Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Effect of Socio-cultural Background on Learning English as a Foreign Language for Young Children

The Case of Third Year Primary School of Algeria

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
1) Hibatallah BELHOUANE   Ms. Messaouda BOUDJERIDA
2) Amani DERRADJ

Board of Examiners:
Chairperson: Dr. Rima HADEF
Supervisor: Ms. Messaouda BOUDJERIDA
Examiner: Dr. Fouad BOULKROUN

2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafidBoussouf University - Mila

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Dedication

In the name of Allah, most merciful, most compassionate. I am deeply grateful to Allah

for giving me the strength and courage to overcome my challenges and accomplish this work.

I would like to dedicate this dissertation to:

My beloved mother **Zineb**, the guiding light, my source of happiness.

To my dear father **Abd Elhafid**, who made it possible for me to pursue my dreams and reach this

milestone in my academic journey.

To my eternal supporters, my sisters **Nadjema**, **Ahlem**, **Iness**, and of course my darling sister

Silina, who encourages me in my hard times.

To my dearly brothers **Hamza**, and **Wassim**.

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the ups and downs.

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Abstract

The present study endeavours to explore the effect of socio-cultural background on children's learning of English as a foreign language in Algerian primary schools. That is to say, the effect of parents' educational level, income, beliefs on their children's language learning, alongside the broader societal influence, shape children's proficiency in the language. In this study's context, three research questions are posed: (1) What is the perception of children towards foreign language learning? (2) Are pupils motivated to learn English? (3) Do society and parents affect children's learning of English as a foreign language? To fulfil the research objectives, both qualitative and quantitative approaches have been employed. To gather vital data, two questionnaires were crafted and distributed: one to 80 third-year pupils attending six schools in urban and rural regions, and another to 80 parents of these children. Finally, a naturalistic classroom observation was conducted during regular English teaching sessions. The findings show that children display enthusiasm and motivation in learning English as a foreign language. However, the socio-cultural background of their parents influences their language acquisition through its impact on parental involvement in their learning journey. These research findings will contribute to the existing literature on second language acquisition and socio-cultural theory by shedding light on the nuanced interplay between socio-cultural factors and children's learning of English as a foreign language. More importantly, this research aims to promote more inclusive and effective language learning environments that consider socio-cultural contexts. Eventually, the study offers several recommendations suggested for teachers, parents, and future researchers, as well as some limitations encountered in our study.

Key words: socio-cultural background, children, English as a foreign language, perception, parental involvement.

List of Abbreviations, Symbols and Acronyms

APA: American Psychological Association

EFL: English as a Foreign Language

Etc.: Et cetera.

L2: Second Language

MSA: Modern Standard Arabic

Q: Question

SES: Socioeconomic Status

SLA: Second Language Acquisition

UK: United Kingdom

USA: United States of America

%: Percentage

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General Introduction

1. Background of the Study

Many people have expressed a desire to learn English in recent decades. English is the most studied language in the world. As English became the language of science and technology, numerous countries started adopting the teaching of English in primary schools. Richards (2001) states; "The teaching of English as a second or foreign language became an increasingly important activity after world war Ⅱ. Immigrants, refugees, and foreign students generated a huge demand for English courses in the United Kingdom, Canada, the United States, and Australia" (p. 23).

On the same basis, Algeria implemented its policy of teaching English in primary schools by the beginning of the academic year 2022–2023. Countries where the use of English outside of schools is merely impossible face many difficulties like parents' educational level, income, environment, and culture. While many Algerians welcomed the decision to teach English in primary schools, many factors appeared to be impeding children's academic achievement.

As Algerian students of English, we have noticed that teaching English, particularly in primary schools, is very difficult for both children and parents. What encourages us to investigate parents' and society's perception towards teaching multiple languages in primary schools.

2. Statement of the Problem

Algerian citizens have the stereotype that speaking English outside of school is showing off, whereas speaking French is a sign of civilization. Due to the French colonialism, French

has become the dominant foreign language in Algeria, which led people to avoid using English in everyday conversation. As a result, children found themselves in a community where English is rarely used.

English as a foreign language (EFL) learning has gained significant importance in today's globalised world. In Algeria, where English is taught as a foreign language, understanding the nuanced influence of socio-cultural background on children's learning and outcomes is of paramount importance. As a result, a significant research gab exists regarding the multifaceted ways in which socio-cultural factors shape the English language acquisition of third-year primary school students in Algeria.

Socio-cultural background encompasses many elements, including parental education, socioeconomic status, cultural heritage, and linguistic context. These factors significantly influence children's language learning experiences, motivation, and language proficiency. Nevertheless, the intricate dynamics and specific influence of socio-cultural background on the English language learning of third-year primary school students in Algeria remain insufficiently explored. The problem at hand lies in the dearth of a comprehensive research elucidating the intricate interplay between socio-cultural background and children's English context. A thorough investigation is needed to uncover the nuanced ways in which different dimensions of socio-cultural may influence children's language learning experiences, perceptions, and achievements.

3. Aims of the Study

This study aims to examine the influence of culture, society, parents' beliefs, parents' income, and children's perception on learning English as a foreign language. Furthermore, the current study investigates whether learning a foreign language (English) influenced by extraneous variables that result in acceptance or refusal.

The secondary aims are set in the following:

- Investigating the perception and motivation of students to learn English in third year primary school

- To determine the role of parents in influencing children's level of proficiency.

- To study the relation between pupils' levels in English and their parents' educational levels and incomes

- To shed the light on the effects parents' cause in children's education unconsciously.

4. Research Questions

Our research attempts to answer the following questions:

1. What is the perception of children towards language learning?

2. Are pupils motivated to learn English?

3. Do society and parents affect children's learning of English as a foreign language?

5. Research Methodology

In order to reach the aims of the study and answer the previously mentioned research questions, two descriptive research methods have been selected to gather the necessary data for the completion of this research paper.

First, two questionnaires were raised: the first is designed for 80 third-year primary school pupils and aims to investigate whether pupils are ready and motivated to study English or not. The second questionnaire is for the parents of the 80 pupils; to study the influence of parents' income, educational level, and lifestyle, as well as the influence of society on children learning English.

Second, an observation was conducted to prove the aims of the questionnaire and collect deeper information that cannot be seen only by being present with the pupils in the classes.

Structure of the Study

The present study consists of two chapters: the first chapter offers the theoretical part, and the second chapter deals with the practical part. The first chapter consists of two sections. The two sections collect theories that lie within the scope of the research: the first studies the learning and teaching of English as a foreign language. This section began with an introduction, followed by background information about second language acquisition according to different scholars and viewpoints. Next, a definition of learning a foreign language. After that, a shift to the child's education and teaching, finally linking the child's education with the socio-cultural background. The second section studies the influence of socio-cultural background on learning English as a foreign language for young children. This section starts with the social effects, then moves on to the family's effects, ending with the influence of culture.

The second chapter has three sections, and it is devoted to describing the fieldwork of the present research. It provides an analysis, interpretation, and discussion of the data gathered from pupils and their parents. The first section of this chapter is concerned with the methodology, which involves the population and sample, along with the data analysis method, instruments, and data collection process. The second section deals with the analysis, the interpretation of the results and the discussion of the pupils' and parents' questionnaires.

Lastly, the final section discusses the observation, which covers the population and sample, implementation, description, results with a checklist, and a discussion. In the end, recommendations and limitations were raised.

Chapter One: Child's Education

1.1. Learning English as a Foreign Language in Primary Schools

Introduction

In this globalised world, teaching English in primary schools has become vital. Since English is the most widely used language in the world, it is critical to teach children the language as early as possible. Similarly, learning foreign languages is challenging for both children and their parents. As culture plays a crucial role in moulding an individual's perception of the world around them, their socio-cultural background may influence their learning of a foreign language. This study aims to identify the impact of the children's socio-cultural background on their learning of English as a foreign language (EFL). Studies have been conducted before in this precise research area but with a different sample. After the implementation of English in primary schools in the academic year 2022-2023, we aimed to research this field of interest with primary school pupils. Therefore, the first section of this chapter is devoted to describing learning EFL and defining second language learning and second language acquisition through clear expert definitions. Additionally, there should be a notable emphasis on child education and its relation to the influence of the family's background. Last but not least, this section involved the Algerian English-speaking population, the status of English in society, and the educational institutes.

1.1.1. Background of Second Language Acquisition/L2 Acquisition

To understand the background of a second language. It is better to define it. Before clarifying the representation of second language acquisition, it is better to split it into three main terms: language, second language, and acquisition.

Humans use language to communicate their feelings and thoughts and to discuss what they are thinking, "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (Richards & Schmidt, 2010, p. 311). Similarly, language is a natural feature, a component of the human mind that reflects in the brain, and a biological trait shared by all species (Chomsky et al., 2002, p. 1).

According to Vanpatten & Williams in SLA theory, the term second language refers to any language aside from the native language (2015, p. 6). Although a second language is a non-native language widely used in the community, particularly in government, administration, and education. In contrast to foreign languages, a second language is spoken everywhere, and individuals become accustomed to hearing and using it daily; for example, French is the second language in Algeria.

Acquisition is the unintentional process of gathering information. It happens without paying attention; it comes naturally as a subconscious process. Ellis says that unlike learning, which requires effort to understand and learn the information, the acquisition is an unexpected procedure when learners 'pick up' the language without any deliberate attempt to develop it (2015, p. 18).

To sum up, second language acquisition is the product of genuine interaction between people, which means that it comes from the environment where L2 is used. Second language acquisition is similar to the process children utilise to acquire their mother tongue. That is to say, it is mainly effortless. In learning non-native languages, acquisition is very important, since it happens everywhere and does not require any instruction or tuition. Krashen says that language acquisition is like children acquiring their first and second language (1981, p. 1). Indeed, the SLA process and the process that children follow in learning their mother tongue

are very similar, since both the child and the SL learner learn without considering the fact of learning.

Additionally, Gass & Selinker argue that mainly second language acquisition refers to the act of studying the language of the country by non-native speakers (2008, p. 7). It is critical to remember that acquisition occurs when the individual is exposed to an excessive amount of "information" in the second language, which is accurately realised in many countries where the second language is used by the majority of the population, in addition to its use in administrative and governmental papers.

1.1.2. Learning a Foreign Language

Many studies have shown that learning a foreign language has both concrete and abstract benefits; it allows you to interact with people from different communities and also aids in the fight against Alzheimer's and other mental diseases. "Scientists believe that speaking a foreign language exercises the brain and provides the mental stimulation needed to prevent cognitive decline" (Infobae, 2020). Reynolds (2017) argues that recent research has shown that people who speak a foreign language show symptoms of dementia later than people who speak only one language. Indeed, learning a language has proven its efficacy in delaying the appearance of mental diseases.

Namely, learning foreign languages has been a demand of many people in the last few decades since the majority use technology, which builds a bridge between different communities. Globalisation changes the vast world into only one big market, which encourages people to learn each other's languages to gain profit. Zhang explains that in globalisation, language is crucial as it serves as a bridge that connects people from different

communities (2022, p. 32). In this regard, global language connects people from different cultural backgrounds, ethnicities, and communities.

Kohonen et al. (2014) state that foreign language education is essential for learners to understand and benefit from world diversity. As language is the connector between people across the globe, it has been crucial for people to learn more languages for different reasons, such as having a good job. Nowadays, people do not apply for local employment; instead, they register online on worldwide platforms for jobs that suit them better. For that, they highlight their need to learn foreign languages, which enables them to get more job opportunities. On the other hand, learning languages allows individuals to understand different cultures and communities.

Zhang affirms that bilingual children have to work twice as hard as they learn to read and write in more than one language. (2022, p. 35). Indeed, learning a new language is very hard to achieve. It requires the willingness and motivation of the learner. In contrast to the second language, citizens of the native country seldom use the foreign language. As is the case for English in Algeria, Algerians are familiar with hearing French outside the educational framework; and rarely hear English outside classrooms. "Even today, Algerian elites prefer French as the language of communication. According to unofficial statistics, more than 10 million Algerians use this language in the fields of economy, culture, arts, tourism, and service and their daily work" (Cited in Halil, 2021, p. 716). Algerian citizens use French widely, which makes it the most dominant foreign language. As a result, learning a foreign language is a bit challenging since it is common for learners of foreign languages to use the language a lot to train themselves and exercise their tongue and brain in code switching.

1.1.3. Teaching English in Primary Schools

Because of globalisation, English has become widely used around the world. As a result, many countries adopted the idea of teaching English from primary school until secondary school. Crystal states that English is the global language in every country (2003).

Due to globalisation, English is the language of economy, technology, and education. Many researchers claim that the earlier children learn a second language, the better. Some researchers agree that the best age for learning a second language is "before or at the age of 6 or 7" (Co, 2021). Due to its importance in recent decades, educational systems have recognised the concept of teaching students English in primary school.

Indeed, teaching English in primary school is critical because children have tremendous potential and capacity to learn a foreign language than adults. "Besides the improvement of attentional control abilities learning a second language can help children strengthen their memory, creativity and other cognitive performance" (Zhang, 2002, p. 34). Learning a foreign language helps children improve their cognitive skills.

As they have the gift of learning the language smoothly and effectively, it is not fair to waste it. One of the advantages of teaching foreign languages to children is that they later can grasp much information, and interference with the native language rarely happens. Bialystok & Hakuta (1999) state that children learn languages more effectively than adults since their brains are organised and ready to learn the language.

Besides, children should be encouraged to learn languages, especially English. Because eventually they will need it. Yet, teaching English to primary school learners is different from teaching adult learners; the former is a bit harder as it requires patience, hard work, and ambition. Deng and Zou affirm that according to the critical period hypothesis, adults may

eventually lose their natural language acquisition after a specific age; hence, they cannot acquire the language with the same level of ultimate fluency as the native children (2016). Age influences the perception of language. When people grow up, their ability to learn foreign languages decreases over time.

1.1.4. Child Education

Education is the right of every single child across the globe (UNICEF). Children learn critical thinking, build self-esteem, and communicate with others hand in hand with the subjects they study at school. Education is noteworthy for children because they will learn the basic life lessons that help them understand their world and move forward. Indeed, children's education is the most fundamental step to a successful life. For that reason, it is mandatory in many countries to start education when children reach a certain age.

As it is vital, children should have a good atmosphere at home since it is the youngsters' first school. Parents should be perfect examples for their children because they are their first teachers and feedback providers.

Ball (1994) highlighted the importance of children's early education:

> Early learning, properly understood, provides a foundation stage upon which successful schooling and adult learning can be built. Without this stage in place. Those of a 'helpless' orientation develop and continue patterns of behaviour which disable them and which are difficult to correct once they become fixed. Good early learning encourages' mastery. (p. 21)

Of note, appropriate early learning lays the groundwork for good education and adult learning, whereas individuals with a 'helpless' orientation acquire difficult-to-correct behavioural habits.

Finally, children at an early age are like sponges; they absorb everything around them. As a result, parents should create a good atmosphere that encourages their children to develop and have good social skills.

The following table is retrieved from "The Effects of Age Factor on Learning English: A Case Study of Learning English in Saudi Schools, Saudi Arabia"

Table 2. *The results of "Independent Samples Test" for the differences between Saudi students who start learning English at ages 5/6, as compared with those who start learning English at the ages 12/13*

Skills	Age groups	N	Mean	Std. Deviation	T-test	Sig.
GRAMMAR	5-6 years	100	7.12	2.869	4.451	**0.000
	12-13 years	30	5.22	3.280		
VOCABULARY	5-6 years	100	5.63	2.819	8.775	**0.000
	12-13 years	30	3.58	1.612		
CONVERSATION	5-6 years	100	3.35	1.281	8.531	**0.000
	12-13 years	30	2.15	1.250		
READING	5-6 years	100	5.20	2.046	-4.664	**0.000
	12-13 years	30	7.51	2.891		
WRITING	5-6 years	100	3.53	0.810	3.524	**0.000
	12-13 years	30	2.47	1.106		
TOTAL	5-6 years	100	25.84	7.588	3.928	**0.000
	12-13 years	30	21.92	6.185		

**significant differences at 0.01 level or less.

From the table above, we can deduce that the Saudi learners who studied English in private schools at the ages of 5 and 6 have succeeded more in grammar, vocabulary, conversation, and writing than the learners who start learning English in public middle school at the ages of 12 and 13. The only skill the latter succeeded in was reading.

This table has proven that early education is fruitful, mainly for foreign and second language learning. In this case, youngsters have more potential and requirements that confirm their success.

1.1.5. Child Perception towards Learning English

Before learning a foreign language, pupils should have a positive perception towards it. A positive perception is seen as fuel for successful learning as it pushes learners and motivates them to take risks. Language attitude is "Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc." (Richards & Schmidt 2010, p. 314). Teachers should contribute to the successful learning process by motivating learners and making them love learning a foreign language. Žefran (2015, p. 168) argues that teachers must encourage their learners to have a positive attitude towards learning a foreign language. Therefore, teachers are the ones who can push learners forward to perform better and achieve tremendous success.

Moreover, parents' beliefs may reflect the motivation and willingness of children towards a particular subject matter. "The way in which parents feel about schools and the emotional connections that they had to school may influence the kinds of attitudes to school and learning that their children assume" (Berthelsen & walker, 2010, p. 35).

Parents have tremendous influence by influencing their children's acceptance or unwillingness to learn a specific subject. If a parent has an unusual perception towards anything, their children will naturally acquire it. Parents frequently criticise instructors in front of their children. As a result, the students will hate this instructor.

1.1.6. The Effect of Family Background on Child Education

The relationship between children and their families is the same as that between the soil and seed. Seeds should have good soil to grow up and flourish as healthy plants, just as kids should have a positive relationship with their family members to grow healthy. Children are sensitive creatures; they get affected by the environment around them. Coleman's report (1966) shows that families have more influence on students' intellectual progress than schools and

society. Family is the first school of children; if this family is interested in education, children are likely to be successful. Further, Voorhis et al., (2013) claim that many studies conducted over decades; highlight the crucial role of parents in providing emotionally and intellectually suitable home environments for the development and education of children.

In other words, children whose families encourage learning and provide requirements to guarantee a peaceful environment for education are more successful than children who live in an environment where no one cares about education. The house is noisy or crowded and not suitable for studying. Parents do not help their youngsters do their homework. In line with this, Funkhouser & Gonzales argue that when families are more involved in their children's education, this helps them have higher grades, scores, and graduation rates (1997). That is to say, the more interested families are, the more successful their children will be.

In the same vein, the educational level of parents influences children's achievement. Idris, et al. (2020) suggest that parents' education; has a tremendous impact on their children's knowledge, abilities, and values. Taking vocabulary as a simple example, children who live in a well-educated family have more vocabulary, especially prestigious vocabulary, than children who live in a non-educated household.

To conclude, there is a close relationship between children's academic attainment and the house atmosphere. The equipment and the environment make the child motivated and confident.

1.1.7. The Status of English in Algeria

English is a global language widely used in communication among the younger generations. Slimani (2016) says that English is the most widely used communication language nowadays. People all over the world use it to send and receive messages. Social media play a vital role in the spread of English worldwide. Lately, social media has become a part of our lives. Not only teenagers and adults, but also elders, join the social media community. This

spread of social media makes people try to interact with each other. For that reason, English became the language most influencers and social media figures used to communicate with their audiences.

For decades, English in Algeria was a foreign language, rarely used or heard outside educational institutions. Due to past colonial history with France, French became the dominant language in Algeria. Marouf and Moulay (2017) state that most Algerians, especially the elites, use the French language in daily communication. Ministers, diplomats, doctors, and university teachers use French rather than standard Arabic or Algerian dialects.

In conclusion, Algerians use more French than English, but this does not mean that they do not accept learning English.

1.1.7.1. The Status in Educational System

One cannot fail to notice that English is widely used across the globe. Like many countries, Algeria adopted teaching English as a foreign language since middle school. Slimani claims that "Algerian curriculum developers incorporated English as another foreign language (besides French) to be taught in the national educational programme" (2016, p. 33). Indeed, studying English in middle and secondary school is compulsory, but it is the second language after French.

According to Benmati (2008)

> During the first years of the Independence, English was still taught as a first foreign language, but no longer in the first but the third year of the Intermediate Cycle. At the end of the Secondary Cycle, pupils would have studied English for five years (two years in the Intermediate Cycle and three years in the secondary cycle), as it was still the case until the New Reform in 2004. (p. 224)

Algeria has seen a change in teaching English after the year of independence. During the years of liberty, English was the first foreign language, but no longer taught in the first but the third year of middle school.

The following table is retrieved from Benmati, K. (2008). *Is the Algerian Educational System Weakening? An Investigation of the High School Curricula and their Adequacy with the University Curricula*. p. 225

Table 24: Status of English at School. (English as a 1st Foreign Language or as a 2nd Foreign Language).

	– 1962	1962 – 1975	1975 – 1993	1993 – 2004	1993 – 2003	2003 –
English FL1	Intermediate Cycle (4 years) + Secondary Cycle (3 years)				Primary Cycle (3 years) + Intermediate Cycle (3 years) + Secondary cycle (3 years)	
English FL2		Intermediate Cycle (2 years) + Secondary Cycle (3 years)	Intermediate Cycle (2 years) + Secondary Cycle (3 years)	Intermediate Cycle (2 years) + Secondary Cycle (3 years)		Intermediate Cycle (4 years) + Secondary Cycle (3 years)
Total	7 years	5 years	5 years	5 years	9 years	7 years

The table above shows the teaching of English in Algeria between 1962 and 2003. It proves that English has been taught since independence, but the level has changed from one period of time to another.

In July 2022, president of Algeria, Abdelmadjid Tebboune, declared that they had included English in Algerian primary schools. According to AfricaNews, Algeria introduced English to 3rd-level children of primary schools in September, bringing it on par with French (2022). Algerian primary school pupils used to study French as a foreign language for the first time in the third grade. This year, third-year pupils started to learn French and English.

1.1.7.2. Status in Social Life

Given the above, the French language has an intriguing role in Algerian society because of historical events that stood for a long time.

The Algerian citizens became conscious of the importance of learning the English language not only for communication; but also for job applications for those who want to work as freelancers or go abroad, especially to Gulf countries. Grandguillaume (2005) claims that, advocates of Arabization suggested that English, rather than French, should be taught as the first foreign language in grade four of basic education. As they felt their attempt to change the Algerian street Arabic, they made it more French, and consequently, they demanded English as a foreign language hand in hand with French.

Of note, social media and TV play a crucial role in the spread of English in Algeria. Social media influencers and bloggers mainly use English in their speech, which triggers ordinary people to speak the language. Before the appearance of social media influencers, MBC channels broadcast series and films in English with an Arabic subtitle at the bottom, which helps acknowledge English as a critical language.

On the other hand, the US embassy and British Council programmes in Algeria have a satisfactory impact in supporting citizens to speak English. The US embassy is very active on social media; it adopted an intelligent way to spread its programmes in the country. *U.S. Embassy English-Language Programs* (2022) The US Embassy in Algiers has projects to promote English language learning at all levels of Algerian education, reaching different

demographics. It does not offer direct English language courses, but works with different establishments to institutionalise English.

Conclusion

To summarise, teaching English to primary school pupils is an investment in the future of the coming generations. It boosts their cognitive, social, and educational levels. Thus, educators should guarantee a suitable environment that encourages children to develop their level of English. Parents and educators should work hand in hand to ensure a good education for the children. Primary school teachers should bear in mind that they are responsible for little minds growing up healthy, have a good perception of education, and consider the learning process as a mission to develop and benefit their people.

1.2. Sociocultural Background Study and Children's Learning English as a Foreign Language

Introduction

It has been acknowledged that one of the most significant areas of academic research is the impact of sociocultural background on educational outcomes. Many studies have identified the connection between education and the environment as an important factor in determining children's school achievement.

Therefore, when it comes to learning languages other than the mother tongue, it is generally believed that the sociocultural framework affects children's learning differently depending on their developmental stages. Learning a foreign language such as English can be challenging for young children, especially if they come from diverse sociocultural backgrounds. Sociocultural factors play a significant role in shaping a child's learning experience, such as motivation, actions, and language acquisition abilities. Children's sociocultural backgrounds encompass their families' socioeconomic status, like their parents' education level and income. Besides, it includes society's perception towards languages and its cultural beliefs and values.

In light of these statements, the second part of this chapter aims to provide definitions and descriptions of the main terms relevant to the sociocultural background in relation to children's education. It starts with several definitions of the concept of society. Then, it explains how parents' income and educational level, as the main determiners of a family's background, are related to the social background in general. Moreover, it affirms the importance of understanding language perception in one's society. Finally, it includes different definitions of culture, its types, and its influence on education.

1.2.1. Definition of Society

If one considers sciences such as; biology, psychology, and sociology, anyone might conclude that biology has to do with life, psychology with the soul and awareness, and sociology with society. Sociologists believe that society is the foundation of everything (e.g. Little & McGivern, 2014). That is why studying it is crucial. Where we are born, how we grow up, whom we meet, what we do, and how we experience life are all influenced by society.

Before we deal with the different definitions of society, what is its origin? The term "Society" derives from the Latin word "Socius" which denotes association, sociability, and fellowship because man always lives in the company of his fellow beings. The Oxford English Dictionary (2008), for example, lists; "companionship, company, club, and association" (p. 3519) as the essential elements of the concept. Society may also refer to a large group or a collection of people who share common and distinct cultures, occupy a geographical region, have the same feeling of identity, and have all the needed social arrangements. For more revealing definitions of this term, "a society is a group of people whose members interact, reside in a definable area, and share a culture…[which]includes the group's shared practices, values, beliefs, norms and artefacts" (Little & McGivern, 2014, p. 3). In this way, interpersonal connection, interaction and relationships between social groups create what is called society.

It should be noted that a society is the largest and most complex social gathering, with a common culture and a limited space or territory. Each population that makes up a society usually has a sense of identity and belonging, and can speak a common mother tongue, which can be defined as a national language. Thus, "co-operation is most elementary process of social life without which society is impossible" (Gisbert & J, 1973, p. 50).

Furthermore, societies are autonomous and independent, but interdependent, and people interact socially, economically and politically. The above characteristics of society are to some

extent what create differences between societies in the world, as not all societies have these basic features.

1.2.2. Social Background

Since children who receive the same amount of instruction over the course of the same year often achieve varied levels of English proficiency (some students learn English more quickly and easily than others), various researchers have examined the presence of factors that may contribute to these differences (e.g. Beveridge, 2004). They have already demonstrated that there are factors that can influence the ability of students to learn English.

In this case, Good and Brophy (1990) claim that "among individual difference variables used to describe particular students", such as, age, personality, learning style, and intelligence, "the most important may be socio economic status (SES) and social class" (p. 584). This indicates that the external factors are the factors resulting from the specific learning situations such as environment, social background. In other words, language learning does not only relate to varied individual differences but also to the social context.

The social background in which learners are constantly involved while learning a second /foreign language is not less important than the other factors. Social background is thought to play a significant role in the language learning process and has a significant influence on second /foreign language proficiency. According to Geesline & Long (as cited in Siregar, 2016), social variation or social factors are varieties of language use defined according to class, education, occupation, age, sex, etc. It implies that some social factors are gathered from the social background of students 'parents. Graceful Onovughe, O (2012) notes, "the family is an important background to the linguistic development of a student's English language" (p. 158).   Apart from this, a student's English linguistic development is significantly related to his/her family background. This could be connected to Urie Bronfenbrenner's Ecological System theory (1979). It states that one should understand the context that the

children live in and interact with on a regular basis. According to his view, four systems (social systems) interact to affect how children grow and develop. These four systems are, often, intertwined in each other. Inspired by Urie Bronfenbrenner's Ecological System theory, the figure below is a simplified representation of the various systems that surround the learner;

Figure 1

Nested Model of Ecological Systems Originally Proposed By Bronfenbrenner (1979) (Neal & Neal, 2013, p. 725)
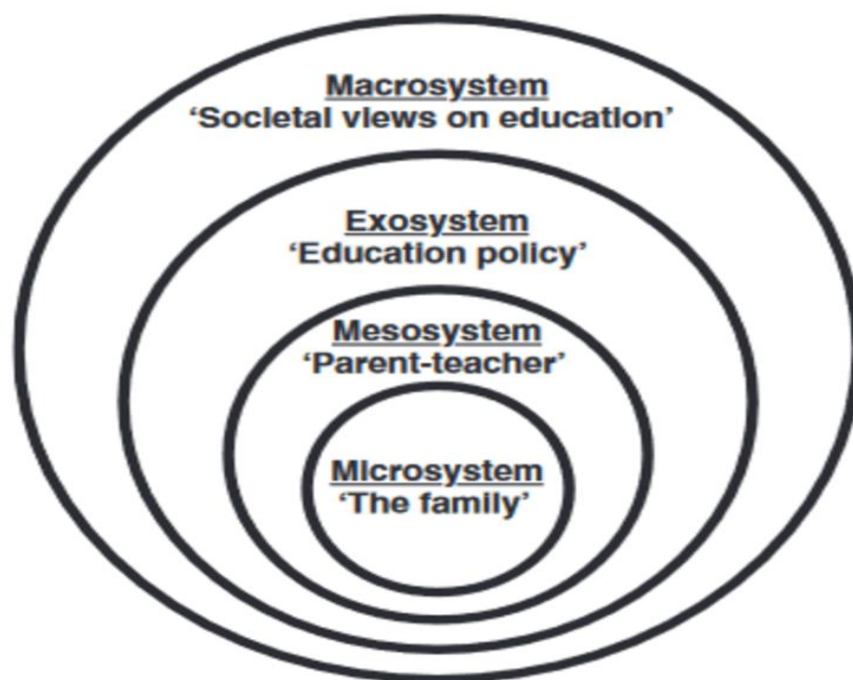
From the illustration above, the process of children's language learning starts in the family or at home and continues to school, with peers, and finally reaches the community or the society as a whole. Apart from this, it can be stated that family or home is the most important factor that tends to have an impact on children's language development and acquisition.

The typical way to construct the social background of a child is through his/ her family SES. According to the American Psychological Association (APA) Dictionary of Psychology (2007), "socioeconomic status (SES) [is] the position of an individual or group on the

socioeconomic scale, which is deter-mined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation" (p. 1003).

1.2.3. Family Background

Children's learning, as a complex process, starts at birth and lasts throughout one's life. Therefore, parents are the first instructors and social beings children find themselves with. In most cases, the relationship between family and child's educational achievement is not clear; because family is the main source of a child's life, and parental involvement has various features that differ from one setting to another (Ates, 2021). Hence, studying various aspects of children's academic achievements within a specific family background is critical.

Family background is crucial in a student's life both in and out of school. It covers elements such as socioeconomic position, parenting techniques, maternal characteristics, and family size. In this sense, family background refers to "all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally" (Muola 2010). This is all about circumstances and past or current events that serve to explain how a child develops.

According to Lumsden (1994), parents and home environment can determine students' academic success and shape the early constellation of students' perception toward learning. He also states that "when children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self efficacy, they will be more apt to accept the risks inherent in learning" (1994, p. 2). Which means that children have different family backgrounds, and they are expected to be affected accordingly. In other words, some children may have a good family background while others have a poor background.

In fact, the influence of family background on children's educational achievements is an old issue that has been investigated for years. A study in the U.S.A, for example, by Rouse and Barrow (2006) acknowledged that years of schooling completed and educational

achievement of students varied greatly depending on family background; this shows that "many studies agree that, students' academic achievement is a 'net result' of their cognitive and non-cognitive attributes" (Lee & Stankov, 2016, p. 551). Thus, a child's family has the ability to encourage or discourage his or her educational achievements and success.

To conclude, the common approach to family history research is through the family's socio-economic status. Social scientists generally make use of either parent's income, occupation or education as a measure of SES, while some use all three (Magnuson & Duncan, 2006). The use of these indicators was justified because they formed a home environment that is advantageous to a child's development, which suggests that family-related elements such as parents' education and family income combine to influence children's academic performance.

1.2.3.1. Family Income

In general, all forms of recompense, including wages, salaries, profits, and payments, are examples of income. Family income is one of the primary goals of many studies (Mayer, 2002) because it is a parental component and an educational factor that influences children's learning all over the world. It is defined as the "total compensation received by all family members living in the same household. Compensation may include wages, social security, child support, pensions, capital gains, and dividends" (Business dictionary, 2016).

Economic status is a measure in which students are different from each other in terms of their parents' income, as it is "relatively easy to figure for most individuals" ("Socioeconomic status", 2019). Sociologists assume that financial issues are commonly attributed to ineffective parenting (Taylor et al., 2000). Poor parents are typically seen as weak in parenting abilities, contrasted to non-poor parents. As a result, children from various backgrounds perform differently. Among the different meanings when one says that parents' income affects children's educational outcomes, is that "poor children do worse than rich children" (Mayer, 2002, p. 12).

First, parents who earn enough money can help their children study well, especially if they are learning English for the first time. Parents with higher economic status will have fewer issues meeting their children's educational demands. They can cover the cost of textbooks, stationery, and extra tutoring to help children improve their academic performance and thereby achieve higher levels of education (Willingham, 2012). On the contrary, low-income parents will be limited in their ability to provide all necessary infrastructures and facilities to their children (Donkor, 2010), making it difficult for the child to score high grades at school.

Moreover, many theories have been used to investigate children's educational achievement in relation to their parents' income. This notion is similar to economists' view on human capital accumulation (e.g. Becker & Tomes, 1986). The Human capital theory places a premium on investing money and time in education, training, and other fields. Accordingly, Parents' ability to invest in their children's "human capital" is significantly related to the economic side.

As illustrated by Haveman and Wolfe (1995), the amount and quality of time and resources that parents dedicate to their children are determined by their capacity to pay investments (p. 1834). As a result, low-income parents will have few opportunities to invest in the educational future of their children. A low-income family may only have the purpose of offering food and basic needs for family members. To put it another way, educational materials, and parents' support may influence a child's courage and willingness to learn.

Up to this point, a child's willingness to learn is indirectly influenced by parental earnings. Financial difficulties can result in more complex problems affecting one's health and emotional state. Most poor parents are stressed, impatient, intolerant, lack social support, and are harsh with their children. Stressful poverty reduces parents' ability to be supportive, consistent, and involved with their children (Mayer, 2002). Such poor parental traits may harm

the social and emotional development of the children. As a logical result, they will be negatively affected in their education

Finally, "all cultural practices (museum visits, concert-going, reading etc.), and preferences in literature, painting or music, are closely linked to educational level" (Bourdieu, 1984, p. 1). Low-income parents usually have fewer, if any, rich and positive experiences to pass on to their children as role models. On the other hand, a child from a high-income family may experience reading, writing, and even speaking in different settings. An example can be a family trip, summer travel. Parents' motivation for their children through these experiences can make them confident, interested, and active. Hence, when the child is being highly motivated this leads him/her to achieve good educational outcomes.

1.2.3.2. Parents' Educational Background

As learning starts at an early age, parents are the first teachers for their children. Along with parents' income, parents' educational level has been discovered to be clearly relevant to children's development, which means that parents' characteristics are the most important part influencing children's educational achievements. According to the research by Jencks (1972), the family is crucial to both formal and informal education.

In this sense, "parents' education level can be measured using scales of both diploma attainment and schooling years" (Chen et al., 2018, p. 2). Therefore, a parent's educational background is his/her most recent degree of education such as primary grades, middle school, high school graduate, or bachelor's degree.

According to academic research, children's performance is strongly correlated with the educational level of their parents (Steven, 1999; Khodadadi & Zabihi, 2011). In fact, there is a positive and negative association between parents' educational attainment and their children's academic performance.

Children of highly educated parents typically do better in school than children of less educated parents. The majority of educated parents make it a priority to support their children's potential abilities and skills so that they might be successful in their endeavours too. It explains why most of them pay special attention to their children's homework and tasks (Ramachandran et al., 2003). On the other hand, lower-educated parents may be less interested in monitoring their children's academic progress because of lack of knowledge.

Researchers claim that educated parents end up having sufficient skills and capacities for their children-rearing, which have a positive impact on children's well-being (Davis-Kean et al., 2019). Skilled parents might have some beliefs about what their children need to be successful at school; as a result, they may behave in a certain way. These parental behaviours include reading, playing, talking, and developing effective interactions (Davis-Kean et al., 2021). Such behaviours play an important role in improving children's environments, which in turn improve children's educational outcomes (Davis-Kean et al., 2019).

In the same direction, educated parents tend to have good features that might contribute to a child's educational development. They usually use rich language when speaking with their children (Hoff, 2003). Additionally, they may make an effort to provide their children with extra educational resources; spend their budget on developmental experiences and materials such as family trips, computers, books (Kaushal et al., 2011). Finally, highly educated parents tend to have positive and less hostile interactions with their children; as a result, children can benefit from a suitable environment for their academic success.

1.2.4. Language Attitudes in the Algerian Society

Before investigating Algerian language attitudes, it is necessary to identify the concept of language attitudes.

1.2.4.1. Definition of Language Attitudes

Several scholars have been interested in language attitudes. "As a socio-psychological factor, the role of attitude on the language process should be taken into consideration" (Çakaci, 2007, p. 23), because it is vital to figure out why people choose, or not, to speak or learn a certain language. Language attitudes are the opinions and feelings that people hold towards their native tongue, languages spoken in their nation, or foreign languages in general. The Longman Dictionary of language teaching and applied linguistics defines the concept:

> Linguistic attitudes [are]: the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, the degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on SECOND LANGUAGE or FOREIGN LANGUAGE learn-ing. The measurement of language attitudes provides information which is useful in language teaching and language learning (Richards & Shmidt, 2013, p. 314).

Logically, expressing certain attitudes towards a language must be linked to some factors. Moussadek (2013) suggests that language attitudes can be changed with age; children's attitudes may change according to their social interaction and environmental experiences. Moreover, he adds that the educational context in which language attitudes develop can have a significant impact, and schools can influence language attitudes through formal or hidden curriculum. Finally, language attitudes are influenced by ability, language background, and cultural background (Moussadek, 2013).

According to Baker (1992), the notion of language attitudes is made up of two components: "instrumental" attitudes and "integrative attitudes. An instrumental attitude to a

language is self-oriented. Instrumental attitudes can be positive or negative, and they are motivated by the desire to gain achievement, status, personal success, or basic security and survival. However, an integrative attitude towards a language is primarily social and interpersonal in nature. It refers to people's desire to be like members of the other linguistic community. People with an integrative attitude towards a certain language want affiliation with a linguistic community and its cultural practices (p. 32).

All of these variables can help to investigate language attitudes in Algeria. Algeria is a multilingual country which means that its people hold different opinions toward languages. In this sense, Algerian people have either positive or negative attitudes towards languages.

1.2.4.2. Language Attitudes in the Algerian Society

After considering the concept of language attitudes from various viewpoints, Algeria is subject to this similar issue. Algerians have different attitudes towards different languages, varying from positive to negative. Additionally, they react either positively or negatively to dialects, pronunciation, words, grammar, and language varieties. Before understanding the underlying principles of language attitudes, first, we must consider the different language aspects (Moussadek, 2013).Algeria has two official languages: Modern Standard Arabic (MSA) and Tamazight. Moreover, two languages have existed: French and English as official foreign languages. There are different attitudes towards the English language since it has a unique historical background from the other languages that existed in Algeria.

1.2.4.3. Positive Language Attitudes

In 2002, Algeria recognized the Berber language, known locally as Amazigh, as a national language. As Belmihoub (2012) stated, most Berbers are proud of their language. They have very positive attitudes towards Tamazight. They argue that it should be elevated to the status of an official language, which the government has so far denied. They want resources and opportunities to keep and grow their language. They also regard it, alongside Algerian

Arabic and MSA, as a means to gain covert prestige and to demonstrate group solidarity (p. 20). Moreover, Modern Standard Arabic (MSA), also called Arabic, has been the first official language in Algeria since 1963. Sahraoui (2020) indicated that Arabization was implemented by the government after independence, allowing Algerians to embrace the language of Islam. She added that despite all the difficulties after freedom to bring back the status of Arabic, Algerians' positive attitudes towards their mother tongue made Arabization easier due to the desire to take back the country's identity. Similarly, they have accepted Tamazight as an official language. At the same time, they were open to learning other languages like French and English (Sahraoui, 2020).

Generally, Algerian people have positive attitudes towards English and French as two official foreign languages. Due to serious problems such as corruption and nepotism in Algeria, Algerians think that learning either of these two languages (English or French) gives one the chance to travel and study abroad because living there may ensure a better future (Belmihoub, 2012, p. 21).

Algeria was colonised by the French for over a century. Again, after independence in 1962, Algerians still speak and learn it to be intellectuals and gain a good job (Belmihoub, 2012). However, only a few studies have examined Algerians' attitudes toward English. Although there is a limited exposure to English in Algeria, it has been gaining ground. The previous minister of Higher Education and Scientific Research reported, "French does not lead anywhere" (BOUZGHAIA, 2019).

The Algerian government has already introduced English at the early stages of the educational system (Third primary grade). The current Algerian president Abdelmadjid Tebboune in an interview in El Bilad TV stated that Algeria has two languages, which are Arabic and Tamazight, but the first foreign language would be English and not French. As it is the only language that helps us to be connected with the whole world (El Bilad, 2019).

Algerian people have positive attitudes towards English for many reasons. First, it is an international language, as the Algerian president stated before. Moreover, they think that learning English can give them many opportunities to study abroad and help them to gain high socioeconomic status. They often associate the Algerian word "el-kharej" which means "foreign" in English, with a better life (Belmihoub, 2012).

Finally, it is a fact that Algeria has no terrible historical links or any colonial issues with both the English language and the English community. For example, "the United States has maintained friendly relations with Algeria throughout the political upheavals of recent years" (Policy & History. n.d).

1.2.4.4. Negative Language Attitudes

It is difficult to change the negative views toward the languages that are mainly important to Algeria's linguistic identity like Tamazight. Arabization proponents believed that Arabization would reduce conflicts and inequality in Algerian society; however, the government's decision to unify the country under one language and one culture just increased it(Briggs, 2010).

First, Arabophones and secular Democrats (Francophones, Berberophones) engaged in violent confrontation because of the imposition of classical Arabic and the prohibition of other languages. Consequently, Algeria was divided into two linguistic groups: Arabophones and Berberophones. They had negative attitudes towards each of the two used languages (Arabic and Tamazight), and each group considered the other as the enemy (Briggs, 2010).

The division led to more political issues and violence, and this threatened the social peace of the country. Accordingly, the government integrated the Tamazight language in the educational system and other important sections within the society (Sahraoui, 2020). Even after the recognition of Tamazight as a national language, many speakers of Algerian Arabic and its regional varieties still have negative attitudes towards it (Belmihoub, 2012).

Finally, the best way to deal with such linguistic issues in Algeria is through the educational system (Belmihoub, 2012). Pupils, at an early age, must grasp their country's linguistic diversity and the need of living peacefully with the other linguistic groups. Therefore, the educational system should highlight the exact meaning of "a multilingual country" because diversity can pave the way to richness.

1.2.5. Definition of Culture

Because "culture is a highly complex and multifaceted phenomenon" (Ralph & Jeffrey, 2006, p. 347), it is important to know the difference between "society" and "culture" in terms of meaning. As stated before in the definition of society, a society is a group of people who share a definite territory and common culture. Thus, culture is a part of society. Giving an exact definition for the term "culture" is not an easy task. Hinkle (1999) explains that "it may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors, and activities" (p. 1). It means that culture has various definitions according to different perspectives.

First, culture can be divided into two categories: small "c" and big "C" culture. For Peterson (2004) big "C" and small "c" culture are similar to the tip and the bottom of an iceberg. The tip is the visible culture; however, the bottom represents the invisible culture. The big "C" depicts the grand themes within a society, which are easy to be noticed such as history, classical music, architecture and literature (Peterson, 2004). In other words, it has to do with civilization and what people can do to improve their society.

On the contrary, the small "c" culture refers to common themes such as people's opinions, tastes, hobbies, and customs. The small "c" is mainly subjective, because people's personal issues are difficult to observe (Peterson, 2004). To conclude, big "C" culture is what people develop and create as a contribution for their societies and small "c" is what people acquire from their society.

Out of the various definitions of culture, Kramsch (1998) defined it as "a membership in a discourse community that shares a common social space and history, and common imaginings" (p. 10). Apart from this, culture is the shared values, norms, and behaviours of a society, which are acquired from family, education, religion and other social institutions.

1.2.6. Types of Culture

Several researchers have made significant contributions to cultural studies and provided valuable frameworks (Hofstede et al., 2010).Pursuing our goal to determine the influence of cultural background, as part of the research, on the EFL learning process, we only focus on one dimension of cultural variability: individualism-collectivism. Accordingly, this cultural division might help us to classify Algerian culture.

During the cold war, the world was divided into two superpowers: individualistic (capitalist) and collectivistic (communist) nations (Mohamed Maiddin, 2014). Each ideology that was adopted by these countries had a noticeable impact on people's life including education. First, when a society values the individual over the whole, it is said to have an individualistic culture. Individualism can be defined in relation to the findings of psychological research, which have believed that the most obvious feature of individuality, as defined by the majority of studies, was valuing personal independence (Oyserman et al., 2002).

Usually, all dimensions of the individualistic approach are conceptualised as the opposite of collectivism. Watreman (1984) stated that "[individualism] defining features are…freedom of choice, personal responsibility, and universality involving respect for the integrity of others" (p. 764). Individualistic societies are seen as inherently contractual, made up of small groups and social relationships that are structured with clear commitments and goals centred on obtaining status (Oyserman et al., 2002).

On the other hand, collectivistic cultures prioritise group work and community over the sole individual. Because collectivism includes various social groups such as family, classmates,

neighbours, religious, ethnic, and other groups (Hui, 1988), it may be a more diverse concept than individualism. Collectivist cultures emphasise the individual's growth and development as long as he/she maintains a strong connection to his/ her family and prioritises its well-being (Rothstein-Fisch & Trumbull, 2008). According to Hofstede et al. (2010) "collectivism as its opposite pertains to societies in which individuals from birth onwards are integrated into strong, cohesive in-groups..." (p. 92).

1.2.7. The Effect of Cultural Background (Collectivism vs. Individualism) on Education

Although limited evidence exists on the effect cultural values and ways of thinking have on the learning process, researchers are becoming highly aware of the importance of this relation. Culture affects all aspects of life, including families, work places, and even schools. "Learning is cultural: members of different cultural communities may have different preferences, expectations, interpretations, values and beliefs about how to learn or how to teach" (Cortazzi & Jin, 2013, p. 1).

For many years, Hofstede et al. (2010) concept of cultural dimensions has been a dominant model for comprehending cultural differences. In the EFL context, individualism-collectivism is one of the prominent dimensions that have been investigated by most researchers (Alshahrani, 2017). One critical predictor for our study is the degree to which the local culture emphasises individualism or collectivism and its relation to education.

In the same direction, Govea (2007) proposed a clear explanation for the individualist and collectivist cultures, and from which only six criteria seem to be related to the field of education.

The table below is a modified presentation of Govea's (2007) work:

Table 2

Comparing Individualistic and Collectivistic Cultures in education

Collectivist Cultures	Individualistic Cultures
* Society shows positive attitudes to whatever is rooted in tradition.	* Society shows negative attitudes towards whatever is new
* Students expect to learn how to do.	* Students expect to learn how to learn.
* The young have to learn; adults do not accept the student role.	* One is never old to learn: permanent education.
* Students will only speak up in class when called personally by the teacher.	* Students will speak up in class in response to a general invitation by the teacher
* Education is a way of gaining prestige in one's environment.	* Education is a way of improving one's economic worth, self-respect, and confidence based on ability and competence.
* Acquiring diploma is more important than acquiring competence.	* Acquiring competence is more important than acquiring a diploma.

Note. Reprinted from "The Cultural Influence of 'Power Distance' in Language Learning" by Govea, J. M, 2007, The University of Birmingham, UK

As shown in Table 2, students may hold different views toward education depending on the cultural orientation adopted by society. In collectivist cultures, students are more motivated to achieve the highest educational grades (Faitar, 2006), and education means acquiring a diploma and prestige. Hofstede et al. (2010) added that collectivist culture values social acceptance with diplomas over individual self-respect that comes from acquiring competence.

Inside classrooms, collectivistic students may have the tendency to prefer small-group discussions, and easily accept the teacher's viewpoints (Parrish & Linder-VanBerschot, 2010). Despite being less autonomous, they usually require parental support with homework (Tamis-LeMonda et al., 2008). On the other hand, students from individualist cultures would prefer to work individually having their own point of views.

According to Parrish and Linder-VanBerschot (2010), students from individualist societies are more motivated when the teacher values their works and rewards them by praise and good grades. Hofstede (1986) noted that individualist students, despite their preferences to work alone, tend to form groups that "vary from one situation to another based on universalist criteria (e.g. the task at hand)" (p. 313). Moreover, the group members determine opinions rather than the teacher.

On the other hand, classes in collectivist societies may divide into groups, but in this case, that are based on particularist criteria (e.g. ethnic affiliation). Finally, diplomas have little value for individualist cultures, and acquiring knowledge is more important (Hofstede, 1986). In the same context, Kim (2004) assumed that EFL students from collectivist societies inherited specific norms and values that negatively affect their performances. As a result, they may not achieve language proficiency.

Conclusion

In conclusion, the sociocultural background of children plays an important role in their learning in general and English as a foreign language in particular. Sociocultural factors can have either a positive or a negative effect on the learning process of any language. It can be noted that children's educational achievement is directly related to the unique circumstances surrounding them, especially at home. While children from certain backgrounds may face additional challenges, such as limited exposure and resources, they can still achieve success in learning the language. It is critical for educators to be aware of and responsive to the diverse

backgrounds and experiences of their students to provide an inclusive and equitable learning

environment that meets the needs of all learners.

Chapter Two: The Effect of Socio-cultural Background in the EFL Classroom

Introduction

Previously in Chapter One, a literature review of the topic of the issue was held. Besides, this chapter is devoted to discussing the research's practical framework. It is designed to prove the validity of the hypotheses and the work that was done before. This chapter aims to describe the essential components relevant to the fieldwork.

This chapter consists of four sections: the first section is on research methodology, which includes the central aim of the study, population, the sample under investigation, and data collection tools; the second is about the analysis of the questionnaires; the third is about the analysis of the observation; and lastly, the recommendations. Nevertheless, it is also concerned with the study's main limitations and some recommendations for future research.

2.1. Research Methodology

2.1.1. Aims of the Research

The rationale aim of the present study is to assess the impact of socio-cultural background on learning English for young children. This research seeks to identify how cultural and social factors affect the perspective, motivation, and interest of young children in learning English. Hence, it sets out to conclude the perception of pupils towards learning EFL in primary school and the influence of socio-cultural background.

2.1.2. Data Analysis Method

The method adopted in this research is mainly descriptive, using both qualitative and quantitative approaches to collect data and reach the aims of the study. Considering this, the questionnaire and observation were chosen as the primary investigational tools to pursue the inquiry. Two questionnaires were administered: the first to 80 pupils from six different primary

schools in Mila province and the second to their parents. Moreover, it is a qualitative study that applies the observation method to obtain the essential data.

2.1.3. The Population

A population large enough to encompass the breadth of the study is required to obtain a precise research method. The population includes all third-year primary school pupils in the academic year 2022/2023 from six different primary schools in Mila province. The schools were selected from four distinct regions; two schools in Ferdjioua which is considered an urban town; two schools in Rouached which is also urban but less open than the first place; one school in Sidi-Zerrouk, which is a rural place; one school in Sdari which is also a rural place. Their overall number is 380, divided into ten groups, along with one of their parents.

2.1.4. The Sample

To conduct this research, a sample of 80 pupils was chosen from 380 pupils in total, who are distributed into ten groups, which constitute 2.1% of the whole population. Another questionnaire was devoted to 80 parents of the same sample; they were given enough time to respond with the aim of getting more reliable answers.

2.1.5. Research Instruments

Research cannot be conducted without the use of a variety of tools known as research instruments. Therefore, the selected tools used in this work to achieve accurate and valid results are two questionnaires and classroom observation. On the one hand, the first questionnaire was used to collect data about pupils' perception towards learning English as a foreign language in primary schools, and the second one was designed to investigate parents' perspectives on the matter. On the other hand, for more needed information for the study about the previous sample (80 pupils), an observation was carried out to gather data in a regular session.

2.1.6. Data Collection Process

Necessary data about the targeted variables were collected from the two questionnaires of pupils, their parents, and classroom observation of their perception during English classes.

First, a questionnaire was randomly delivered to 80 pupils. It was administered during their English classes. The data collection process for this questionnaire has taken about one week to reach the target sample, which is 80 pupils. Nevertheless, the second questionnaire was sent home to the parents of the 80 pupils in the six schools. Although they were asked to answer all the questions in the survey and submit it to the school administration, only 75 responded. It also took one week to collect all the survey papers.

As for the observation, it lasted for three weeks. The experiment took place in the second semester, according to the weekly programme of each school. In addition, it was done in multiple attendances. We chose the pupils of only two schools, one rural and the other urban.

2.2. Data Analysis and Discussion of Results

2.2.1. The Pupils' Questionnaire

2.2.1.1. Description of the Pupils' Questionnaire

This questionnaire is devoted to determining the perception of the pupils of the third-year primary school after the implementation of English at this particular level. It consists of ten questions only since the investigated age is eight years old.

The questionnaire is written in both languages Arabic and English to make sure that pupils can understand what they are going to respond to. In the process of collecting data, students were the ones who asked the pupils and wrote in the papers of the questionnaire as the sample were too young to answer the questionnaire independently.

The questionnaire is divided into two sections: the first section involves background information about studying English as a foreign language, and the second section is about the impact of socio-cultural background on learning EFL. The questions are simple and closed-

ended; only two are open-ended, which is done on purpose since youngsters cannot describe things in detail like grown-ups.

2.2.1.1.1. Studying English as a Foreign Language (Q1-Q4).

This section contains four questions; one of them is open-ended and deals with the pupils' opinion of learning English for the first time in public schools. The section aims to discover the pupils' perception towards learning English as a first experience in primary school. The question were simple and easy to answer by our sample. The questions implicitly meets the aim of our research.

2.2.1.1.2. The Impact of Socio-cultural Background on Learning EFL (Q4-Q10).

The second section is set with the aim of discovering whether the sociocultural background affects pupils learning of EFL positively or negatively. This section contains seven questions. It studies the relationship between the perceptions of pupils and the beliefs of society towards EFL. Most importantly, the influence of parents' views about education on children's education. The questions were designed to let the researchers conclude information about parents' educational level and economic status. Their opinions about the learning of English in primary school. Parents acknowledging the importance of teaching English to young children in primary school, yet the support pupils receive from their surroundings. The last question is about knowing the aim behind pupils' desire to develop their level in English.

2.2.1.2. Analysis of the Pupils' Questionnaire

2.2.1.2.1. Studying English as a Foreign Language

Q1: What was your feelings when you first heard about the decision to study English alongside French in the third year of primary school?

Table 2. 1

Student's Feelings

Options	Number of Respondents	Percentage%
a) Excited	38	47.5%
b) Happy	32	40.0%
c) Neutral	3	3.8%
d) Afraid	5	6.3%
e) Sad	2	2.5%
Total	80	100%

This question seeks to determine pupils' perception to the government's announcement. This question aims to know whether children are ready and excited to study a language that is rarely used in their home country. As shown in table 2.1, the prevalence of participants (87.5%) were excited and happy to study English in primary school, which is beneficial for their learning progress. The preponderance of the sample welcomed the decision, which is the case in our society; numerous parents are demanding their children to study English even in preschool. The rest of the population varied between those who accepted the idea with neutral emotion (3.8%) and those who were either sad or afraid. On the other hand, (6.3%) of students are scared of learning English, which could be due to several factors, including the fact that they will be studying two foreign languages in school, which seems quite exhausting, or their lack of prior experience. However, only 2.5% of the whole population was sad; this may be due to their belief that studying two foreign languages is impossible and that it would make them work harder than the past generations.

Q2: Have you ever studied English before?

Table 2. 2

Previous Study

Options	Number of Respondents	Percentage%
a) Yes	7	8.8%
b) No	73	91.3%
Total	80	100%

The question is meant to discover whether pupils have prior knowledge about studying English. When asked if they previously studied English, only 8.8% studied it before this year as an extracurricular module. However, the overwhelming majority (91.3%) of learners did not learn English, which may be because parents are only recently considering the importance of teaching their youngsters English; another reason is that the schedule of primary schools is full. Therefore, they may not have enough time to study another foreign language.

Q3: How did you feel in your first session?

The third question is designed to bring into play the pupils' feelings from their first session. This question is an open-ended question designed to let students, who are studying English for the first time, share their thoughts about their feelings in the first session with their teacher of English. In fact, 73 of the participants express a different viewpoint; here are their answers:

- I was excited to study English.

- I was happy, excited, and eager to learn more.

- I was excited because I love speaking English like my mother.

- I was scared because I did not understand.

- I enjoyed the lesson.

- I was not afraid at all instead, and I was happy and thankful.

- I felt a sense of relief when I found that English is easy and beautiful.

- I was out of the world due to the impressive lesson; I love it!

- I was afraid at first, but overall it was good.

- I did not like it at first then, but I changed my mind by the end of the lesson.

- I did not like the lesson at all.

- It was a routine session.

- I felt happy because I found English amusing and understandable.

- It was the best feeling.

Q4: How frequently do you raise your hand to answer your teachers' questions during the lesson?

Table 2. 3

Raising Hands Frequency

Option	Number of Respondents	Percentage%
a) Always	40	50%
b) Sometimes	36	45%
c) Rarely	4	5%
Total	80	100%

The fourth question is assigned to investigate whether pupils are interested in participating in English lessons. Table 2.3 shows that the answers hover between 50% of pupils who always raise their hands and 45% of the sample who sometimes raise their hands. On the other hand, just 5% of students declared that they rarely raise their hands to answer their teachers' questions. Nevertheless, those who said they rarely raise their hands may be due to

many factors like shyness, a lack of self-esteem, or a lack of knowledge, which happens in any typical classroom.

2.2.1.2.2. The Impact of Socio-cultural Background on Learning EFL.

Q5: What is the educational level of your parents?

Table 2. 4

Parents' Educational Level in Urban Places and Rural Places

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Primary school	0	0%	2	7.4%
b) Middle school	4	9.4%	3	11.1%
c) Secondary school	10	18.9%	9	33.3%
d) University	39	71.7%	13	48.2%
Total	53	100%	27	100%

The purpose of this question was to view the educational level of parents and study the influence of parents' education on children's beliefs about education. By asking this question, we wanted to know how educated the parents of our students are. A comparison was made between rural and urban schools. We noticed that a vast majority of pupils (71.7%) in urban places stated that both or only one of their parents has a university degree; on the other hand, 48.2% of participants in rural schools declared that one or both of their parents have a university degree. (18.9%) of both or only one of the parents in urban places had a secondary school level; conversely, 33.3% of parents in rural regions had a secondary school level. Respectively, in urban schools (9.4%), one of their parents had a middle school degree. Unlike rural schools,

where 11.1% of the pupil's parents had a middle school degree, only 7.4% of the pupils in rural schools said their parents had a primary school level. We can conclude that parents in urban areas are more educated than in rural areas; this may be due to the environmental view of the importance of education.

Q6: Does your parents work?

Table 2. 5

Parent's Occupation in Urban Areas

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Mother	2	3.8%	1	3.7%
b) Father	31	58.5%	21	77.8%
c) Both	20	37.7%	3	11.1%
d) None of them	0	0%	2	7.4%
Total	53	100%	27	100%

The second question aimed at exploring the breadwinner of the family. The findings of the tables revealed that the number of working parents in urban areas (100%) is a little bit higher than the number of working parents in rural areas (92.6%). This indicates that both parents played a great role in ensuring a suitable economic level that allowed them to guarantee a good education for their children.

Q7: Who helps you to study the English language at home?

Table 2. 6

With Whom Pupils Study Outside the Classroom in Urban and Rural Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) My mother	22	41.5%	14	51.9%
b) My father	8	15.1%	4	14.8%
c) 1+2	4	7.5%	0	0%
d) My siblings	15	28.3%	7	25.9%
e) My cousin	1	1.9%	2	7.4%
f) My neighbour	0	0%	0	0%
g) My extracurricular teacher	3	5.7%	0	0%
h) No one	0	0%	0	0%
Total	53	100%	27	100%

In the third question, pupils were asked about the people who help them study English at home. From two tables 2.8 and 2.9 above, pupils in both rural and urban schools find help from their surroundings, especially their mothers. It appears that all pupils (100%) receive support to study English outside the classroom differently.

Q8: Does your parents value your education?

Table 2. 7

Parents' Value of Education

Option	Number of Respondents	Percentage%
a) Yes	80	100%
b) No	0	0%
Total	80	100%

The current question is concerned with parents' perceptions about the importance of child education. The data displayed in table 2.10 revealed that 100% of the sample agreed that their parents appreciated their education. Nowadays, parents believe that investing in their children's education is the finest investment since they understand the value of education.

Q9: Do you find support from people around you to study English?

Table 2. 8

People Support in Urban and Rural Places

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	53	100%	21	77.8%
b) No	0	0%	6	22.2%
Total	53	100%	27	100%

The fifth question in this section seeks to determine whether people encourage students to study the English language. Through asking this question, we wanted to know the importance that children's surroundings would give to the English language. The data showed

that 92.5% of children found support from the people around them to learn English. In return, 7.5% said that they did not find support, which may be because of people's unawareness of the importance of English nowadays.

Q10: Do you want to develop your level in English?

Table 2. 9

The Desire for Development

Option	Number of Respondents	Percentage%
a) Yes	80	100%
b) No	0	0%
Total	80	100%

Finally, in this question, pupils were invited to express their interest in developing their level of English. When asked this question if they desired to upgrade their level of English, all the pupils (100%) said that they wanted to develop their level of English because this generation is interested in social media and desires to be more developed. Algerians' interest in English has grown in recent years, particularly among young people who regard it as a route to economic and social mobility.

Please justify your answer

This question aims at giving pupils room to share their purpose behind developing their level in English. The majority declare they want to study English because it is an important language.

The answers hover between:

-I want to be a teacher of English.

-I love English so much.

-I want to get good marks in the coming semester.

-I want to speak English fluently like my brother (sister/ mother/ father).

-I want to be an international pilot.

-I want to be an international doctor/ famous doctor.

- I want to have a good work.

- I want to succeed in my studies to make my parents proud.

- I want to have a better level.

- It is important to learn English.

- English is a very interesting language.

- I want to have a better level.

- I want to speak in English.

- I want to be an excellent student in English; also, I want to speak English effortlessly.

- I want to continue my studies abroad.

- I want to learn more about English.

- I want to speak fluently like my extracurricular teacher.

- I want to study English at university.

- I love English and I want to succeed in this language.

- I want to get a good average.

- I want to have a good occupation.

- I want to learn English because I want to be a writer.

- I want to study English because I am going to need it in the future.

After comparing the answers of pupils who live in urban places with those who live in rural regions, it appears that in rural areas, they acknowledge the importance of learning the language to get a good job more than to educate and develop themselves. Most of the pupils in rural regions are interested in becoming famous doctors, apparently due to society's belief that if you want to be admired, be a doctor. On the other hand, the rest of the sample agrees on the

importance of English in completing higher education and proficiently using it in the outside world.

2.2.1.2.3. Discussion of the Main Findings of the Pupil's Questionnaire

The findings of the pupil's questions show fascinating results regarding pupils' perception towards learning English as a foreign language. The main results reveal that the majority of pupils are motivated and happy to study English as a foreign language in third-year primary school. The overwhelming majority of the pupils enjoy the first session, which trigger them to learn more. Concerning pupils' participation in the English language classroom, the findings indicate that a large number of pupils take part in the learning, which proves their welcoming of the language in primary school and their desire to improve their level. The economic and educational level of parents in urban areas appears to be a little bit higher than in rural areas.

All the pupils in our sample admit that their parents support their education and try to provide them with necessary equipment that enlightens their education, as the majority of parents nowadays care about their children's education and believe how important education is, especially learning foreign languages. Pupils' responses show that most of the families support their children's education by giving them help in studying English and ensuring that they do their homework and revise for exams.

Nevertheless, the entire sample agrees on their desire to develop their level of English; however, the reason behind developing their fluency differs from rural areas to urban areas. Yet, the social background appears to influence the reasons behind the learning process of English, but not their perception towards studying English as a foreign language in primary school.

2.2.2. The Parents' Questionnaire

2.2.2.1. Description of The parents' Questionnaire

The parents' questionnaire was drafted in both English and standard Arabic to be understood by all the respondents (parents). It consists of 17 items which fall into two types of questions: close-ended and open-ended questions. This questionnaire is divided into three sections. Each section deals with a specific aspect. The first section is labelled "Background Information". The second one is about the parents' perspectives towards English as a foreign language. As for the third section, it tackles the socio-cultural background of parents.

2.2.2.1.1. Background Information (Q1-Q4).

The initial section is designed to attain general information about the examined parents, such as which parent (father or mother) contributes to the questionnaire, the language(s) they speak, their educational level, and their occupation.

2.2.2.1.2. Parents' Perspectives towards English as a Foreign Language (Q5-Q8).

This section consists of four questions. It aims to explore parents' perspectives about learning a foreign language(s) for their children, the importance of English, their perception about the introduction of English at primary schools, and the appropriate level to do so.

2.2.2.2.3. Parents' Socio-cultural Background (Q9-Q17).

The third section is the core of the parents' questionnaire where participants were asked about their socio-cultural backgrounds to uncover its possible impact on children's learning EFL.

2.2.2.2. Analysis and Interpretation of Parents' Questionnaire

2.2.2.2.1. Background Information.

Q1: Are you the father or the mother?

Table 2. 10

Parents' Gender

Option	Urban Schools		Rural Schools	
	Number of Respondents	**Percentage%**	**Number of Respondents**	**Percentage%**
a) Father	12	23.5%	9	37.5%
b) Mother	39	76.4%	15	62.5%
Total	51	100%	24	100%

The first question is devoted to know which parent (father or mother) is contributing in the survey. As shown in table 2.14, the majority of the population investigated (72%) were mothers and only (28%) were fathers. It is perceived that today's mothers are more interested in learning foreign languages than fathers, which is becoming a way for women to show off their status.

Q2: What languages do you speak?

Table 2. 11

Languages Spoken by Parents in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Arabic	34	52.9%	16	66.6%
b) English	0	0%	0	0%
c) French	0	0%	0	0%
d) a+b	0	0%	0	0%
e) a+c	7	17.6%	4	16.7%
f) All the above	10	29.4%	4	16.7%
Total	51	100%	24	100%

This question attempts to explore the frequently spoken foreign language(s) among parents. The results obtained from the data reveal that the majority of parents (66.6%) spoke Arabic and (14.6%) spoke French and Arabic. While (18.7%) of the respondents spoke the three languages. This is noticed from examining their responses: parents who chose English had also chosen Arabic and French; nobody had chosen Arabic and English only. As a result, it is possible to conclude that the French language is more dominant in the Algerian society than English.

Q3: What is your level of education?

Table 2. 12

Parents' Educational level in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Never went to school	0	0%	2	8.3%
b) primary grades	2	3.9%	1	4.1%
c) Middle school	8	15.6%	3	12.5%
d) Secondary school	12	23.5%	10	41.7%
e) University	29	56.8%	8	33.3%
Total	51	100%	24	100%

The previous question aims to discover the educational level of parents in two different regions: rural and urban. This question is designed due to the fact that parents' educational achievement influences their children's education. As noticed in the urban regions (table 2.17), all parents (100%) were literate and they were divided as follows; (3.9%) of them had primary school level, (15.6%) of parents have middle school level. The remaining parents who represented the vast majority (56.8%) were university graduates. However, data from rural areas, as shown in table 2.16, revealed that tow parents (8.3%) were totally illiterate. One parent (4.1%) had primary school level. Three parents account for (12.5%) of the whole population had middle school level, and the vast majority (41.7%) had secondary school level. As opposed to urban regions, only (33.3%) of the parents in rural places were university graduates. These

results indicate that there is a difference in literacy rates between parents in the two regions. Parents in urban areas tend to have higher educational level compared to parents in rural areas.

Q4: Do you have a job?

Table 2. 13

Parents' Occupation in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	29	56.8%	14	58.3%
b) No	22	43.1%	10	41.6%
Total	51	100%	24	100%

This question aims to explore whether or not parents have jobs, so to gather information about the socioeconomic factors that may impact a child's learning. Based on the results shown in the above tables, more than half of the subjects (57.3%) had jobs, with a slight difference in urban places. While (42.7%) of parents had no job. This indicates that parents play a significant role in the upbringing of their children by making sure to provide a foundation for their children's physical, emotional, and, specially, intellectual development.

* **If yes, please specify your job.**

This question is asked to explore whether or not parents' socioeconomic status would affect their perception towards teaching their children English in general and at primary school in particular. It is made for parents who answered "yes" in the previous inquiry. Accordingly, the overall number of parents concerned with it is seventy-three out of seventy-five.

Table 2. 14

Parents' Specification of Job

Due to the large number of parents' answers in this part of the previous question, we classified the occupations of them as follows:

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Technicians and engineers	9	31%	3	21.4%
b) Headmasters and teachers	7	24%	2	14.2%
c) Public services	4	13.7%	2	14.2%
d) Factory workmen	0	0%	0	0%
e) Handicraftsmen	3	10.3%	4	28.5%
f) Tradesmen	2	7%	1	7.1%
g) Free business	2	7%	1	7.1%
h) Retired	2	7%	1	7.1%
Total	29	100%	14	100%

As shown in the table above, the parents' occupations were very different. In urban areas, 7% of the participants had their own businesses; the other 7% were tradesmen; the same rate of parents were retried. On the other hand, one could notice that the highest score (31%) is that of technicians and engineers parents. As for the rural regions, only 21.4% had the highest-ranking professions, such as technicians and engineers; 14.2% of the subjects were teachers, headmasters, and workers in the public services. The remaining parents had different occupations, such as tradesmen (7.1%) and free business owners (7.1%), and only 7.1%) of them were retired. The findings reveal that there is a difference in socioeconomic conditions

and opportunities between parents from rural and urban areas, which may have a negative impact on their children's educational achievement.

2.2.2.1.2. Parents' Perspectives towards English as a Foreign Language.

Q1: Do you think that learning foreign languages for your children is important nowadays?

Table 2. 15

Parents' Perception towards Foreign Languages Learning Importance in Rural and Urban Regions

	Urban Schools		Rural Schools	
Option	**Number of Respondents**	**Percentage%**	**Number of Respondents**	**Percentage%**
a) Yes	51	100%	24	100%
b) No	0	0%	0	0%
Total	51	100%	24	100%

The purpose behind this question is to know whether the parents agree that learning foreign languages is important or not. The findings presented in the tables showed that all parents (100%) with no single exception (both regions) agreed that learning foreign languages was important nowadays. What is paradoxical here is that despite the different educational levels of the parents, they are really interested in learning foreign languages for their children.

Q2: Do you think that English is a very important language nowadays?

Table 2. 16

Parents' Perception towards the Importance of English in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	51	100%	24	100%
b) No	0	0%	0	0%
Total	51	100%	24	100%

The question is of prime importance as it aims to determine the parents' perception of the importance of English. As shown in the above table, all the parents (100%) in both rural and urban areas displayed positive views. The result asserts that the questioned parents are aware of the significance of English.

Q3: Are you for the introduction of English in the primary school this academic year instead of delaying it until the middle school?

Table 2. 17

Parents' Perception towards the Introduction of English at Primary Schools in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Agree	19	37.3%	6	25%
b) Strongly agree	21	41.1%	13	54.2%
c) Disagree	11	21.5%	5	20.8%
d) Strongly disagree	0	0%	0	0%
Total	51	100%	24	100%

This question is the most important one in the questionnaire, as it directly aims to measure the parents' perceptions towards the implementation of English at the primary schools. Taking into consideration the responses of the parents in rural and urban places, more than 77 percent of parents in both areas valued the implementation of English at this level (45.3% strongly agreed and 33.3% agreed on the proposal). However, only 21.4% of the respondents disagreed with this statement, with a null rate that made up the number of parents who strongly disagreed with the implementation of English as a foreign language in the primary schools. The results confirm the strong support of parents for the adoption of English in elementary schools.

* **Please justify your answer.**

The main aim of this question is to give the parents the opportunity to clarify and justify their answers. Most parents (78.6%) who agreed or strongly agreed on the implementation of English in the primary schools showed multiple reasons. The parents' justification can be grouped as follows:

- English is a universal language.

- English is the international language of communication.

- It is the language of science and technology.

- English is the best foreign language to be learned by children.

- English is easier than French.

- In order to prepare children for learning English at the intermediate educational stage.

- A very important foreign language at this time.

However, parents who disagreed with the previous proposal gave only two reasons. The first reason for not implementing English in primary schools is that English is difficult to learn. The second reason parents demonstrated was that teaching English at primary schools for children was inappropriate because of the large number of subjects they studied and the intensity of the programme for each subject.

Q4: If you agree on introducing English language at primary schools, do you think that the third grade is the appropriate level to introduce it?

Table 2. 18

Parents' perception towards the appropriate level for Start teaching English in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	39	97.5%	18	94.7%
b) No	1	2.5%	1	5.2%
Total	40	100%	19	100%

The current question is devised for parents who have agreed on implementing English at primary schools. Thus, the total number of parents concerned with it is fifty-nine out of seventy-five. By asking parents this question, we want to discover their opinions about the appropriate level for teaching English at primary schools. Upon analysis, the overwhelming majority of parents (94.7% in rural regions and 97.5% in urban regions) answered approvingly. They revealed that the third grade was the appropriate level to introduce English. On the other hand, a minority of them (3.3%) (one in rural regions and one in urban regions) said "no" and that the third grade would not be the appropriate level. This can be explained by the fact that most parents are aware that, even at this age, children have a good capacity to learn foreign languages.

2.2.2.2.3. Parents' Socio-cultural Background

Q1: Do you think that your educational level can influence your child's education?

Table 2. 19

Influence of Parental Education in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	42	82.4%	14	58.3%
b) No	9	17.6%	10	41.7%
Total	51	100%	24	100%

By designing this question, attention is given to parents' points of view about whether their educational level can influence their children's education. The results shown in the above table revealed that more than half of the subjects in both regions (56%) (58.3% of the parents in rural areas and 82.4% in urban areas) saw that their educational level could influence their children's education. Nevertheless, the remaining parents (44%) (41.7% in rural regions and 17.6% in urban regions) hold a different view regarding this issue; they did not consider the influence of their educational level on their children's education. The data gathered asserts that most of the parents recognise the importance of education and the role it plays in their child's life.

Q2: Do you think that your children adopt your beliefs about education?

Table 2. 20

Children's Adoption of Parents' Educational Beliefs in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	**Percentage%**	**Number of Respondents**	**Percentage%**
a) Yes	42	82.4%	18	75%
b) No	9	17.6%	6	25%
Total	51	100%	24	100%

This question is devoted to inquiring about the parents' perception of the extent to which their children share their views and values about education. As indicated in tables 2.30 and 2.31, a large number of the informants (75% in rural areas and 82.4% in urban areas) believed that their children adopted their beliefs about education. However, 20% of the parents in both regions denied this view. The results indicate that the majority of parents view education as an important part of their family's values, which may lead the parent to take an active role in shaping his or her children's learning experiences.

Q3: Do you agree that children from high income academically achieve better than those from low income status?

Table 2. 21

Parents' Beliefs towards the Educational achievement of Children in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Agree	14	27.4%	5	20.8%
b) Strongly agree	24	47%	12	50%
c) Disagree	10	19.6%	6	25%
d) Strongly disagree	3	5.8%	1	4.1%
Total	51	100%	24	100%

The purpose of including this question in the survey is to investigate the parents' perceptions about the relationship between a family's socioeconomic status and their children's educational achievement. By counting the parents in rural and urban regions, 25.3% of them agreed that children from high-income families achieve academically better. Other (48%) of them strongly agreed with this statement. In contrast, 21.3% of the participants disagreed, and 5.3% strongly disagreed with the idea that children achieve differently depending on the socioeconomic status of the family. It can be assumed that the vast majority of parents are aware of the relationship between a family's income and a child's academic success, which may lead them to be more proactive in seeking out resources and more invested in their children's education.

Q4: Are you accustomed to the English culture?

Table 2. 22

Parents' Knowledge of the English Culture in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	41	80.3%	9	37.5%
b) No	10	19.6%	15	62.5%
Total	51	100%	24	100%

This question aims to ascertain the parents' knowledge of English culture. As illustrated in the above table, there was a big difference between the answers of parents in the two regions: rural and urban. In rural areas, 37.5% of the subjects claimed that they were accustomed to the English culture, while the majority of them (62.5%) were not familiar with it. Alternatively, the vast majority of parents in urban regions (80.3%) stated that they were habituated to the English culture. However, only 19.6% of the parents replied "no". The findings lead to the conclusion that parents from urban areas have greater exposure to and familiarity with the cultural practises, norms, and language of English-speaking countries.

Q5: Do you accept the differences that exist between the Algerian culture and English culture?

Table 2. 23

Acceptance of Cultural Differences between Algerian and English Culture among Parents in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	40	78.4%	20	83.3%
b) No	11	21.5%	4	16.6%
Total	51	100%	24	100%

The objective of this question is to gather information about the respondents' perceptions of cultural differences between Algerian and English-speaking communities. With reference to the data, the overwhelming majority of the parents (80%) in both regions (rural and urban areas) accepted the differences that exist between Algerian and English culture, whereas 20% of them did not accept these differences. Based on the results, we can conclude that parents are open-minded and tolerant towards cultural diversity, which may help their children develop intercultural communicative competence and enhance their English learning.

Q6: Do you show the English culture to your child at home through different sources?

If yes, please specify.

Table 2. 24

Children's Exposure to The English Culture in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	37	72.5%	19	79.2%
b) No	14	27.4%	5	20.8%
Total	51	100%	24	100%

The reason for asking this question is to find out whether the respondents expose their children to aspects of English culture in their home environment. It was indicated that the majority of parents (74.6%) in both rural and urban areas exposed their children to English culture through different sources. Yet the rest of them, who represented 25.4% of the whole sample, had no interest in showing English culture to their children. The data implies that parents are interested in promoting cross-cultural understanding and encouraging their children to appreciate diverse cultures.

The parents specified their answers in the following table:

Table 2. 25

Sources of Children's Exposure of English Culture in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	**Percentage%**	**Number of Respondents**	**Percentage%**
a) Internet	15	40.5%	1	5.2%
b) Books	4	10.8%	3	15.8%
c) TV	9	24.3%	10	52.7%
d) Relatives	0	0%	0	0%
e) a+b	3	8.1%	2	10.5%
f) a+ c	2	5.4%	2	10.5%
g) All the above	4	10.8%	1	5.2%
Total	37	100%	19	100%

This question attempts to determine how children from different regions are being exposed to English culture, and it is made for parents who opted for "yes" in the previous query. As a result, the total number of parents concerned with it is 56 out of 75. Based on the analysis, the most commonly used sources in urban areas were the Internet and TV. Books were ranked second, with a null rate that made up the percentage of using other sources. On the other hand, more than 67% of the parents in rural areas chose TV as the first source and books as the second source for showing aspects of English culture, while a minority of them (5.2%) opted for the Internet as the source for exposing their children to English culture.

Q7: Do you think that learning about English culture is important?

Table 2. 26

Importance of Learning about English Culture in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	45	88.2%	20	83.3%
b) No	6	11.7%	4	16.6%
Total	51	100%	24	100%

The purpose of devising this item is to draw attention to parents' perceptions regarding the value of learning about English culture. As shown in table 2.30, the majority of parents (83.3% in rural areas and 88.2% in urban areas) valued learning about English culture; however, the others (13.4%) found it unimportant. Data collected indicates that parents appreciate the benefits of learning about other cultures and recognise that English is a widely spoken language.

Q8: Learning about English culture motivates your child to learn English more.

Table 2. 27

Child's Motivation through learning English Culture in Rural and Urban Region

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Agree	15	29.4%	11	45.8%
b) Strongly agree	27	52.9%	7	29.2%
c) Disagree	2	3.9%	1	4.2%
d) Strongly disagree	7	13.7%	5	20.8%
Total	51	100%	24	100%

This question aims to understand the perceptions of the participants towards the importance of cultural education in enhancing their children's motivation to learn English. By analysing the responses of parents from rural and urban regions, 34.6% agreed and 45.3% strongly agreed that learning about English culture motivated their children to learn English more. Nevertheless, only 4% of the participants disagreed, and 16% strongly disagreed with the concept that learning about English culture motivated children to learn that language more. These results confirm that parents recognise the importance of cultural competence and cross-cultural understanding in language acquisition.

Q9: Does learning English for your child help him only to get a good job in the future?

If no, please justify your answer.

Table 2. 28

English Language Learning and Employment Opportunities: Parents' Perception in Rural and Urban Regions

Option	Urban Schools		Rural Schools	
	Number of Respondents	Percentage%	Number of Respondents	Percentage%
a) Yes	16	31.3%	10	41.6%
b) No	35	68.6%	16	66.6%
Total	51	100%	24	100%

The last question aims to determine whether the respondents believe that English language learning has a narrow focus on job prospects or whether there are other benefits to learning that language. Based on their answers, only 34.6% of the parents in rural and urban areas believed that teaching English guaranteed only good jobs for their children. However, 65.4 percent of them hold another view about this idea. They believed that teaching their children English helped them more than just having good employment opportunities.

The results confirm the difference in perception between parents in rural and urban areas regarding the role of English in their children's future job prospects, which can be attributed to various factors, including cultural and economic differences.

If not, please justify your answer.

The aim of asking parents to justify their answers is to identify additional motivations and benefits they associate with English language learning. Parents who opted for "no" are concerned, and their total number is fifty-one out of seventy-five. Upon analysis, most of the

participants claimed that English language learning was a means to improve their children's cognitive abilities, such as creativity. Others said that by learning that language, children could be exposed to different cultures, perspectives, and ideas, which could help them grow and develop as individuals.

2.2.2.3. Discussion of the Main Findings of Parents' Questionnaire

The findings obtained from the parents' questionnaire provide valuable insights into their perception of learning English as a foreign language for their children. As well as help to ascertain the reasons that contribute to shaping their perception.

Despite the dissenting views of some parents, the questionnaire's results show a clear acceptance by the parents from rural and urban regions about the implementation of English at primary schools this academic year and their agreement about teaching that language in the third grade as the appropriate level. Many reasons shape the positive perception of parents, such as the broad adoption of English, its dominance in many domains, and the capacity of children at that age to learn such a language.

As far as the parental factor is concerned, the results indicate that parents from both rural and urban areas play an important role in their children's language journey. Parents' socioeconomic status is strongly related to the educational achievement of their children. In view of differences in educational and economic backgrounds, the analysis shows that parents from rural areas tend to have more limited access to English language resources and opportunities, which may hinder their children's language learning. On the other hand, parents from urban areas tend to have greater exposure to English-language media and culture, which may facilitate their children's English learning.

Furthermore, the study's findings reveal that while cultural understanding and acceptance are valued among parents from urban and rural areas, they recognise the multiple benefits of learning English beyond job opportunities. To sum up, it has been demonstrated that parents from different regions hold favourable perceptions towards English language learning; however, these perceptions may be subject to the influence of their socio-cultural background.

2.3. Classroom Observation

One of the data gathering methods used in this dissertation is classroom observation, the purpose behind the observation is to examine the influence of socio-cultural background on the learning of English as a foreign language in the Algerian primary schools.

2.3.1. Population and Sample

Classroom observation has been conducted with third-year primary school students due to the fact that they are the first generation to experiment with studying English in primary school. The pupils chosen for this observation belong to two groups; one group in urban school, the other in rural school. These two groups consist of 76 pupils with 42 pupil in the urban school and 34 pupil in the rural school.

2.3.2. Implementation

In order to emphasise the previous results gathered from the parents and pupils, an observation was crucial. We observed the third-year pupils studying English and interacting with their teacher. As a first step, we outlined the objectives of the process and arranged a system to follow during the lessons. We chose the written method due to its practicality.

We attended six English classes with the two groups; in other words, three sessions per group during the period of three weeks. In order to make the observation as neutral as possible to guarantee true results, pupils were not told that the observers were going to study their behaviour; indeed, they thought that the attention was on the teachers. With the aim of not affecting the results, we stood at the back of the classroom and did not take part in the teaching and learning process.

2.3.3. Observation Description

The classroom observation study was conducted on two primary schools; one is located in Sidi Zerrouk, which depicts the rural schools, however, the other one is placed in Ferdjioua and represents the urban regions in Mila province. This primary school is a model for the others

urban schools. As for the first one, 35 pupils were present during the observation. On the other hand, 42 is the number of the total pupils from the urban school. 37-minutes was the observation's time within a span of 14 days.

2.3.3.1. Urban School of Mohamed Chwarfa

Session one: 10 April 2023

This session was 37 minutes due to Ramadan time arrangements; the site visit was a morning class at Mohamed Chwarfa primary school.

The pupils were very excited to see their English teacher. The teacher greeted her pupils gladly, and then she started by asking them about the date, they raised their hands with respect. The teacher then started her lesson by writing some sentences while the pupils were concentrating. Pupils were asked to read the sentences written on the board and were encouraged to speak. The overwhelming majority of the pupils took part in the interaction, and at the same time, they did not feel anxious or stressed.

Pupils were supposed to pronounce some words, but at the same time, they committed mistakes without feeling embarrassed. When the teacher asked the pupils to write in their copybooks, they all brought their copybooks and started to write silently. At the end of the session we asked the teacher if she assigned a homework to the pupils before, she said that all the students without exception did the last homework.

Session two: 12 April 2023

In the second lesson, the students greeted the teacher with excitement. The teacher started by letting the pupils tell her about the date; after that, she wrote it on the board. The lesson was about "my favourite colour," and for that, the teacher used Realia to introduce her lesson. Pupils were very motivated and excited to go to the board and link the picture to its correspondent's name. As learners were asked to express themselves, they shocked us due to their fluency and unhesitatingly. Even though the teacher did not use the mother tongue to

explain things to the pupils, they appear to understand when she uses pictures and other modes of communication.

Pupils consider the lesson a chance to educate and have fun at the same time. The overwhelming majority of pupils were given the chance to answer the question, and they did not feel anxious or stressed. At the end of the lesson, the teacher gave them homework, and they wrote it in their copybooks.

Session three: 24 April 2023

The pupils were very excited to see their teacher again, she asked them about the date then she wrote it on the board. She started a new unit "my toys", she explained her lesson while the students where very active and helpful. All the students seem to take part of the interaction, as she nearly gave everyone the permission to respond to her questions.

The overwhelming majority of the pupils have a good level, which appears when they respond correctly to the questions. Pupils are motivated to study English and they ask her question without hesitation. At the same time, pupils reached a level of answering the teacher without letting the teacher explain the question.

At the end of the lesson, the teacher said that her pupils and their parents are very interested. She added that she finished the 45 minutes lesson in less than 25 minutes and the majority of pupils do their homework. A big number of parents come to visit the teacher and ask her about their children's performance.

2.3.3.2. The Rural Primary School of Shahdan Abdul Majid

Session one: 16 April 2023

The first visit session took place on April 16th, 2023 in Sidi Zerouk, Mila province, At Shahdan Abdul Majid primary school, and it lasted for 37-minutes. The main learning objectives of this lesson were to enable learners to ask and answer questions about pets' names

and their body parts using adjectives (short/long/small/big). As a note, this lesson was the last one in the fifth unit of My Book of English.

First of all, the teacher greeted the pupils cheerfully and welcomed them to the lesson. She started the lesson with a song to review previously learned language that will be built upon this lesson. The teacher stuck flashcards on the board and played audio. She asked them to repeat the following statements: "Have you got a pet?", and answered by: "Yes I have".

The pupils took roles by asking the previous question and answering accordingly. Then, she made the same steps for another statement that is "What is it?" and replied by saying, "It's a cat, it's a dog…" To check the pupils' understanding of the lesson, the teacher asked them to do the activity on page 46 of the textbook. Next, she corrected the pupils' answers, and asked them to act out a scene that represented the whole lesson. Finally, the teacher gave the pupils homework, as the last one in this unit, and they wrote it in their copybooks.

Session two: 18 April 2023

A second session was held on the 18th of April. After greeting the pupils, the teacher started the first lesson in the last unit of the program entitled "MY FANCY BIRTHDAY" by inviting them to open the book (page 52) and describe what they were seeing in one word, (they were allowed to use either French or Arabic). In the second phase, the students were requested to repeat the names of the objects and foods in a script that the instructor read to them. Utilizing the textbook, the teacher explained the difference between the words "offer" and "invitation". Next, she invited the pupils, by working in pairs, to practice asking about and telling time. Following that, the teacher divided the pupils into groups of four members, and each member was supposed to represent a character in the story. By the end, the pupils were asked to do an activity at home.

Session three: 25 April 2023

As in the previous two sessions, the teacher divided up the lesson's time efficiently. She started the lesson with a syllable blending activity. The teacher stuck flashcards with words related to the topic (birthday invitation). While the pupils were listening, she read the words' parts, and then the whole words. The second phase was devoted to the practical part of the lesson. The teacher stuck some pictures on the board. As an example, she spelled the picture's word "ten", and asked the pupils to repeat after her; t-e-n ten! The same procedure was followed for the words: "red", "pen", and "ten red pens". Finally, the pupils were given an activity in their textbooks in which they ticked the box when hearing the teacher pronounce the "e" words.

2.3.4. Results of Classroom Observation

For the sake of tackling all the details of the session that benefit our study, we developed a checklist that guides us through our observation of the six sessions. Which makes the observation process organised and complete. Our checklist consists of nine statements that serve the purpose of our research. The statements were ticked off during the lessons of observation with the third-year pupils during their English session.

Considering the pupils in two primary schools (one rural and one urban), our goal during the classroom observation is to obtain information on how the varied socio-cultural background of parents may impact pupils' perception and behaviors toward learning English as a foreign language. To increase efficiency, designing an observation sheet checklist is undertaken, which aims to provide directions for recording important points. The observation checklist consists of nine statements that were ticked based on what was observed during the three sessions in each school.

2.3.4.1. Checklist of the Urban School

1. Pupils are happy to see the English language teacher.

2. Pupils are motivated to learn English inside the classroom.

3. Pupils interact effectively in the classroom.

4. Learners answer without hesitation.

5. Pupils ask question to know more about the lesson.

6. The pupils express or display a sense of stress, anxiety, isolation, or alienation

7. Pupils appears unready or uninterested in learning.

8. Pupils rarely speak either English or other mode of communication.

9. Parental concern over children's homework.

Table 3. 1

Checklist of the Urban School during the Three Sessions

Statement	First session				Second session				Third session			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	✓	90.5%			✓	100%			✓	100%		
2	✓	90.5%			✓	92.9%			✓	100%		
3	✓	85.7%			✓	85.7%			✓	85.7%		
4	✓	100%			✓	100%			✓	100%		
5			✓	100%	✓	9.5%			✓	9.5%		
6			✓	100%			✓	100%			✓	100%
7			✓	95.2%			✓	100%			✓	100%
8			✓	100%			✓	100%			✓	100%
9	✓	100%			✓	92.5%						

This checklist was designed to gather deeper information about pupils' perspectives on the teaching of English in primary school and the effect of socio-cultural background on children learning English, that is to say, the effect of family and especially parents.

Based on the information gathered in the first session, the overwhelming majority of the pupils (92.5%) were excited to learn English; they were not afraid to talk or make mistakes. The lesson went very smoothly, and as we can see from the table of the checklist above, all of the pupils (100%) used either English or another mode of communication to speak during the session, while the native language was hardly heard. Unlike the other sessions, this one refers to previous knowledge; as a result, they did not ask questions.

In the second session, 92.5% of pupils were very motivated and excited to learn the new lesson. Numerous pupils (85.7%) raised their hands to go to the board, which proves their interest. Their level of proficiency was evident in their quick answers. The class was very active and noisy as they started to prove who the best was.

In the last session, the teacher claimed that a large number (92.5%) did their past homework, which is tremendous considering their age as they still rely on their parents. The table shows that none of the students (0%) felt stressed, anxious, or unready to learn English. In comparison to the Arabic or math sessions, the English session was very active and vivid. The checklist enlightened our work by proving the answers that had been written in the questionnaire before. This indicates that parents are interested and ready to help their children do their homework. It is noted that most of the students do their homework on time. Which indicates their interest in studying English, getting higher marks, and reaching fluency level, as they claimed in the questionnaire.

As listed in the questionnaire, pupils get support from their parents and surroundings, and they have a positive image of English. Pupils' parents encouraged their children to learn English, which may be attributable to parents' acknowledgement of the importance of learning English nowadays, especially for young children, who have more capability to learn FL than elders do.

2.3.4.2. Checklist of the Rural School

1. Pupils are happy to see the English language teacher.

2. Pupils are motivated to learn English inside the classroom.

3. Pupils interact effectively in the classroom.

4. Learners answer without hesitation.

5. Pupils ask question to know more about the lesson.

6. The pupils express or display a sense of stress, anxiety, isolation, or alienation

7. Pupils appears unready or uninterested in learning.

8. Pupils rarely speak either English or other mode of communication.

9. Parental concern over children's homework.

Table 3. 2

Checklist of the Rural School during the Three Sessions

Statement	First session				Second session				Third session			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	✓	90%			✓	90%			✓	100%		
2	✓	90%			✓	90%			✓	100%		
3	✓	80%			✓	60%			✓	80%		
4	✓	80%			✓	60%			✓	100%		
5			✓	100%	✓	100%					✓	80%
6			✓	100%			✓	100%			✓	80%
7			✓	90%			✓	100%			✓	80%
8			✓	90%			✓	100%			✓	80%
9	✓	50%			✓	50%						

Data gathered from the first session implies that the overwhelming majority of the pupils (90%) were happy, motivated, and ready to learn English. As a result, nearly all of them (90%) used English and other mode of communication in the classroom. Because the topic was already familiar to their knowledge, many pupils (80%) actively participated and answered without hesitation. What illustrated their lack of stress, anxiety, and not asking the teacher questions during the lesson. Finally, the second visit session proved only (50%) of the parental concern over their children's homework.

In the second session, the findings indicate that the overwhelming majority of pupils (90%) showed their interest, and motivation to learn English. Although the lesson was new for them, (60%) of the pupils used English and participated without hesitation during the lesson. As the first session, parental concern was proven by only (50%).

In the last session, data revealed that all the pupils (100%) were happy and motivated to learn English. What made the majority of them (80%) actively participate without hesitation during the lesson time. Because the pupils found English funny and easy to learn, no one (0%) was stressed or unready to learn about it.

2.3.5. Discussion of the Results

Based on the description of the data obtained, several remarks can be made. First, as the main results of the pupils' questionnaire reveal, the overwhelming majority of the pupils are ready, interested, and motivated to learn English. Most of the pupils indeed take part in the learning process, as they actively participate during English classes. Alternatively, some of the pupils seem to be more hesitant to speak up or participate in the classroom, and this can be explained by the fact that learning a foreign language, especially at the beginner level, can be challenging to feel confident and comfortable enough to take an active role.

Furthermore, pupils who were under observation reported different levels of parental concern regarding homework and other learning difficulties. As for the urban region, nearly 100% of the parents helped their children with their homework; however, only 50% of parents from the rural region were involved in their children's education and often assisted them with homework. This can be justified by the various socio-cultural backgrounds of parents from urban and rural areas, which can significantly influence their level of involvement in their children's education.

In general, parents from urban areas tend to have higher levels of education, income, and occupation status, which can provide them with more resources and knowledge to support their children's learning. On the other hand, parents from rural areas may have limited access to education and fewer resources to support their children's language acquisition. As a result, children will encounter lower levels of parental involvement.

The valuable results of observing three EFL sessions in two primary schools from one rural and one urban region can be divided into two categories. First and foremost, third-year students display unwavering motivation and eagerness to learn English. Among many reasons, some pupils may simply have a personal interest in the language; others may be motivated because of familial expectations. Second, despite children's enthusiasm to learn a new foreign language, their parents' socio-cultural background can influence their language-learning journey. Additionally, parents' proficiency in English can lead them to place different levels of emphasis on their children's education.

Conclusion

The present chapter covered the practical insights from both the pupils and their parents. The chapter is dedicated to study the perception of the pupils and the influence of socio-cultural background on children learning EFL, by analysing the data gathered from the pupils, parents,

and classroom observation. Additionally, the classroom observation was administered to reinforce the research assumptions. Thus, the main findings reveal that children are accepting the idea of studying English in primary school, they are happy to learn English and become fluent. Yet, the socio-cultural background of the pupils appears to influence their performance especially when it comes to parental involvement in the educational performance of their children, and their accessibility to different resources that helps in the education. Overall, the data obtained from the tools used before proves that the socio-cultural background somehow influences the learning of English as a foreign language for young children.

Recommendations

This research attempts to draw upon the issue of the effect of socio-cultural background on youngsters' learning of English as a foreign language. Respectively, the findings of this research enable us to draw recommendations for educators to keep in mind while teaching a foreign language to young children in a collectivistic society. In the same vein, it is for parents who believe that children's education depends on the school only, neglecting the fact that children's first school is home. Similarly, these recommendations are set to pave the way for future researches in the same study.

EFL teachers

- Highlighting the problems seen in pupils and discussing them with parents. In other words, teacher's job does not stop with delivering the information; they continue to discover what hinders their understanding and what changes their perception.

- Teachers in primary school should work as therapists, parents, and educators at the same time because learners are at a critical age where they need help, love, and care.

- Teachers should vary their methods to meet the needs of all students.

- Teachers should motivate pupils to love learning the foreign language.

Parents

- For children's effective learning, it is recommended for parents to create a healthy, positive atmosphere that prompts natural, effective learning.

- Parents are asked to carry neutral beliefs about education to avoid affecting children's perception.

- Parents should not involve the children in their individual conflicts with teachers.

- As education is very important for young children, it is better for parents to consider their children's education as a lifetime investment.

Future researchers

Our study paved the way for future works that fall in the same line of research. This study was conducted as a first step after the implementation of English in primary school.

For further research, we recommend:

- Using other research instruments, such as conducting an interview with parents and teachers of English, to gather more detailed information, and take a larger sample of pupils.

- Focus on other hindrances pupils in third-year primary school face in their journey to learn English.

- Invite parents and educators to speech days and discuss with them effective ways to make children benefit from foreign language learning.

Limitations of the study

Some flaws and obstacles were encountered during this study; some were encountered during the methodological part and others during the process of collecting data.

Clearly, the lack of resources hinders students' progress because the study is new for this sample.

1. The small scale of research only 80 pupils and 80 parents due to the difficulty of collecting data from third-year primary school pupils. Students were the ones who asked, translated, and answered the questionnaire, while pupils only listened and responded. As a result, the findings of this research cannot be generalised to a larger population.

2. It was so hard to make pupils respond to open-ended questions.

3. Another challenge is relying on the pupils' answers, as they know little about their families.

4. The students faced a time constraint during the process of finishing this research, which prevented them from going to more schools in different provinces in the country and conducting more interesting research instruments, such as interviews with teachers and parents.

5. Parents' ignorance of the importance of their contribution to our research.

6. The majority of the parents did not answer the open-ended questions.

7. The obstacles we faced while conducting observation, like the absence of the teacher, or the unsuitable lessons (session of writing that includes no interaction).

General Conclusion

English language study is in high demand nowadays due to its role in worldwide communications. Teaching English in primary school has become more of a necessity than at any other time. Children have great capacities to learn foreign languages that should not be wasted. Thus, children learning foreign languages encounter many hindrances that slow down their natural learning performance. One of the most intriguing obstacles is the influence of socio-cultural background, that is to say, parents educational level and income, society, the family's beliefs, and culture. Our research aims to investigate both pupils' perceptions and parents' beliefs, as well as the environmental influence of society on learning EFL for the first time in Algerian primary schools.

Our research consists of two chapters: a theoretical part, which consists of two sections that consider the two variables. Hence, the second chapter deals with the practical part of collecting data, analysing it, and discussing it using two questionnaires, one for pupils and the other for one of their parents, and a classroom observation that is used to get a clear vision of pupils' perceptions and prove the findings of the two questionnaires.

In summary, the findings of our study emphasize the happiness and motivation demonstrated by children in their quest to learn English as a foreign language. The positive perspectives of parents further contribute to children's language acquisition journey. However, the socio-cultural backgrounds of parents exert a notable influence on children's learning achievements; it directly affects the level of support and guidance provided by parents. By recognizing and addressing this influence, we can promote equitable access to quality language education, ensuring that all children have the opportunity to excel in learning English as a foreign language, regardless of their socio-cultural background.

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Appendices

The Students Questionnaire

Dear pupils,

You are kindly invited to answer the following questions, which aim to investigate "The Effects of Socio-Cultural Background on Learning English as a Foreign Language for Young Children." The case of third-year primary school. It is not a test, so there would not be a right or wrong answer. Your answers will remain anonymous; and will be used only for the academic purpose. So feel free to share your thoughts with us. Bear in mind that the more honest you are, the more helpful it will be for our research.

Please put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible in some questions. Make a full statement in the space provided whenever required. Thank you in advance for your collaboration.

أعزائي التلاميذ،

أنتم مدعوون للإجابة على الأسئلة التالية، والتي تهدف إلى التحقيق في "آثار الخلفية الاجتماعية والثقافية على تعلم اللغة الإنجليزية كلغة أجنبية للأطفال الصغار". حالة السنة الثالثة ابتدائي. إنه ليس اختبارا، لذلك لن تكون هناك إجابة صحيحة أو خاطئة. ستبقى إجاباتك مجهولة الهوية. وسيتم استخدامها فقط للأغراض الأكاديمية. لذلك لا تتردد في مشاركة أفكارك معنا. ضع في اعتبارك أنه كلما كنت أكثر صدقا، كلما كان ذلك أكثر فائدة لبحثنا.

يرجى وضع علامة (✓) في المربع المقابل لإجابتك، ولاحظ أن أكثر من إجابة واحدة ممكنة في بعض الأسئلة. قم ببيان كامل في المساحة المتوفرة كلما لزم الأمر. شكرا لكم مقدما على تعاونكم.

<u>Section One:</u> Studying English as a foreign language.

Q1. What was your reaction when you first heard about the decision to study English alongside French in the third year of primary school?

a) ☐ Excited

b) ☐ Happy

c) ☐ Afraid

d) ☐ Sad

س 1. كيف كان شعورك عندما سمعت لأول مرة عن قرار دراسة اللغة الإنجليزية إلى جانب الفرنسية في السنة الثالثة

ابتدائي؟

(a ☐ متحمس

(b ☐ سعيد

(c ☐ عفوية

(d ☐ خائف

(e ☐ حزين

Q2. Have you ever studied English before?

a) ☐ Yes

b) ☐ No

س 2. هل سبق لك أن درست اللغة الإنجليزية من قبل؟

(a ☐ نعم

(b ☐ لا

Q3. How did you feel in your first session?

……………………………………………………………………………………………

……………………………………………………………………………………

س 3. كيف كان شعورك في أول الدرس

……………………………………………………………………………………

……………………………………………………………………………………

Q4. How frequently do you raise your hand to answer your teachers' questions during the lesson?

a) ☐ Always

b) ☐ Sometimes

c) ☐ Rarely

س4. كم مرة ترفع يدك للإجابة على أسئلة معلمتك أثناء الدرس؟

(a ☐ دوما

(b ☐ أحيانا

(c ☐ نادرا

Section Two: The impact of sociocultural background on learning EFL.

Q5. What is the educational level of your parents?

a) ☐ Primary school

b) ☐ Middle School

c) ☐ Secondary School

d) ☐ University

س 5. ما هو المستوى التعليمي لوالديك؟

(a ☐ ابتدائي

(b ☐ متوسط

(c ☐ ثانوي

(d ☐ جامعي

Q6. Does your parents work?

a) ☐ Mother

b) ☐ Father

c) ☐ Both

س 6. هل يعمل والداك؟

(a ☐ الأم

(b ☐ الأب

(c ☐ كلاهما

Q7. Who helps you to study the English language at home?

a) ☐ My mother

b) ☐ My father

c) ☐ My siblings

d) ☐ My neighbour

e) ☐ My cousin

س 7. هل لديك من يساعدك على دراسة اللغة الإنجليزية في المنزل؟

(a ☐ أمي

(b ☐ والدي

(c ☐ إخوتي

(d ☐ جاري

(e ☐ قريبي

Q8. Does your parents value your education?

a) ☐Yes

b) ☐ No

س 8.هل يقدر والداك تعليمك؟

(a ☐ نعم

لا ☐ (b

Q9. Do you find support from people around you to study English?

    a) ☐Yes

    b) ☐ No

س 9. هل تجد الدعم من الناس من حولك لدراسة اللغة الإنجليزية؟

نعم ☐ (a

لا ☐ (b

Q10. Do you want to develop your level in English?

    a) ☐Yes

    b) ☐ No

Please exemplify

....

....

س 10. هل ترغب في تطوير مستواك في اللغة الإنجليزية؟

نعم ☐ (a

لا ☐ (b

يرجى تقديم الشرح

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you for your contribution. We really appreciate your time

شكرا لك على مساهمتك الثمينة. نحن نقدر وقتك

The Parents' Questionnaire

Dear Parent,

You are kindly asked to answer the following questionnaire as a part of our research. It aims to investigate and assess the influence of socio-cultural background on learning English as a foreign language for young children. Be sure that the answers of this questionnaire will be anonymous and will be used only for academic purposes.

Please put a tick (✓) in the box corresponding to your answer, and note that you can choose more than one answer. Thank you in advance for your cooperation.

عزيزي الوالد,

يرجى منك الإجابة على الاستبيان التالي كجزء من بحثنا. يهدف هذا الاستبيان إلى التحقيق وتقييم تأثير الخلفية الاجتماعية الثقافية على تعلم اللغة الإنجليزية كلغة أجنبية للأطفال الصغار. تأكد من أن إجابات هذا الاستبيان ستكون مجهولة المصدر وسيتم استخدامها فقط للأغراض الأكاديمية.

يرجى الإجابة على الأسئلة بوضع علامة (✓) في المربع المقابل لإجابتك, ولاحظ أنه يمكنك اختيار أكثر من إجابة واحدة.

شكرا لكم مسبقا على تعاونكم.

Section One: Background Information

Q1. Are you:

a) The Father ☐

b) The Mother ☐

س1. هل أنت

(a ☐ الأب

(b ☐الأم؟

Q2. Please specify the language (s) that you speak.

a) Arabic ☐

b) English ☐

c) French ☐

س2. يرجى تحديد اللغة (اللغات) التي تتحدثها.

(a ☐ العربية

(b ☐ الإنجليزية

(c ☐ الفرنسية

Q3. Please specify your level of education.

a) Never went to school ☐   b) primary grades ☐   c) Middle school ☐

d) High school graduate ☐   e) University ☐

س3. يرجى تحديد مستواك التعليمي.

التعليم المتوسط ☐ (c   التعليم الابتدائي ☐ (b   a) ☐ لم أذهب إلى المدرسة قط

جامعي ☐ (e   d) ☐ التعليم الثانوي

Q4. Do you have a job?

a) Yes ☐

b) No ☐

If yes, please specify your job.

....

....

س4. هل لديك وظيفة؟

(a ☐ نعم

(b ☐لا

إذا كانت الإجابة نعم ، يرجى تحديد وظيفتك.

....

....

Section Two: Parents' Perspectives towards English as a Foreign Language

Q5. Do you think that learning foreign languages for your children is important nowadays?

    a) Yes ☐

    b) No ☐

س5. هل تعتقد أن تعلم اللغات الأجنبية لأولادك مهم في الوقت الحاضر؟

(a نعم ☐

(b لا☐

Q6. Do you think that English is a very important language nowadays?

    a) Yes ☐

    b) No ☐

س6. هل تعتقد أن اللغة الإنجليزية هي لغة مهمة جدا في الوقت الحاضر؟

(a نعم ☐

(b لا ☐

Q7. I am for the introduction of English in the primary school this academic year instead of delaying it until the middle school, please justify why?

    a) Agree ☐

    b) Strongly agree ☐

    c) Disagree ☐

    d) Strongly disagree ☐

Please justify your answer.

....

....

س7. أنا مع إدخال اللغة الإنجليزية في المدرسة الابتدائية هذا العام الدراسي بدلا من تأخيرها حتى المدرسة المتوسط. يرجى

تبرير السبب.

(a) موافق □

(b) □موافق بشدة

(c) □أختلف

(d) □لا أوافق بشدة

التبرير :

....

....

Q8. If you agree on introducing English language at primary schools, do you think that the

third grade is the appropriate level to introduce it?

    a) Yes □

    b) No □

س8. إذا كنت موافق على إدخال اللغة الإنجليزية في المدارس الابتدائية ،فهل تعتقد أن الصف الثالث هو المستوى المناسب

لإدراجها؟

(a) □نعم

(b) □لا

Section Three: Parents' Sociocultural Background

Q9. Do you think that your educational level can influence your child's education?

    a) Yes □

    b) No □

س9. هل تعتقد أن مستواك التعليمي يمكن أن يؤثر على تعليم طفلك؟

a) نعم ☐

b) لا☐

Q10. Do you think that your children adopt your beliefs about education?

a) Yes ☐

b) No ☐

س10. هل تعتقد أن أطفالك يتبنون معتقداتك حول التعليم؟

a) نعم ☐

b) لا ☐

Q11. Do you agree that children from high income academically achieve better than those from low income?

a) Agree ☐

b) Strongly agree ☐

c) Disagree ☐

d) Strongly disagree ☐

س11. هل توافق على أن الأطفال من ذوي الدخل المرتفع يحققون أكاديميًا أفضل من الأطفال من ذوي الدخل المنخفض؟

a) موافق ☐

b) موافق بشدة ☐

c) أختلف☐

d) لا أوافق بشدة☐

Q12. Are you accustomed to the English culture?

a) Yes ☐

b) No ☐

س12. هل أنت معتاد على الثقافة الانجليزية؟

a) □ نعم

b) □لا

Q13. Do you accept the differences that exist between the Algerian culture and English culture?

a) Yes □

b) No □

س17. هل تقبل الاختلافات الموجودة بين الثقافة العربية والثقافة الانجليزية؟

a) □ نعم

b) □ لا

Q14. Do you show the English culture to your child at home through different sources?

a) Yes □

b) No □

If yes, please specify.

a) □ Internet   b) □ Books   c) □TV   d) □ Relatives

س14.هل تظهر الثقافة الانجليزية لطفلك في المنزل من خلال مصادر مختلفة ؟

إذا كانت الإجابة نعم ، يرجى تحديد اجابتك.

a) □االأنترنت   b) □ الكتب   c) □التلفاز   d) □ الأقارب

Q15. Do you think that learning about English culture is important?

a) Yes □

b) No □

س15. هل تعتقد أن تعلم الثقافة الانجليزية مهم.

a) □ نعم

b) □لا

Q16. Learning about English culture motivates my child to learn English more.

    a) Agree ☐

    b) Strongly agree ☐

    c) Disagree ☐

    d) Strongly disagree ☐

س16. تعلم الثقافة الانجليزية يحفز طفلي على تعلم اللغة الانجليزية أكثر.

(a) موافق ☐

(b) موافق بشدة ☐

(c) أختلف☐

(d) لا أوافق بشدة☐

Q17. Does learning English for your child help him only to get a good job in the future?

Please justify your answer.

    a) Yes ☐

    b) No ☐

If no, please justify your answer

....

س17. هل تعلم طفلك للغة الانجليزية يساعده فقط في الحصول على وظيفة جيدة في المستقبل؟

(a) نعم ☐

(b) لا ☐

إذا كان الجواب لا، يرجى تبرير إجابتك.

....

Thank you for your contribution.

شكرا لك على مساهمتك الثمينة.

ملخص

تسعى هذه الدراسة إلى استكشاف تأثير الخلفية الاجتماعية والثقافية على تعلم الأطفال للغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية. وبعبارة أخرى، تأثير المستوى التعليمي للوالدين ودخلهم ومعتقداتهم على تعلم أطفالهم للغة، إلى جانب التأثير المجتمعي الأوسع والذي يشكل كفاءة الأطفال في اللغة. في سياق هذه الدراسة، يتم طرح ثلاثة أسئلة بحثية: (1) ما هو تصور الأطفال اتجاه تعلم اللغة؟ (2) هل التلاميذ متحمسون لتعلم اللغة الإنجليزية؟ (3) هل يؤثر المجتمع والآباء على تعلم الأطفال للغة الإنجليزية كلغة أجنبية؟ لتحقيق أهداف البحث، تم استخدام كل من المنهج نوعي والكمي. لجمع البيانات، تم إعداد وتوزيع استبيانين: الأول موجه إلى 80 تلميذا في السنة الثالثة يلتحقون بست مدارس في المناطق الحضرية والريفية، والثاني موجه إلى 80 من اولياء هؤلاء الأطفال. أخيرا، تم إجراء مراقبة الفصول الدراسية الطبيعية خلال جلسات تدريس اللغة الإنجليزية. تظهر النتائج أن الأطفال يظهرون الحماس والدافع لتعلم اللغة الإنجليزية كلغة أجنبية. ومع ذلك، تؤثر الخلفية الاجتماعية والثقافية لوالديهم على اكتسابهم للغة من خلال تأثيرها على مشاركة الوالدين في رحلة التعلم الخاصة بهم. ستساهم نتائج البحث هذه في الأدبيات الموجودة حول اكتساب اللغة الثانية والنظرية الاجتماعية والثقافية من خلال تسليط الضوء على التفاعل الدقيق بين العوامل الاجتماعية والثقافية وتعلم الأطفال للغة الإنجليزية كلغة أجنبية. في النهاية تقدم الدراسة العديد من التوصيات المقترحة للمعلمين وأولياء الأمور والباحثين في المستقبل، بالإضافة إلى بعض العراقيل التي واجهتها دراستنا.

Résumé

La présente étude s'efforce d'explorer l'effet du contexte socioculturel sur l'apprentissage de l'anglais comme langue étrangère par les enfants dans les écoles primaires algériennes. En d'autres termes, l'effet du niveau d'éducation, du revenu et des croyances des parents sur l'apprentissage de la langue de leurs enfants, ainsi que l'influence sociétale plus large, façonnent la maîtrise de la langue par les enfants. Dans le contexte de cette étude, trois questions de recherche sont posées : (1) Quelle est la perception des enfants vis-à-vis de l'apprentissage des langues ? (2) Les élèves sont-ils motivés à apprendre l'anglais ? (3) La société et les parents affectent-ils l'apprentissage de l'anglais comme langue étrangère par les enfants ? Pour atteindre les objectifs de la recherche, des approches qualitatives et quantitatives ont été utilisées. Pour recueillir des données vitales, deux questionnaires ont été élaborés et distribués : un à 80 élèves de troisième année fréquentant six écoles dans des régions urbaines et rurales, et un autre à 80 parents de ces enfants. Enfin, une observation naturaliste en classe a été réalisée lors des sessions régulières d'enseignement de l'anglais. Les résultats montrent que les enfants manifestent de l'enthousiasme et de la motivation pour apprendre l'anglais comme langue étrangère. Cependant, le contexte socioculturel de leurs parents influence leur acquisition de la langue par son impact sur l'implication des parents dans leur parcours d'apprentissage. Ces résultats de recherche contribueront à la littérature existante sur l'acquisition de la langue seconde et la théorie socioculturelle en mettant en lumière l'interaction nuancée entre les facteurs socioculturels et l'apprentissage de l'anglais comme langue étrangère par les enfants. Plus important encore, cette recherche vise à promouvoir des environnements d'apprentissage des langues plus inclusifs et efficaces qui tiennent compte des contextes socioculturels. Finalement, l'étude propose plusieurs recommandations suggérées pour les enseignants, les parents et les futurs chercheurs, ainsi que certaines limites rencontrées dans notre étude.