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**The Role of Parental Involvement in Developing  
Children's EFL Literacy:  
the Case of First Year Middle School Pupils  
at Ben Badis, Ouargla**

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## **Dedication**

*I dedicate this dissertation to all my family,  
my friends and my colleagues.*

*I would not have been able to finish this  
study without the countless times that they  
helped me along the way.*

## **Acknowledgements**

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## **Abstract**

This study considers the researchable problem of whether students are missing the potential help that parents may offer in their children's EFL literacy learning. Research into the factors that promote positive language growth and learning in young children is central to addressing achievement gaps that exist in children. Children enter school with different levels of skill, and these differences often affect children's subsequent language growth, cognitive development, literacy and academic achievement. Thus it is necessary to examine parents' actions and behaviors while working with their children on EFL literacy tasks at home. The results have shown that parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Reciprocally, research affirms that inappropriate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011). In essence, parents, children, and other significant relatives can create rich learning environments to enhance children's academic development. Recommendations were made, which could benefit other schools wishing to improve parents' involvement in their children's EFL literacy.

**Key words:** EFL, literacy, parent involvement, student performance, tasks

## **List of Abbreviations**

**EFL:** English as Foreign Language

**I.Q :** Intelligence Quotient

**P.I:** Parental Involvement

**(ZPD):** Zone of Proximal Development

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# **General**

## **Introduction**

# **General Introduction**

## **1. Background of the Study**

Within the societal context norms in the later of 18<sup>th</sup> century, the family job was divided into two: the financial source (breadwinner) was the male's role while controlling house was the female's occupation. However, the year 1897 was a turning point in the structure of family and this change and transformation was brought about by the Parent Teacher Association (PTA). This later, was created by a group of mothers and teachers across the nation, and the aims of PTA were to facilitate parental participation in a school since they supported the idea that the primary role model in children learning is their parents as well as protect and promote children's rights (Gestwicki, 2007).

Currently in the 21st century, another important shift has been investigated relying on academic and social aspects, schools nowadays substitute for families' role and that because of two reasons; the first concerns financial support and the second is the lack of disconnection between parents and school.

Burns (1993) stated that most important aspirations of every parent in many cultures are assertion of their children's academic achievement and success in school career; many schools are trying to involve families in schools environments. In 1997, Parental Involvement has been ensured in the Labour Government's program. When New Labour came into power, they proposed to create courses for those families who are struggling to give supportive home environment to their children (Gestwicki, 2007).

## **2. Statement of the Problem**

Since mastering English literacy is often regarded as the hallmark of a well-education, EFL children are expected to improve their learning skills. In fact, developing academic literacy goes far beyond the mastery of rules of grammar and mechanic study skills but it includes social and cultural practices. More importantly, much study has been conducted concerning English literacy. In the present study we attempt to examine the contributions of parents' involvement in the development of children's EFL literacy since the latter is considered as a way of facilitating what seems as a difficulty.

### **3. Purpose of the Study**

The overall aim of the present study is to investigate whether parent involvement influence pupils' performance at the middle school level.

### **4. Research Questions**

The present study aims at answering the following questions:

- What are the contributions of parents' involvement in children's EFL literacy?.
- What factors enable parents to provide a supportive environment to their young children?.

### **5. Research Hypotheses**

The following hypotheses are formulated:

- There will be a positive effect of parents' level of involvement on their children school achievement.
- Factors that may affect the level of parental involvement include parents' educational background, lack of knowledge about curriculum, lack of time, language, school staff attitudes and environment, family structure, students' age, students' gender and students' achievement level.

### **6. Significance of the Study**

This study is significant as it suggests additional research that may indicate student achievement is directly linked to parental involvement. In turn, academic achievement may serve to motivate parents and families to continue or become more involved in school activities. Parents, students, and educators can use these findings to develop programs and strategies to increase parental involvement.

### **7. Limitations and Delimitations**

This study was limited to intermediate school pupils who attended one middle school located in central Ouargla during the 2018-2019 academic year. For the purpose of this study, gender, socioeconomic status and student attendance were not considered. The experience of the teachers was also not considered.

## **8. Structure of the Dissertation**

This dissertation contains two parts. Chapter one is all about the review of literature where some insights regarding parental involvement and English literacy are provided. The following major points are explored: Factors influencing Parent Involvement methods to increase parental involvement and theories supporting parental perspectives on literacy building. Also, this chapter discusses the definition of Literacy, the role of home –based parental Involvement in English language learning and the factors which influence children’s EFL literacy. As far as the second chapter is concerned, it outlines the methodology and procedures used in this research. It identifies the population and the sampling as it describes the data collection tools and the analysis of the major findings. Finally, it includes a general conclusion to discuss the various implications of the study.

## **9. Definition of Key Terms**

**English as a foreign language (EFL):** English as a foreign language is a subject that includes reading, writing, and speaking English.

**Literacy:** "Literacy is not simply how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use"(Scribner, Cole, 1981:236).

**Parents:** For the purpose of this study, parents include family members, siblings, guardians, aunts and uncles, and grandparents who are involved in school for the benefit of a specific student.

**Parent Involvement:** "It is referred to parental engagement in learning and that involvement is neither limited within home atmosphere nor is restricted to certain learning tasks" (Redding, 1992).

**Student Performance:** Performance refers to students’ academic efforts and is measured using test scores.

**Tasks:** work to be done or undertaken by pupils with their parents at home.

# **Chapter One**

## **Literature Review**



# Chapter One: Literature Review

## Introduction

The term of parental involvement has been a major topic of discussion for several years. Hill, N.E., Castellino, D.R., Lansford, J.E., Nowlin, P., Dodge, K.A., Bates, J.E., & Petit, G.S. (2004) define parental involvement as linking point between parents and schools to raise children's academic success. It is popularly thought that Parents are the first teacher and valuable source for children's education. This can be applicable with children learning a foreign language, since English learning is a part of education system.

Cooperation between parents and schools may be more helpful in obtaining better results in children's learning than parents and schools working separately (Henderson, A. & Mapp, K, 2002). Effective learning depends not only on the children him/herself, but also on the desire to learn as it depends on his/her parents and their helping hands; that is, parents' remarks, attitudes and the corrections may help children in their school achievement .

## 1.1 The Concept of Parental Involvement

In countries where English is used as foreign language, teach English is not an easy task. For many families and teachers teaching English can be seen as a challenge, especially when there is disconnection between school and parents. In order to improve teaching and learning EFL processes, it is important to know what goes beyond the English classroom. In doing so, discovering the role of home environments in general and parental involvement in particular can be a good starting point.

It is popular thought that parents are child's first teachers. In this regard, a parent could be potential helper in their children's EFL literacy, since learning English is part of education. There are several definitions of parental involvement. According to Redding (1992) it refers to parental engagement in learning and that involvement is neither limited within home atmosphere nor is restricted to certain learning tasks. Sheldon and Epstein conceptualize it as complex interactions and cooperation between classroom environment and parents which create opportunities for children to boost their academic success.

It is evidenced that child's education develops through three steps: family where it starts then school, the place where it gets shape, and the social environment where child's education continues its development .In other words, parents are child's first teachers who are supposed to be source of motivation and support for them. That is, it would be appropriate to say that the success of children in their education is due to the great cooperation between families, schools.

According to Park (2008) it is very hard to separate culture from parental involvement. Especially, the relative effect may vary because of social and cultural contexts. Because of cultural and social diversity, parental engagement may differ from country to another as well as in family structure. Epstein (1992) claimed that there are five forms of parental involvement 1) Positive home atmosphere, 2) parent and school contact, 3) school participation, 4) home learning tasks, 5) parents' education resource. He also claimed that it changes from one child to another depending on their families, schools and societies where the child interacts.

In language learning research, parental involvement is considered as a crucial factor in developing children's EFL learning. Brannon and Dauksas (2012) mentioned that parents' participation in their children's EFL learning is very beneficial, since parents are a valuable source of knowledge and the best teacher to their children.

According to the study conducted by Vygotsky (1978), children can reach highest level when there is help from others like parents, school and community. In this sense, parental practices can be seen as a beneficial way to develop English language learning.

## **1.2 Factors Influencing Parent Involvement**

Cojocariu and Mares (2004) stated that the term of "barriers in parental involvement" refers to describe the situation when there are negative influential elements. According to them there are certain factors that may inhibit parents to participate in their children's education and learning. There are three major factors that affect the parental involvement:

### **1.2.1 Parent Related Factors**

One of the barriers factors that may affect the parental involvement is socio-political factor such as the negative experiences that parents have lived before in school for instance being scared of talking to teachers may play major role in the way parents deal with their children(Jafarov, 2015; LaRocque, Kleiman& Darling, 2011).

Parents' educational level also influences the way parents participate in their children's education. In case that parents who have low level of education, their engagement is less effective in comparison with parents with high education level since they lack self- confidence and feel unable to be in contact with school staff .However, parents with good-education show more authority and flexibility when dealing with school staff. Moreover, parents' income is a considerably significant factor in parental engagement (Lee & Bowen, 2006).

Cultural differences are also an issue that may affect parental involvement. The guidance paths that families follow are culturally specific .Sternberg (1985) point out that ideas of intelligence are differed from culture to another, therefore different parenting styles are culturally varied. For example, Asian heritage parenting style is portrayed as highly controlling in comparison with other styles such as the European style.

### **1.2.2 School Related Factors**

The complex structure and language that are used in schools may cause gaps between parents and school. Since parents consider the academic language that teachers use is a real obstacle for them to getting touch with school staff (Aronson, 1996).

Another factor which may affect parental involvement is teachers' effectiveness. Studies show that parents are more supportive if teachers show more efficiency and effectiveness. According to these studies there are three categories of P.I activities, which are related to teacher's efficacy: conference, parents as volunteers, and parents as educators (Berman, 1977).

In addition, the misunderstanding of children's learning needs is a real barrier that may impede parental contribution for example complexity of curriculum spoils children's comprehension of the education process (Crozier, 1999, p. 228).

### **1.2.3 Student Related Factors**

There is an inverse relationship between children age and parental involvement. In other words, involvement increases when children are very young since it is commonly known that during their early age development children must spend more time with their parents. The parents' intervention may help to correct the wrong views that children may learn from their environment, for example parents may clarify and practice some vocabulary to help children discover and develop their skills and teach them how to use the words correctly and appropriately (Hornby & Lafaele, 2011).

Children's gender is also an element that has great impact on parental involvement. Namely, a mother who has a male child shows less interest in her child schooling than a mother who has a female pupil. This is very noticeable in Arabic countries and it is due to cultural considerations especially when parents feel that girls are weak and therefore they need more protection than a boy wherever they are, in school, home or streets. This explains why generally girls get better grades than boys in school. Furthermore, children's success in school is another factor which influences parental engagement; the more successful is the child, the more parents are involved (Potvin, 1999)

### **1.3 Methods to increase parental Involvement**

Many educators advocate more parental participation in the school curriculum. Avila Daza and Garabito (2009) noted that when parents are engaged in their children's school lives, students have the home support and knowledge they need to not only do their homeworks, but also develop a lifelong love of learning. Consequently, and for better understanding and using of it, there are some models that have been developed. The major two common models which are widely used the first one is Epstein and the second one is Hoover-Dempsey. In so doing, the following subsection will give more details on these two popular models

#### **1.3.1 Epstein's Parent Involvement perception**

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. The Joyce Epstein (Epstein) Model was developed by Joyce Epstein in 1980 to inform school staff on how parents can be involved with their child's learning at home, within the school and community

(Bower & Griffin, 2011; Epstein et al., 2011). These six components, which is foundational for parental involvement, are; a) parenting, b)communicating, c) volunteering, d) learning at home, e) decision making, and f)community collaborations (Bower & Griffin, 2011; Epstein et al., 2011)

#### **1.3.1.1 Parenting**

Helping all families establish home environments to support children as school pupils

- Parent education and other courses or training for parents (e.g., family literacy).
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school.

#### **1.3.1.2 Communicating**

-Establishing effective forms of school-to-home and home-to-school communications about school programs and children's progress.

- Meetings with every parent at least once a year.
- Periodical schedule of useful notices, memos, phone calls, newsletters, and other communications.

#### **1.3.1.3 Volunteering**

- Encouraging and organizing parent help and support.
- School and classroom volunteer program to help teachers, administrators, students, and parents.
- Parent room or family center for volunteer work, meetings, and resources for families.

#### **1.3.1.4 Learning At Home**

-Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for students in all subjects at each grade.
- Family participation in setting student goals each year and in planning for school or work.

#### **1.3.1.5 Decision Making**

- Including parents in school decisions, developing parent leaders and representatives.
- Active parent organizations, advisory councils, or committees for parent leadership and participation.
- Independent advocacy groups to work for school reform and improvements.

- Networks to link all families with parent representatives.

### **1.3.1.6 Collaborating with Community**

- Determining and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development. - Information for students and families on community health, cultural, recreational and social support.
- Information on community activities that are related to learning skills and talents, including summer programs for students.
- Service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others).

Although Epstein's perception is an important model in fostering Parent Involvement in children's education, it has been criticized for overemphasizing the importance of standardized educational aspects and neglecting the psychological attributes.

In contrast with Epstein's model, the Hoover-Dempsey and Sandler model of the parent involvement process suggests that family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes.

### **1.3.2 Hoover-Dempsey and Sandler's Parent Involvement Model**

The second parenting model that will be examined in this literature review is the Hoover-Dempsey Sandler (HDS) model. Kathleen Hoover-Dempsey and Howard M.Sandler developed the HDS Model around 1995, which suggests five hierarchal levels that look into the context of parent involvement, all of which achieve to academic success(Hoover-Dempsey & Sandler, 1995).

According to Hoover-Dempsey &Sandler the five levels are; a) how parents decide to become involved, b) how parents shape behaviours at home and school, c) how parents model, motivate, and instruct students, d) how parents develop appropriate actions and the school's expectations of them, and e) how students' outcomes express skills, knowledge, and self-efficacy success (Ice & Hoover-Dempsey, 2011; Lavenda,2011)

## **Level 1:“What Motivates Parents to Become Involved in Their Students’ Education?”**

Contextual motivators of involvement include:

### **1. General school invitations/school climate**

Do parents perceive the school as welcoming, school personnel as respectful & interested, school practices as consistently informative and responsive to parental questions & suggestions?

### **2. Specific invitations from teacher(s)**

Do(es) the student’s teacher(s) regularly offer specific, manageable, and reasonable suggestions for parents in helping the student study, learn, and succeed in school?

### **3. Specific invitations from the student**

Does the student--on his/her own, or in the context of family-interactive assignments--ask the parent (verbally or behaviorally) for help with school-related work?

## **Level 2:“What Learning Mechanisms do Parents Engage in the Course of Involvement?”**

### **1. Encouragement**

Parents’ explicit, often affectively charged, support for students’ active engagement in activities related to school tasks and learning;

### **2. Modeling**

parents serving as a model of interests, attitudes and behaviours linked to successful learning (e.g., motivation to learn, use of goal-setting, strategy adjustment) & explicit modeling in the course of instruction;

### **3. Instruction**

Parents’ engagement with student in indirect (e.g., showing interest, scaffolding) .

## **Level 3:“Student Perceptions of Parental Involvement”**

Students’ perceptions of their parents’ involvement are important because:

- Students’ perceptions of events mediate the influence of those→ events on their learning (e.g., Dornbusch et al.,1989; Grolnick et al., 1991)

-Parents' involvement attitudes, values and behaviors must be perceived and experienced by students if they are to influence student learning (e.g., Bandura, 1997; Grolnick&Sloviaczek, 1994);

- The meaning of parents' involvement behaviors is subject to varied understandings, e.g., parent understanding, student understanding (e.g., Bandura, 1997; Xu&Corno, 1998)

-Student perceptions and reports of parental behavior are often better predictors of student outcomes than are parent reports of behavior (e.g. Ibanez et al., 2004; Reynolds et al., 1996; Steinberg et al., 1992)

#### **Level 4:“What are the Proximal Outcomes (Student Learning Attributes) of Parents' Involvement?”**

The model includes a selection of student learning attributes that:

-Are subject to parental influence through parental involvement and

-When engaged by the student, are quite likely to contribute positively to student learning and school performance.

**-They include:**

##### **1. Academic self-efficacy**

Beliefs about one's ability to complete school work successfully;

##### **2.(Intrinsic) motivation**

Interest in learning for it's own sake, in addition to or rather than for external rewards (School learning generally requires a mix of extrinsic and intrinsic motivation; at least some intrinsic motivation is essential for successful school learning across time [e.g., Baumrind, 1989; Hokoda&Fincham, 1995; Roeser et al., 2000]);



## Level 5: Parents' motivations for involvement

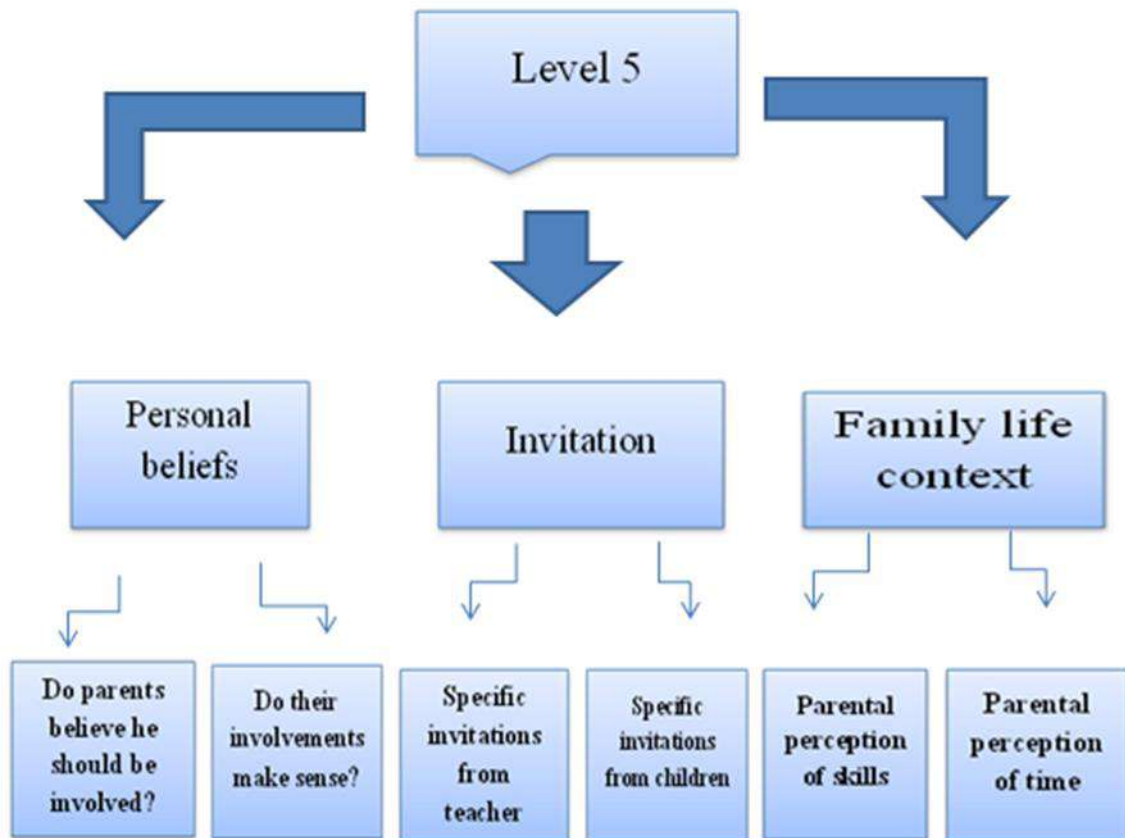


Figure 1.1. The fifth level of Hoover-Dempsey and Sandler's Model

### 1. Personal psychological beliefs

Role construction and sense of efficacy contribute to parents' decisions about becoming involved (e.g., Anderson & Minke, 2007; Bandura et al., 1996; Deslandes Bertrand, 2005; Drummond & Stipek, 2004).

### 2. Contextual invitations to involvement

Specific teacher invitations and specific invitations from the student have emerged as the strongest predictors of parents' involvement to date.

- a. Life context variables.
- b. Knowledge and skills.

Parents are usually likely to avoid activities where they believe their knowledge & skills are insufficient, and choose those that fit their perceptions of personal knowledge & skills (e.g., Garcia Coll et al., 2002; Grolnick et al., 2000; Hoover-Dempsey et al., 1995).

- c. Time and energy

Parents are mostly to choose those activities that fit within their personal family & work responsibilities & routines (e.g., Clark, 1983; Garcia Coll et al., 2002).

d. Family culture

Parents are probably to choose and engage in activities that are consistent with their family values, beliefs, goals (and language) (e.g., Chrispeels & Rivero, 2001; Collingnon et al., 2001).

## 1.4 Theories and Parent Involvement

Theories on parent involvement explore the links between family and school interaction and attempt to identify the reasons for high and low parent participation.

- 1- Piaget's cognitive development theory,
- 2- Socio-cultural theory and language learning (Vygotskian perspectives)
- 3- Ecological Systems Theory

### 1.4.1 Cognitive Development Theory

In the cognitive theory that was put forth in 1952, Jean Piaget emphasized on the universal stages of cognitive development and biological maturation; however, he has not considered the effect that the culture and social setting may have on the cognitive development. The child development stages help parents understand their children better, at schools and in homes. Piaget said "The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done."

Piaget's teachings have practical, educational implications that parents can implement. They include these four tips:

1. Focus on the thinking process, not just the answers and results. Parents should not just focus on whether the child's answer was right or wrong, they should focus on *how* the child came up with the answers. For example when you were in math class and the teacher requires that you show "your work" not just the answers.
2. Discovery learning. Instead of presenting "canned knowledge", discovery learning is preferred, whereby the child learns spontaneously through interacting with the environment and activities.
- 3, Avoid making children into "little adults." Do not present information to children that are developmentally inadequate or too advanced for their level of cognitive functioning. Otherwise the pupils may know how to 'parrot' back the information but they will not understand it.

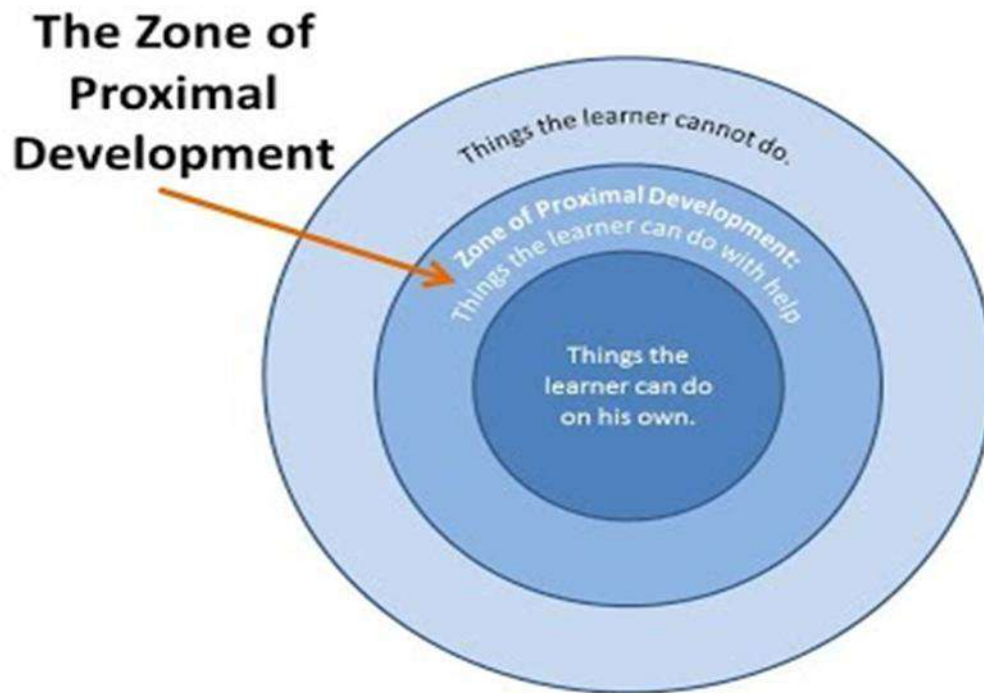
4. Make peace with children's differences in development speed. Piaget notes that every child develops at a different rate, so instead of holding each child to a set of uniform standards, judge your child's progress on an individual basis based on their own history.

According to Piagetian theory, direct instruction is not regarded useful for cognitive structures to develop and the role of the parent and teacher is seen in an enabling capacity rather than an instructional one. Although the environment offers opportunities for cognitive structures to develop and be tested, in general its role is secondary to spontaneous, child-driven developmental processes. Hence children will learn through engagement with relevant experiences and will benefit less from being taught specific skills.

#### **2.4.2. Socio-cultural theory (Vygotskian perspectives)**

Like Piaget, Lev Vygotsky(1995) claimed that learners play an important role in their learning development. For Vygotsky, the emphasis was put on the influence of society in children's learning process. The basic assumption in his sociocultural theory was the relationship between individuals and their social environment. According to Lev Vygotsky (1978) the social and cultural factors have a great influence on development and learning.

Individuals are social beings who are surrounded by their families and are affected by their culture. The contribution of children with their parents in the community is so important for their learning and development of new language because their families are the most valuable teachers for them and their first learning takes place in the community. For this reason children assimilate new learning via their interaction with their parents



**Figure 1.2** *The Zone-of-Proximal-Development*

Vygotsky's (1986) theory argued that learning is socially mediated and that the intervention of adults as they guide children towards more complex levels of knowledge and understanding is particularly important. Vygotsky introduced the concept of the 'zone of proximal development' which he defined as the

distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under parent guidance or in collaboration with more capable peers. [The concept] ... defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow, but are currently in an embryonic state. (Vygotsky, 1978: 86)

Thus, the more skillful individual guides and extends the novice's learning by the provision of useful and adjustable support, using interactive dialogue and models. From this perspective the child's development is critically dependent on their social experiences and the role and influence of the environment is active and central. Vygotsky viewed learning from a cultural perspective and explained that culture is transmitted from one generation to the next through formal and informal education.

The social and cultural framework is considered, within this perspective, as having a significant influence on a child's cognitive development.

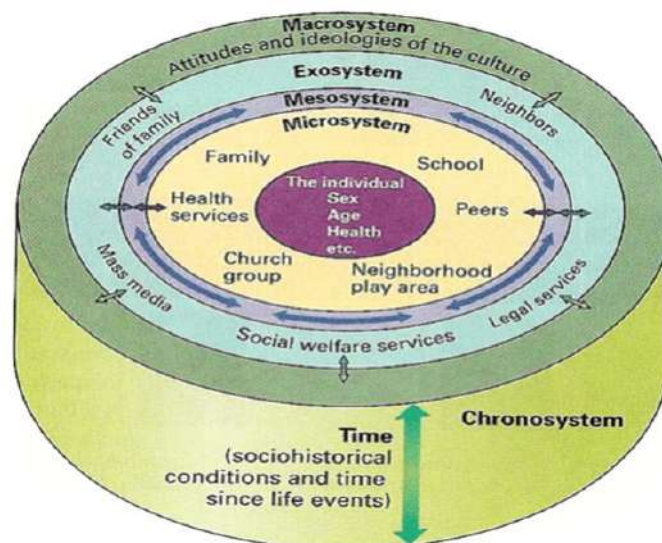
Associating this to EFL, parents can help their children in EFL literacy through:

1. Using English words and asking their children to repeat after them.
2. Helping them in doing English homework tasks and observe whether the children can imitate what they do
3. Solving the problems which are related to their children EFL learning and asking them to complete the solution

### 1.4.3 Ecological Systems Theory

American psychologist, Urie Bronfenbrenner, developed the Ecological Systems Theory to point out how the inherent qualities of a child and his environment interact to influence how he will grow and develop. Bronfenbrenner stressed the importance of studying a child in the context of multiple environments, also known as ecological systems in the attempt to observe and understand his development (Bronfenbrenner, 1979).

The Bronfenbrenner model organizes contexts of development into five levels of external influence. The levels are classified from the most intimate level to the broadest. (Prior & Gerard, 2007).



**Figure 1.3.** Bronfenbrenner's Bioecological Model

### **1.4.3.1 The Microsystem**

It is the smallest and closest environment in which the child lives. As such, the microsystem includes the daily home, school, peer group or community environment of the child.

Interactions within the microsystem typically involve personal relationships with family members, classmates, teachers and caregivers, in which influences are reciprocal. How these groups or individuals interact with the child will influence how the child grows. Similarly, how the child responds to people in his microsystem will also influence how they behave the child in return. More nurturing and more supportive interactions and relationships will certainly stimulate the child's improved development.

### **1.4.3.2The Mecosystem**

It encompasses the interaction of the different microsystems which the growing child finds himself in. It is, in its basis, a system of microsystems and as such, involves connections between home and school, or between peer group and family.

If a child's parents are actively involved in the friendships of their child, invite friends over to their house and spend time with them, then the child's development is affected positively through harmony and like-mindedness. However, if the child's family dislikes their child's peers and severely criticize them, then the child experiences disequilibrium and conflicting emotions, likely affecting his development negatively.

### **1.4.3.4 The Exosystem**

The **exosystem** refers to the connections that may occur between two or more settings, one of which may not contain the developing child but affects him indirectly nonetheless. Other people and places which the child may not directly interact with but may still have an effect on the child, constitute the exosystem. Such places and people may include the parents' workplaces, the neighborhood, and extended family members. For example, a father who is regularly fail for promotion by an indifferent boss at the workplace may take it out on his children and misbehave with them at home.

#### **1.4.3.5 The Macrosystem**

It is the broadest and most remote collection of people and places to the child that still exercises significant influence on him or her. It constitutes of the child's cultural patterns and values, specifically the child's dominant beliefs and ideas, as well as political and economic systems. Children in war-torn areas, for example, will experience a different kind of development than children in communities where peace prevails.

#### **1.4.3.6 The Chronosystem.**

It adds the useful dimension of time, which demonstrates the influence of both change and constancy in the child's environment. The chronosystem may therefore comprise a transformation in family structure, address, parent's employment status, in addition to immense society changes such as economic cycles and wars.

By studying the different systems that simultaneously influence a child, the Bronfenbrenner's Ecological Theory is able to demonstrate the diversity of interrelated influences on the child's development. Awareness of contexts can refine us to variations in the way a child may act in different settings.

For example, a child who continually bullies smaller children at school may show the role of a scared victim at home. Due to these variations, adults concerned with the care of a particular child should show great attention to behavior in different settings or contexts and to the quality and kind of connections that exist between these contexts.

### **1.5 Home –based Parental involvement in English language**

One of crucial factors and agreeable form to bring parents closer to their children's EFL learning is through Schoolwork. This can be taken as an opportunity to facilitate language leaning and encourage parents' involvement in school environment. Escayola(2004) mentioned that the result of student will be positive when there is high collaboration between school and families rather than working separately. Accordingly, homework tasks should be designed in a way to be done by both parents and their children and at the same time produce positive results.

In the work of Avila Daza and Garavito (2009) about the impact of English language homework on parents' attitudes towards their children's education, they claimed that these home tasks are considered very important as a way to build Family-school partnerships. They also asserted that the contributions of parents in children's EFL homework tasks have positive effects on children's school outcomes and at the same time on EFL learning process.

For Kukk et al.(2014)added that the aims of the homework tasks increase learning efficiency through learning new vocabulary, preparing learners for test, involving parents in their children's life school, checking whether learners understand what they have done in classroom or not as well as developing learners' skills.

Similarly, Walker et al (2004) stated that through collaborative Homework, parents and children will spend more time together and help families develop more awareness of their vital role. This will certainly develop both their own and their children's knowledge.

In order to get more understanding of parental involvement in children's EFL homework, we need to identify ,what literacy means?.

## **1.6 Definition of Literacy**

Ferdman (1991) mentioned that the definition of Literacy has been evolved in meaning by many scholars. Olson (2006) stated that Literacy is not limited to communication nor restricted to school career. However, it also includes outside school literacies. This includes the ability to participate in fully community and wider society.

The new concept of literacy has been expanded to involve the ability to understanding, using and negotiating meanings through any form, for example, Images, gestures, textual material and other basic means which are used to clarify any concept or topic. In other words, literacy refers to the ability to use sub-abilities when dealing with language such as, interpreting, inferring, imagining and problem solving.



Traditional literacy skillset contains the traditional literacy of reading, writing speaking and listening. This skillset is not enough for reading in the digital age. Media literacy, as well as digital literacy are acquired as well, to make possible to understand the new knowledge..

In language leaning research, especially EFL and ESL classroom the traditional view is more focused. The main tasks in EFL classroom are mainly on decoding and encoding information. Flower (1990) used the term “receptive literacy” to denote the ability to understand textual information .In EFL context, receptive literacy as applied to written texts is the traditional definition of literacy–the ability to read. This refers to students’ understanding of language they receive, that is, through reading, listening, and viewing.

According to Scribner, Cole(1981), "Literacy is not simply how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use. Determinedly, literacy is defined as the amount of knowledge and competence that an individual has acquired in a specific area to serve and satisfy his/herneeds

### **1.6.1Reading Task**

The development of literacy is more than a cognitive ability process to include both the social and cultural aspects; for example, interaction with in family ,school or community requires socio-cultural skills. Reading abilities refer to using phonological knowledge.

One of the common and useful forms of parent involvement in children EFL Homework is through reading aloud, for example ,reading storybooks, magazines or books. Brannon and Dauksas (2012) found that reading out loud is one of the best strategies to involve in their children’s school life. In addition, they explained how this technique helps increase children’s vocabulary and develop children’s literacy skills.

Another technique of reading is the dialogic reading .This method is used when reading a book and asking some questions about it to assess children’s comprehension and help the child reveal their feelings about the book that they have

being read. This technique is useful to stimulate feedback, develop expressive language skills in children, and encourage participation of parents in developing their EFL literacy. Lee and Bowen (2006) pointed out that low educational level of parents or parents with past negative experience in education show lower participation in children's EFL homeworks.

Another reading task was proposed by Hannon (1995). He gives insights into ways used to involve parents in reading tasks. For him, parents can contribute in reading tasks through giving books to their children and listen to them read and then intervene for corrections when it is necessary. Furthermore, in order to encourage them to read English books, parents can go with their children to the library and let them choose a book which satisfies their interest and need. Listening to music and singing together are also effective ways to learn new vocabulary. It is really important to encourage learners to read with fun and leisure and avoid boring topics and longer texts.

### 1.6.3 Writing Tasks

Another research study was made by Barillas (2000). His idea focuses on encouraging parents in literacy activity through using writing technique. Willis (1998) claimed that open tasks are commonly used, since these kinds of tasks allow their children to express themselves more freely and sharing their personal experience. Such tasks make learners write about a topic similar to the one that was done in class; parents help their children write different topics. This collaborative learning is to reinforce parents' involvement and develop children's EFL literacy.

There are other strategies which prompt parents to collaborate in performing their children writing tasks such as buying for them diary books and tell them write in it in English; asking them to write simple sentences and help them to combine between them, using learning games for fun or asking them to write short paragraph and using dictionary when it is necessary.

Kukk et al. (2014) stated that when parents help their children to do their homework they take responsibility for developing and facilitating homework tasks. Furthermore, the parents' role in developing EFL homework is providing sources, support, knowledge and encouragement. He also mentioned the increase of the

potential of higher learning results; the work of school and families should not be independent from each other.

## **1.7 Factors Influencing Children's EFL Literacy**

EFL language learners are different. They learn with different speed and achieve different results. There are many explanations for that issue. The general factors that influence EFL language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality (Ellis, 1985).

### **1.7.1 The Internal Factors**

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

#### **a. Age**

Second language acquisition is influenced by the age of the learner. Ellis (1985) stated that there is stronger relationship between the rote of learning foreign language and the age of learners. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation (Ellis, 1985, p107).

#### **b. Personality**

Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. In general, this type of students is afraid of making mistakes and taking opportunities to speak .However, outgoing students are not worry about taking risks since they believe that practice makes perfect.

#### **c. Motivation (intrinsic)**

This factor has to do with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who do not. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at a prestigious school or to communicate with a new English boy/girlfriend, are likely to make greater efforts and

thus greater progress. According to Robert Gardner (1985) “integrated motivation has to do with a favorable attitude toward the new language community as well as in the culture associated to”

**d. Cognition**

In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Linguists claimed that students differ in the way of acquiring language. This latter is known as innate language learning ability. In addition to age and motivation, high level of I.Q (Intelligence Quotient) is another factor that may influence learning. Gardner (1983) proposed a theory known as Multiple Intelligences; he identified eight types of intelligence:

**Table 1.1** *Multiple Intelligences(Gardner, 1983,p177)*

<b>Types</b>	<b>Definitions</b>
<i>Linguistic</i>	Ability to use the language to achieve certain goals
<i>Logical Mathematical</i>	Capacity to identify patterns and think logically.
<i>Spatial</i>	Capacity to recognize and use the patters of wide space and more confined area
<i>Musical</i>	Ability to recognize and create musical pitches and rhythmic patterns
<i>Bodily-Kinesthetic</i>	Capacity of using mental abilities to coordinate bodily movements
<i>Interpersonal</i>	Ability to understand intentions and motivation
<i>Intrapersonal</i>	Capacity to developing self-identity
<i>Naturalistic</i>	Capacity to understand the natural world

**e. Native language**

Language family is another crucial factor which may influence children EFL literacy. Namely, learning can be easier task when L2 and L1 are from the same language family for example, a Spanish child will learn French more quickly than an Arabic child.

## **1.7.2 External factors**

External factors can include:

### **1.7.3.4 Curriculum**

In EFL context, it is important that student's educational experience fits in with his needs. On the words, language learning cannot take place until EFL learners have reached a certain level of language proficiency (Ellis 1985).

### **1.7.3.5 Instruction**

In addition to that, Instruction is another factor which may influence children's EFL Literacy. Within classrooms framework, language teachers differ in the way of providing appropriate and effective learning experiences for the students. Students will make faster progress, when their teacher transmits his ideas and experiences appropriately and in short time. (Ellis 1985).

### **1.7.3.6 Culture and status**

There are relation between culture status and language learning .clearly, when student's culture is in lower status than the new culture (the language which they are learning) the language learning makes slower progress (ibid).

### **1.7.3.7 Motivation (extrinsic)**

Families that place more importance on language learning, their children are better learners than those who are not. In the first case, learning is likely to progress more quickly since children learn by their environment for instance their families and teachers (ibid).

### **1.7.3.8 Access to native speakers**

Interaction with native speakers both within and outside of the classroom is good way to learn new language .since they can give appropriate feedback as well as being linguistic models .that is to say , having no extensive access to native speakers can affect learning progress (slower progress)

## **Conclusion**

To summarize this chapter on research on the processes of parental involvement it can be said that the effect of parental involvement emanates from parental values and educational aspirations and that these are displayed regularly through parental enthusiasm and positive parenting attitudes. This has its impact on the student's self-perception as a learner and on their motivation, self-esteem and educational aspirations.

# **Chapter Two**

## **Methodology, Analysis and Findings**

## **Chapter Two: Methodology, Analysis and Findings**

### **Introduction**

This chapter defines the research methods adopted to conduct the study, and also explains how the necessary data and information addressing the research objectives are optimized and represented.

The purpose of this study was to investigate the extent to which parental involvement of middle school pupils can develop children's EFL Literacy. The present chapter is devoted to the practical part of our study attempting to answer the research questions which are already formulated in the general introduction. The Research Question provides the direction to the study and guides us to focus on the core objective of research. Again in this chapter we mention both the research questions and the hypotheses as follows:

- What are the contributions of parents' involvement in children's EFL literacy?
- What factors enable parents to provide a supportive environment to their young children?

We designed and used a parents' questionnaire for collecting data and testing the following hypotheses:

- There will be a positive effect of parents' level of involvement on their children school achievement.
- Factors that may affect the level of parental involvement include parents' educational background, lack of knowledge about curriculum, lack of time, language, school staff attitudes and environment, family structure, students' age, students' gender and students' achievement level.

The findings of this study provide useful information regarding parent participation in schools. Parents, students, and teachers can use these findings to develop programs and strategies to increase parental involvement in schools.



## **2.1 Research Methodology**

### **2.1.1 Research methods**

This study will utilize both quantitative and qualitative Data Analysis. The use of these methodologies will include the use of a survey questionnaire, and analysis of data within the study.

This descriptive survey method is one of the most essential methods of research which looks with considerable accuracy at the phenomenon, as far as the study is concerned, at this time. Moreover, it describes exactly what the researcher does, and then how the analysis will take shape as such. Descriptive research design is concerned with describing characteristics of a problem.

Questionnaire is a method used to get information in a descriptive research. This study utilizes the descriptive method of research, which is largely accepted as a research method as presented in the above lines. Commonly described or defined as a research which finds facts and thereby involves adequate and accurate interpretation of findings. Taking the current research work into consideration, we would like to confirm that, parent questionnaire, with which the research work has been carried out in order to provide further insight about parental involvement and development of children's EFL literacy, has been amply suitably sustained here in this current study.

### **2.1.2 Participants**

The participants of the present study were parents whose children attend Ben Badis School in Ouargla city. These 45 parents are randomly selected as representatives of the whole population. The reason behind choosing the parents of First year middle school pupils as subjects refers to the idea that their children have their first contact with English language.

### **2.1.3 Data Collection Instruments**

In this study we used a questionnaire (See Appendices A, B, C and D) to investigate parental involvement in education.

This quantitative research adopts a questionnaire technique of collecting data in order to achieve the purpose and objectives of this study. In this study, the questionnaire was written in English but for the purpose of ensuring validity, it is translated into Arabic by a language specialist. Huha and Vogt and Johnson and

Tulkkic (2013) pointed out that because of its advantages a questionnaire is considered as an important tool for collecting data.

### **2.1.3.1 Definition and Construction of the Questionnaire**

Questionnaire is a most common and widely used survey method. It is a primary data collection method. The important step in this method is to be careful with the design of questions. The questions should be specific to hypothesize and direct the purpose of research. Questionnaire is a tool to collect data from diverse, large and widely scattered population groups. Goode and Halt state (1952) that “Questionnaire refers to a device for securing answers to question by using a form which the respondent fills himself.”

#### **Construction of the Questionnaire**

While constructing a questionnaire, the following points should be taken into consideration.

- 1- What is expected from the questionnaire?
- 2- Types of questions to be asked: Unstructured or Structured?
- 3- If structured questions are to be included then the type of scale to be used Nominal or Ordinal or Interval or Ratio?
- 4- The content of the questions should not be biased or suggestive.
- 5- Sequencing of the questions in an orderly pattern
- 6- The first draft should be subjected to pretesting for modification and establishing reliability and validity.

### **2.1.3.2 Description of the Questionnaire**

Therefore, this questionnaire is intended to identify some of the more prevalent problems concerning parental education in education and to suggest ways of surmounting them. In this study we aim to discover the extent to which parents were involved in their child’s education. The published literature regarding parental involvement in education all oriented to the fact that the more parents were involved the more successful their children were. I also attempt to examine if the parents I questioned were involved on a continuous basis. I wrote questions that dealt with the parents physically visiting school and meeting the teachers, or volunteering their time to support their children.

The questionnaire is divided into two parts: the first contains five (5) questions where parents are asked to choose the appropriate answer from a list of choices. The second part contains ten (11) close and open ended questions where parents provide more explanation and information about their involvement. Both sections are designed to investigate the role of parental involvement in developing children's EFL literacy.

- The first part is about Personal information, the aim is to identify the participants as well as to determine the factors which may affect parents active participation such as Marital Status, Education Level and professional status.
- The second part of the questionnaire aims to elicit information on parents' perception of child's EFL literacy and find out parents' problems that prevent them from taking part in their children education. The other aim of these questions is partly to draw out parents' views concerning the ethics and effectiveness of interventions and responsibilities of parents to improve children literacy.

### **2.1.3. 3 Administration of the questionnaire**

It was administered to the parents whose children study at Ben Badis School .After they have finished their lesson session students are asked to give the questionnaire to their parents. Students were given clear instructions on how and for what reason it was designed. And the pupils are notified to turn the questionnaire back in two days.

## 2.2 Findings, Analysis and Interpretation

The results of this study may be useful to parents, teachers and administrators who wish to develop programs that encourage greater parent participation in schools. In this study, we categorized parent involvement based on our research questions, how parents understood their involvement in schooling processes, what different ways parents/homes and school communicated each other, and whose parents were frequently involved in schooling processes.

### Parents' Questionnaire

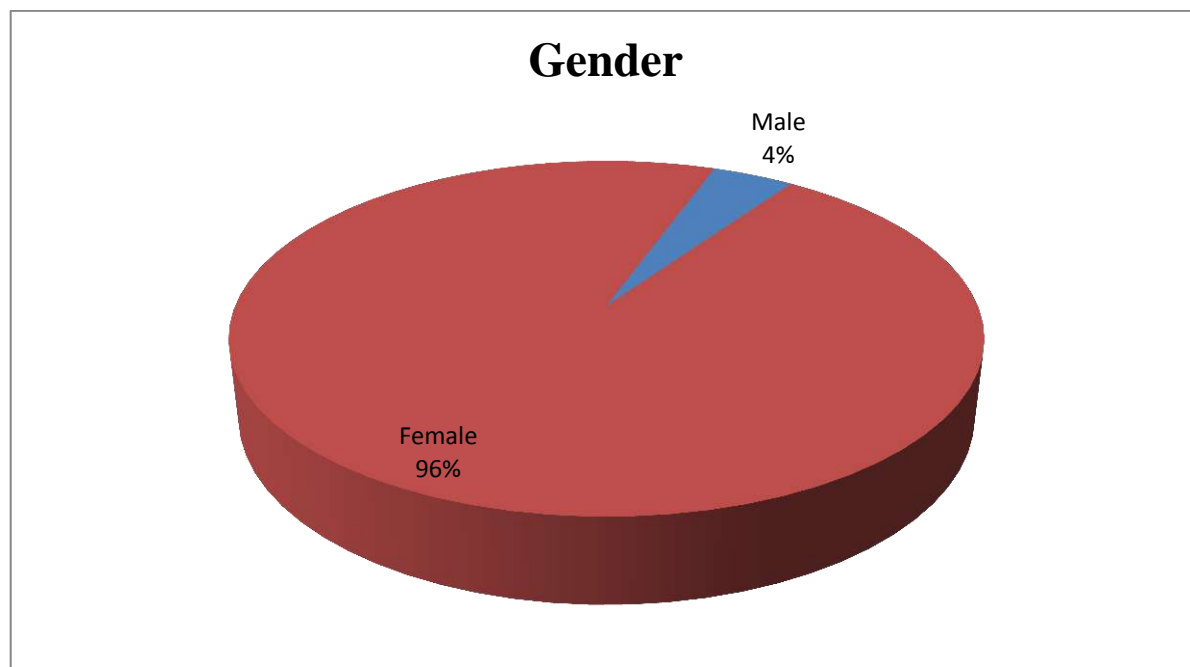
#### Section One

#### Professional Personal Information

#### 1. Gender

**Table 2.1** *Parents' Gender*

Gender	Males	Females	Total
Number	2	46	48



**Figure 2.1** *Parents' Gender*

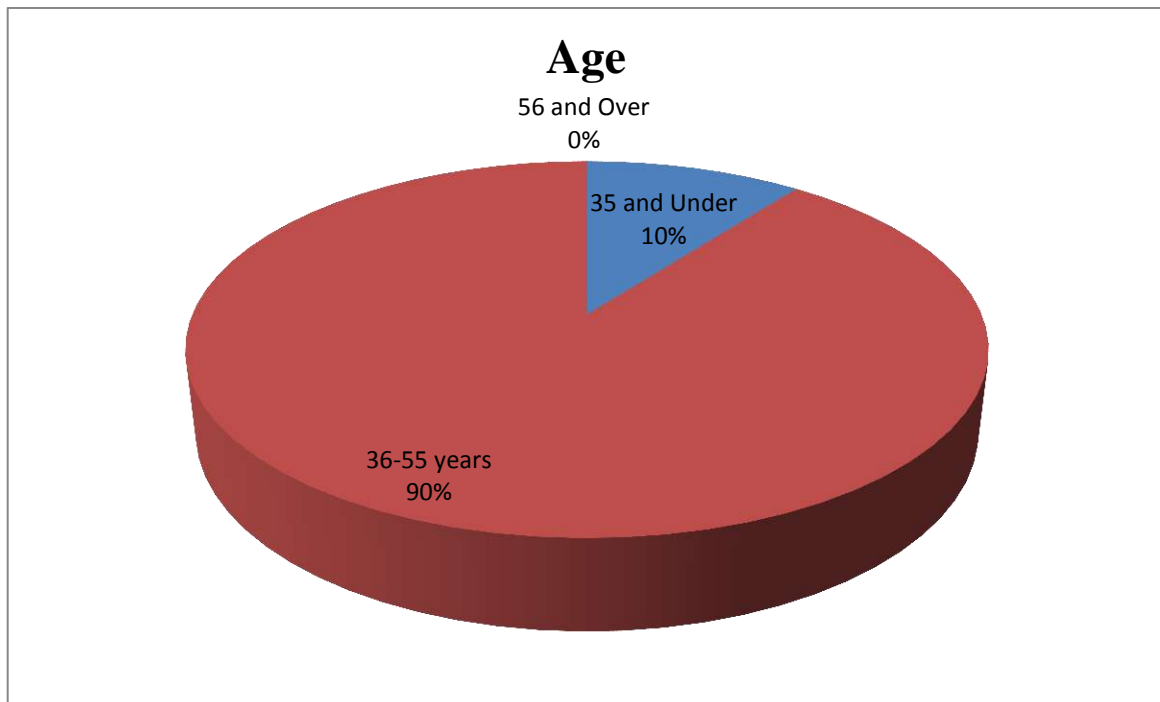
The table and the graph indicate the majority of our participants are females; forty-six (46) making up (97%). Whereas; 2 participants are male parents forming(3%).This

may be due to the fact that mothers are more responsible and careful with their children's education than fathers.

## 2. Age

**Table 2.2** *Parents' Age*

Years	35 and Under	36-55	56 and Over	Total
Number	5	43	00	48



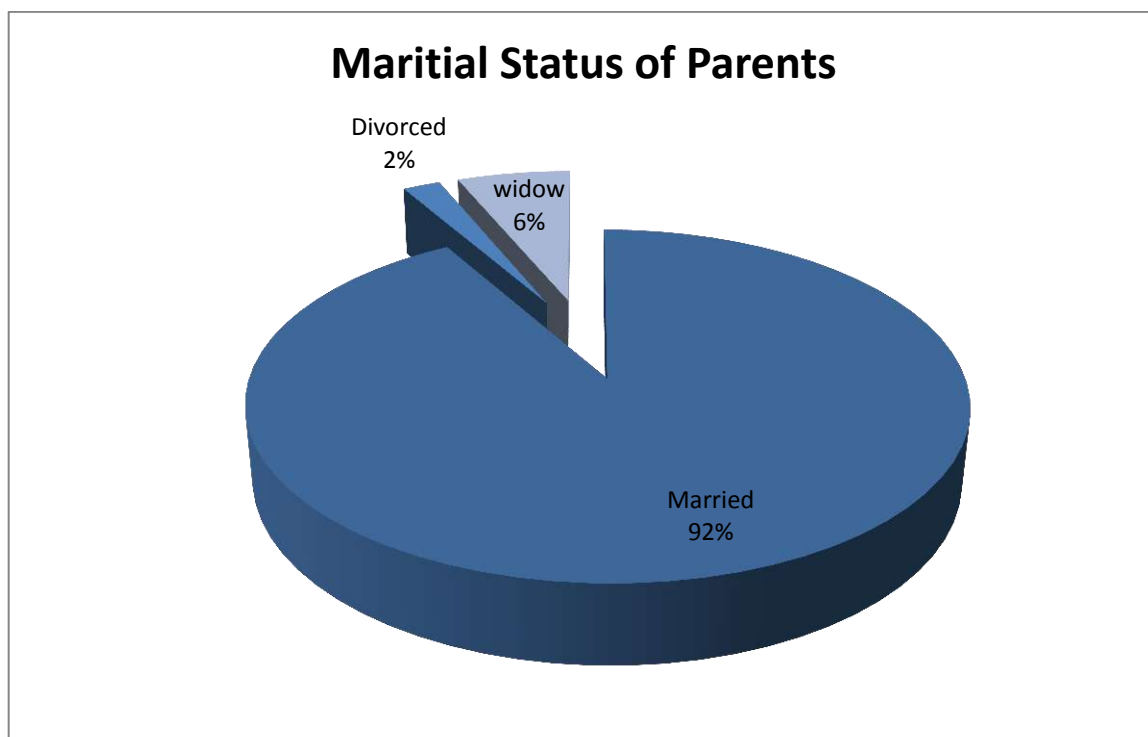
**Figure 2.2** *Parents' Age*

According to table 2.2.and figure 2.2.majority of parents are aged between 36 and 55while the smallest category is 35 and Under and none is in the age of 56 and Over.

### 3. Marital Status

**Table 2.3** *Marital Status of Parents*

Marital Status	Married	Divorced	Widow	Total
Number	44	1	3	48



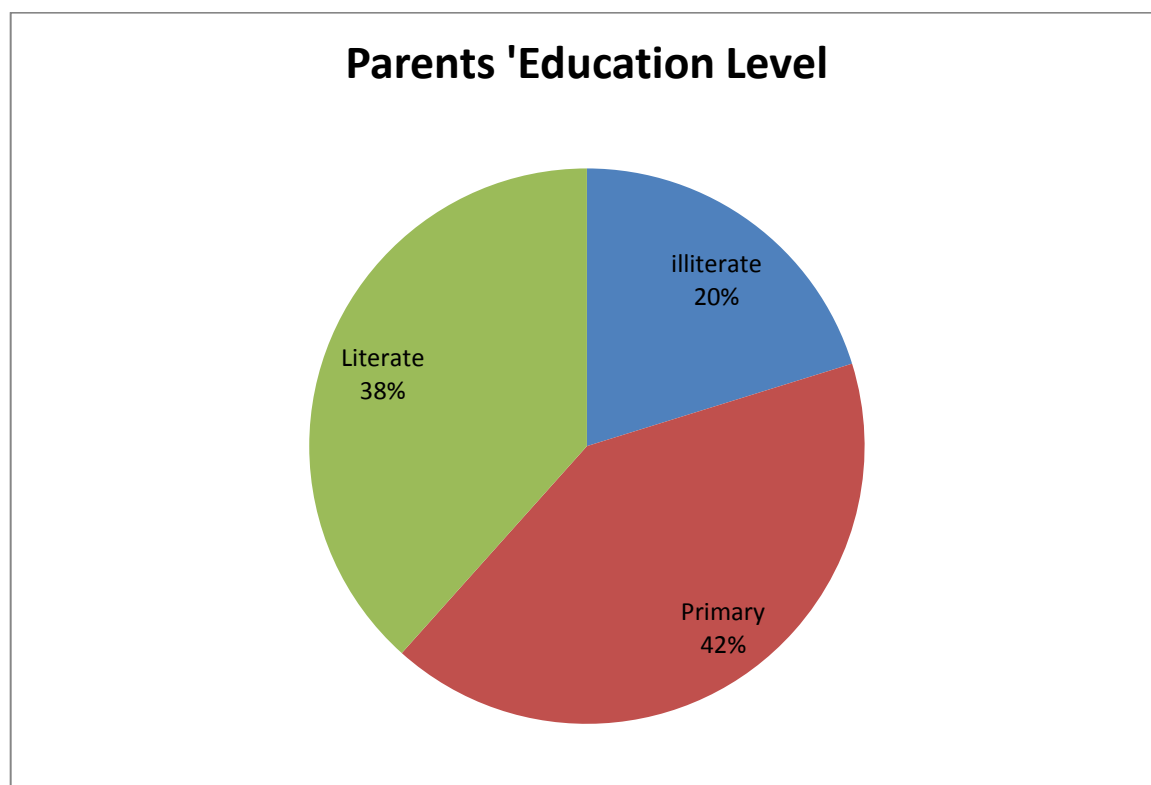
**Figure 2.3** *Marital Status of Parents*

The result in the table and the figure above show that forty-four (44) Parents constitute (92%) of married parents whereas only three (6 %) parents are widow and (1) parent (2%) is Divorced. we noticed that children who have two parents are more psychologically equilibrated) in comparison to divorced and widow cases.

#### 4. Education Level

**Table 2.4** *Parents' Education Level*

Parents' Education Level	Illiterate	Primary School	Literate	Total
Number	10	20	18	48



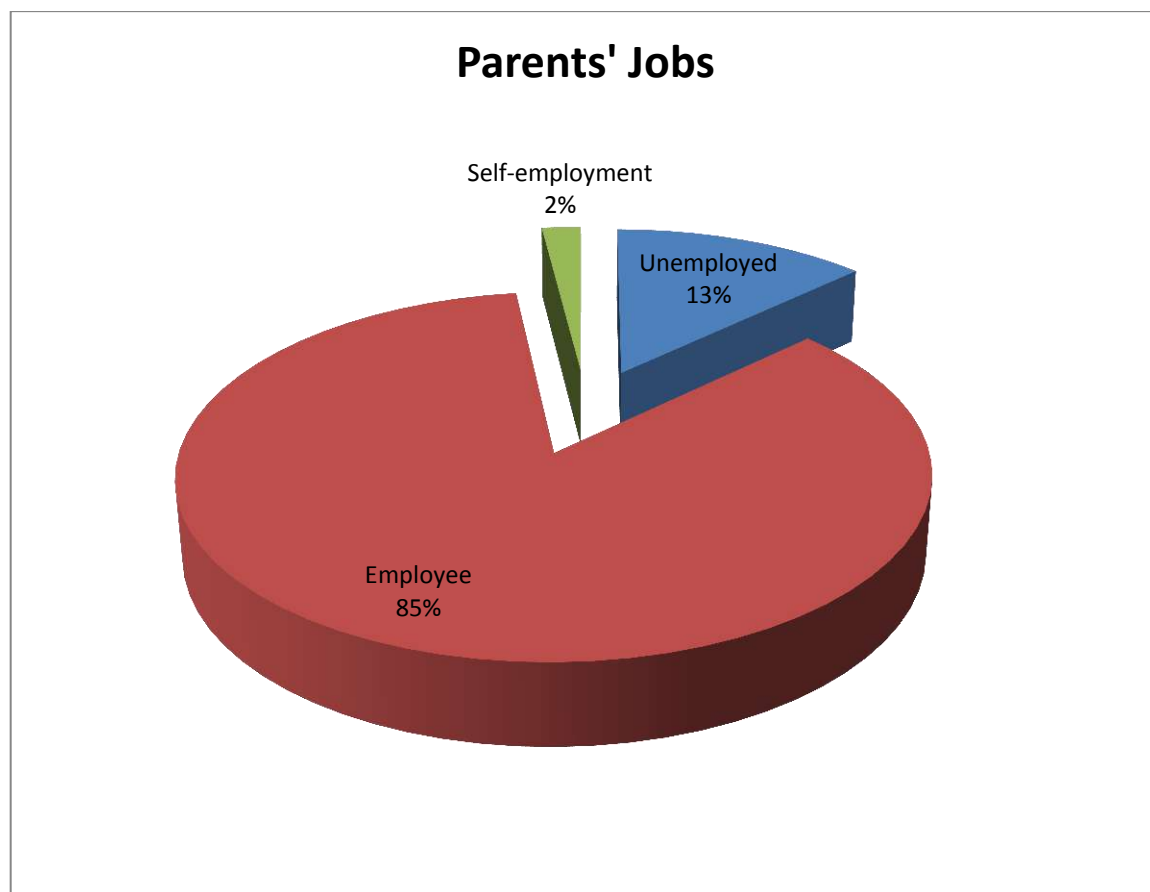
**Figure 2.4** *Parents' Education Level*

The findings on table 2.4 and the figure above indicate (21%) of parents are illiterate. Whereas (20) parents have an elementary school level and almost (38%) are literate parents. We can also notice that parents are different in their level of education and that may lead to have different styles of involvements.

## 5. Parents' jobs

**Table 2.5** *Parents' Jobs*

Parents' jobs	Unemployed	Employed	Self -employment	Total
Number	6	41	1	48



**Figure 2.5** *Parents' Jobs*

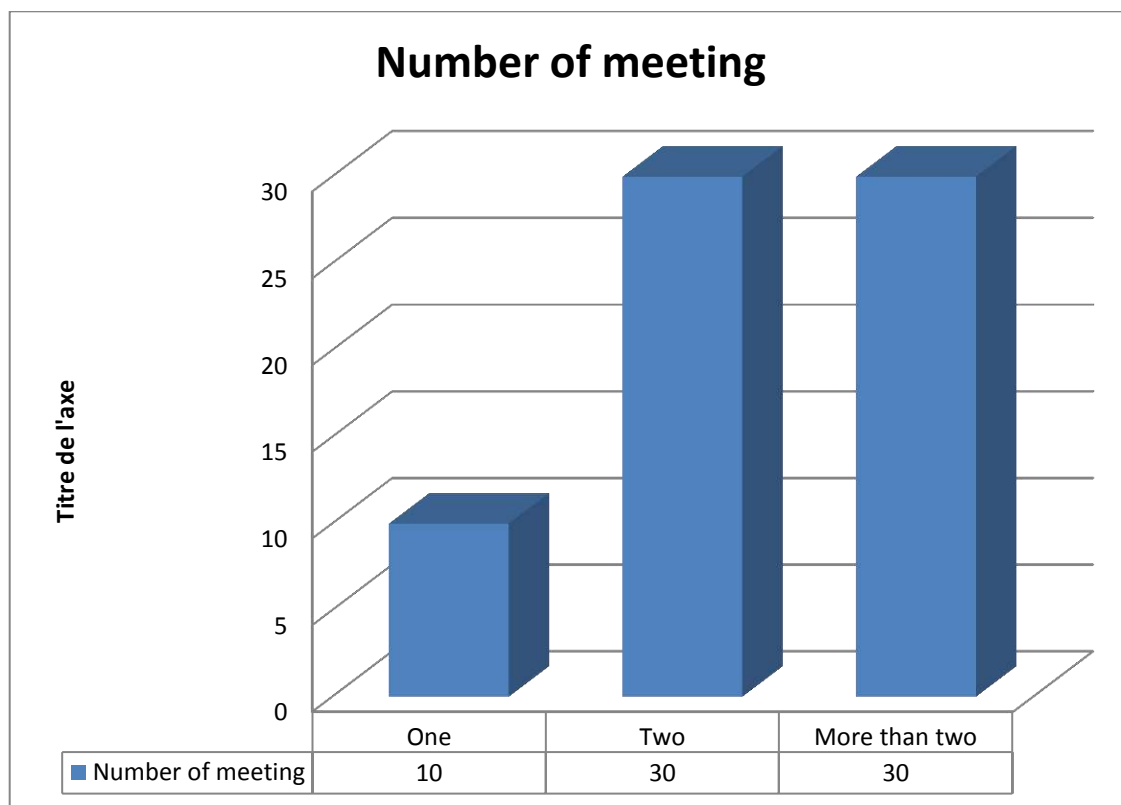
The results shown in table and figure above reveal that most parents are employees outside home. This indicates that parental employment patterns may affect children's educational attainment.



## Section Two

### Parents' Experiences and Suggestions

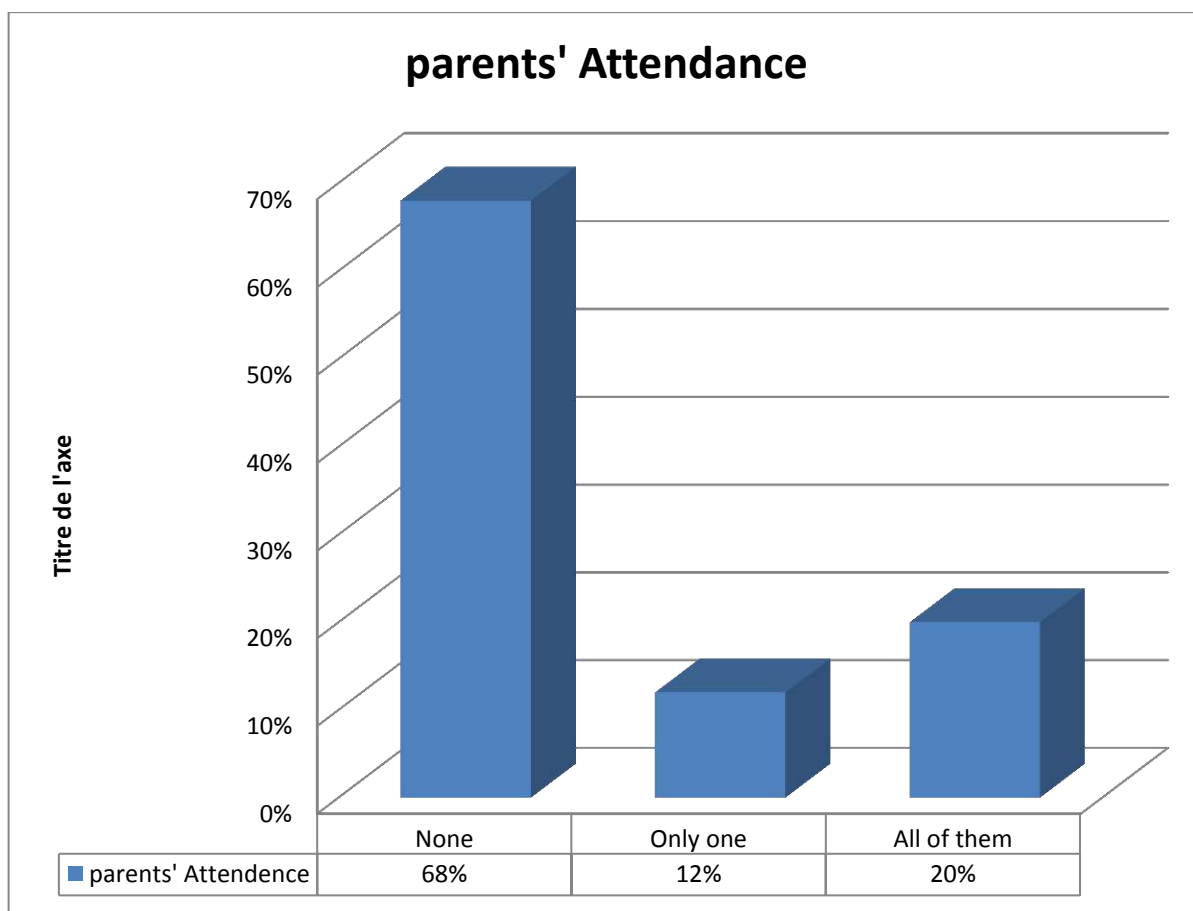
#### 1. Approximately how many meetings did the school schedule for parents this year?



**Figure 2.6** *School Meetings*

The results in the figure 2.6 show that seventy-three percent (73%) of respondents claimed that only two meetings are scheduled for parents. Ten percent (10%) of parents opted for more than two meetings. The rest of parents (17%) preferred the option of one meeting.

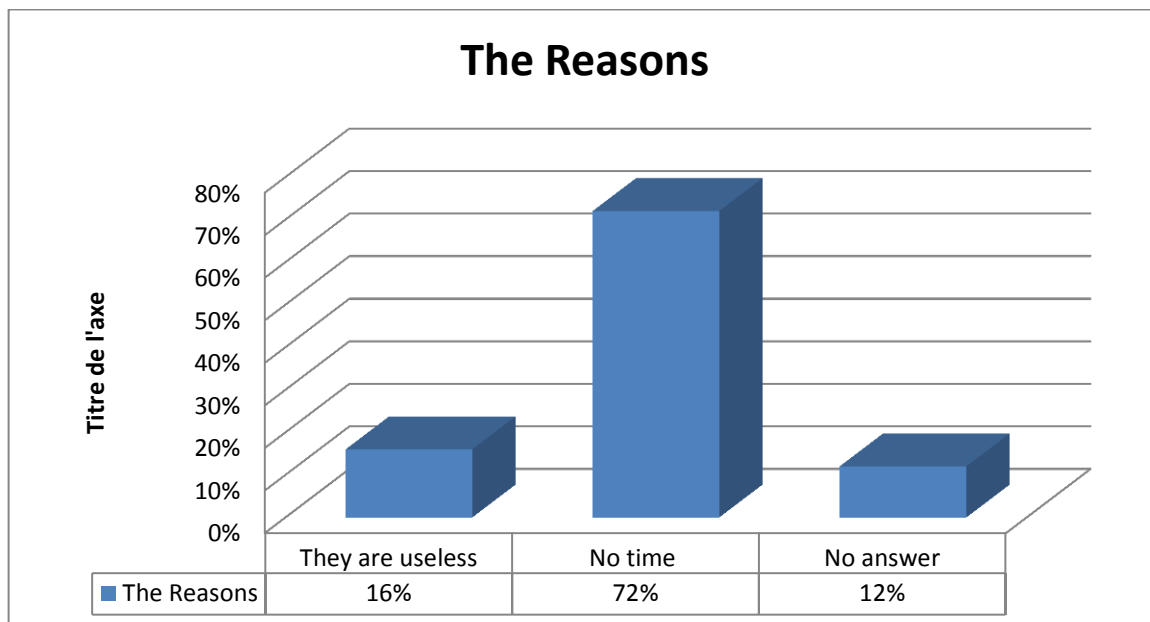
## 2. How many meetings did you attend this year?



**Figure 2.7** *Parents' Meeting Attendance*

The figure 2.7 demonstrates that the majority of parents (68%) did not attend any meeting. While 10 parents (20%) were present at all meetings that school arranged, whereas 6 parents (12%) attended only one meeting.

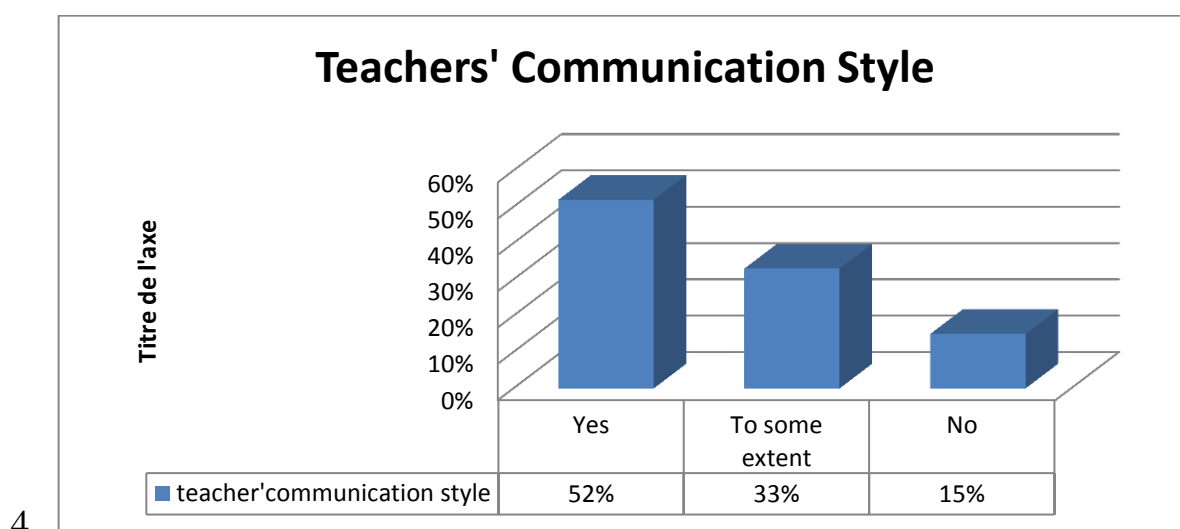
For the second part of the question concerning their the reasons of their absence at the meetings



**Figure 2.8** *The Reasons for Parents' Absence at the meetings.*

The figure 2.8. parents answered: twenty-three (23) parents answer that they do not have time to attend these meetings, while five (5) parents constituting (16%) consider these meeting useless and there is no need to attend them .Whereas four (4) parents do not answer the question.

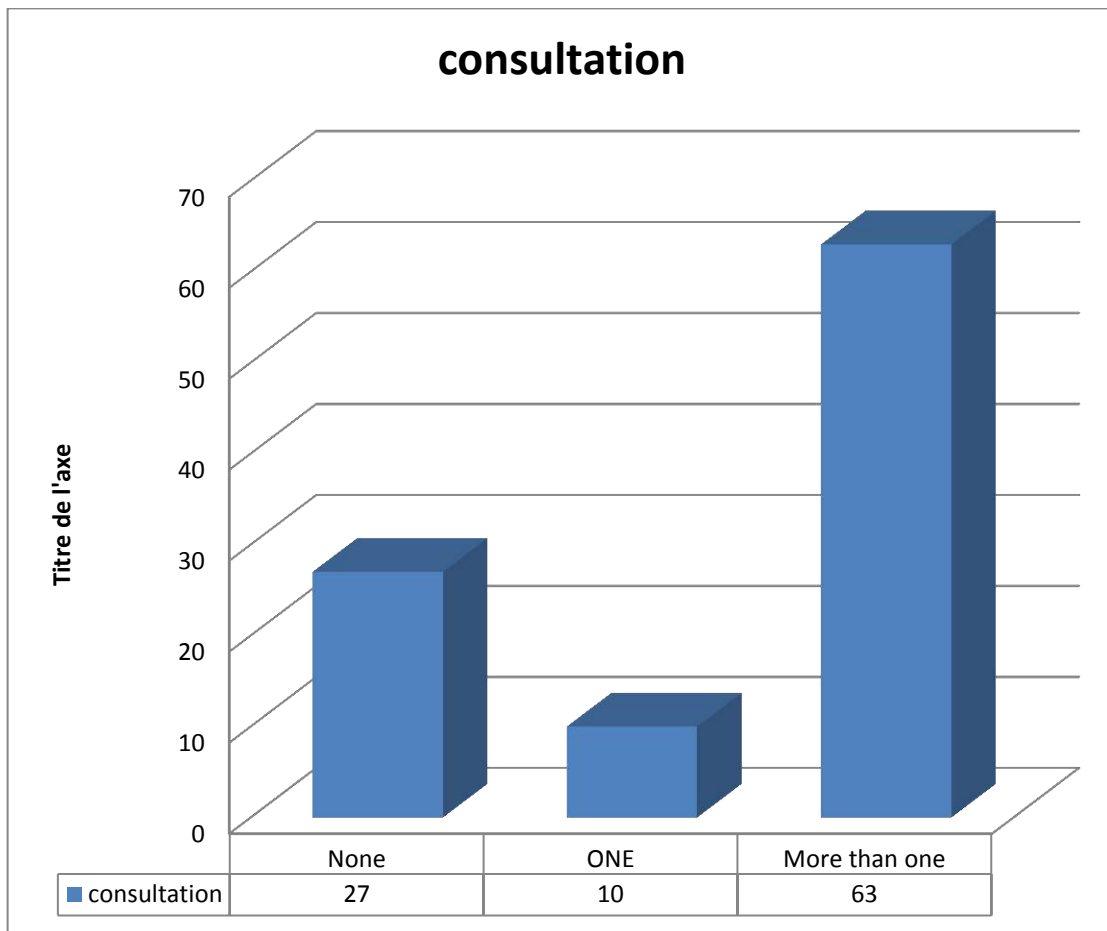
### 3. Do you appreciate the teachers' communication style?



**Figure 2.9** *Parents' Appreciation of Teacher'Communication Style.*

Concerning “Do you appreciate the teachers’ communication style?”,(25) parents making up (52%) have chosen first answer “yes” ,while (16) of them find some difficulties while dealing with the teacher .However, (15%) of parents do not understand appropriately what teachers said to them.

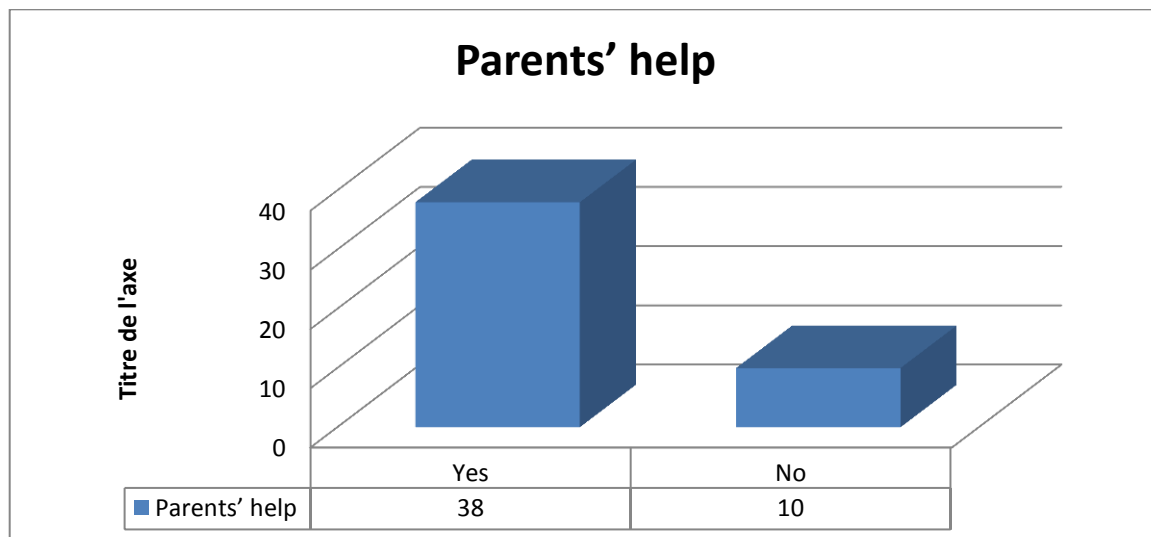
**4. How many times did you talk to teacher to check your child's performance at school?**



**Figure 2.10** *Checking Child's Performance*

A quick look at the figure above, we can notice that the majority of parents (63%) inquire about their child's performance in school more than one time, while five (5) parents constituting (10%) of the whole sample go to talk to teacher about their children's performance. The other parents (27%) did not go to school.

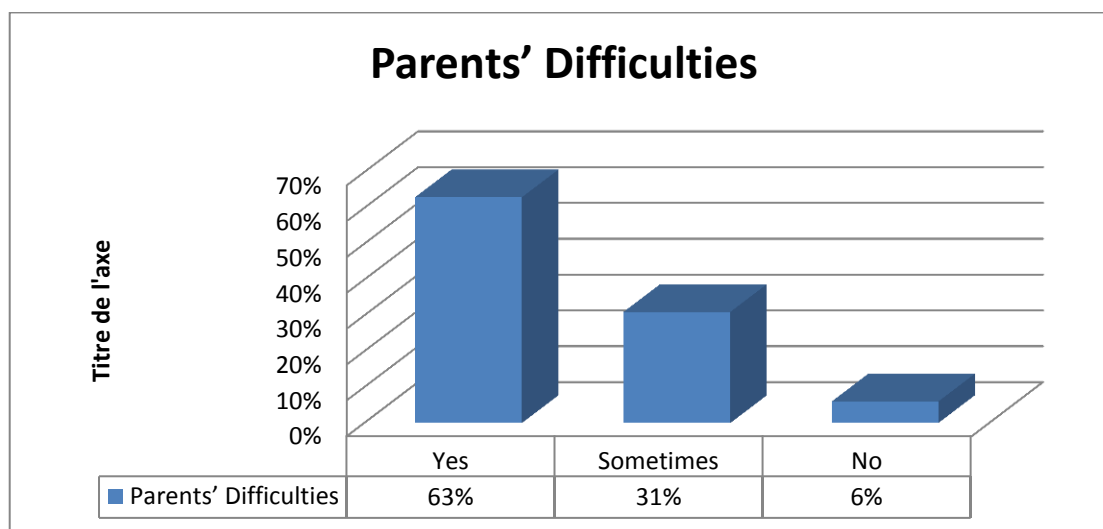
**5. Do you help your child in their English homework?**



**Figure 2.11** *Parents with English Subject Homework*

The figure 2.11 reveals the majority of parents (38) representing (79%) of the whole sample have answered that they help their child in their English homework, while (10) parents do not do provide any help.

**6. Did you find any difficulties while helping your child in doing their English homework?**



**Figure 2.12** *Parents' Difficulties*

Concerning the question “Did you find any difficulties while helping your child in doing their English homework?” the answer is as follows:

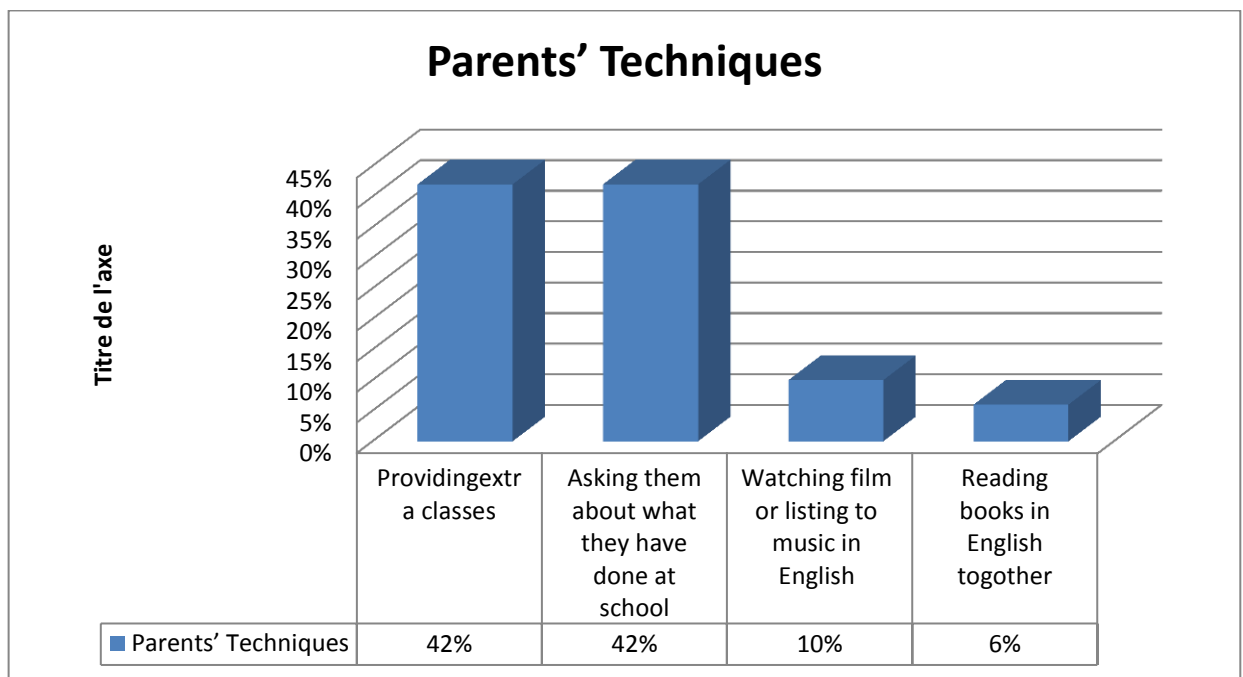
- Sixty three percent (63%) of parents have answered that they have difficulties while helping their children with English homework.

- Thirty one percent(31%) of them have chosen the second option “sometimes”
- The rest of them (6%) feel comfortable while doing their children’s English homework.

**7. Which are of these techniques do you use in order to help your child to improve his English:**

**Table 2.6** *Parents' Techniques*

Parents’ techniques	Providing extra classes	Asking them about what they have done at school .	Watching film or listening to music in English	Reading books together
Number	20	20	5	3



**Figure 2.13** *Parents' Techniques*

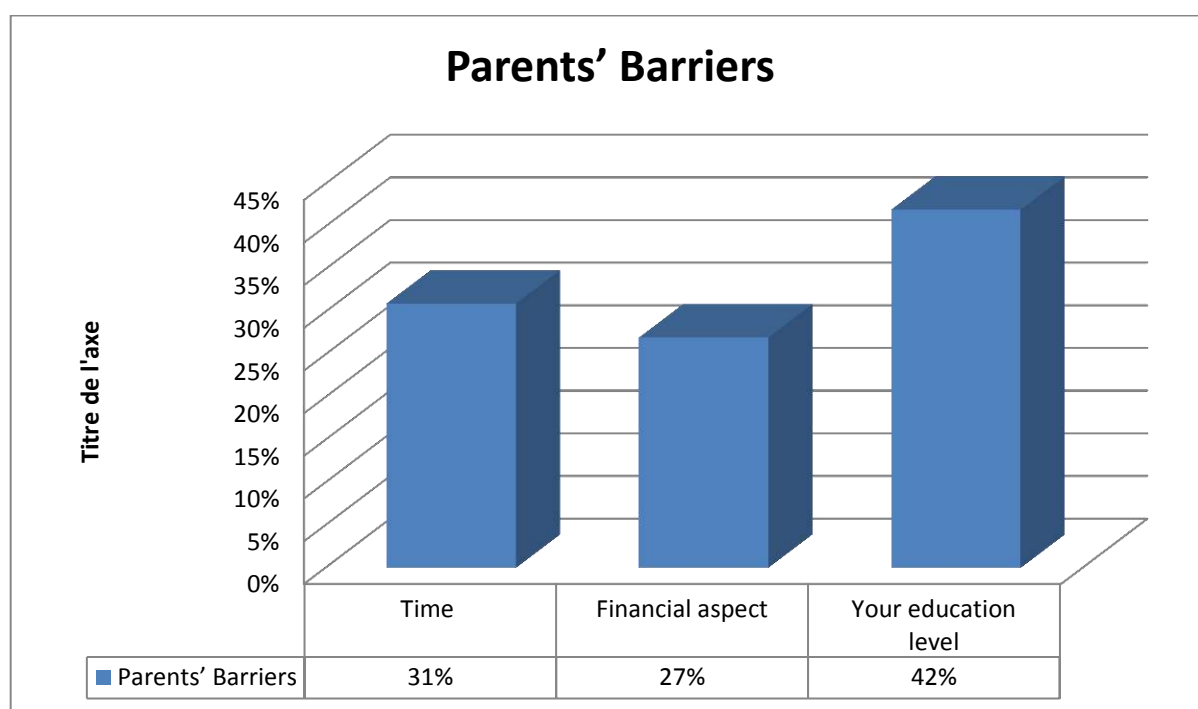
The results in the figure above shows that the preferable techniques used by parents to help their child improve their level in English are as follows .Forty two percent (42%) of parents preferred use extra classes for their child to help them improve their English. Forty two percent (42%) of parents have chosen the second technique which is asking their children about what they have done in English classroom. However, five (5) parents representing (10%) believed that watching film

or listening to music in English together with their parents is a useful technique to develop their child’s English, and (6%) of parents consider that reading books in English may develop children’ EFL literacy.

### 8. The reasons preventing parents’ contribution to the child’s English language development

**Table 2.7** *Parents' Barriers*

Parents’ jobs	Time	Financial aspect	Your education level	Total
Number	13	10	20	48



**Figure 2.14** *Parents' Barriers*

Concerning the question about the reasons preventing parents from contributing in their child’s English language development, the majority of parents (42%) answered that it is due to their education level parents. For some parents(27%) lack of time is the major reason for why they do not get more involved. On the other hand,(31%) of parents think that those of lower socioeconomic status may experience greater barriers to parent involvement than more advantaged parents.

Concerning the second part in this question “**If not any one of them what are the other reasons?**”

Twenty-five percent (25%) of parents believed that there is typically less parent involvement at the middle school levels, as adolescents strive for greater autonomy and separation from their parents.

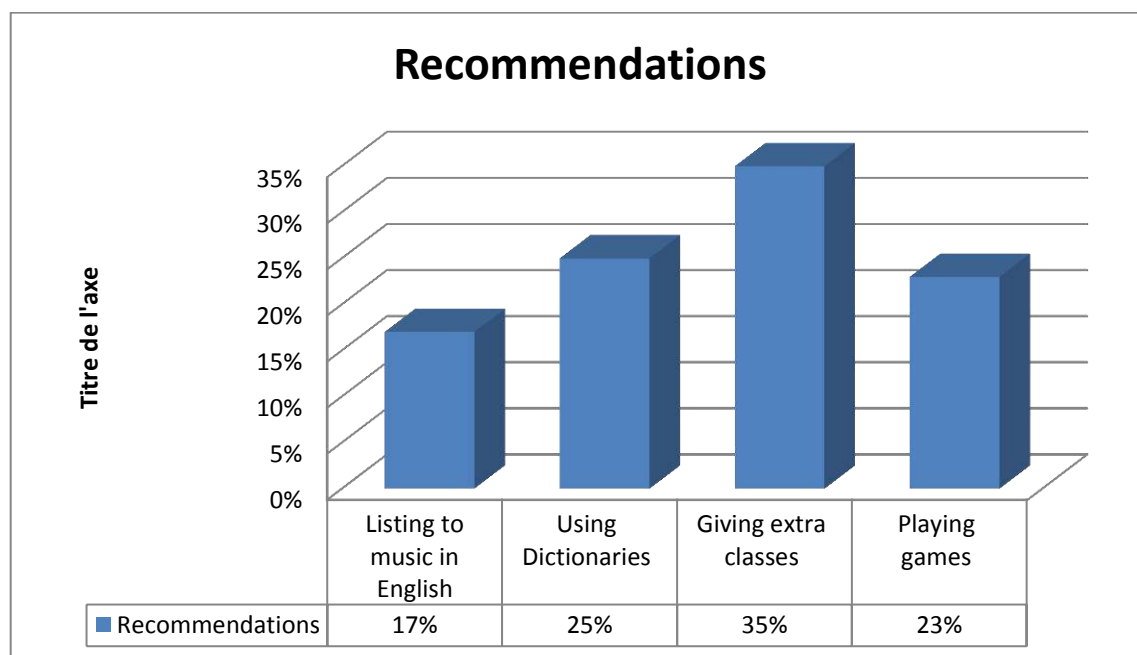
**Table 2.8** *Children's Assumptions*

<b>Other reasons</b>	<b>Children are not interested in learning English language</b>	<b>Children feel they can take care of themselves (with their own methods)</b>	<b>Total</b>
<b>Number</b>	3	2	48

**9. What recommendations do you suggest you should make to improve your child's English literacy?**

**Table 2.9** *Parents' Suggestions*

	<b>Listening to music in English</b>	<b>Listening to music in English</b>	<b>Giving extra classes to them</b>	<b>Playing games</b>
<b>NB</b>	<b>8</b>	<b>12</b>	<b>17</b>	<b>11</b>



**Figure 2.15** *Parents' Recommendations*

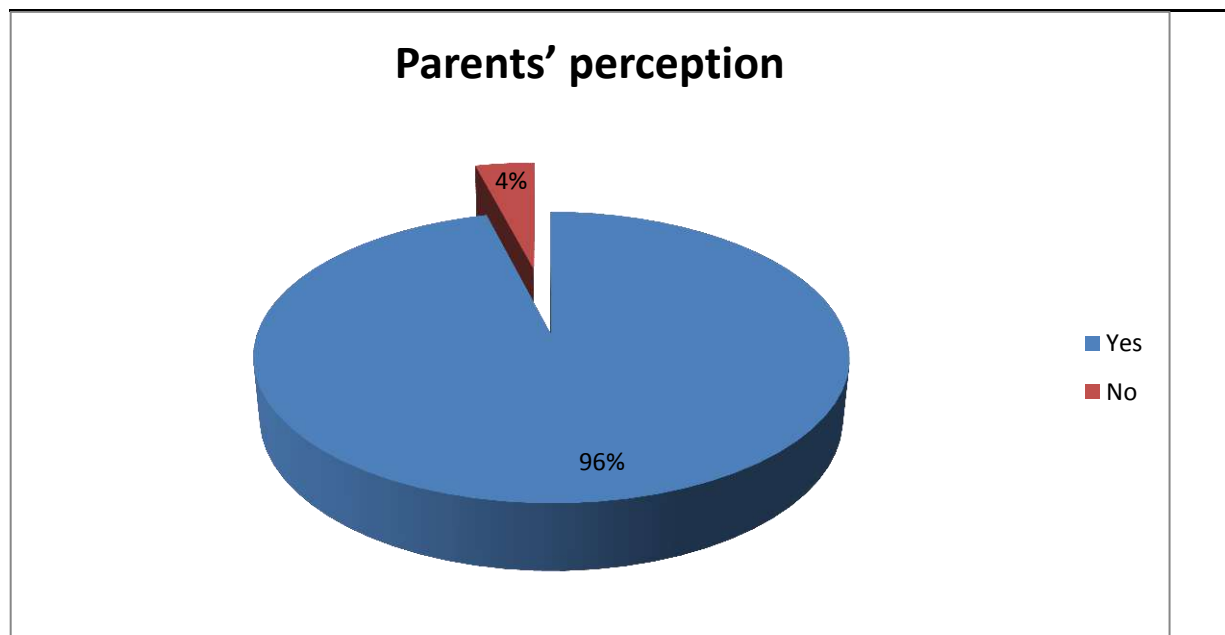


The collected answers reveal that the majority of the parents (35%) suggested that the best way to improve children English literacy is via giving extra classes to their children .Whereas eleven (11) parents representing (23%) find that using games is an effective way to develop their children performance. And (25%) of them prefer using dictionaries and the rest (17%) believe that listening to English songs can help children to increase their level of English language.

**10.As parents, do you think that English is important for your children career?**

**Table 2.10** *Parents' Perception about the importance of EFL*

Parents' perception about EFL	Yes	No	Total
Number	46	2	48



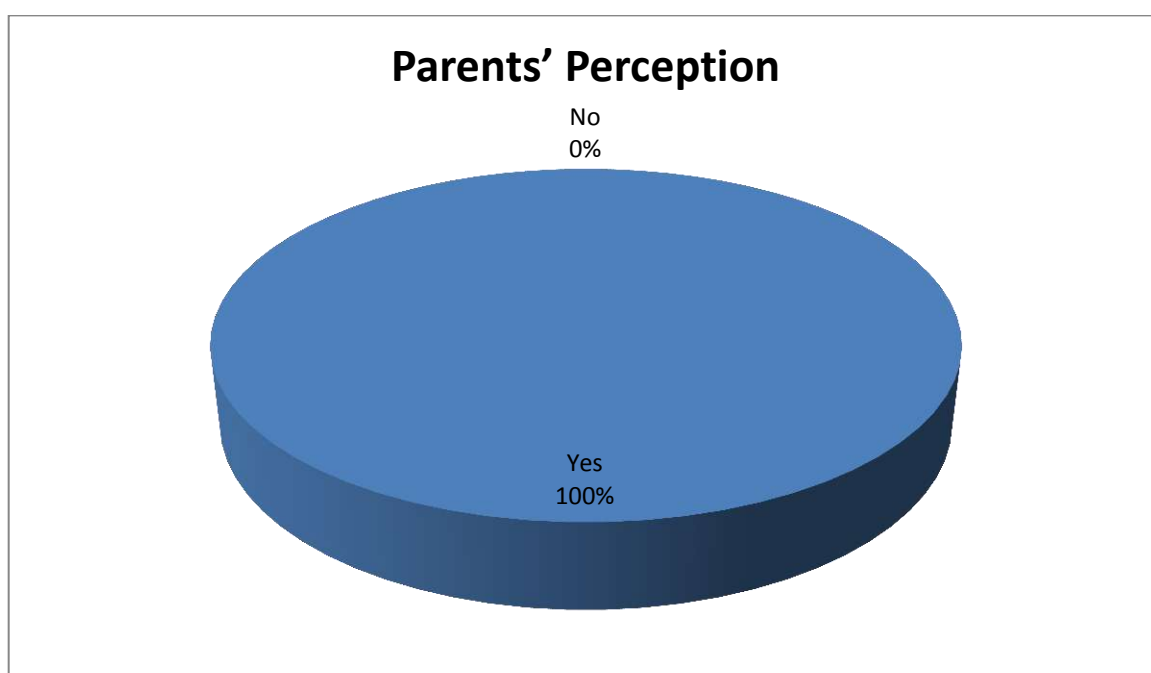
**Figure 2.16** *Parents' Perception about the Importance of EFL*

In the figure above, we can notice that parents' attitudes towards English language are positively expressed, (96%) of parents believed that English is very important for their children school career. Only (4%) believed that English is not important.

## 11. Effects of parents' involvement on children school career

**Table 2.11** *Effects of parents involvement*

Parents' jobs	Yes	No
Number	48	00



**Figure 2.17** *Parents' Perception on their Involvement*

The figure above indicates that all parents value the importance of their involvement in their children's education.

### **2.2.2 Discussion**

The analysis of the parents' questionnaire reveals that parents want to participate and to take active role in their children's education, as mention above (100%) parents consider that their involvement can guide the child in positive direction. However, there is disconnection between school environment and home life either because misunderstanding between parents and teacher such as teacher' communication style or due to parents' capacity for instance: their level of education, lack of confidence or since they do not have time.

The interpretation of the questionnaire also shows clearly that families can be involved in their children's EFL process in two ways. First, through giving them feedback to facilitate learning for example being leader during helping their child doing their English homework. Second, via providing positive home support (time, materials such as books and resource).

Moreover, the data analysis was revealed that housewife, widows and divorced parents remain moderate in P.I more in comparison to other occupation such as Employed and married parents. In addition to marital status of the parents, Family incomes consider as another factor which may affect parental engagement, that is to say, the more family incomes are better the more their involvement increase.

### **2.2.3 Implications**

Research suggested that family involvement in students' schooling is a positive and important factor that contributes to school achievement. Several years of research strongly supported that family involvement enhances academic achievement. Redding (2006) stated, "There is substantial evidence that family engagement in children's learning is beneficial" (p. 149). However, despite their best efforts, schools need to do more to stimulate parent involvement. Some strategies may include, but are not limited to, helping parents to participate in school activities, developing parent overact training programs, achieve needs assessments, planning involvement support for parents whose children who have special needs (e.g., English proficiency, gifted special education), hosting family nights (e.g., meeting teachers at the public library, using the school library and computer labs with their children), creating student nutrition workshops, or promoting parent-discussion groups.

## **Conclusion**

Chapter two presented the methods and procedures used in this study including a description of the sample, instrumentation, data collection, and data analysis. It also reports the results of the analysis. For the sake of reliability and validity, the findings of this study cannot generalize it to other cases.

## Recommendations

We offer the following recommendations for further study on the effects of family involvement on academic achievement:

1. Conduct a qualitative study to determine involvement activities that attract parents to participate in their children's schools.
2. Conduct a qualitative study to determine the most meaningful and useful activities based on parents' perceptions.

Based on the previous discussion, it would be useful to apply these recommendations to improve children's EFL literacy as well as encourage parental involvement:

1. Parent and school should work together especially since cooperation may be more helpful in obtaining better results in children's learning than parents and schools working separately.
2. One of crucial factors and agreeable form to bring parents closer to their children's EFL learning is through Schoolwork (homework). For that reason, homework tasks should be designed in way to be done by both parents and their children and at the same time produce positive results.
3. Parents must spend lot of time with their children especially during this stage which is considered as an important phase to build his knowledge and develop his skills.
4. Teacher must use simple language which can be easy to be understood by students and avoid terse academic vocabulary.
5. School should provide training courses to parents in order to help them how to deal with their children and at the same time encourage parental involvement through observing classes.
6. Parents must use English language at home to communicate with their children since this way will help learners to learn new vocabulary.

# **General Conclusion**

## General Conclusion

The aim of this quantitative study is to examine the extent to which Parental Involvement can develop pupils EFL Literacy. This study was conducted with parents of First year middle school pupils whose children attend Ben Badis School in Ouargla city. We designed and used a parents' questionnaire for collecting data and testing our hypotheses

This dissertation contains two parts. Chapter one is all about the review of literature where some insights regarding parental involvement and English literacy are provided. The following major points are explored: Factors influencing Parent Involvement methods to increase parental involvement , theories supporting parental perspectives on literacy building ,definition of Literacy and the factors which Influence children's EFL literacy. While second chapter is about the methodology and procedures used in this research. Furthermore ,it contains the population and the sampling as it describes the data collection tools and the analysis of the major findings. Furthermore, it include a general conclusion to discuss the various implications of the study

The analysis of the parents' questionnaire reveals that there are certain factors that may inhibit parents to participate in their children's education and learning( the negative experiences that parents have lived before in school, Parents' educational levels, children's gender and age ,The complexity structure and language that use in schools staff and the misunderstanding to children's learning needs.) also it was revealed that (100%) parents consider that their involvement can guide the child in positive direction. Moreover, it was showed clearly that families can be involved in two ways giving them feedback to facilitate learning or through providing positive home support.

The findings of this study provide useful information regarding parent participation in schools. Parents, students, and teachers can use these findings to develop programs and strategies to increase parental involvement in schools.

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# APPENDIX (A)



**KasdiMerbah University- Ouargla**



**Faculty of Letters and Languages**

**Department of Letters and English Language**

## **Introduction:**

This questionnaire should be completed by parent (or jointly by both parents) of first year Middle school pupils at Ben Badis School in order to constitute an essential part of our master thesis on the importance of parents' involvement in developing of children's EFL literacy. We ask you to respond to all the questions you feel comfortable answering. There are no right or wrong answers and we assure you that your responses to this questionnaire will be kept confidential.

## **Questionnaire**

You are kindly requested to fill in this questionnaire by putting a cross (x) in the appropriate box

### **SECTION ONE: Background information**

- Parents' Gender:** Female  Male
- Parents' Ages:** 35 and Under  36-55  56 and Over
- Marital Status of Parents:** Married  Divorced  Widow
- Parents' Education Level:** Illiterate  Literate  Primary School
- Parents' jobs:** Unemployed  Employee  Self-employment

### **SECTION TWO: Parents' Experiences and suggestions**

**1. Approximately how many meetings did the school schedule for parents this year?**

One  two  more than 2

**2. a. How many meetings did you attend this year?**

None  Only one  All of them

**b. If you did not attend any meeting, please explain why?**

.....  
.....

**3. Do you appreciate the teachers' communication style?**

No  To some extent  Yes

**4. How many times did you talk to teacher to check your child's performance at school?**

None  One time  More than one

**5. Do you help your child in their English homework?**

Yes  No

**6 Did you find any difficulties while helping your child in doing their English homework?**

Yes  Sometimes  No

**7. Which are of these techniques do you use in order to help your child to improve his English:**

- 1. Providing extra classes
- 2. Asking them about what they have done at school
- 3. Watching film or listing to music in English
- 4. Reading books together

**8. What are the reasons do you think prevent you from contributing in your child's English language development and in his school?**

- a. Financial aspects
- b. Time
- c. Your education level

**If not any one of them what are the other reasons?**

.....  
.....

**9. What recommendations do you suggest you should make to improve your child's English literacy?**

.....  
.....

**10. As parents, do you think that English is important for your children career?**

Yes  No

**11. As parents do you think that your involvement have positive effect on your children education?**

Yes  No

*I appreciate your help*

*Thanks in advance*



الجمهورية الجزائرية الديمقراطية الشعبية

جامعة قاصدي مرباح ورقلة

كلية الآداب و اللغات الاجنبية

مقدمة:

هذا الاستبيان موجه لأولياء تلاميذ ممتدرسين في السنة الاولى متوسط بمتوسطة ابن باديس ورقلة بهدف منه معرفة اليات تطوير مهارات الكتابة و القراءة لتلاميذ و هو يدخل ضمن متطلبات نيل شهادة الماستر بعنوان "دور الوالدين في تطوير مهارات القراءة و الكتابة بلغة الانجليزية لدى ابناءهم " إن اجابات هذا الاستبيان تستخدم لأغراض علمية فقط.

\* معلوماتكم جد مهمة لنا .

### الاستبيان

نرجو منكم الرد على هذا الاستبيان وذلك بوضع علامة امام الاجابة المناسبة

#### الجزء الاول : معلومات الشخصية

- |                               |                          |                  |                          |           |                          |            |                          |
|-------------------------------|--------------------------|------------------|--------------------------|-----------|--------------------------|------------|--------------------------|
| *جنس الولي                    | <input type="checkbox"/> | نكر              | <input type="checkbox"/> | انثى      | <input type="checkbox"/> |            |                          |
| * سن الولي                    | <input type="checkbox"/> | اقل من 35        | <input type="checkbox"/> | 36-55 سنة | <input type="checkbox"/> | اكثر من 56 | <input type="checkbox"/> |
| *الحالة العائلية              | <input type="checkbox"/> | متزوج(ة)         | <input type="checkbox"/> | مطلق(ة)   | <input type="checkbox"/> | ارمل (ة)   | <input type="checkbox"/> |
| * المستوى الثقافي للولي جامعي | <input type="checkbox"/> | جامعي            | <input type="checkbox"/> | ثانوي     | <input type="checkbox"/> | ابتدائي    | <input type="checkbox"/> |
| *مهنة الولي                   | <input type="checkbox"/> | عامل في قطاع خاص | <input type="checkbox"/> | بدون عمل  | <input type="checkbox"/> |            |                          |

#### الجزء الثاني:خبرة الولي

1. كم عدد الاجتماعات التي تمت دعوتكم فيها من قبل مؤسسة ابنكم في هذا العام؟  
اجتماع واحد  اثنين  اكثر من اثنين
2. كم عدد اللقاءات التي قمت بتبليتها في هذا العام ؟  
ولا لقاء  واحد  جميعها
3. هل تجد صعوبة في فهم بعض المصطلحات التي يستعملها الاستاذ اثناء زيارتك له؟  
نعم  في بعض الاحيان  لا
4. كم عدد المرات التي ذهبت فيها الى المدرسة من اجل متابعة اداء ابنك؟  
ولا مرة  مرة واحدة  أكثر من مرة

5. هل تقوم بمساعدة ابنك في اداء واجباته التي تكون بلغة الانجليزية ؟

نعم  لا

6. هل تجد صعوبة اثناء مساعدتك لإنجاز هذه الواجبات ؟

نعم  احيانا  لا

7. من اجل مساعدة ابنك في تحسين مستواه في لغة الانجليزية ماهي الاساليب التي تستعملها ؟:

1. دروس دعم

2. اسئلة حول ما تطرق له في القسم

3. مشاهدة افلام و الإسماع الى الموسيقى بلغة الانجليزية

4. وسلة اخرى

8. في رايك ماهي الاسباب التي تعيقك في ان تكون جزء في دراسة ابنك وكذا تطوير لمستواه في لغة الانجليزية ؟:

1. الجانب المادي

2. عدم توفر الوقت

3. مستواك الدراسي

في حالة ما اذا كان لسبب اخر اذكره؟

9. ماهي الحلول التي تقترحوها من اجل ان تطوير مستوى ابنك في اللغة الانجليزية؟

.....  
.....

10. بصفتك ولي , هل تعتقد بان اللغة الانجليزية مهمة لمستقبل ابنك ؟

نعم  لا

\*في حالة كان لا ارجو ذكر السبب

.....  
.....

11. بصفتك ولي , هل تعتقد ان مشاركة لابنك في دراسته لها تاثير ايجابي على تحصيله المدرسي ؟

نعم  لا

شكرا لتعاونكم

## Abstract

This study considers the researchable problem of whether pupils of First Year Middle School are missing the potential help that parents may offer in their children's EFL literacy learning. Research into the factors that promote positive language growth and learning in young children is central to addressing achievement gaps that exist in children. Children enter school with different levels of skill, and these differences often affect children's subsequent language growth, cognitive development, literacy and academic achievement. Thus it is necessary to examine parents' actions and behaviors while working with their children on EFL literacy tasks at home. The results have shown that parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance.

**Key words:** EFL, literacy, parents, parent involvement, student performance, tasks

## ملخص

تهدف هذه الدراسة إلى تحديد دور الوالدين في تطوير مهارات القراءة و الكتابة باللغة الانجليزية كلغة أجنبية لدى أبناءهم الذين يدرسون سنة الاولى من التعليم المتوسط، إذ يعد البحث في العوامل التي تعزز النمو الإيجابي للغة أمرًا أساسيًا في معالجة النقائص الموجودة لدى التلاميذ الذين يلتحقون بالمدرسة بمستويات مختلفة من المهارة. وبالتالي فمن الضروري تسليط الضوء على تصرفات الآباء وسلوكياتهم أثناء العمل مع أطفالهم في إنجاز الأنشطة المنزلية المتعلقة بالقراءة و الكتابة باللغة الإنجليزية. و لقد أظهرت النتائج أن لمشاركة أولياء الأمور تأثيراً إيجابياً على أداء التلاميذ بزيادة الحافز و الاعتماد على الذات.

**الكلمات المفتاحية:** اللغة الإنجليزية كلغة أجنبية، معرفة القراءة و الكتابة، مشاركة الوالدين، أداء التلاميذ، إنجاز الأنشطة

## Résumé

Cette étude examine le problème qui peut être recherché: les élèves de l'école de première année manquent-ils de l'aide potentielle que les parents peuvent offrir à la littératie EFL de leurs enfants? La recherche sur les facteurs qui favorisent une croissance du langage et un apprentissage positifs chez les jeunes enfants est essentielle pour combler les écarts de réussite qui existent chez les enfants. Les enfants entrent à l'école avec différents niveaux de compétence. Il est donc nécessaire d'examiner les actions et les comportements des parents lorsqu'ils travaillent avec leurs enfants sur des tâches littératie EFL à la maison. Les résultats ont montré que la participation des parents avait de nombreux effets positifs sur les élèves autres que les universitaires, notamment une motivation accrue, une estime de soi.

**Mots-clés:** EFL, la littératie, parents, la participation des parents, performance des élèves, tâches