies to enhance parental engagement and support in Algerian Primary Schools.

2.4.1 Parents’ Questionnaire

One of the most commonly used tools in academic research is the questionnaire. In this particular study, a questionnaire was specifically designed

for parents of third-year students in Tlemcen primary schools. Given that parents make up a significant portion of the target population for this research, their input on the integration of the English language in early learning is crucial. The questionnaire utilized in this research is a mixed-type questionnaire, incorporating a variety of questions to generate both qualitative and quantitative data from a large sample size. To ensure the questionnaire's effectiveness, it was carefully crafted to address the specific research objectives and gather insights from the target population. The questions were designed to elicit responses that would provide a comprehensive understanding of parents' perspectives on the integration of English language learning in the early stages of their children's education. Questionnaires are a popular choice for studies like this due to their simplicity in design and analysis, as well as their adaptability to various research settings. Moreover, questionnaires allow respondents ample time to provide their answers while respecting their autonomy. This approach ensures that the data collected is reliable and representative of the target population's views.

The questionnaire used in this study comprises 14 questions, organized into distinct sections to convey specific ideas effectively. The first rubric helped to describe the sample. It aimed to explore the details of parents, including age, educational level, occupation, and English proficiency level. It contained four questions (questions 1-4). The second rubric was about Strategies for Parental Involvement. It aimed to identify details such as parental assistance with EFL learning at home, time of involvement, educational resources, and internet resources. It contained eight questions (questions 5-12). The third rubric was about the Obstacles to parental involvement. It aimed to identify major obstacles that hinder parents when trying to participate in their child's EFL learning and cultural and societal factors that hinder parental involvement. It contained two questions (questions 13-14). By structuring the questionnaire in this manner, the researchers can systematically gather data that addresses the research questions and hypotheses. The organization of the questions into distinct sections also facilitates the analysis process, allowing for a clear and organized presentation of the findings.

2.4.2 Teachers' Questionnaire

The design of the teacher questionnaire involves two sections: the Teacher Profile and the Teaching Process. The purpose of the Teacher Profile section is to gather basic demographic and background information about the teacher respondents. This will provide context for analyzing their responses to the questions about teaching practices in the second section. This section should include questions on grade levels taught, years of teaching experience, highest level of education, and subject areas taught. The questions should be straightforward and easy to answer, yielding quantitative data that can be easily analyzed. The main purpose of the Teaching Process section is to understand the teachers' approaches, beliefs, and challenges related to the teaching and learning process. The questions in this section should focus on gathering insights into their instructional methods, use of technology, student engagement strategies, and professional development needs. Example questions include frequency of technology use, effective teaching strategies, perceptions of curriculum, and areas for professional development. A mix of multiple choice, Likert scale, and open-ended questions will provide both quantitative and qualitative data, allowing teachers to share their experiences and perspectives. By structuring the questionnaire with these two sections, the researcher can collect important background information about the teachers in the first section, and then delve deeper into their teaching practices, beliefs, and needs in the second section. This will yield rich data to help understand the current state of teaching at the school and identify areas for improvement.

2.5 Data Analysis

Once the data had been gathered, a variety of results became available for thorough examination and quantification. The primary objective was to address the research inquiries and validate the accuracy of the hypotheses. These discoveries have been categorized into distinct segments corresponding to the specific research instruments employed during the study: parents' questionnaire and teachers' questionnaire.

2.5.1 Parents' Questionnaire Analysis

This analysis is to gain insights into parents' perspectives on their children's education at Algerian primary school. The questionnaire was designed with three main sections: demographic information, strategies for parental involvement, and obstacles that hinder parental involvement. The results will help identify areas of strength and opportunities for improvement to enhance the overall quality of education and better meet the needs of students and their families. The analysis will examine the responses across different grade levels and demographic groups to provide a comprehensive understanding of parents' views and experiences.

Rubric One: This rubric helped to describe the sample

The first section of the questionnaire (questions 1-4) seeks to explore the following details: parent’s age, educational level, occupation, and the English proficiency level.

Question 01: What is your age?

The first question looked at what type of education the parents had – either English or French. The pie 2.1 shows the ages of the parents:

19.44% of parents are between 25-30 years old. The largest group, 44.44%, are between 31-40 years old. 30.36% of parents are between 41-50 years old.

The smallest group, 5.56%, are over 51 years old. This data gives an overview of the ages and educational backgrounds of the parents in the study. The majority (44.44%) are in their 30s and 40s, so they likely received their education in the English or French system during that time period. The other age groups represent smaller portions of the parents.

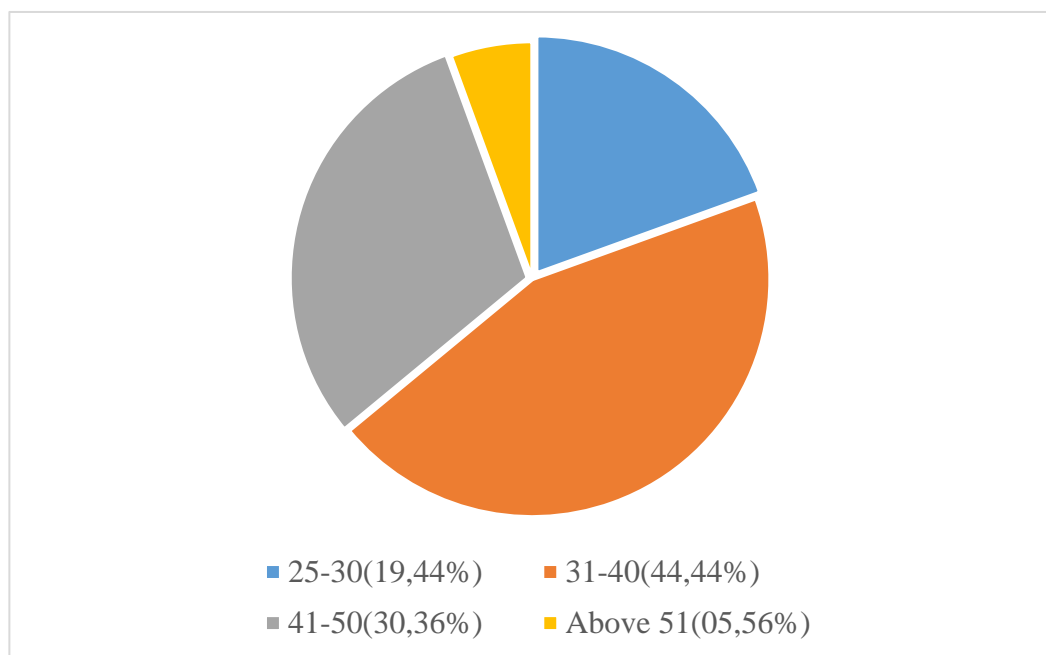


Figure2.1. The Age of Parents

Question 02: What is the degree or the level of education you have completed?

This question looked at what level of education the parents have completed. The information is shown in Table 2.1:

11 parents have not finished their schooling, yet 22.86% of parents can read and write but do not have a university degree, they only graduated from high school. 20% of parents have a Bachelor's degree (called a License in some countries). 25.71% of parents have a Master's degree. 7.45% of parents have a Magister's degree, which is a type of advanced degree.

This data gives a breakdown of the different education levels represented by the parents in the study. The majority (53.16%) have a university degree of some kind, either a Bachelor's, Master's or Magister's. However, a significant portion (22.86%) only completed high school and did not go on to university. A small number (11 parents) have not yet finished their education

Table 2.5: Frequencies-Percentages of Parents' Educational Level

Level of education	Frequency	Percentage
No schooling completed	11	31.43%
Baccalaureate Holders	08	22.86%
Licence degree holders	07	20%
Master's Degree holders	09	25.71%
Total	35	100%

Question 03: What is your occupation?

This question aimed to find out if parents' involvement in their child's English learning, especially in primary schools, is affected by how much money they have. Parents have different amounts of money, as shown in the table. The different jobs they have shown how they use foreign languages. For example, traders use foreign languages to communicate.

Table 2.6: Frequencies-Percentages of Parents' occupations

Occupation	Frequency	Percentage
Education sector	07	20%
Legal sector	02	05.71%
Financial sector	03	08.57%
Administrative sector	02	05.71%
Service sector	15	42.86%
Tourism and hospitality sector	02	05.71%
Skilled trades sector	04	11.43%

Question 04: What is your English proficiency level?

This question aimed to gauge seeks to understand the parents' proficiency in English, which can influence the extent and effectiveness of their involvement in assisting their child with EFL studies. By assessing the parents' English proficiency level. This question helps determine if the parents have a beginner, intermediate, or advanced level of English skills. As it is shown in the table, the majority of parents (62.86%) are at the beginner level of English proficiency. This suggests that a significant portion of the community may face challenges communicating in English and may require additional support or resources to help their children succeed academically.

A smaller percentage of parents (28.57%) are at the intermediate level of English proficiency. While this group has a better grasp of the language compared to beginners, they may still encounter difficulties in fully understanding school communications, helping with homework, or advocating for their children's needs. Only a small fraction of parents (8.57%) are at the advanced level of English proficiency. This group is likely to have the easiest time navigating the education system, communicating with teachers, and supporting their children's learning at home.

Table 2.7: Frequencies-Percentages of Parents' English proficiency

Parents' level	Frequency	Percentage
Beginner	22	62.86%
Intermediate	10	28.57%
Advanced	03	8.57%
Total	35	100%

Rubric Two: Strategies for Parental Involvement

The second section of the questionnaire (questions 5-12) attempts to identify other details such as the assistance of parents to their primary school children at home and the time of the parental involvement, the English educational resources and their availability in the libraries, the use of the internet resources, the parents' participation in school activities, and the opportunities that parents seek for their children to practice the English outside the school.

Question 05: Do you help your primary school child in EFL learning at home?

The question aimed to explore if parents help their primary school children at home or not. The pie 2.2 shows that the majority of parents 65.71%, do not assist their child's EFL learning at home. This suggests that many parents may not be actively involved in their child's language learning process. On the other hand, 31.43% of parents do assist their child's EFL learning at home. This indicates that a significant number of parents are actively involved in their child's language learning process. Small percentage of non-respondents: 2.86% of parents did not answer the question, which may indicate that some parents were unwilling or unable to provide information about their involvement in their child's EFL learning at home. Overall, the data suggests that while some parents are actively involved in their child's EFL learning at home, the majority are not. This highlights the importance of understanding the factors that influence parental involvement in their child's language learning process.

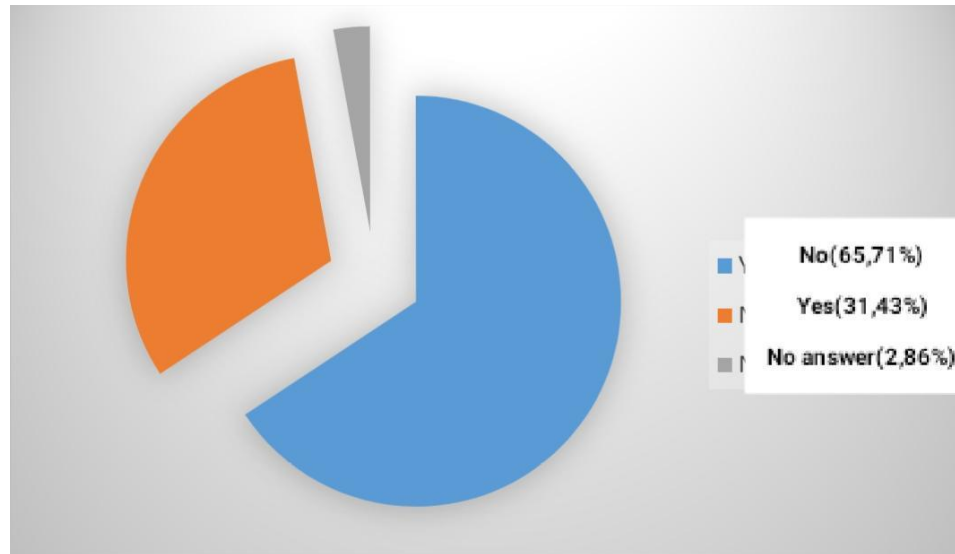


Figure 2.2. Parental Assistance with Primary School EFL Learning at Home

Question 06: If yes, how often do you engage with your child's EFL learning at home?

This question aimed to understand how often parents actively participate in and contribute to their child's EFL education at home, which can significantly impact the child's language development and academic progress.

The pie 2.3 shows that: 34.29% of parents engage daily in EFL learning with their primary school children. This high percentage indicates a significant commitment to language education, which can greatly benefit the child's language skills and overall development. 28.57% of parents participate in EFL learning with their children on weekends. While slightly lower than daily involvement, weekend engagement still shows a considerable dedication to supporting their child's language learning outside of regular school days. 11.43% of parents rarely involve themselves in EFL learning with their primary school children. This lower percentage suggests a need for increased awareness of the importance of consistent parental involvement in language education to enhance the child's proficiency and confidence in English. 25.71% of parents did not provide answers. This missing data makes it difficult to draw definitive conclusions about the reasons behind their lack of response.

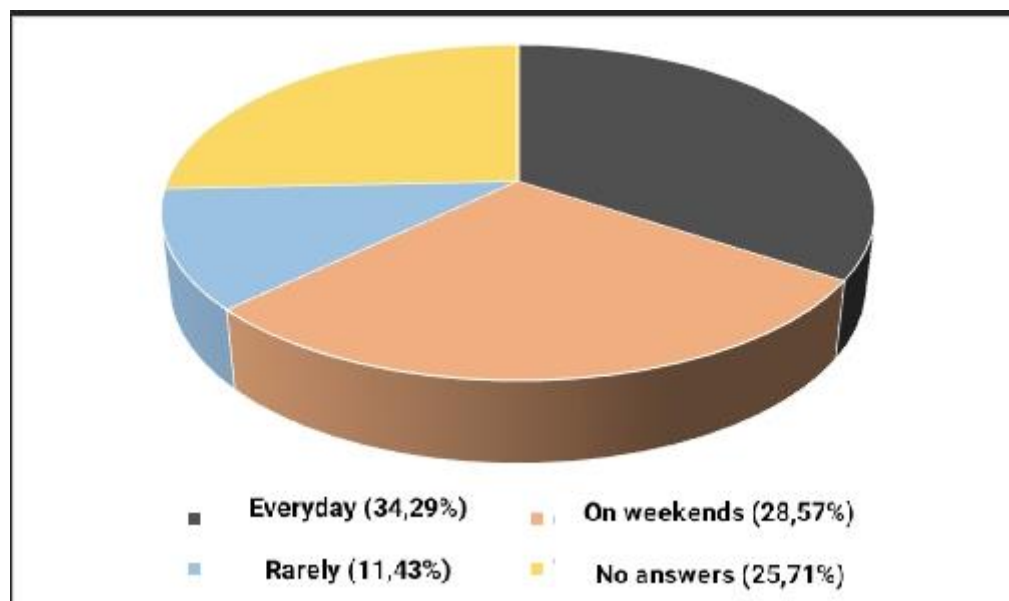


Figure2.3. The Parental Involvement Time

Question 07: What are the main educational resources that you tend to use at home?

This question aimed to identify the educational resources that help parents in their involvement with their children's EFL learning at home, providing insights into the types of materials and tools that contribute to learning experiences at home. The pie 2.3 shows: Approximately 21.28% of parents are using school books, while 6.38% are using non-school books. It is interesting to note that the internet is being widely used as an educational resource by 59.57% of parents. Additionally, 12.77% of parents are using other resources for their children's EFL learning at home. This data suggests that parents are actively involved in providing educational support and using diverse resources to enhance their children's language learning experience.

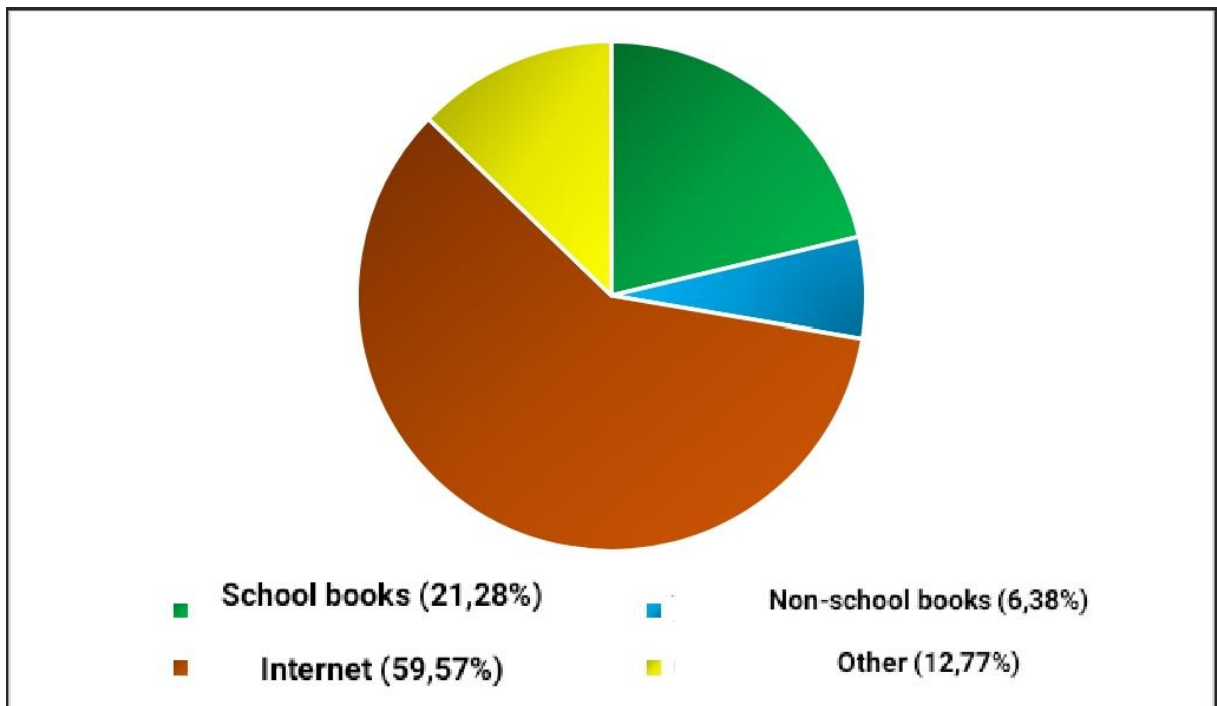


Figure 2.4. The Main Educational Resource

Question 08 : Are English language resources available in the libraries to help your child ?

This question aimed to gauge the accessibility of materials like books, videos, and online tools for children learning English, emphasizing the importance of linguistic support for young learners within library settings. 54.29% of parents stated that English resources are available in libraries, while 45.71% indicated that English resources are not accessible in libraries. This highlights a significant portion of parents acknowledging the presence or absence of English language materials in library settings, reflecting varying levels of satisfaction or concern regarding the availability of resources to support their children’s language learning needs.

Question 09: If you use internet resources, which ones do you use?

This question aimed to identify the preferences and patterns of internet resource usage among respondents, providing insights into the most commonly accessed sources for academic or professional activities. The internet resources used by parents for their children’s EFL (English as a Foreign Language) learning at home is as shown in the pie 2.5: 83.33% of parents use social platforms as a resource for their children’s EFL learning. This high percentage suggests that social media plays a significant role in facilitating parental involvement and support for their children’s English language acquisition at home. 13.89% of parents use the EF Teacher Zone, which is a dedicated online platform designed for English language teachers. This indicates that a smaller proportion of parents

directly access resources specifically created for educators to supplement their children’s learning. Only 2.78% of parents use the American Space, which is likely an online resource or platform associated with American educational institutions or cultural centers. The low percentage suggests that this resource is not as widely used by parents compared to social platforms and the EF Teacher Zone.

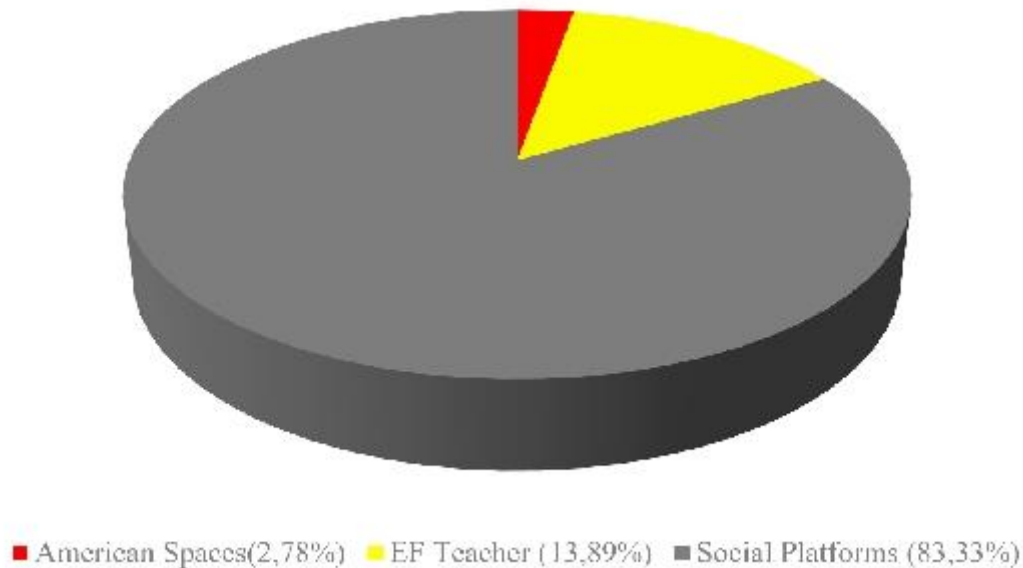


Figure 2.5. The Preferences and Patterns of Internet Resources

Question 10: Do you actively participate in school activities related to your child’s EFL learning?

This question aimed to assess the extent to which parents engage with and support educational activities and events aimed at improving their child’s language skills, emphasizing the importance of parental engagement in fostering a conducive learning environment for EFL students. 42.86% of parents actively participate in school activities related to their children's EFL learning. This indicates that a significant portion of parents are engaged and involved in initiatives and events organized by the school to support their child's language development. 57.14% of parents do not participate in school activities related to their children's EFL learning. This majority suggests that there is a notable portion of parents who may not be actively involved in or aware of opportunities to engage with their child's EFL education within the school setting.

Question 11: Do you seek opportunities for your child to practice English outside of school?

This question aimed to understand the extent to which parents are proactive in providing additional avenues for their child to enhance their English language skills outside formal educational settings, emphasizing the importance of continuous practice and immersion in the language for effective learning.

The majority of parents (51.43%) actively seek out opportunities for their children to practice and improve their English skills outside of the classroom setting. This could involve enrolling them in extracurricular English classes, encouraging them to watch movies or read books in English, or arranging playdates with other English-speaking children. On the other hand, a significant portion of parents (48.57%) do not make any special efforts to provide additional English practice for their children beyond what is offered in school.

Question 12: If yes, what kind of practice?

The question aimed to determine the types of practices or activities parents engage in to support their children's English language development beyond the classroom setting. The pie 2.6 shows that the majority of parents, 78.95%, rely on summer school programs to provide their children with opportunities to practice English outside of the regular school year. This suggests that parents view summer school as a valuable resource for English language development. A smaller but still significant percentage of parents, 15.79%, use familiar discussions as a means to practice English with their children. This approach likely involves conversing with their children in English, encouraging them to engage in discussions on various topics. Another 5.26% of parents use motivational games to make English practice more engaging and enjoyable for their children. This could include activities like language-based board games, puzzles, or online quizzes that make learning English a fun experience.

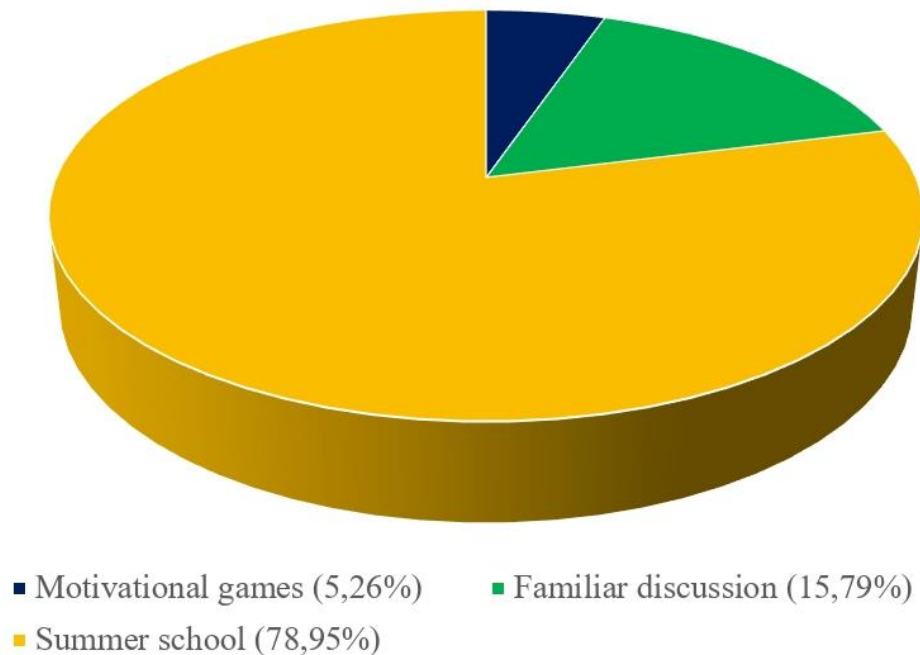


Figure 2.6. kinds of English practice outside the school

Rubric Three: Obstacles to parental involvement

The third section of the questionnaire (questions 13-14) attempts to identify other details such as: the major obstacles that hinder parents when trying to participate in their child's EFL learning, and the cultural and societal factors that hinder the parental involvement.

Question 13: What are the major obstacles you face when trying to participate in your child's EFL learning?

This question aimed to uncover a range of obstacles that parents may encounter, such as limited English proficiency, time constraints, lack of resources, communication barriers with teachers, or other challenges highlighted in the research sources provided. Understanding these obstacles is crucial for schools to develop targeted strategies and support systems that can help parents overcome these barriers and actively participate in their child's EFL learning journey.

The following pie (pie 2.7) shows that the majority of parents (47.17%) cite lack of time as the major obstacle. This could be due to busy work schedules, household responsibilities, or other commitments that limit their availability to actively engage in their children's EFL learning. A significant portion of parents (39.62%) struggle with a language barrier, hindering their ability to support their children effectively in learning English. This obstacle may stem from their own proficiency in English or lack of exposure to the language. A small percentage of parents (3.78%) face challenges due to inadequate resources for EFL learning. This could include access to educational materials, books, or tools that facilitate language acquisition. Similarly, another 3.78% of parents encounter obstacles related to limited internet access. In today's digital age, online resources play a crucial role in language learning, and restricted internet connectivity can impede children's progress. Some parents (3.78%) express concerns about insufficient support from the school, including teachers and administration. Collaborative efforts between parents and educational institutions are vital for enhancing children's language skills, and a lack of school support can hinder this partnership. A small percentage of parents (1.89%) face unspecified obstacles beyond the categories mentioned. Understanding these unique challenges can help tailor support strategies to address individual needs effectively.

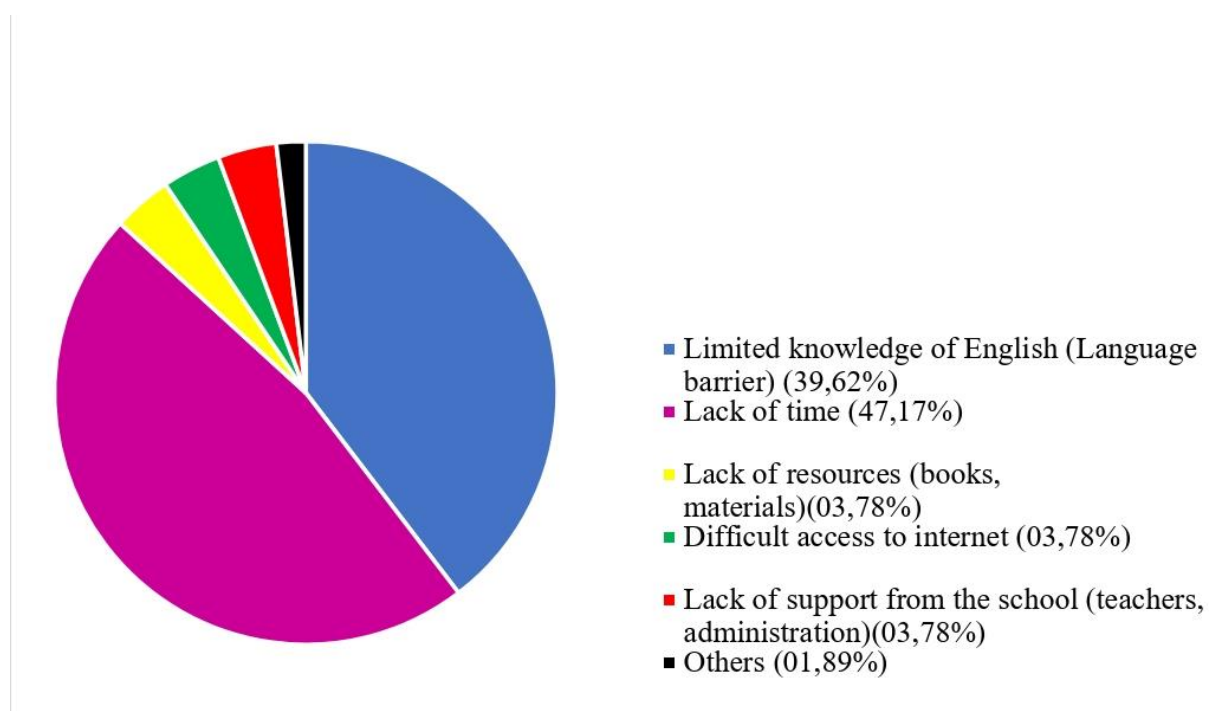


Figure2.7. The Major Obstacles that face parents when trying to participate in their child's EFL learning

Question 14: Are there any cultural or societal factors that might hinder your involvement in your child's EFL learning? Explain

The question is designed to uncover potential barriers or challenges that parents face due to their cultural background or societal norms when trying to actively participate in and support their child's EFL education. The pie below (pie 2.8) shows that 45.71% of parents face cultural obstacles that prevent them from actively participating in their child's EFL education. Among these obstacles, the deep-rooted presence of French in Algerian society stemming from its colonial past can hinder parents from considering English as a viable educational option. Another obstacle is insufficient awareness of the cultural significance of the English language and its educational value may also hinder parental involvement in their children's English learning journey. This is the highest percentage among the factors mentioned, indicating that cultural norms and beliefs play a significant role in hindering parental involvement in EFL learning. Only 5.71% of parents face societal obstacles that limit their involvement in their child's EFL learning. These societal obstacles include limited resources, sociolinguistic complexity, and attitudes towards English. They can collectively hinder Algerian parents' involvement in their children's EFL learning at the primary school level. This relatively low percentage suggests that societal factors, such as social norms and expectations, have a lesser impact on parental involvement compared to cultural factors.

2.86% of parents do not face any kind of obstacles, either cultural or societal, in their involvement in their child's EFL learning. This small percentage highlights that a majority of parents encounter some form of obstacle, whether cultural or societal, when trying to engage with their child's EFL education. 45.71% of parents did not answer the question. The high rate of unanswered questions may indicate a reluctance or discomfort in acknowledging the presence of obstacles, particularly cultural ones, that hinder their involvement in their child's EFL learning.

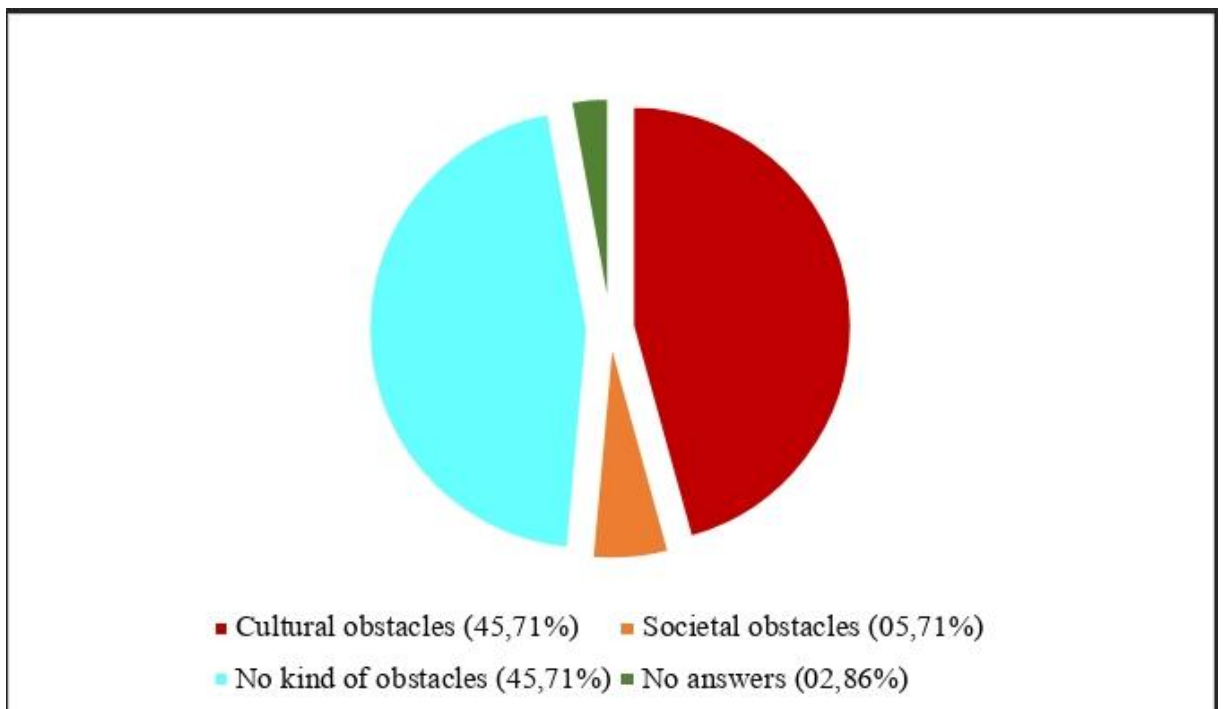


Figure 2.8. The Cultural and Societal factors that might Hinder the Parental Involvement

2.5.2 Teachers' Questionnaire Analysis

The questionnaire is a commonly used tool in academic research. In this study, a questionnaire was designed specifically for third-grade teachers in Tlemcen primary schools. Teachers are a significant part of the target group, so their opinions on teaching English to young students are very important. The questionnaire used in this research has different types of questions. This allows the researchers to collect both qualitative and quantitative data from a large number of people. The questions were carefully written to match the research goals and get insights from the target group. The questions aim to fully understand teachers' views on teaching English to young students. Questionnaires are popular because they are simple to design and analyze. They also work well in different research settings. Questionnaires give respondents time to answer and respect their independence. This ensures the data is reliable and represents the target group's opinions. The questionnaire in this study has 15 questions. The questions are organized into sections to effectively communicate specific ideas. Each section focuses on a particular aspect of the research. Structuring the questionnaire this way allows the researchers to systematically collect data that answers the research questions and hypotheses. The organized sections also make the data analysis process easier. This leads to a clear and organized presentation of the findings.

Rubric One: Teacher Profile

The first section of the questionnaire (questions 01-02) attempts to identify details such as: the teaching experience and the educational qualification.

Question 01: Teaching experience?

This question aimed to assess the level of experience, skills, and knowledge a person has related to teaching activities. It helps in understanding the teacher's qualifications. The majority of teachers (66.67%) have two years of teaching experience, while a significant minority (33.33%) have only one year of teaching experience. This suggests that the teaching staff is relatively inexperienced, with no teachers having more than two years of experience.

Question 02: Educational Qualification ?

This question aimed to understand the academic qualifications of teachers, which can be crucial for assessing their expertise, subject knowledge, and teaching capabilities. By collecting data on teachers' educational qualifications, educational institutions can tailor professional development programs, assign appropriate teaching roles, and ensure a high standard of education delivery based on the teachers' academic backgrounds. The pie chart below provides a detailed breakdown of the academic qualifications of the teaching staff, indicating that the majority of teachers (66.67%) hold a master's degree. This suggests that the

teaching staff is highly educated, with a significant minority (33.33%) holding a Licence degree. The absence of any teachers with less than a bachelor's degree further underscores the high level of educational attainment among the teaching staff. This information is essential for educational institutions to make informed decisions about teacher training, role assignments, and overall educational standards. The academic qualifications of teachers play a vital role in determining their teaching capabilities and subject knowledge. By understanding the educational backgrounds of teachers, educational institutions can tailor professional development programs to meet the specific needs of their staff. The pie chart below indicates that the majority of teachers (66.67%) hold a master's degree, while a significant minority (33.33%) hold a Licence degree. This suggests that the teaching staff is highly educated, with no teachers having less than a bachelor's degree. This information is crucial for educational institutions to ensure a high standard of education delivery and to make informed decisions about teacher training and role assignments. The academic qualifications of teachers are a critical factor in assessing their expertise, subject knowledge, and teaching capabilities. By collecting data on teachers' educational qualifications, educational institutions can tailor professional development programs, assign appropriate teaching roles, and ensure a high standard of education delivery based on the teachers' academic backgrounds. The pie chart below provides a detailed breakdown of the academic qualifications of the teaching staff, indicating that the majority of teachers (66.67%) hold a master's degree. This suggests that the teaching staff is highly educated, with a significant minority (33.33%) holding a Licence degree. The absence of any teachers with less than a bachelor's degree further underscores the high level of educational attainment among the teaching staff. This information is essential for educational institutions to make informed decisions about teacher training, role assignments, and overall educational standards.

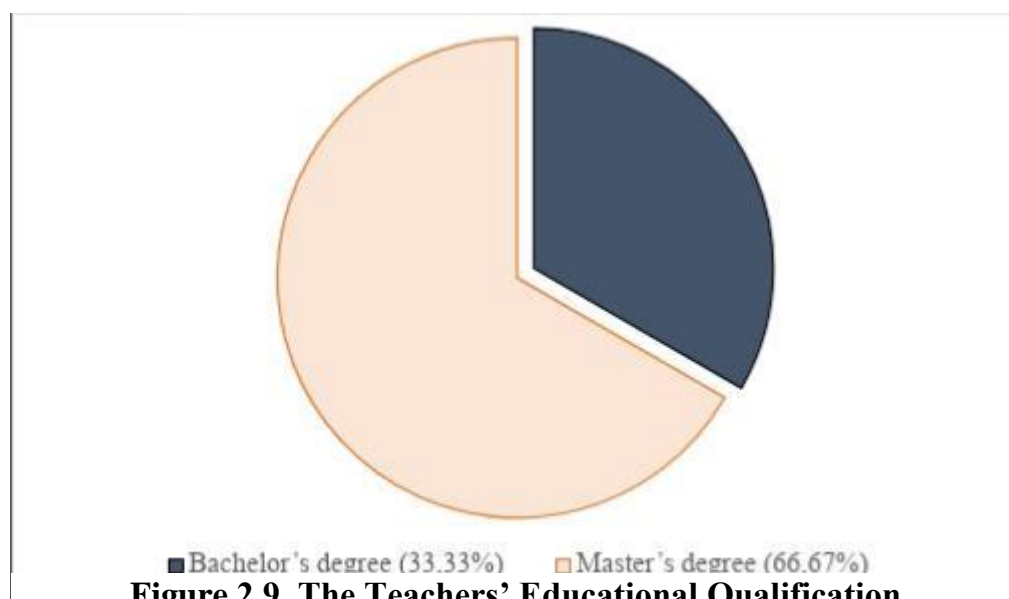


Figure 2.9. The Teachers' Educational Qualification

Rubric Two: Teaching Process

The second section of the questionnaire (questions 03-07) attempts to identify details such as : how many parents show concern about English learning after the end of the school day, how many pupils seem to be helped by their parents at home, the teacher's reasons of asking Pupils' parents to help their children at home, the opportunities that teachers suggest for parents to let their children practice the English outside of school and the effective resources that can be used by parents to support their children to learn English.

Question 03: How many parents show concern about their child English learning through conversations after the end of the school day ?

This question aimed to gauge the extent to which parents actively participate in conversations with their children about what they have learned in school, reinforcing and extending their learning beyond the classroom. The following pie (pie 2.10) indicates that:

The majority of parents, amounting to 66.66%, fall under the “few of them” category regarding their involvement in assisting their children with EFL learning. This suggests that a considerable number of parents are somewhat engaged but may not consistently support their children's EFL education. Conversely, the “none of them” category encompasses 33.33% of parents, indicating that a notable proportion of parents are not actively involved in supporting their children's EFL learning. This lack of parental involvement may have implications for the effectiveness of EFL education and the overall academic progress of the students. The results underscore the need for strategies to enhance parental engagement in their children's EFL learning, particularly for those currently categorized as “none of them.” Encouraging and facilitating parental involvement has the potential to positively influence students' language acquisition and academic success in EFL programs.

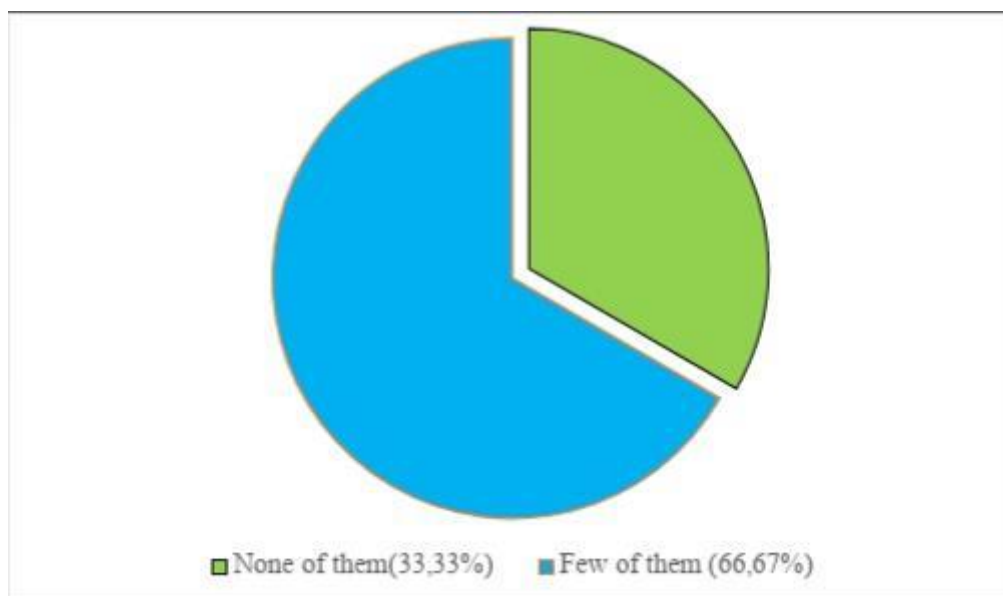


Figure 2.10. Parental Concern for Child's English Learning Through After-School Conversations

Question 04 : How many of your pupils seem to be helped by their parents at home ?

This question aimed to gather insights into the extent to which parents are actively engaged in assisting their children with their education at home, which can have a significant impact on students' academic performance and overall educational experience. The following pie (2.11) suggests that : the majority of the pupils (66.67%) perceive that they are receiving help from their parents at home. This indicates a positive level of parental involvement in supporting their children's education outside of school, which can contribute to academic success and overall well-being. On the other hand, a smaller percentage of pupils (33.33%) feel that they are not receiving as much help from their parents at home. This may have implications for their learning progress and could be due to various factors such as parental availability, knowledge, or priorities.

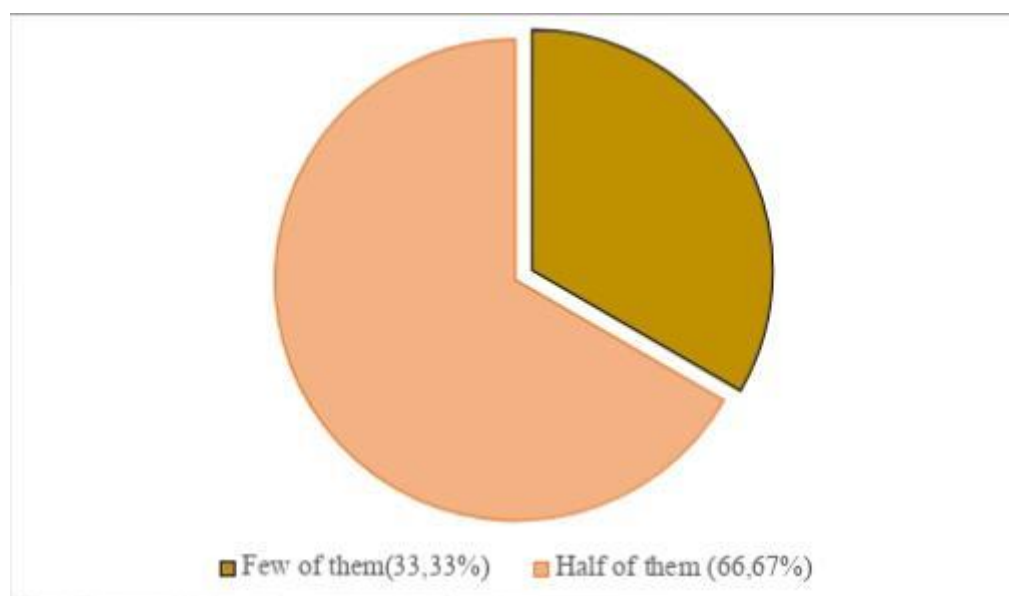


Figure 2.11. Percentage of Pupils Receiving Parental Assistance with School work at Home

Question 05: Do you ask your pupils parents to help their child at home? Why?

This question aimed to ask teachers whether they encourage parental involvement and the reasons behind it, researchers can gather insights into how teachers perceive the importance of parental support in their students' learning process. This question can provide valuable information on the strategies teachers use to engage parents in their children's education and the perceived benefits of such involvement. The pie (2.12) below shows that : 66.67% of teachers mentioned that they request pupils' parents to assist their children at home, while 33.33% of teachers stated that they do not seek parental help for their students outside of school. This data indicates that a significant portion of teachers actively involve parents in their students' learning process, recognizing the value of parental support in enhancing children's education. It also suggests varying approaches among teachers regarding the extent to which they engage parents in supporting their children's academic development.

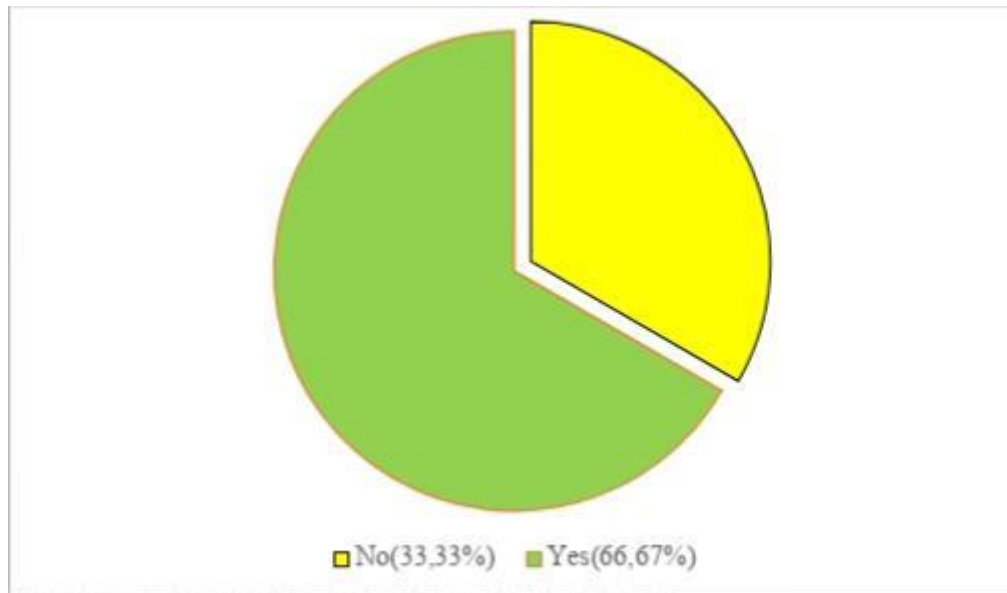


Figure 2.12. Teachers' Perspectives on Encouraging Parental Involvement in Children's Learning at Home.

2. Why ?

The pie (2.13) presents that:

66,67% of teachers mentioned that they request pupils' parents to assist their children at home because the language is new and strange to the students. On the other hand, 33,33% of teachers stated that they do not seek parental help because the pupils already have an adequate proficiency level in the language up to this point. This data suggests that teachers consider the students' language proficiency levels when deciding whether to involve parents in supporting their language learning at home.

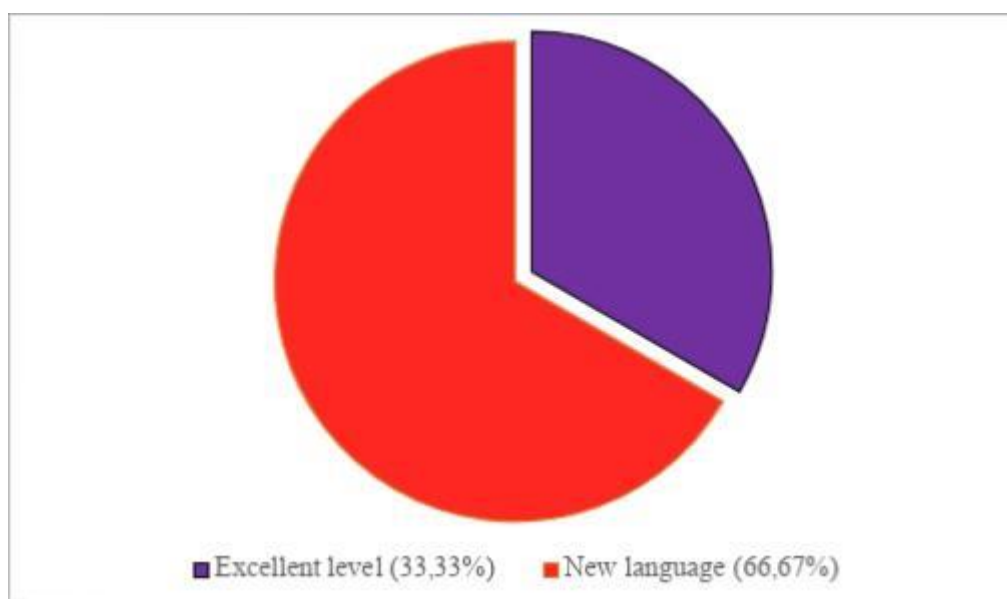


Figure 2.13. Reasons Teachers Encourage Parental Involvement in Children's Learning at Home

Question 06 : Do you ask parents to seek opportunities for their child to practice English outside of school ? If yes, what kind of practice ?

This question aimed to provide insight into teaching practices that extend learning beyond the school context and engage parents in supporting their child's English writing skills. The finding that 100% of teachers ask parents to seek extracurricular English practice opportunities for their pupils suggests: Teachers recognize the importance of continuous English practice for students to develop and improve their skills. Teachers actively involve parents in supporting their child's English learning by encouraging them to provide or find additional practice resources and activities outside of school. This teaching strategy aims to maximize exposure to English and provide students with more opportunities to apply their skills in real-world contexts. Teachers likely believe that extracurricular English practice complements and reinforces the lessons taught in the classroom. The unanimous adoption of this practice among teachers indicates it is a widely accepted and implemented strategy in English writing instruction.

3. If yes, what kind of practice?

The question aimed to identify the strategies and resources teachers believe are most helpful for students to get extra English practice in authentic, low-pressure situations. This complements the formal instruction they receive in school. The pie (2.14) presents that: One-third of the teachers suggest using internet resources to support English practice. This could include online language learning platforms, educational websites, language exchange forums, or interactive

language apps. Using the internet can provide students with a wide range of resources for reading, listening, speaking, and writing in English. Another third of the teachers recommend summer school as a way for students to continue practicing English during the break. Summer school programs often offer language classes, cultural activities, and opportunities for immersive language practice. This can be a structured and focused way for students to maintain and improve their English skills outside of the regular school year. The remaining third of teachers suggest creating an English-speaking family atmosphere at home. This could involve encouraging English conversations, watching English movies together, playing language games, or engaging in activities that promote English language use within the family setting. Creating an environment where English is regularly spoken can greatly enhance a student’s language learning experience.

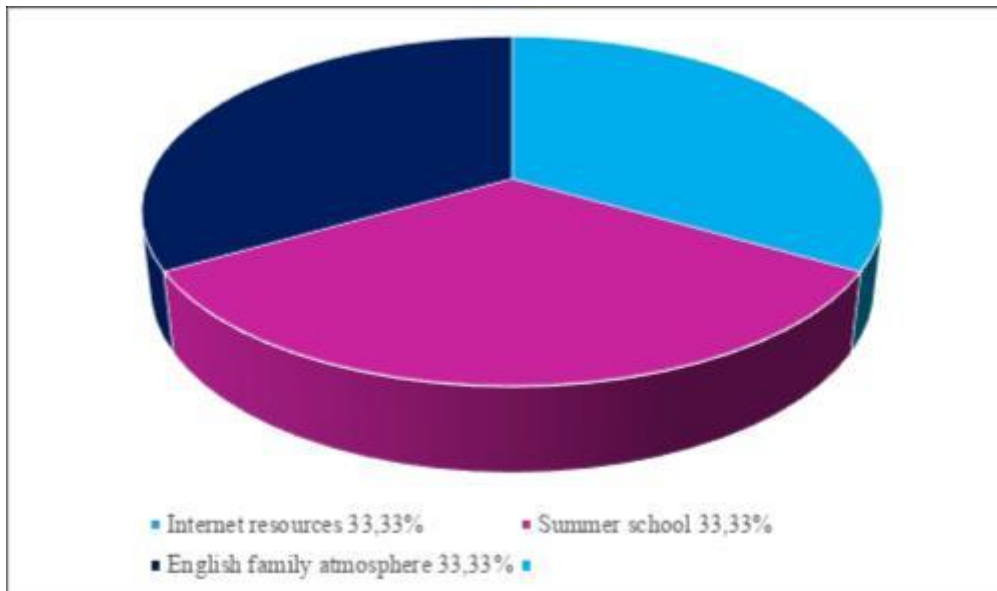


Figure 2.14. Parental Engagement in Providing English Practice Opportunities Outside of School for Children.

Question 07 : According to you, what are the most effective resources that can be used by parents to support their children to learn English ?

This question aimed to compile a comprehensive list of recommended resources from experts or individuals experienced in language education, offering parents a well-rounded selection of tools and techniques to effectively support their children in learning English outside of formal educational settings. The pie (2.15) presents that:

The majority of teachers, accounting for 60%, advocate for the use of internet resources as an effective tool for parents to support their children’s English learning. This suggests that online platforms, language learning websites, educational apps, and interactive tools are highly valued for their accessibility, variety of content, and convenience in facilitating language practice outside of the classroom. Internet resources offer a wealth of materials for reading, listening, speaking, and writing in English, making them versatile and engaging resources for language acquisition. While a significant portion of teachers, 40%, recommend alternative resources such as extra English courses, this indicates that there is recognition of the value of structured language programs beyond traditional classroom instruction. Extra English courses can provide specialized language training, additional practice opportunities, and targeted support tailored to the individual needs of students. These courses may offer a more intensive and focused approach to language learning, complementing and enhancing the skills acquired through regular schooling.

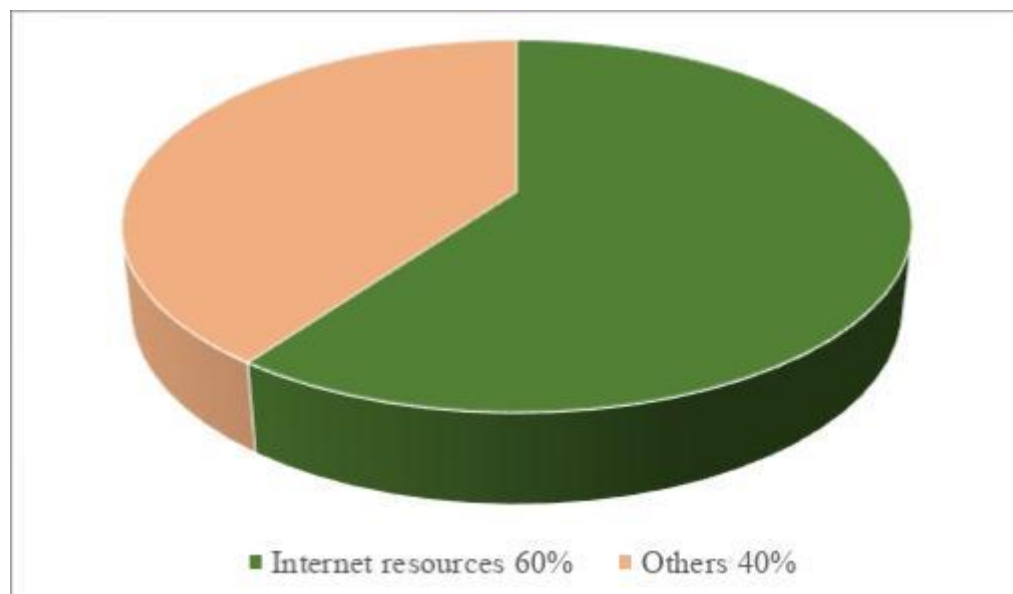


Figure 2.15. Effective Resources for Parents to Support Children’s English Learning: Teachers’ Perspectives

2.5.3 Discussion of the Main Results:

This study focuses on exploring the impact of parental engagement on fostering children's EFL education in Algerian primary schools. Its objective is to assess the strategies used by parents to involve themselves in their primary school child's EFL learning. The research delves into various aspects that empower parents to create a conducive environment for their children's EFL education. By comprehending the significance of parental participation and the factors influencing it, this investigation aims to offer valuable insights for designing initiatives and tactics to enhance parental involvement in children's EFL learning at the primary school level in Algeria.

The first hypothesis suggests that Algerian parents employ strategies such as using online sources, assisting with homework, and enrolling children in extra English courses to participate in their primary school child's EFL learning. The data gathered from parent and teacher questionnaires corroborate this hypothesis. A significant portion of parents (65.71%) are actively involved in supporting their child's EFL learning at home, with many (34.29%) dedicating daily efforts and a considerable number (28.57%) focusing on weekends. Moreover, a majority of parents (59.57%) utilize the internet as an educational tool, and an even larger proportion (83.33%) rely on social media platforms to aid their children's English language acquisition. Additionally, over half of the parents (51.43%) seek out opportunities for their children to practice English beyond the classroom setting, with a substantial number (78.95%) enrolling them in summer school programs.

The second hypothesis proposes that the primary obstacles to parental involvement in their child's EFL learning are limited English proficiency, restricted access to technology, and lack of time. The findings from the parents' questionnaire corroborate this hypothesis. The majority of parents (62.86%) are at the beginner level of English proficiency, suggesting they may face challenges communicating in English and require additional support. Additionally, while 59.57% of parents use the internet as an educational resource, a significant portion (45.71%) reported

a lack of availability of English resources in libraries. Furthermore, the most prominent obstacle cited by parents (47.17%) is a lack of time, likely due to demanding work schedules and household responsibilities.

These findings underscore the need for targeted strategies and support systems to help parents overcome the barriers of limited English proficiency, restricted access to technology, and lack of time, enabling them to actively participate in their child's EFL learning journey and contribute to improved academic outcomes and language proficiency among students in Algerian primary schools.

2.6 Conclusion

The second chapter delved into the intricate details of the research process, providing a comprehensive overview of how the study was meticulously planned and executed. It began by outlining the specific research methods employed, which were carefully selected to align with the objectives of the study. The core of the second chapter focused on the data analysis phase, which involved both qualitative and quantitative approaches. The qualitative analysis examined the words and narratives gathered through interviews, while the quantitative analysis involved statistical techniques applied to data collected from questionnaires and other numerical sources. This dual approach ensured a comprehensive understanding of the research topic.

After the data analysis, the researcher delved into the interpretation of the results, explaining the significance and implications of the findings. The chapter highlighted the main discoveries, but also acknowledged the limitations of the research, demonstrating the researcher's commitment to maintaining the integrity of the research process. Finally, the second chapter concluded with suggestions for future research directions, providing a clear roadmap for future scholars and researchers interested in building upon the knowledge gained from the current study.

General Conclusion

General Conclusion

The study on parental involvement in EFL learning at Algerian primary schools aimed to investigate the strategies employed by Algerian parents to actively participate in their child's EFL learning and identify the major obstacles to parental involvement in this context. The study found that Algerian parents use various strategies to engage in their child's EFL learning, including using online resources, assisting with homework, and enrolling their children in extra English courses. These strategies support the hypothesis that parents employ a range of strategies to actively participate in their child's EFL learning.

The study also identified several major obstacles that hinder parental involvement in EFL learning. These obstacles include limited English proficiency among parents, limited access to technology and digital resources, and time constraints due to work commitments and other responsibilities. These findings align with the hypothesis that there are significant barriers to parental involvement in EFL learning in Algerian primary schools.

The study provides valuable insights into the current state of parental involvement in EFL learning in Algerian primary schools. These insights can be used to inform educational policies and initiatives aimed at enhancing parental engagement and supporting student learning outcomes in EFL. The study highlights the importance of addressing the identified obstacles to parental involvement, such as improving parents' English language skills, enhancing access to technology and digital resources, and accommodating parents' schedules and time constraints.

The study acknowledges that it was conducted within the specific context of Algerian primary schools and recognizes that further research is needed to explore the generalizability of these results and to investigate additional factors that may

influence parental involvement in EFL learning, such as cultural norms, socioeconomic status, and educational policies.

To address the identified obstacles, the study recommends implementing programs to improve parents' English language skills, improving access to technology and digital resources for families, particularly in underserved communities, and exploring ways to better accommodate parents' schedules and time constraints. By conducting more extensive research in this area, educators and policymakers can develop more effective strategies to engage parents in their children's EFL learning and support student success in this critical area of language development.

Limitations and Delimitations

Limitations and Delimitations

The study is limited by the small sample size of thirty-five parents and three teachers. While qualitative research often uses smaller sample sizes compared to quantitative studies, the sample in this case is quite limited. A sample of thirty-five parents and three teachers is unlikely to be representative of the broader population of parents and teachers. The small sample size means the study may have missed important perspectives and experiences that could emerge from a larger, more diverse group of participants. The findings from such a small sample size have limited transferability and generalizability to the wider population.

The study uses questionnaires and interviews as the sole data collection methods. While questionnaires and interviews are common tools in qualitative research, relying only on these two methods has drawbacks. Self-reported data from questionnaires and interviews may be subject to biases, inaccuracies, and incomplete information from participants. Incorporating additional data collection methods like observations, focus groups, or document analysis could provide a richer, more comprehensive understanding of parental involvement and attitudes towards EFL learning. The exclusive use of questionnaires and interviews means the study lacks methodological triangulation, which is a strategy to enhance the validity and credibility of qualitative findings. Incorporating a wider range of data collection methods would strengthen the study's conclusions.

The geographical scope of the study is limited to primary schools in Tlemcen, Algeria. While Tlemcen is a major city, the findings from this study may not generalize to primary schools in other regions of Algeria. Parental attitudes and involvement in EFL learning can vary significantly based on factors like socioeconomic status, cultural background, and educational policies that differ across regions. By focusing only on Tlemcen, the study cannot account for these regional differences. The conclusions drawn from this geographically limited sample may not apply to primary schools in other parts of the country.

The study primarily examines parental attitudes towards EFL learning but does not explore other forms of parental involvement. While parental attitudes are an important aspect of involvement, there are many other ways parents can support their children's language learning. The study does not investigate parental involvement in activities like volunteering in the classroom, participating in school events, or engaging in home-based learning activities. Examining a broader range of involvement behaviors would provide a more comprehensive understanding of how parents support their children's EFL learning. By focusing only on parental attitudes, the study presents an incomplete picture of the various ways parents can be involved in their children's education.

Recommendations and Suggestions

Parental Involvement

Parents should take a more active role in supporting their children's learning of English as a foreign language (EFL). Parents play a crucial part in their children's educational success, and this involvement is especially important for language learning. When parents actively participate in their children's EFL studies, they can provide valuable support, encouragement, and resources that enhance the child's language development.

Teacher-Parent Communication

Teachers should make concerted efforts to engage parents in their children's EFL learning. This includes regularly communicating with parents, inviting them to participate in classroom activities related to EFL, and providing guidance on how they can support language learning at home. Maintaining an open dialogue between teachers and parents is essential for aligning educational goals and maximizing student outcomes in EFL.

Practical Proposals

Student teachers proposed practical ideas to improve parental involvement in EFL learning. These suggestions include incorporating everyday tasks and routines into language learning activities. By systematizing common household chores, mealtimes, and other daily experiences, parents can naturally integrate EFL practice into their children's lives in meaningful, engaging ways.

Professional Support for Parents

Parents need access to professional support and guidance on how to effectively involve themselves in their children's EFL learning. Many parents may lack the knowledge or confidence to support language development at home. Providing parents with training, resources, and strategies from EFL experts can empower them to take a more active, productive role in their children's English language learning.

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Appendices

Appendix A: Parents' Questionnaire

The aim of this questionnaire is to collect data about “what are the strategies that the Algerian parents employ to participate in their child’s EFL learning at the level of the primary school?” and “what are the obstacles that may hinder them when trying to participate in their child’s EFL learning?”. You are kindly invited to answer this questionnaire.

Section 1: Parent's Profile

1. What is your age ?:
.....
2. What is the degree or the level of education you have completed ?:
.....
3. What is your occupation ? :
.....
4. What is your English proficiency ?
Beginner Intermediate Advanced

Section 2: Strategies for Parental Involvement

5. Do you help your primary school child in EFL learning at home? Yes
No
6. If yes, How often do you engage with your child's EFL learning at home?
Everyday On Weekends Rarely
7. What are the main educational resources that you tend to use at home ?
School books Non-school books Internet Other (specify)
.....
.....
8. Are English language resources available in the libraries to help your child? Yes No

9. If you use internet resources, which ones do you use?

American Spaces EF Teacher Zone Social Platforms

10. Do you actively participate in school activities related to your child's EFL learning? Yes No

11. Do you seek opportunities for your child to practice English outside of school?

YES NO

12. If yes, what kind of practice?

.....
.....

Section 3: Obstacles to Parental Involvement

13. What are the major obstacles you face when trying to participate in your child's EFL learning?

- Limited knowledge of English (Language barrier)
- Lack of time
- Lack of resources (books, materials)
- Difficult access to internet
- Lack of support from the school (teachers, administration)
- Other (specify)

.....
.....

14. Are there any cultural or societal factors that might hinder your involvement in your child's EFL learning? Explain.

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

Appendix B: Teachers' Questionnaire

This questionnaire is addressed to the teachers of primary school pupils and it mainly aims at identifying the used strategies by their parents and the reliable resources to them. It also highlights the major obstacles that actually hinder their continuing involvement in the learning process of their children. You are kindly asked to answer the following questions

Section 1:

1. Teaching experience?

.....

2. Educational qualification?

Licence Master PhD High school certificate

Section 2: Teaching Process

3. How many parents show concern about their child English learning through conversations after the end of the school day ?

All of them Most of them Half of them Few of them None of them

4. How many of your pupils seem to be helped by their parents at home?

All of them Most of them Half of them Few of them None of them

5. Do you ask your pupil's parents to help their child at home ? Yes

No

➤ Why?

.....

6. Do you ask parents to seek opportunities for their child to practice English outside of school?

Yes No

➤ If yes, what kind of practice?

.....
.....

7. According to you , what are the most effective resources that can be used by parents to support their children to learn English ?

School books Non-school books Internet resources Other (please specify)

.....
.....

ملخص

تسعى هذه الدراسة الى اجراء بحث حول مشاركة الوالدين في تعلم الأطفال الجزائريين اللغة الإنجليزية على مستوى المدرسة الابتدائية. وأجريت دراسة حالة استكشافية مع تلاميذ السنة الثالثة من اللغة الإنجليزية كلغة أجنبية، باستخدام استبيانات للآباء والمعلمين. تظهر النتائج انخفاض مشاركة الوالدين، خاصة في الأبوة والأمومة والتواصل المدرسي. معظم المعلمين لديهم خبرة محدودة ويحملون درجة الماجستير. يعبر الآباء عن قلقهم بشأن تعلم أطفالهم للغة الإنجليزية، ويتلقى معظم التلاميذ الدعم المنزلي. تبحث هذه الدراسة في مشاركة الوالدين في تعلم الأطفال الجزائريين اللغة الإنجليزية على مستوى المدرسة الابتدائية، باستخدام استبيانات للآباء والمعلمين. تظهر النتائج انخفاض مشاركة الوالدين، خاصة في الأبوة والأمومة والتواصل المدرسي. معظم المعلمين لديهم خبرة محدودة ويحملون درجة الماجستير. يعبر الآباء عن قلقهم بشأن تعلم أطفالهم للغة الإنجليزية، ويتلقى معظم التلاميذ الدعم المنزلي. تبحث هذه الدراسة في مشاركة الوالدين في تعلم الأطفال الجزائريين اللغة الإنجليزية على مستوى المدرسة الابتدائية. وأجريت دراسة حالة استكشافية مع تلاميذ السنة الثالثة من اللغة الإنجليزية كلغة أجنبية، باستخدام استبيانات للآباء والمعلمين. تظهر النتائج انخفاض مشاركة الوالدين، خاصة في الأبوة والأمومة والتواصل المدرسي. يعبر الآباء عن قلقهم بشأن تعلم أطفالهم للغة الإنجليزية، ويتلقى معظم التلاميذ الدعم المنزلي. يؤكد المعلمون على الممارسة المستمرة والفرص اللامنهجية. تسلط الدراسة الضوء على الحاجة إلى مزيد من التعاون بين أولياء الأمور والمعلمين لدعم تعلم اللغة الإنجليزية من خلال الأنشطة اليومية والمحادثات الحقيقية. توفر النتائج رؤى لتحسين نتائج تعلم اللغة لطلاب المدارس الابتدائية في الجزائر.

Résumé

Cette étude vise à mener une recherche sur l'implication des parents dans l'apprentissage de la langue anglaise par les enfants algériens au niveau de l'école primaire. Une étude de cas exploratoire a été menée auprès d'étudiants de troisième année primaire, à l'aide de questionnaires destinés aux parents et aux enseignants. Les résultats montrent une faible implication des parents, notamment dans la communication parentale et scolaire. La plupart des enseignants ont une expérience limitée et sont titulaires d'une maîtrise. Les parents expriment leur inquiétude quant à l'apprentissage de l'anglais par leurs enfants et la plupart des élèves bénéficient d'un soutien à domicile. Cette étude examine l'implication des parents dans l'apprentissage de l'anglais par les enfants algériens au niveau de l'école primaire. Une étude de cas exploratoire a été menée auprès d'étudiants de troisième année primaire, à l'aide de questionnaires destinés aux parents et aux enseignants. Les résultats montrent une faible implication des parents, notamment dans la communication parentale et scolaire. La plupart des enseignants ont une expérience limitée et sont titulaires d'une maîtrise. Les parents expriment leur inquiétude quant à l'apprentissage de l'anglais par leurs enfants et la plupart des élèves bénéficient d'un soutien à domicile. Cette étude examine l'implication des parents dans l'apprentissage de l'anglais par les enfants algériens au niveau de l'école primaire. Une étude de cas exploratoire a été menée auprès d'étudiants de troisième année primaire, à l'aide de questionnaires destinés aux parents et aux enseignants. Les résultats montrent une faible implication des parents, notamment dans la communication parentale et scolaire. La plupart des enseignants ont une expérience limitée et sont titulaires d'une maîtrise. Les parents expriment leur inquiétude quant à l'apprentissage de l'anglais par leurs enfants et la plupart des élèves bénéficient d'un soutien à domicile. Les enseignants mettent l'accent sur la pratique continue et les opportunités parascolaires. L'étude souligne la nécessité d'une plus grande collaboration entre les parents et les enseignants pour soutenir l'apprentissage de l'anglais à travers des activités quotidiennes et des conversations authentiques. Les résultats fournissent des pistes pour améliorer les résultats de l'apprentissage des langues pour les élèves du primaire en Algérie.

Abstract

This study examines parental involvement in Algerian children's English language learning at the primary school level. An exploratory case study was conducted with third-year EFL pupils, using questionnaires for parents and teachers. The findings show low parental involvement, especially in parenting and school communication. Most teachers have limited experience and hold master's degrees. Parents express concern about their child's English learning, and most pupils receive home support. Teachers request parental assistance due to English's newness to students. Lack of time and language barriers hinder parents, but most actively support English learning at home using internet resources. Teachers emphasize continuous practice and extracurricular opportunities. The study highlights the need for more collaboration between parents and teachers to support English language learning through everyday activities and real conversations. The results provide insights for improving language learning outcomes for primary school students in Algeria.

