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**The Impact of the Kabyle Socio-cultural Background on
Learning English as a Foreign Language for Young
Children: The Case of Fourth Year Primary School**

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Jun, 2024

Dedication

Much love

To my dear Parents, **Ali** and Arour **Oum Saad**, thank you for all the things you have done for me you have been my guiding light throughout this incredible 17-year journey. Your love, unwavering faith, and tireless sacrifices have given me the strength and motivation to pursue my dreams.

To my Beloved Sisters and brothers, **Ilham, boubekour, fares, abd elhafid , abdelghadi** you have been my confidantes, my best friends , **anissa , azez** and my role models. “Thank you for the support. I Love you all so much”.

To my Grandmother **Belloul Zouina** and my maternal aunt ArourNedjima . This is not only your granddaughter’s success it is also your success.

I would like to thank all my paternal aunts **Theldja** for their caring and encouragement.

To my second family who was there for me all over the years: **Laarbi, Meriem** and **Ines**. Thank you for being by my side throughout my journey.

Fatma

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 Father’s wife Malika, who stood by my side through the ups and downs.

To my dear father **Boubkeur**, who made it possible for me to achieve my dreams and reach This milestone in my academic journey.

To my eternal supporters, my sister **Farida**, who encourages me in my hard times.

To my lovely brother **Khaled** for his endless support and care

And also to my dear friend lounes, who thught me not to give up

I would like to thank everyone who stood by my side and supported me,

I would not accomplish this humble work without you and your prayers.

Rabiaa

Acknowledgments

In the name of Allah, the most Gracious, the most Merciful.

We are grateful to Allah, the Lord of all creation, for his blessings, guidance, and support during my research journey.

We would express our sincere gratitude to our supervisor **Dr. Zemmour Sabrina** for her continuous support and guidance. Her insights and constructive feedback were instrumental in shaping the direction and quality of this work.

We are very thankful to the members of the jury **Dr. benbouya Amel** and **Dr. Aziri. Thiziri** for their presence and for accepting to examine and evaluate our research.

We would also thank all the pupils who have agreed to answer the questionnaire very kindly, for their cooperation has considerably helped us in carrying out our research and their parents, it goes without saying we are extremely thankful the teacher, who makes the data collection process easier, and helped us in examining our research.

We are also grateful to thank the schools' administrators who allowed us to conduct our study.

At last, special thanks are addressed to our families and friends.

Abstract

This study aims to investigate how the Kabyle socio-cultural context impacts pupils acquisition of English as a foreign language in Algerian schools. It examines how factors like parents' education, income, and beliefs, as well as societal influences, affect the development of pupil's proficiency in English. In this study the research questions aim to explore children's perception of the process of learning a language, to evaluate the degree in which pupils are encouraged to acquire English language, to investigate the influence of social norms and parental attitudes on pupils learning of English as a foreign language. To achieve the research objectives, both qualitative and quantitative methods have been used to address these aims effectively. To collect essential data, two interviews and one questionnaire were designed and distributed: one interview with 30 pupils, another interview with their teacher, and a questionnaire for 30 parents of these pupil. Furthermore, a naturalistic classroom observation was conducted during regular English teaching sessions. The study's findings reveal that children exhibit enthusiasm and motivation when learning English as a foreign language. Moreover, the Kabyle socio-cultural background of their parents plays a significant role in influencing their language acquisition, primarily through its impact on parental engagement in their learning process. The results were discussed in relation to the previous studies on language learning and socio-cultural influence, highlighting the unique interplay between cultural context and educational outcomes. This research endeavors to enhance the creation of inclusive and efficient language learning environments by considering socio-cultural contexts, particularly within the Kabyle language setting. Eventually, the study presents several suggestions for teachers, parents, and future research, as well as some limitations encountered in our study.

Keywords: English as a foreign language, Parental involvement,.Pupils perception. Pupils ,The Kabyle socio-cultural background,

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List of Abbreviations, Symbols and Acronyms

APA : American Psychological Association

ETc: Et cetera

L2 : Second language

Q : Question

SES : Socio-economic status

UK: United Kingdom

USA: United States

%: Percentage

ELLs: English Language Learners

EFL : English as a Foreign Language

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General introduction

In recent years, there has been a notable increase in the desire to learn English, making it the most commonly studied language globally. English became the language of technology and science which led many countries to introduce English education in primary schools. According to Smith (2021), English has become an essential global language due to its widespread use in international communication, business, and academia.

Algeria introduced its policy of including English education in primary schools starting from the academic year 2022/2023. However, countries where English is not commonly used outside the schools face various challenges such as parental education levels, environmental factors, and cultural barriers. While many Algerians supported the decision to teach English in primary schools, several factors emerged as obstacles to children's academic success.

As Algerians students studying English we have observed the complexities of teaching English, especially at the primary school level, which poses challenges for both parents and children. This has motivated us to explore the perception of parents and the influence of society regarding the teaching of multiple languages in primary education.

2. Statement of the problem

According to Banali (n.d., p.36), Kabyle citizens often speak English in school as a form of showing off, contrasting it with using French regarded as a symbol of sophistication and civilization, he explains that "the older generation switches more to French because of their educational background. As, in most cases, the only language they know besides Tamazight is French ". This perception is a result of historical impact of French colonialism, which was established in 1830 and imposed the French language in all domains including education, government, and business. the aim was not only economic exploitation but cultural assimilation, with French becoming the primary foreign language in Algeria (Maamri,2009). As a consequence, people tend to shy away from using English in everyday conversations, leading to situations where children are rarely exposed to English in their local environment.

Learning English as a foreign language has become increasingly crucial in today's globalized context. In Kabyle région, where English is taught as a foreign language, it is essential to understand the impact of socio-cultural backgrounds on children's learning experience. This has led to a notable research gap regarding the diverse ways in which social factors shape the English language acquisition of fourth-year pupils in Kabyle.

The socio-cultural background of individuals includes elements such as the educational level of parents, their socio-economic status, cultural heritage, and the linguistic environment they are exposed to. These factors play a crucial role in influencing children's experiences in learning languages, their motivation levels, and their overall language proficiency.

3. Significance of the study

Exploring the influence of Kabyle socio-cultural background on learning English for children is highly important. It enables educators to develop culturally appropriate teaching methods, understand the unique language acquisition processes of Kabyle children, also fill a research gap by providing insights into socio-cultural factors affecting language learning outcomes among Kabyle speakers.

4. Research Aim and Questions

The study aims to investigate the influence of cultural factors, social norms, parental attitudes, income levels, and children's attitudes toward learning English as a foreign language. Specifically, it aims whether the external variables contribute to the acceptance or rejection of learning English. Additionally, it explores fourth-year primary school pupils' attitudes toward learning English and analyzes the impact of parental influence on children's-proficiency levels. Furthermore, the study seeks to determine the correlation between students' English proficiency levels and the educational backgrounds and incomes of their parents. In the light of the previous goals, the study seeks to answer to the following questions:

1. How does Kabyle socio-cultural background impact learning English as foreign language for young children?
2. How do pupils perceive learning English as a foreign language?
3. What is the correlation between pupils' English proficiency and their parents' educational backgrounds and incomes?

5. Research Methodology

To achieve the objective of the study, we implement a mixed-methods approach. Conduct interviews with both pupils and teachers to gather insights into pupils' attitudes toward learning English. Use open-ended questions to explore their motivations, challenges, and perceptions of learning English. Simultaneously, administer a questionnaire to parents to gather information on their attitudes toward English language learning, their involvement in their children's language education, and their socio-economic backgrounds. Then, conduct

class observations to observe firsthand how pupils engage with English language instruction and to gather data on their proficiency levels. Pay attention to interactions between teachers and pupils, teaching methodologies used, and the overall classroom environment. So by combining interviews, questionnaires, and class observations, we gather comprehensive data to analyze the impact of parental influence on children's proficiency levels and understand pupils' attitudes toward learning English.

6. Structure of the study

The dissertation is divided as follows:

The dissertation commences with a general introduction that provides an overview and context for the research topic. This is followed by the first chapter, which includes theoretical background, addressing both research variables about previously conducted empirical studies. The second chapter is organized into three main sections: the first section describes the practical aspects of the dissertation, explaining the methodology used in the research, then, to the second section presents the key findings and the analysis of data gathered, in addition, to the third section provides a discussion and interpretation about previous studies in literature. The chapter concludes with a general conclusion that addresses the implications of the study and offers recommendations for future research.

Chapter One : Theoretical Background and Empirical Studies

1.1 Introduction

The first chapter presents a literature review that contextualizes the research topic and emphasizes previous studies investigating how Kabyle socio-cultural background influences the learning of English as a foreign language among young children.

1.2 Section one : Theoretical Background

After the Algerian government decided to teach the English language in primary schools, it was immediately implemented due to its importance in today's world and its wide uses in various fields. When children learn a foreign language, understanding their socio-cultural background plays a vital role in their acquisition. So this study delves into the Kabyle culture and its impact on learning English as a foreign language.

1.2.1. Approaches to Educational Achievement

It can be defined as “the successful accomplishment of educational goals, such as obtaining diplomas, certificates, or degrees” (Campbell& Low, 2001, p. 15). It means the successful attainment and completion of academic goals and fortunate outcomes and accomplishments in education.

1.2.1.1 The Demographic Approach

According to Dudley et.al demographic approach is a foundational concept in sociology and population studies. analyzing population characteristics, such as age distribution, family values, population growth, education and ethnicity. In the Kabyle society, education is influenced by the family structure and the values of the community. They value responsibility and duty, and they are expected to work hard and share their successes with their family. This sense of responsibility extends to the entire village, and the community relies on the contributions of its members to maintain its stability and prosperity (Benrabah,2018). Although Islam has had some influence on them, they have incorporated certain aspects of Islam.

Whatever, the education system in traditional is based on the oral transmission of knowledge from parent to child through everyday practical activities and stories. But now they teach their children in schools and mosques. The second factor is ethnicity and cultural background: The Kabyle people are an ethnic group of the Berber people situated in North Africa, they have their own culture different from the other cultures in Algeria and they represent almost 6

million of the Algerian population (Asya ,2020). So, cultural differences may affect education and its quality and results. In Kabyle society, gender roles are largely organized according to the androcentric principle, where males hold a dominant position while female has a central one, but in education they used to teach all of them in schools without a distinction between genders (Kristina Doyle, 2023(Kabyle people / history / culture & characteristics)).

1.2.1.3 The Contextual Approach

The contextual Approach entails interpreting and analyzing phenomena by considering the broader context in which they occur, including social, cultural, historical, and environmental factors. to discern meaning and significance (Richards & Rodgers,2001). They emphasized the significance of teaching language in meaningful contexts. They argued that language is best learned when it is presented and practiced in situations that resemble real-life communication. This approach aims to make language learning relevant and useful by connecting it to learners' daily experiences, needs, and interests. Essentially, it's about creating opportunities for learners to use the language authentically, just as they would in their everyday lives.

1.2.1.4. The Sub-Cultural Approach

In sociology, the sub-cultural approach is a perspective that examines how smaller, distinct groups within a society develop their norms, values, beliefs, and practices that may differ from those of the larger society (Williams, 2019). These sub-cultures can form around various factors such as age, ethnicity, class, occupation, interests, or lifestyle. So, it helps to understand how people create their identities and interact within their specific social environments.

1.2.2. English Learner's Educational Background

English learners can have varied educational backgrounds; some might receive formal education in English-speaking countries, while others are learning English as a second language. Their educational background can influence their proficiency level, learning strategies.... etc. The Cambridge dictionary defines educational background as the summary of a person's past schooling, including the schools they attended, degrees obtained, and any relevant academic achievements (Cambridge dictionary, n.d.) so, that help to understand their level of knowledge and skills in various subjects or fields.

1.2.2.1 Prior Knowledge

Knowledge was defined by Davenport and Prusak (1998) as a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. They emphasize that knowledge is more than just information; it involves the interpretation and application of information based on personal experience and expertise. Knowledge is also dynamic and constantly evolving, as new experiences and information can change or enhance existing knowledge.

According to Bruning et al. (2011), “Prior knowledge refers to the information, experiences, or understanding that a person already has before encountering new information or learning something new”, which means it is what they already know before learning something new. It serves as a foundation upon which new learning is built.

1.2.2.2 Types of prior knowledge

Understanding the world and guiding our actions, knowledge is a complex idea with various facts. It is often categorized into two main types: declarative vs procedural knowledge, and content vs formal knowledge. These categories help us organize and comprehend the different methods we use to gain, retain, and apply information

1.2.2.2.1 Declarative vs procedural knowledge

Declarative knowledge refers to factual knowledge that can be stated or declared. It includes information about objects, events, concepts, and their properties (Anderson, 1983). It is the type of knowledge that can typically be directly communicated through writing or speech and it's also “know that” about something obviously without needing time to think about it such as World War II ended in 1945. The Nile River is the longest in the world. Whereas procedural knowledge is the ability to perform tasks or activities, often described as “know-how” (Anderson, 1982). This type of knowledge is often acquired through practice and experience, which means knowing how to do something by using methods, and steps to require an activity or a task like Classroom management which involves teachers developing strategies to organize the physical space, establish routines, and manage student behavior. This includes procedures for entering the classroom, transitioning between activities, and seeking help.

1.2.2.2 Content vs formal knowledge

Content knowledge, or subject matter knowledge, is how well someone understands a particular field. It includes the key facts, ideas, theories, and principles that are important for teaching, learning, and problem-solving (Shulman, 1986). A strong foundation of content knowledge is crucial for educators to teach effectively, answer questions, guide through complex concepts, and adapt to different learning styles. Similarly, learners benefit by comprehending new information, making connections, solving problems, building higher-order thinking skills, and a deeper understanding of the subject. Formal knowledge is a structured and systematic knowledge that is usually taught in schools or recorded in written materials (documents). It follows recognized rules, principles, or theories and can be easily shared or communicated (Jashapara, 2011). For example, Teachers need to know culturally responsive teaching practices to create inclusive and equitable learning environments for students from diverse backgrounds or working with multilingual students, knowledge of language acquisition theories and strategies for English Language Learners (ELLs) is essential.

1.2.2.3. English Textbooks in Algeria

The textbooks “represent the visible heart of any ELT program” (Sheldon,1988). Textbooks play a crucial role in English language teaching programs, serving as useful material for both teachers and learners. They are essential for practicing the Foreign language in the classroom and are instrumental in achieving communicative competence. In Algeria, textbooks are the primary source of language input for learners, shaping their knowledge, attitudes, and principles. As such, the careful selection and effective utilization of textbooks are important for the success and advancement of language education programs in the country. the textbooks by Mohammed Dib and Malek Bennabi, talk about different topics like Algerian society, culture and memories. Dib’s book "Who remembers the Sea" delves into the complexities of memory, and cultural identity, shedding light on the human experience through the lens of language and narrative. Meanwhile, Bennabi's books like, "the Quranic Phenomena" explore how the Algerian culture and religion shape the society. Both writers offer important ideas that help us understand our society better.

1.2.3. Cross-cultural psychology and foreign language teaching and learning

According to Shiraev and Levy (2017), cross-cultural psychology “focuses on the systematic study of behaviors and attitudes of humans across cultures”. It delves into the impact of

cultural elements on human behavior, cognition, and emotion. By exploring both the similarities and differences in psychological processes among various groups. When teaching and learning a foreign language cross-cultural psychology plays a vital role in fostering effective education practices that cater to diverse student populations. It helps educators understand how cultural factors influence students' learning styles, motivations, and academic achievements.

1.2.3.1. Definition of the culture

Culture can be defined as “the collective programming of the mind which distinguishes the members of one group or category of people from another” (Hofstede, 1984). So, it encompasses everything from the beliefs people hold, the traditions they follow, the artistic expressions they create, and all other forms of intellectual accomplishments that are shared and valued by a particular group of people within a society or social group. In this research we are dealing with the Kabyle culture, it is a rich and diverse tapestry that reflects the unique history, traditions, and identity of the Kabyle people, who are an indigenous ethnic group residing primarily in the Kabyle region of northern Algeria. This culture encompasses a wide array of elements, including language, art, music, cuisine, traditional dress, religious beliefs, and social customs.

1.2.3.2. Cultural adaptation

Cultural adaptation is essential in our globalized world, acting as a vital link between diverse societies. It involves individuals and communities adjusting their behaviors, beliefs, and practices to fit into new cultural settings (Berry, 2003), promoting understanding and harmony amid differences). This process helps people navigate multicultural environments, enhancing their experiences and adding to the richness of human diversity. Cultural adaptation is the process of changing one's behaviors, beliefs, and values to fit into different cultural contexts, involving learning and understanding the cultural norms, practices, and social expectations of a specific group or community and adapting one's behavior accordingly. Cultural adaptation involves modifying one's behaviors, beliefs, and values to suit a different cultural context (Berry,1997). He emphasizes the importance of understanding and adapting to different cultural contexts. Furthermore, cultural adaptation requires learning about and understanding the cultural norms, practices, and social expectations of a specific group or community (Ward & Kennedy, 1999), This involves gaining knowledge about how people in that culture typically behave, the traditions they follow, and the social standards they adhere to, They

highlight the significance of adapting one's behavior in line with the cultural norms and expectations of the host culture for effective integration and communication.

1.2.3.2.1. Value judgment as a process

In the book of Philosophy “The Power of Ideas”, value judgments as assessments have been described as the ability to critically evaluate concepts and beliefs, discerning their validity and significance (Moore & Bruder, 2018, p. 45). It is when you evaluate or make a decision about the goodness, worth, or desirability of something using personal beliefs or principles, usually involving subjective opinions instead of objective facts. Understanding the concept of value judgments is essential in learning English as a foreign language by making judgments about their language production, learners actively monitor their progress and identify areas for improvement. This process of self-evaluation enhances meta-cognitive awareness, allowing learners to regulate their learning strategies more effectively (Chamot, 2005). Recognizing and navigating these evaluations aids effective and respectful communication within the target language's cultural context.

1.2.3.2.2. Cultural Conflict Avoiding Strategies Learning

Cultural conflicts often arise when individuals from different cultural backgrounds interact, stemming from varying beliefs, values, norms, and communication styles (Hofstede, 2001). when people from diverse cultural backgrounds come together, conflicts can emerge due to differences in their fundamental beliefs, values, norms of behavior, and ways of communicating. It suggests that these disparities can create misunderstandings and tensions in interactions. To manage these conflicts, it is crucial to promote understanding, empathy, and open communication (Samovar et al.,2016). This point emphasizes that addressing cultural conflicts requires specific approaches. It suggests that fostering an environment of understanding, where individuals can empathize with others' perspectives and engage in open and effective communication, can help mitigate these conflicts. This highlights the importance of recognizing cultural differences and adopting strategies such as empathy and effective communication to manage and resolve conflicts in diverse environments.

1.2.3.3. Transmitting culture

A new language opens doors to new cultures, perspectives, and opportunities. It requires more than memorizing words and grammar rules it also involves understanding context and culture. During the process of learning a new language by talking with native speakers, when you chat, you are not just learning words but you are discovering a whole world of customs,

stories, and traditions. These exchanges for example help to break down wrong ideas people might have about other cultures (Ting, 1999). By talking directly with someone from that culture, you get a real, true picture. Judgment is crucial, as it helps learners make informed language choices, considering tone, formality, and cultural nuances for effective communication. Developing good judgment is key to mastering a language, allowing learners to navigate conversations with finesse and authenticity. Fantini's (1985) theory on bilingual child language acquisition highlights that learning languages aren't just about words and grammar; it's also about understanding the social and cultural contexts where languages are used. Bilingual kids see languages as part of their identity and adapt their language use based on different cultural situations. This emphasizes that language learning isn't just learning words, but also social rules and cultural norms. So, judgment plays a pivotal role in the intricate process of learning a foreign language, guiding learners toward effective and culturally appropriate communication.

1.2.3.3.1 Cultural transmission through imitation

Boyd and Richerson (2005) argue that the fundamental process of transmitting culture involves using imitation as a mechanism to pass down traditions and knowledge. It means that cultural transmission through imitation is a fundamental process by which individuals acquire and perpetuate cultural knowledge, traditions, and practices, and individuals within a culture learn and adopt behaviors, beliefs, customs, and knowledge by observing and imitating others.

1.2 3.3.2. Cultural Transmissions through Language

Language serves as the cornerstone of human culture, facilitating the transmission of traditions, values, and knowledge across generations. As noted by anthropologist Edward Sapir in his book "culture, language and personality" Language is a guide to social reality. So, language shapes how we perceive the world around us and, in turn, how we interact with it. It is not just a communication tool, it embodies a society's collective wisdom and identity. The relationship between language and culture is profound, argued that language shapes thought, suggesting that the structure and vocabulary of a language influence how its speakers perceive and conceptualize the world, shaping how individuals perceive the world and interact with it. This intricate interplay between language and culture underscores the dynamic nature of human societies, ensuring the preservation and perpetuation of civilization for future generations. Certainly, In Kabyle culture, the celebration of religious holidays like Eid al-Fitr is deeply ingrained. Language plays a significant role in expressing greetings and blessings during this occasion. For instance, the phrase "el aid ameggas" is exchanged during the

festive period of Eid al-Fitr. These expressions reflect the importance of religious observance and communal solidarity in society.

1.2.4. Learners individual differences

Individual differences in learning encompass variations among people in their abilities, preferences, motivations, and experiences that influence how they learn, Robinson (2018). Understanding these differences is crucial for educators to tailor their teaching methods effectively. Strategies such as differentiated instruction and fostering a growth mindset enable educators to address the varied needs of students, creating inclusive learning environments where all learners feel supported and empowered to succeed.

1.2.4.1. Age

Age has a great influence on the learning of languages for many reasons. First, during childhood, there is a period known as “the critical period “when the human brain is readiest to Receive input and to learn language. If the person does not acquire language during this period, he will find it almost impossible to do so later on. Brown (2007) defines the critical period hypothesis as a period in one’s life when they are most open to learning specific skills or knowledge. This idea suggests that there is an ideal age range when the human brain is naturally inclined to acquire certain abilities, such as language, with greater ease and success. After this critical period, learning may still be achievable but might be more difficult and less likely to reach native-like proficiency.

1.2.4.2. Motivation

Motivation plays a pivotal role in foreign language learning, influencing learners’ persistence, engagement, and overall success in acquiring language proficiency (Dörnyei, 2005; Gardner, 1985). Motivated learners are more likely to dedicate sustained effort to their language studies, actively engaging with language materials and real-life language use situations (Ushioda, 2009). This motivation also helps individuals overcome the fear of making mistakes, fostering confidence in speaking and interacting in the target language (Ryan & Deci, 2000). Setting clear language learning goals, driven by motivation, provides learners with direction and purpose, contributing to their long-term commitment to the learning process (Dörnyei & Ottó, 1998). In essence, motivation serves as the driving force behind learners’ positive attitudes, goal achievement, and enduring dedication to mastering a foreign language.

1.2.4.3 Attitude

Attitude plays a crucial role in the process of learning a foreign language, influencing how learners perceive, behave, and ultimately succeed in their language studies (Gardner, 1985; MacIntyre & Gregersen, 2012). When learners hold a positive view of the target language and its culture, it can boost their motivation, engagement, and overall enjoyment of learning (Dörnyei & Csizér, 1998). Those with a favorable attitude are more likely to persist in their language learning, actively seek chances for practice, and feel more confident in their language skills (Dewaele & MacIntyre, 2014). Furthermore, a positive attitude can facilitate cross-cultural communication and appreciation, fostering openness to linguistic and cultural diversity (Yashima, 2002). Therefore, nurturing a positive attitude toward the foreign language can greatly enhance learners' language learning experiences and achievements. Furthermore, a positive attitude can facilitate cross-cultural communication and appreciation, fostering openness to linguistic and cultural diversity (Yashima, 2002). Therefore, nurturing a positive attitude toward the foreign language can greatly enhance learners' language learning experiences and achievements. However, A negative attitude can be defined as a disposition, feeling, or manner that is pessimistic or skeptical, often characterized by an unwillingness to engage positively with tasks, people, or situations. This kind of attitude can have various adverse effects on both individuals and groups.

1.2.4.4. Personality

Learning a foreign language is a multifaceted endeavor influenced by various factors, such as extraversion, openness to experience, and conscientiousness among which an individual's personality plays a significant role. Personality traits can shape how a person approaches language learning, impacting motivation, learning strategies, and overall proficiency. Extraversion tends to correlate with a greater willingness to engage in social language practice, such as conversation with native speakers, leading to improved speaking skills (Dewaele & MacIntyre, 2014). Openness to experience is linked with a more adventurous and experimental approach to learning, often resulting in a broader vocabulary and more creative language use (Dörnyei, 2005). Conscientious individuals are likely to excel in language learning due to their disciplined study habits and attention to detail (Li, 2017). These findings underscore the multifaceted nature of language learning, where personal traits interact with learning strategies to shape one's linguistic journey.

1.2.4.4.1. Anxiety

Anxiety in learning a foreign language can significantly hinder language acquisition, Spielberger and researchers like Horwitz and Cope have explored this phenomenon extensively. When learners feel anxious, it can interfere with their ability to concentrate, process information, and retain new vocabulary and grammar rules. Anxiety may also impact speaking confidence, leading to avoidance of practicing speaking skills, which are crucial for fluency development, Young (1991) expands on this, noting that anxiety impacts listening, reading, and writing skills as well. Additionally, high levels of anxiety can trigger negative emotions associated with language learning, creating a barrier to motivation and engagement in the learning process. Overall, addressing and managing language learning anxiety is essential for facilitating effective language acquisition. Educators, as suggested by Harmer (2007), can mitigate language learning anxiety by creating supportive environments that encourage risk-taking and a positive attitude toward making mistakes in the target language. This understanding guides strategies to manage anxiety levels, promoting more effective language learning experiences. Also, anxiety can enhance focus, motivation, and preparation, driving individuals to be more alert, thorough, and adaptable in facing challenges.

1.2.4.4.2. Empathy

Empathy, as defined by Brown (2007), is crucial for learning a foreign language due to its role in understanding and sharing the feelings of others. It enables language learners to connect with the target culture, appreciate its nuances, and communicate more effectively by considering the emotions and intentions of those they interact with. Additionally, empathy fosters a positive and collaborative learning environment, where learners support each other's progress and create a sense of community within the language learning classroom (Brown, 2007). It is a crucial asset in learning a foreign language, facilitating cultural understanding, effective communication, and a supportive learning atmosphere.

1.2.4.5. Risk-taking

Risk-taking plays a pivotal role in the acquisition and development of language skills. Language learners often face the challenge of stepping out of their comfort zones to practice speaking, writing, and engaging in conversations with native speakers. This willingness to take risks, such as making mistakes or experimenting with new vocabulary and grammar structures, is essential for language proficiency (Brown, 2007). Research suggests that learners who are more inclined to take linguistic risks tend to progress faster in their

language-learning journey (Dewaele & MacIntyre, 2014). Moreover, embracing risk-taking fosters a sense of confidence and resilience, enabling learners to overcome the fear of errors and communicate effectively in diverse linguistic contexts (Gregersen, 2007). Therefore, in the realm of language acquisition, the willingness to take risks catalyzes linguistic growth and intercultural competence.

To sum up, this chapter has covered the theories and real-world studies essential to our research. We have looked at the basics, methods, and findings from past research. Now equipped with this knowledge, we are ready to dive into our analysis and discussions, building upon what we have learned.

1.3. Section two: Empirical studies

The present section of the chapter represents some of the previous studies that have been conducted in literature to investigate the effect of socio-cultural background on learning English as a foreign language for young children in the primary school 4th year.

Numerous studies have demonstrated the influence of socio-cultural background on EFL learners. Duran (1985) studied the impact of bilingualism on the development of discourse skills essential for literacy in bilingual children, using qualitative research methods to understand the cognitive and educational advantages that bilingualism offers. Observations and assessments of bilingual children's communication in various contexts revealed that these children typically develop a wide range of communication skills, providing a strong foundation for literacy. The research sample included bilingual children, mainly from non-English-speaking backgrounds, focusing on both their first language (L1) and second language (L2). The study aimed to determine how their bilingual environment aids in acquiring necessary discourse skills. The findings indicated that bilingual children possess more diverse discourse skills compared to their monolingual peers, highlighting the cognitive and educational benefits of bilingualism. Duran emphasized the need to support bilingual education to enhance literacy and overall communication abilities in bilingual children.

Furthermore, Harvy, et al. (1996), conducted study to examine the sociocultural approaches to understanding the interplay between social and individual processes in knowledge construction. It focuses on three key principles from a Vygotskian framework: social sources of individual development, semiotic mediation (including language) in human development, and genetic (developmental) analysis. The role of culture and language in human development

is emphasized, and the article explores the methodological foundation of this framework, contrasting with other perspectives on the internalization of social interaction in knowledge construction. Their findings support the Vygotskian view that knowledge construction is fundamentally a social developmental analysis.

Moreover, Bartam (2006) explored the parental influence on student's attitudes toward foreign language learning (EFL) by analyzing data from a tri-national study involving 411 learners of French, German, and English. The study, conducted among 15-16-year-olds in centrally located mixed comprehensive schools in England, Germany, and the Netherlands, reveals that parental influence operates through role modeling, communication of educational regrets, and shaping children's perceptions of language importance. The findings suggest a correlation between parental attitudes and those of students, with parental language knowledge playing a crucial role. Notable, the study indicates that parental contributions to constructing children's understanding of language utility significantly impact attitudes, possibly explaining variations in attitudes among German and English participants.

Another study by Kim (2017) examined how cultural familiarity impacts language acquisition. It aims to understand how exposure to materials and contexts aligned with learners' socio-cultural backgrounds affects their grasp of language concepts. Using a qualitative approach, the research focuses on a group of language learners from diverse cultural backgrounds. Data collection involved interviews, observations, and analysis of language learning outcomes. The findings show a clear link between cultural familiarity and language acquisition, indicating that learners exposed to materials reflecting their socio-cultural contexts exhibit improved understanding and proficiency in language learning. The study emphasizes the need to integrate culturally relevant materials and contexts into language learning programs for a more effective acquisition process.

Similarly, Rashid, et al. (2020) discussed the socio-cultural impact of learning English as a foreign language (EFL) in the context of Bangladesh, specifically focusing on primary-level education. The study aims to determine the presence of this impact gathering data from six primary schools in the Chittagong district through classroom observation and a structured questionnaire, employing a mixed-method approach for analysis. The survey involved 120 students randomly selected from government primary schools in both rural and urban areas. Results indicate a significant influence of socio-cultural contexts on English language learning, despite uniform curriculum, text materials, and instructional mediums. The study's significance lies in identifying socio-cultural barriers that affect the teaching and learning of

English, providing valuable insights for policy-makers and EFL stakeholders, including students, parents, and teachers.

Similarly, Meo (2022) declared that family socioeconomic status (SES) affects young children's learning behaviors using data from the China Family Panel Studies (2018). They focused on parental expectations, parental involvement, and the home learning environment for 1,348 children aged 3 to 5 years. The findings revealed a significant connection between family SES and the home learning environment as well as parental involvement. However, family SES showed only a partial link to parental academic expectations, and there were no direct associations between SES and children's learning behaviors. Parental involvement was found to indirectly impact children's learning behaviors. The study underscores the importance of parental involvement in aiding young children's development and suggests the necessity for tailored parental involvement programs for Chinese families of various SES backgrounds.

In addition, Zhang et al. (2023) conducted a systematic review and meta-analysis to examine how the home environment influences the development of English as a second or foreign language (L2) in young Asian children. They reviewed 22 studies published between 2001 and 2020, involving a total of 3,953 children aged 2.7 to 6 years, with 12 studies (encompassing 2,164 children) included in the meta-analyses. The results indicated that various home factors, such as family demographics, home literacy activities, language use, and parents' beliefs and motivations, positively impacted children's English language abilities, literacy skills, phonological awareness, and interest in learning English. The influence of specific home factors on English development varied across different aspects of language learning and sociocultural contexts. Factors like family structure, home language use, and the literacy environment had different impacts depending on sociocultural and ethnic backgrounds. Furthermore, child- and home-related characteristics moderated or mediated the relationships between home environment factors and children's cognitive-linguistic abilities. The study highlights the crucial role of the home environment in developing English language skills and recommends culturally appropriate family-based English interventions in Asian contexts.

1.3.1. The contribution of the present study

The key contribution of this review is its emphasis on the need for targeted research that explores the unique socio-cultural dynamics of the Kabyle community and their effects on language learning outcomes. This research can provide insights into the specific challenges

and advantages with targeted to Kabyle children in learning English as a foreign language. Furthermore, the review stresses the importance of culturally responsive teaching methods and inclusive practices in facilitating successful language learning experiences for all learners, including those from diverse socio-cultural backgrounds such as the Kabyle community. By acknowledging and appreciating Kabyle children's cultural strengths and linguistic resources, educators can create a more equitable and enriching learning environment that maximizes their potential to master English as a foreign language.

Conclusion

This review highlights the critical need for targeted research on the unique socio-cultural dynamics of the Kabyle community and their effects on English language learning. Theoretical and empirical studies show the significant role of socio-cultural factors in language acquisition but reveal gaps in research across diverse cultural settings and over time. By exploring these areas, particularly in the context of the Kabyle community, this study aims to provide insights into supporting Kabyle children in mastering English as a foreign language.

Chapter Two: Research Methodology, Results, and Discussion

3.1. Introduction

The methodology chapter outlines the practical side of the conducted thesis. It is divided into three main sections: the first section is on the research methodology followed, the second section includes the data analysis and interpretation, and the third section involves the implications and recommendations of the study.

3.2. Section one: Methodology

Methodology is a fundamental element for conducting any study within scientific research. It encompasses and illustrates all the procedures followed in the process, as well as the rationale behind each step.

This section provides a roadmap of the research, particularly focusing on research methodology. It demonstrates all procedures and steps involved in data collection and analysis as described below:

3.2.1. Description of Participants

The research population refers to the total group of individuals, items, or phenomena that possess the characteristics the researcher wishes to investigate. It represents the entire target group from which a sample is drawn for a study. This definition is commonly used in research methodology (Creswell & Creswell, 2017).

Defining the research population helps researchers know who they are studying and what group their findings apply to. This ensures that their research accurately represents the people they are interested in. It also helps them choose the right way to pick participants and make sense of their findings.

The population of this research includes the perspective of pupils in the fourth year in the primary school of “takerboust Teraad Hocine”. their parents, and teachers. At around 9-10 years old, these children are at a critical developmental stage for language acquisition. By this year, they have received some exposure to English, allowing for an assessment of language proficiency. Additionally, at this age, children are becoming more aware of their cultural identity and diversity, providing insights into how their socio-cultural factors influence language learning. Focusing on this grade level enables comparative analysis within the same educational context, shedding light on the dynamics between socio-cultural background and English language learning outcomes.

Factors like family language practices and exposure to English shape pupils' language acquisition. Parents' support and teachers' adapt ability play crucial roles in creating inclusive learning environments. This approach empowers students to navigate language acquisition while honoring their cultural identities.

According to Gravetter and Forzano (2018), a sample is "a subset of the population selected to participate in the study". In research, a sample is essentially a smaller group of individuals or elements that are selected from a larger population to be studied. This subset is carefully chosen to represent the population as a whole, enabling researchers to make valid conclusions about the population based on their observations of the sample.

The sampling technique that is followed in choosing the sample of the study is random sampling, as a technique within probability sampling, to ensure that every member of the population has an equal chance of being chosen for the sample. The two researchers of the current study Chose a random group of 30 pupils to answer the questions asked in English and translated during the interview to their mother tongue (Kabyle) to explain them, then give to Their parents (father and mother) a list of questionnaire written in English and translated to Arabic, the common language used to facilitate the process of answering the question. At the end, an interview is directed to the teacher, where questions related to the research are presented.

3.2.2. Data Collection Tool

The main aim of the present study is to understand the impact of the Kabyle socio-cultural background on learning English as a foreign language for young children in primary school, to achieve this aim the researchers employ a variety of data collection tools, including questionnaires, interviews, and observations. To gather insights from pupils, researchers conduct interviews by providing them with a list of questions tailored to their age and comprehension level. These questions aim to elicit responses about their Cultural Background, Attitude Towards Learning English, cultural celebrations, Similar vocabulary and Family English Proficiency. Following the interviews, the researcher explained the questions and clarified any misunderstandings using the mother tongue Kabyle. This ensures that pupils fully comprehend the purpose of the interview and feel comfortable expressing their thoughts and opinions.

For parents, researchers distribute questionnaires written in English, accompanied by translations into Arabic (Q1-Q16). The questionnaires cover topics such as parents'

perceptions of their child's English language development, their involvement in supporting language learning at home, and their views on the role of Kabyle culture in language education. Providing translations allows parents who may not be proficient in English to participate fully in the research, ensuring diverse perspectives are captured.

Moreover, researchers engage in interviews with teachers at "Terrad Hocine" to understand their teaching methods, how they incorporate Kabyle cultural elements into English language lessons, and the challenges they face in meeting the needs of the Kabyle pupils during the teaching process. These interviews offer valuable perspectives into the dynamics within the classroom and the various teaching strategies utilized to educate Kabyle pupils in English.

Observations of both teacher and pupils in the classroom setting offer firsthand insights into instructional strategies, student engagement, and the influence of Kabyle socio-cultural background on the learning environment. The process lasted two weeks (4 sessions), the Researchers observed interactions between teachers and pupils, instructional materials used, and the incorporation of Kabyle cultural elements into lessons, where the pupils effectively navigated code-switching between Kabyle and English language in appropriate contexts and integrated elements of their cultural background into English language discussion. These observations provide rich qualitative data that complement the findings from interviews and questions.

3.2.3. Research Design

According to Creswell (2017), the research design is the systematic plan or strategy devised to address research questions or hypotheses, ensuring the study's validity and reliability. It outlines the steps researchers will take to answer their questions or test their hypotheses. It is all about planning to ensure the study is well-organized, valid, and produces reliable results. The present study adopts a descriptive research design that aims to examine the impact of the Kabyle socio-cultural background on learning English as a foreign language for young children in primary school, this involves creating environments where specific variables related to the Kabyle socio-cultural background are observed and analyzed regarding their effects on English language learning outcomes. Then it allows researchers to establish relationships between the socio-cultural variables (such as language exposure at home, cultural values, or learning styles) and English language learning outcomes. By describing variables and using random assignment for pupils' parents and teachers, and offers a systematic approach to understanding descriptive relationships. It helps uncover how cultural

factors influence language acquisition and informs the development of tailored educational strategies for diverse linguistic contexts.

3.2.4. Research Method

According to Neuman (2014), the research method is A systematic procedure or process used by researchers to gather, analyze, and interpret data to answer research questions or test hypotheses. They are structured ways researchers collect and analyze information to understand phenomena. These methods provide a systematic framework for gathering data, whether through surveys, experiments, interviews, or other means, and help in drawing meaningful conclusions from the gathered information.

The present study follows both qualitative and quantitative research methods in collecting the data. The researchers delved into the nuances of Kabyle culture and its impact on language acquisition. They conduct interviews, questionnaires observations with pupils, teachers and parents to understand how cultural factors such as family dynamics, community values, and linguistic practices influence pupils English language learning experiences.

Through the three methods, researchers aim to uncover rich insights and patterns in how socio-cultural backgrounds shape language learning processes in the specific context of Kabyle culture and primary education.

3.2.5. Data Analysis

After the data collection, the Researchers move to the data analysis which is simply the process of converting the gathered data into meaningful information. Different techniques such as modeling to reach trends, relationships, and therefore conclusions to address the decision-making process are employed in this process (Start, 2006). In this research, a descriptive method was adopted, incorporating both qualitative and quantitative approaches to collect data and achieve the objectives of the study, the primary investigational tools employed are two interviews, a questionnaire, and observation to obtain insights.

This section guides the researcher through a series of organized and well-structured procedures. It provides a detailed description of the data collection methods and techniques used in the study. The data collated and interpretation of results, based on the data provided by the participants, will be presented in the subsequent chapter of the data analysis and interpretation.

3.3. Section Two: The analysis

The section provides a detailed analysis of the data collected from the sample of the study. It starts with the analysis of the pupil's interview then the parent's questionnaire moving to the teacher interview finishing with the classroom observations.

3.3.1. Pupils interview

A Pupil interview is a valuable tool for analyzing our research. Through direct engagement with the pupils, researchers gain insights into how cultural contexts shape language acquisition experiences and outcomes.

Question 1: what languages do you speak at home?

The pupils were asked to identify the foreign languages commonly spoken by children at home, twenty out of thirty (20/30) of the participants interviewed stated that they use the Kabyle language, and three out of thirty (3/30) were bilingual in Kabyle and French. As pupil 5 said: "*deg uxxam nehdder kn thaqvaylith*" (in the home we speak only Kabyle), another pupil added that: "*imawlen iw hedren kn thaqvaylith axater ugheren ara*" (my parents speak only Kabyle because of they are not literate), as pupil 3 said "*nehdder kn thaqvaylith d ttefranciseth deg uxxam* (we speak only Kabyle and French at home). From here we can say that French enjoys a more significant presence in Kabyle society compared to English based on its higher usage among the surveyed children.

Question 2: what was your reaction when you first heard about the government's decision to teach English in primary school?

These key questions were asked to determine pupil's perceptions about the implementation of English in primary school. Pupils showed initial surprise and excitement, perceiving it as a chance to learn a different language, as said pupils 17: "*d la surprise imi id-areAnglais ar dagi, haragh mlih attenvdu*" (it was a surprise to introduce English in primary school, I am very exciting to start). They also were curious about how English would be incorporated into their studies, asking about resources and how often classes would be held. Additionally, some were worried about the difficulty of learning, as stated by pupil 4: "*unes3i ara thikthi ghef thenglizeth ma thew3ar negh kra ca fait attes3udh chewiya ukukru*" (we do not have any idea about the English language, so it's normal to have some worries about it), while others exiting better communication skills and future opportunities, pupil 7: "*haregh melmi ad ughalegh fahmagh anglais d wa attehdtregh am wigad nni n les films*" (I'm exiting when I understand the English language and talking like native speakers). From the interviews that were

conducted, it can be said one possible reason might be the challenge of studying two foreign languages simultaneously, which can be overwhelming, or it could stem from their lack of prior knowledge of language learning.

Q3: How do you feel about learning English?

This question aims to clarify a pupil's perspective towards learning a language. Through the interviews, it is clear that pupils have diverse opinions regarding learning English. Some are excited and motivated, citing benefits like improved communication and future opportunities, as stated by pupil 9: *“yelha anevdu thura thaghuri n l'anglais akkn anesareh deg's am thefranciceth”* (It's a good thing to start learning English now, to learn it and develop our skills like French). While others mention obstacles like pronunciation issues or stress from exams. they value interactive learning but may have difficulties with advanced grammar or vocabulary, as pupil 12 said: *“ugadegh anglais yezmar as se3ugh kera uguren ad teqelqegh sin uchefugh ara ghef ayen ya3nen awalen d tesarthith”* (I afraid of learning English because perhaps I have some challenging of memorizing words or grammar, so I have the problem of stress). To sum up, their perspectives demonstrate a combination of excitement, determination, and strong motivation to excel in mastering English for personal achievement and academic progress.

Question 4.: Do you celebrate any cultural holidays or events that are important to your family? Tell me about it.

The Cultural Celebrations help to identify significant cultural practices that the pupil's family observes, which can influence their exposure to language and cultural norms. All respondents indicated that they do celebrate cultural holidays or events that hold significance for their families. The options given include birthday parties, Yennayer (the Berber New Year), and Aid (Islamic religious holidays), as pupil 1 said *« ih nqaddach timogha guxxam, am yennayer »* (yes, we celebrate the cultural events, like yennayer). Therefore, depending on the cultural backgrounds of the respondents, they likely observe one or more of these events as part of their family traditions. However, they did not bring up events such as Halloween, or Christmas..., indicating a strong adherence to their cultural practices rather than incorporating external traditions. This highlights a deep sense of cultural identity and pride within the Kabyle community.

Question 5- Give me some words you learned from your English lesson. Do they sound like any words in the Kabyle language?

The prompt asks respondents if the English words they learned sound similar to any words in Kabyle. Based on the provided answers from pupil 1 « *Bettata* »(Potato) might resemble it in English. Then, the pupil 5 said: « *Tummat* ». It could sound like « (tomato) in English. In addition, pupil 28 said: « *Ava* ». It could sound like (papa) in English. The analysis suggests potential linguistic connections or similarities between English and Kabyle words, indicating possible shared linguistic roots or influences. In this book “The Afro-Asiatic Languages”, Ehret (1997) comprehensively explores the historical development, linguistic features, and geographical distribution of Afro-Asiatic languages. It seeks to identify common linguistic characteristics, shared roots, and historical interactions within the Afro-Asiatic-speaking communities, contributing to our understanding of language evolution and human prehistory in which the Kabyle language is a part of that Afro-Asiatic language.

Question 6- Do you see some similarity between Kabyle and English, whether in the pronunciation of letters or words?

Similar words or phrases can uncover cognates or similarities between the pupil’s native language and English, which might facilitate language learning. So all the respondents here answered yes They see a similarity between the two languages pronunciation. The pupil 12 said: “*am taqvaylith, am anglais, tismath winted awalen seg fransisth*”(both languages have borrowed words from other languages, particularly French). English and Kabyle share lexical similarities through the borrowing of words from the French language. This borrowing enriches both languages' vocabularies and contributes to their linguistic interconnectedness. Then, pupil 5 said: “ *tmchavin wawalen , am “tren” s taqvalith akked “train” s anglais*” (they are similar words such as , “tren” in Kabyle and “train” in English .The similarity in consonant clusters between English and Kabyle , as seen in "train" and "tren," reflects potential linguistic connections between the two languages.

Question 7- Do you use English with your family and outside the classroom?

Based on the answers, all 30 respondents use English with their families, while none of them do not. This indicates that English is commonly used within families, suggesting it may be a secondary language for these individuals. which pupil 9 said, « *ih nesaxdamit guxxam akkedimawlan ngh* » (yes, we use it with our families). This underscores the complex

interplay between language, identity, and societal factors, illustrating how languages evolve and coexist within family dynamics and broader community contexts.

Question 8- Who helps you to study English at home?

A recent survey on English language study habits among pupils unveiled a strong reliance on familial support for learning. Mothers emerged as the primary source of assistance, with a significant majority of respondents indicating their mothers' involvement as the pupils 2 and 10 said: « *d yemma aghnit3iwinendeg uxxam* » (my mother helps me at home). Siblings also played a notable role in supporting English studies, as pupil 18 said « *t3awanyi athemathen-iw guxxam* » (my siblings help me at home) Conversely, fathers and curriculum teachers were less frequently cited as sources of aid. Despite varying levels of support, the survey revealed that the overwhelming majority of pupils seek external assistance for English studies beyond the classroom, underscoring the importance of supplementary support networks in academic development.

Question 9- Do your parents motivate and encourage you to learn English?

All 30 respondents indicate that parents motivate them to learn English, showing a strong parental influence in encouraging language acquisition and a positive perspective toward learning English. As pupil 29 said, « *ih, tcouraginagh lwaldin nagh akken anghar anglais* » (yes, the parents motivate us to learn English). This emphasizes the significant impact of parental encouragement on English language learning, indicating a broader societal recognition of English proficiency's importance, likely influenced by societal and economic factors and underscores a trend where parents play a crucial role in fostering a positive attitude towards language acquisition.

Question 10- Do you have any family members or friends who speak English fluently?

The Family English Proficiency provides insight into the pupil's immediate language environment and potential sources of English language support. The finding indicates that most of the 30 respondents have English-speaking family members or friends providing them with valuable opportunities for language practice and learning. These connections offer authentic language exposure, support, and cross-cultural exchange. However, it is crucial to address disparities in social networks to ensure equitable access to language resources within the community. In which the pupil 24 said « *ih, Ultma akked gma hdren anglais* » (yes, my sister and brother talk in English) and pupil 12 said: « *ih, yemma tehdar anglais* » (yes, my mother speaks English).

Question 11- Name some countries that speak English.

The findings indicate from the pupils are the countries primarily associated with English-speaking are in the USA, UK, and Canada. This aligns with prior knowledge about English culture, as these countries are major English-speaking nations with rich linguistic traditions and cultural influences. Additionally, they have significant historical ties and shared cultural practices rooted in the English language.

Question 12- As you know, for example, in England or America, students wear uniforms. Do you think this thing is good or not?

The question was asked to explore different cultures, to know whether Kabyle students accept a new culture or not. The majority of respondents view the wearing of uniforms positively, pupil 14 said: « *ih, t3ajveyi mlih* » (yes, I liked it so much) And pupil 27, said « *thikethi yelhan, lokan ghas ula d nukni aken-nni* » (good idea, I wish to become like them too). This suggests a willingness to embrace the cultural practice of wearing uniforms, indicating acceptance and possibly admiration for this aspect of English or American culture.

In conclusion, The Kabyle pupil interview revealed the pivotal role of the Kabyle language at home, initial struggles with English education, the importance of cultural events for identity, perceived cultural similarities, limited English use at home with parental support, and a strong emphasis on cultural acceptance. This underscores the intricate interplay between language, culture, and education for Kabyle students, shaping their experiences and perspectives in a diverse world.

3.3.2. The parents' questionnaire

This section presents the parent questionnaire, which aims to gather valuable insights into how cultural factors shape the English learning journey for their children. By exploring this viewpoint, we gain a valuable understanding of the intricate interplay between culture and language acquisition.

Table 1 The gender of parents

Options	Number of respondents	Percentage
The father	9	30%
The mother	21	70%
Total	30	100%

The first question is devoted to knowing which parents (father or mother) are assisting in the survey. As seen in the table the overwhelming majority of the population investigated (70%) were mothers and only (30%) were fathers. Today, there is a perception that mothers are interested more in acquiring foreign language skills compared to fathers, and this trend is seen as a means for women to demonstrate their social standing. The perception that mothers are more interested in learning foreign languages than fathers could be influenced by cultural expectations and historical roles. Women have traditionally been encouraged to focus on education and refinement, including language skills, as a means of enhancing social status and opportunities in globalized environments.

Table 2 Parents educational level

options	number of respondents	percentage %
Never went to school	0	0%
primary grades	3	10%
middle school	5	16,6%
secondary school	8	26,6%
university	14	46,6%
total	30	100%

The question is to know the parent’s level of education that impacts their children’s learning. In the provided table, all parents are literate. They are categorized as follows: (10%) completed primary school, (16,6%) finished middle school, and the majority are university graduates (46,6%). The distribution of parental educational levels in the sample reflects diverse socioeconomic backgrounds and cultural influences among families, impacting children's learning. Higher parental education often means greater resources and expectations for children's academic success, while lower education levels may pose challenges in providing support. Factors like parental involvement, family stability, and community support

further shape children's educational experiences. Understanding these interactions is crucial for fostering educational equity and positive outcomes for all children.

Table 3 Parents occupation

Options	Number of respondents	percentage %
yes	22	73,3%
No	8	26,6%
Total	30	100%

The question aims to investigate whether parents are employed and how this relates to socioeconomic factors impacting a child's learning. According to the table, more than half of the participants have jobs (73,3%), while (26,6%) of parents had no jobs, this indicates that socioeconomic factors among parents can impact their children's educational outcomes, potentially due to differences in access to resources, educational support, and opportunities for enrichment activities, they have a solid foundation for physical developments by providing a healthy environment and nutritious food...etc.

Parents responses

This question is designed to examine whether the socioeconomic status of parents affects their attitudes toward teaching English to their children, both in general and specifically in primary school. It targets parents who answered affirmatively in the previous survey. As a result, the total number of parents concerned about this topic amounts to twenty-two out of thirty.

Table 3.1 Parents' specification of the job

Options	Number of respondents	percentage %
Teachers	6	27,2%
Public services	7	31,8%
Free Business	4	18,1%
Technician	2	9%
Retired	3	13,6%
Total	22	100%

The parental occupations were notably varied, as demonstrated in the table provided, we notice that the highest score is that public service where we found (31,8%), and (27,2%) of the participants were teachers, as we noticed that (18,1%) of the participants had their own

business, and small percentage for technician (9%), for those who retired (13,6%). The Results show that the Differences in socioeconomic conditions and opportunities among parents can potentially negatively impact their children's educational performance for several reasons. Firstly, parents in higher-paying occupations or stable careers may have more resources to invest in their children's education, such as access to quality schools, educational materials, tutoring, and extracurricular activities. On the other hand, parents in lower-paying jobs or unstable employment situations might struggle to afford such resources, limiting their children's educational opportunities. Paraphrase This statement.

Table 4 The language spoken at home

Options	Number of respondents	Percentage
Kabyle	30	100%
French	00	00
Arabic	00	00
English	00	00
Total	30	100%

The question is delving into the languages that parents use at home. According to the table we could notice that all the participants use the mother tongue which is the Kabyle. The results we obtained revealed that all the participants use their native language.

The challenges facing in supporting the child's English learning at home

From the data obtained, we find some challenges that the overwhelming majority of parents , starting by the lack of confidence , they are lack of confidence in their own English language abilities and teaching skills, illustrating by the following answers of parents : Father 5 ” لا افهم 5 ” (I do not understand the English language).Then , the language's lack of official recognition in Algeria and its limited usage within daily life in the Kabyle society as a primary obstacle , as Father 9 cited “ اجد صعوبات في تدريس ابني اللغة الانجليزية لأنها ليست معترف بها في ” (I find difficulties in teaching my son English language because it is not recognized in Algeria as an official language , and we do not use it in our society and daily life). Additionally, memorizing words , where the majority of parents said that their children have this problem when they are introduced to a new language. According the responses we got, Mother1: ” بني لا يتذكر الكلمات التي يتعلمها في القسم ” (my child do not remember the words learnt in classroom) , Mother5” تنسى ابنتي الدروس التي

اجد صعوبة في: Mother10: (my daughter forget the lessons given in school) , *يقدمونها في المدرسة* (I find difficulties in repeating each time to memorize information to my son). Lastly, in listening comprehension, pupils often find it challenging to comprehend speaking skills especially in a school environment, Mother2 said: *ابنتي لا تفهم ما* (my daughter does not understand what the teacher says) *تقوله المعلم*

Table 6 parents' opinion about teaching English in primary school

Options	Number of respondents	Percentage %
Yes	30	100%
No	0	0%
Total	30	100%

The question attempts to explore the agreement of parents about the introduction of English in primary school or let it tell the middle. The table and data collected revealed that all parents are with the implementation of English in primary school.

parents' answers reinforce this by giving some clarifications, Father 12: « تساعد الطفل على » (it helps the child to earlier comprehension and faster language leaning) and Mother 4: « *التعلم في المرحلة الابتدائية يمنح المزيد من الوقت لاكتساب اللغة مما يؤدي* » (learning in primary school provides the pupil with more time to acquire language skills, which leads to a gradual development of their language abilities). *الى تطوير تدريجي لقدرات اللغة*

Table 7 The importance of learning English

Options	Number of respondents	Percentage %
Yes	30	100%
No	00	00
Total	30	100%

The question aims to determine parental agreement regarding the importance of learning English. The table revealed that every parent without expectation, believed that learning a foreign language was crucial. The paradox lies in the varying educational backgrounds of the parents, yet they share a strong interest in their children learning foreign languages.

Table 8 The familiarity with the English culture

Options	Number of respondents	Percentage%
Yes	24	80%
No	6	20%
Total	30	100%

Based on the information provided in the table, it is evident that the majority of parents (80%) indicated their familiarity with English culture. Conversely, a minority of parents responded negatively (20%). This data implies that parents generally have a higher level of exposure to and understanding of the cultural practices, norms, and language of English speaking nations.

Table 9 The differences between the English and the Kabyle culture. yes, or no question

Options	Number of respondents	Percentage%
Yes	29	96,6%
No	1	3,3%
Total	30	100%

This question aims to explore parents' perspectives towards the English culture and if there are differences with the Kabyle culture. The data revealed that the overwhelming majority of parents (96,6%) of parents accepted that there is a distinction with English culture, while only (3,3%) they not see any dissimilarity. The participants responded as follows, Mother 21: *هناك هناك* "اختلاف كبير بيننا من حيث العادات و التقاليد التي نتبعها نعم (yes, there is a big difference especially norms and traditions) and Mother 13: *انا لا ارى اختلاف شاسع بيننا فقط من حيث الديانة*: (no, I do not see a big difference, just the religion). The responses from Mother21 and Mother13 highlight contrasting perspectives on cultural differences, with Mother21 acknowledging a significant divergence in norms and traditions beyond just religion, while Mother13 perceives the differences primarily through the lens of religious beliefs. This discrepancy underscores the complexity of cultural perceptions and the varied factors individuals consider when assessing differences between themselves and others.

Table 10 The impact of the Kabyle culture in learning English

Options	Number of respondents	Percentage%
Yes	26	86,6%
No	4	13,3%
Total	30	100%

This question aims to explore parents' views about the impact of the Kabyle language and culture on learning English, the majority of parents (86,6%) they are agreeing that the knowledge and experience gained from learning Kabyle can certainly have a positive impact on the acquisition and understanding of English, whereas only (13,3%) see that the knowledge of Kabyle may not impact the learning of English due to their linguistic differences.

Table 11 English culture helps the children to learn the language faster. yes, or no question

Options	Number of respondents	Percentage%
Yes	20	66,6%
No	10	33,3%
Total	30	100%

The purpose behind this question is to know whether the parents see that the culture helps to learning the English language faster. According to the table above we noticed that more than half of parents (66,6%) agree about the relation between them, while only (33,3%) said “No”. The mother 12 said: “*اكيد الاطلاع على الثقافة الانجليزية توفر سياقاً لاستخدام اللغة و التعبيرات التي قد يكون لها ”* (yes of course , knowing about the English culture can provide context for language usage , idioms ,and expressions might not make sense otherwise.) familiarity with English culture enriches language comprehension by providing insights into the historical, social, and cultural factors that shape linguistic expression, shape the way communicate within English speaking society .

The cultural norms and communication styles that might be important for the school to consider when teaching English

According to the responses we got, religious considerations in which they respect religious observances and holidays important to the Kabyle families, and be mindful of scheduling exams, events, or lessons during these times. The Mother 17 said: “*احترام الدين الاسلامي و العادات و*”

”ادخالهم في البرامج التربوية (The school should respect the Islamic religion and integrated in the educational programs). Non-verbal communication, here they recognize the significance of non-verbal cues such as eye contact, facial expressions, and body language in Kabyle communication to Encourage students to understand and utilize these cues appropriately in English interaction, Mother 20 suggests: “ادماج اساليب تعليمية جديدة غير لفظية كلغة الاشارة” (incorporating new nonverbal educational methods such as sign language). In addition, working to incorporate Kabyle cultural elements for example: Integrating storytelling, traditional proverbs, or cultural references into English lessons to make the learning experience more relatable and engaging for Kabyle students, so the Mother 6 “ادماج الثقافة القبائلية” (integrate the Kabyle culture into English lessons, such as proverbs ...). Integrating Kabyle culture into English lessons can enhance students' cultural awareness and language proficiency. For instance, incorporating Kabyle proverbs into English classes not only enriches vocabulary but also fosters cross-cultural understanding and appreciation. It is a great way to make language learning more engaging and relevant to students' diverse backgrounds.

Table 13 The differences between learning English compared to French for the Kabyle children

Options	Number of respondents	percentage %
yes	9	30%
no	21	70%
total	30	100%

According to the parent's responses we find that many factors affect learning the foreign language. First, Historical factors, the colonial past under French rule has deeply influenced language policies and education systems, with French traditionally being the dominant language of instruction and administration. Mother 5 said: ”اثر الاستعمار الفرنسي بشكل كبير على لغتنا” (the French colonial effect on our mother tongue). then, socio-economic factors in which the Kabyle children are influenced by this factors such as economic opportunities and access to resources, may view English as more relevant to their prospects compared to French as the father 6 said: ”اللغة الانجليزية هي اللغة المستعملة في الميادين الاقتصادية”

(the English language is the most used the economic fields). At last, in Cultural Relevance, the Kabyle children may find English more culturally relevant due to its global dominance and the influence of English-language media and technology. Mother 3 said:

"اصبحت الانجليزية تستخدم في الاعلام و التكنولوجيا" (the English language is used in the technology and media). The findings show that historical, socio-economic, and cultural factors influence Kabyle children's language learning preferences. French's colonial legacy remains significant, but economic opportunities and global cultural relevance make English increasingly appealing.

Table 14 the resources help the English learning at home

Options	Number of respondents	Percentage %
a/Internet	13	43,3%
b/Books	3	10%
c/ Tv	5	16,6%
d/internet +books	2	6,6%
e/internet+Tv	3	10%
All the above	4	13,3%
Total	30	100%

According to the table above the internet resources are the most favored method for assisting Kabyle children with learning English at home, as indicated by 43.3% of respondents. This underscores the importance of online platforms and educational apps in language learning. Television follows at 16.6%, suggesting the value of visual and audio content. Books are also considered helpful, mentioned at 10%. Combining resources like internet and books or internet and TV was preferred by some, while 13.3% of respondents highlighted the importance of utilizing all available resources for comprehensive support in English language learning at home.

Table 15 The use of translation or the mother tongue

Options	Number of respondents	percentage %
translation's application	8	26,6%
mother tongue	22	73,3%
total	30	100%

According to the table, 26.6% of respondents use translation applications to explain homework to their children, while 73.3% use their mother tongue. This indicates that the majority find using their mother tongue more effective than relying on translation applications, speaking in their native language fosters stronger familial bonds and facilitates

better understanding between the parents and their children and that ensures clear and authentic communication as the mother 6 *استعمال اللغة القبائلية عند الشرح يسهل للطفل للفهم والاستيعاب* “ using the Kabyle language “the mother tongue” make the process of explanation easy).in another hand ,using the translation application help also to facilitate the lessons’ explanation as the mother19 said: *”استخدم برامج الترجمة لإيصال المفاهيم بطريقة مبسطة”* (I use the translations applications to transmit the information easily) , She is likely explaining how she translates information into a format that is easier for her son to comprehend and learn from. It shows her commitment to finding creative ways to educate her child effectively.

strategies followed to integrate the Kabyle culture into English lessons

According to the responses that we got from the questionnaire of the parents, the first suggestion is Documentary Viewing in which we use Screen documentaries or films that focus on Kabyle history traditions, and contemporary issues. Mother 19 said: *“ اصدار كتب باللغة ”* (issuing books in English that talks about the region’s customs, traditions and history). Second, organize workshops where students can learn Kabyle music and dance style mixed with English ones. As Mother 04 said *وضع برامج “لتعليم الموسيقى القبائلية و الرقص* (organize programs to teach the Kabyle music and dance). Then, try to Compare and contrast Kabyle culture with other cultures studied in English lessons, this is a suggestion of the Father 2 *” اقترح فكرة المقارنة بين الثقافة القبائلية و الثقافات الاخرى باللغة الانجليزية”* (I suggest the idea of comparing between the Kabyle and the other culture using the English language). lastly, Language Learning through Kabyle Art in which we Explore Kabyle art forms such as calligraphy, pottery, or textile design. Mother 01 said: *“ نشر الثقافة القبائلية عن طريق ”* (sharing the Kabyle culture through pictures or poetry in English)

In conclusion, the questionnaire responses offer insights into how various factors such as gender, education level, occupation, language spoken at home, challenges in supporting children, familiarity with English culture, and the influence of Kabyle culture affect parental involvement in their child's education. These findings underscore the importance of understanding cultural and linguistic dynamics in fostering effective partnerships between parents and educators for the holistic development of students.

3.3.3. The teacher interview

The teacher interview is a valuable tool for understanding how culture impacts English language learning in our research. By engaging with experienced educator, we gain insights into practical strategies and pedagogical insights that inform our understanding of cultural

dynamics in the classroom, ultimately helping to promote inclusive language learning environments.

Question 1: What cultural backgrounds do most of your students come from?

Most of the pupils come from Kabyle backgrounds, rooted in Berber culture and traditions. The answer of the teacher “*They are all from one Kabyle region*” suggests that there is a commonality among a group of people or things, indicating that they originate from or are associated with a particular region inhabited by the Kabyle ethnic group in Algeria. This analysis could pertain to cultural, linguistic, or historical aspects shared by the individuals or objects mentioned.

Question 2: What do you think Kabyle pupils enjoy the most about learning English?

Kabyle pupils often enjoy the interactive and communicative aspects of learning English. The teacher said: “*They enjoy everything, especially practicing dialogues, and role-playing scenarios.*” This indicates that these pupils are likely engaged in language learning or cultural activities that involve interactive communication and acting out different situations. It could also imply that these activities are effective or enjoyable ways for Kabyle pupils to learn and engage with their language and culture. By actively participating, they understand the nuances of their identity and language. This hands-on learning fosters a strong connection to their heritage, going beyond just vocabulary memorization to immersive experiences.

Question 3: How does cultural diversity in the classroom impact English language learning?

Cultural diversity in the classroom can significantly impact English language learning, even if students come from the same region, according to the teacher's answer “*I said before, they are from the one region, so there is only one culture*”, indicating that the pupils share the same culture, here the teacher doesn't face any challenges from the diversity of the cultures in the classroom. While they may share a primary culture, exposure to multiple languages, such as French and Arabic in addition to English, can enrich their language acquisition journey. This exposure allows for a deeper understanding of language structures, vocabulary, and cultural nuances, enhancing overall language proficiency. Additionally, embracing cultural diversity fosters empathy, respect, and appreciation for different backgrounds, creating a more inclusive learning environment.

Question 4: How do you encourage students to share aspects of their culture during language learning activities?

Encouraging pupils to share aspects of their culture during language learning activities involves integrating cultural themes into lessons, celebrating cultural festivals, and inviting students to share stories or traditions from their backgrounds, as the teacher answered: “*Celebrating cultural festivals, and inviting pupils to share stories or traditions from their backgrounds*”. By incorporating these strategies, teachers create an inclusive learning environment where students feel empowered to express their cultural heritage, fostering mutual understanding, respect, and linguistic proficiency while promoting diversity and cultural appreciation in the classroom.

Question 5 How do you encourage Kabyle pupils to practice English outside of the classroom?

Encouraging Kabyle pupils to practice English outside of the classroom involves activities like watching English cartoons or movies, listening to English music, and engaging in language exchange with peers as the teacher said: “*watching English-language cartoons or movies, listening to English music, and engaging in language exchange with peers*”, reinforce language skills and they make learning the English language more enjoyable and practical.

Question 6 What kinds of English-language books or stories do Kabyle pupils find most interesting?

English-language literature, particularly adventure, friendship, and fantasy stories, captivates Kabyle pupils by offering thrilling escapades, emphasizing the importance of camaraderie, and immersing them in enchanting worlds, the teacher suggested “*Adventure, friendship, and fantasy*”. These narratives inspire a spirit of exploration, teach valuable lessons about friendship and empathy, and ignite the imagination. Ultimately, they foster a love of reading and cultivate the transformative power of storytelling in Kabyle pupils.

Question 7 Do you find a relationship between the Kabyle and the English culture? explain

The teacher answered: “*I do not think so; they are different*”. While Kabyle and English cultures may seem different at first, they share significant commonalities such as rich traditions, languages, and histories. Despite their distinct origins and geographical

separations, both cultures cherish their cultural heritage, uphold linguistic traditions, and have faced similar struggles for autonomy and preservation. Recognizing these shared elements can foster greater understanding and appreciation between Kabyle and English communities, highlighting the diversity and interconnectedness of human cultures.

Question 8 Can you describe a collaborative learning experience where Kabyle students worked together to improve their English skills?

In collaborative learning, Kabyle students engage in group activities to enhance their English skills, the teacher said: “*work together in groups to communicate, practice language, and play games.*” This approach allows them to practice communication, participate in language-based games, and work together on projects. Through immersion in real-life contexts, students apply language concepts, fostering proficiency. Collaboration promotes teamwork, empathy, and mutual respect, while interactive games make learning enjoyable. Overall, collaborative learning offers an effective and engaging method for Kabyle students to improve their English language skills.

Question 9 What are some common language learning challenges faced by Kabyle students, and how do you help them overcome these obstacles?

These challenges include differences in phonology and stress patterns, according to the teacher's answer: “they are beginners in learning English, so I only have one problem which is the pronunciation, I address these by providing exercises, and pronunciation drills”. Strategies such as phonemic awareness exercises, pronunciation drills, audiovisual resources, error correction, and contextualized practice are employed by teachers to help students improve their pronunciation skills effectively. Through targeted support and perseverance, Kabyle pupils can develop clear and confident English pronunciation.

Question 10 What role do family members play in supporting Kabyle students' English language learning at home?

Family support is essential for Kabyle students learning English. They encourage language practice, provide resources like books or media, and reinforce skills through conversation. The teacher said: “*they encourage language practice, providing resources like English books or media, and reinforcing language skills through conversation*” This support fosters motivation, enriches vocabulary, and strengthens family bonds, contributing to students' academic success and lifelong learning.

Question 11 What are some effective strategies for teaching English pronunciation to Kabyle pupils?

The teacher suggested effective strategies for teaching English pronunciation to Kabyle pupils “Encourage pupils to repeat sounds, words, and phrases frequently to reinforce correct pronunciation, Respect and acknowledge Kabyle pupils linguistic and cultural backgrounds while promoting English language proficiency. Incorporate materials and topics relevant to their experiences” emphasizing the importance of respecting their cultural backgrounds and integrating relevant materials. It highlights the benefits of frequent repetition and acknowledges the significance of incorporating Kabyle cultural elements into language lessons. By bridging linguistic and cultural boundaries, educators can create an inclusive learning environment that fosters language proficiency and mutual understanding among diverse communities.

Question 12 What resources or materials have you found most beneficial in teaching English to Kabyle pupils?

Teaching English to Kabyle pupil’s benefits from multimedia resources and culturally relevant texts as the teacher proposed: “*multimedia materials, culturally relevant English texts*”, These materials engage students through dynamic learning experiences, connect language learning to their cultural heritage, and foster inclusivity in the classroom. By integrating these resources, educators create meaningful opportunities for language acquisition and cultural understanding, empowering Kabyle learners to become proficient English speakers while honoring their unique identities.

Question 13 Have you observed any changes in Kabyle students’ attitudes towards English language learning over time, and if so, what do you attribute these changes to?

Kabyle pupils' attitudes toward learning English have undergone a noticeable transformation, marked by growing interest and motivation, as the teacher said: “*Yes, over time, I've observed positive shifts in Kabyle pupil's attitudes towards English language learning, attributed to increased exposure to English media, improved teaching methods, and recognition of the importance of English in a global context*”. This shift can be attributed to various factors, including increased exposure to English media, such as movies, music, and online content, which has piqued students’ curiosity and desire to engage with the language. Additionally,

educators have implemented innovative teaching methods that prioritize real-life communication and cultural relevance, making the learning process more dynamic and enjoyable for students. Furthermore, there is a growing recognition among pupils and their families of the importance of English proficiency in today's interconnected world, driving them to invest time and effort into mastering the language. As a result, learning English has become not only a practical skill but also a means of cultural enrichment and global connectivity for Kabyle pupils.

The teacher interview covered essential aspects of teaching English, including student attitudes, material choices, effective strategies, family involvement, cultural challenges, and external support systems. It emphasized the importance of fostering positive attitudes, using engaging materials, and employing diverse teaching methods. Additionally, it underscored the significance of family support, addressing cultural differences sensitively, and leveraging external resources to enhance learning experiences. Overall, the interview highlighted the multifaceted nature of teaching English and the importance of considering various factors to create inclusive and effective learning environments.

3.3.4. Classroom Observation

Observational techniques are employed in this dissertation to investigate how the Kabyle socio-cultural context impacts the acquisition of English as a foreign language among students in Algerian primary school. The study involved observing fourth –grade primary school environments, because in this grade pupils focus on building essential skills, also this year emphasizes the development of critical thinking and problem-solving abilities, preparing them for more advanced academic concepts and the challenges they will face in middle school. Specifically, 30 pupils were selected for the observation sessions, allowing for a comprehensive understanding of their learning environment and developmental progress.

The classroom observation study was conducted in primary school that located in Takerboust “Terrad Hocine” that represent rural area. According to the official journal of the Algerian republic (1984), this region is considered the Greater Kabylie region in Algeria, known for its mountainous terrain, fertile valleys, and rich cultural heritage. Situated in the Bouira province, M'Chedallah district, and Aghbalou commune, the village boasts a population of over 25,000 residents, as a result, it has 3 three primary schools, 2 two secondary schools and one 1 one high school. The community practices Sunni Islam religion where the children went to the mosques at young age even after going to the primary school in order to know their religion

and the quran, and predominantly they speak Tamazight, the Kabyle language, alongside Arabic. Cultural traditions such as oral storytelling, poetry, and folk music are highly valued, reflecting a blend of Islamic and Berber influences. Education is a priority in Takerboust, with several primary and secondary schools serving the youth. These schools, supported by the local government and community, emphasize the importance of literacy and learning in both Arabic and Tamazight. Socio-cultural factors play a significant role in parental engagement in education, highlighting the need for inclusive and supportive learning environments.

Session one: 14 April 2024

The observation session lasted for 45 min and took place during the afternoon class at “Terrad Hocine” primary school. The pupils showed great excitement upon seeing their English teacher. The teacher warmly greeted her students and began by inquiring about the date , to which the pupils respectfully raised their hands to respond ,then she wrote it in the board .The lesson was about “sign and have fun”, which means “listen and repeat” , for that the teacher brought a speaker with here , she used the mother tongue to clarify complex English concepts to ensure that the pupil fully understood the material, additionally, she used body language to help the pupil guess meaning of some words , and encouraged them to answer questions, promoting interaction. The pupils did not feel anxious or stressed, though they face vocabulary challenges common among beginners.

The teacher turns on the speaker to play songs the pupils listened carefully, the teacher repeated the songs to help them understand the meaning, then they asked further questions and made mistakes without feeling embarrassed. when the teacher asked the pupils to write in their copybooks, they all did silently.

Session two :17 April 2024

In the second session, the students were excited to see their teacher. She started by asking them about the date, after that, she wrote a short paragraph on the board while the students focused, she read it and explained it with using the Kabyle language to clarify new words. The pupils were encouraged to read aloud, though made pronunciation mistakes teacher corrected them, the teacher faced challenges due to bilingualism, especially in Kabyle -French contexts, leading to language interference. However, the children were motivated and exited to read aloud without feeling worried, or stressed. The pupils enjoyed learning, felt comfortable speaking in front of their classmates and learning new words and pronunciation. The teacher proposed a game where she spelled out the letters of a word, for children to write

down the entire word. This activity helps reinforce spelling, letter recognition, and word formation skills, making learning enjoyable and interactive for the pupils. The session ended with the teacher assigning homework, and they wrote it in their notebooks. The use of Kabyle as a bridge language helped pupils understand the lesson better.

Session three :21 April 202

The pupils were happy to see their teacher back. She asked them about the date and wrote it on the board. Then, she started a new unit “healthy food”. The pupils were very active and helpful. She posted the pictures of fruits and vegetables and wrote the name of each one underneath, everyone got a chance to answer her questions and be part of the lesson. She asked them to name healthy food and unhealthy. Due to their limited vocabulary, the pupils used their mother tongue, which the teacher translated into English and wrote it in the board. Most pupils participated and tried to use the English, encouraged by the teacher.

At the end of the lesson, the teacher noted that her pupils and their parents were very interested, and most of children completed their homework. Many parents visited the teacher to inquire about their children’s progress and skills.

The observation sessions provided valuable insights into the educational settings of Kabyle - speaking pupils in Algerian primary schools. These observations revealed both the excitement and challenges experienced by the children and the teacher in learning English.

The themes

Teachers’ role in language acquisition where the teacher plays a crucial role in language acquisition through teaching methods, which involve using the mother tongue to clarify complex concepts and employing interactive activities that engage pupil actively in their learning.

Bilingualism and language interference in Kabyle -French contexts, bilingualism can lead to language interference, where students mix both languages. This presents challenges that must address to ensure clear language acquisition and communication skills.

Vocabulary acquisition pupils face difficulties in learning new vocabulary, especially in foreign language context. Teachers must use effective learning strategies to facilitate vocabulary acquisition.

Parental involvement, parents’ interest and involvement in their children’s academic progress play a crucial role in supporting and enhancing their learning experiences.

Interactive learning techniques, such as games and activities, not only making learning enjoyable but also effective.

3.3.4.1. Results of the classroom observation

Classroom observations provide empirical evidence supporting the findings from interviews and questionnaires. High levels of motivation, happiness, and confidence among pupils during English sessions indicate a positive learning environment conducive to language acquisition. Minimal signs of stress or discomfort suggest that pupils feel supported and encouraged in their language learning journey, both at home and in school.

1. Are pupils use the mother tongue in their responses.
2. Pupils they have problem in lack of vocabulary.
3. Learners are affected by their Kabyle socio-cultural background.
4. Parents interested in their children learning English.
5. Kabyle pupils integrate elements of their cultural background into English language discussions.
6. Teachers encourage cross-cultural conversations.

Statements	First session				Second session				Third session			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	√	100%			√	90%			√	90%		
2	√	98,5%			√	100%			√	100%		
3	√	100%			√	98%			√	97,9%		
4	√	93,3%			√	100%			√	100%		
5			√	100%			√	100%			√	100%
6	√	90%			√	85%			√	96%		

The purpose of this checklist is to obtain in- depth information regarding how students perceive the teaching of English in primary school and the impact of their socio-cultural background on learning English. Specifically, the checklist aims to explore how can socio-cultural factors family dynamics, especially parental involvement, effect the learning journey.

Based on the information gathered, we can note from the checklist above that all the sessions have approximately similar percentages we found that all of pupils use their mother tongue,

Kabyle in their responses this suggests a strong influence of their socio-cultural background on their language use in classroom., the overwhelming majority of pupils struggle with lack of vocabulary, this issues are due to the influenced by their Kabyle background and may impact their English proficiency. We can note also on the checklist that the majority of parents show a high level of parental interest in their language learning, and this parental involvement can positively impact pupils' motivation and progress in learning English. Moreover, learners engage in code-switching or language alternation based on cultural context, bilingual children effortless switch between languages, English and their mother tongue Kabyle, also in some case lead to interference between French and English. In addition, teacher encourage cross-cultural conversations to facilitate learning from various perspective, this help to develop empathy, mutual understanding, and enhances both language and social abilities. This educational strategy aligns with contemporary goals focusing on understanding global issues and effective collaboration in diverse sittings.

In general, the initial findings from the observation sessions provide valuable insights into the intersection of Kabyle culture and English language education. Firstly, the use of the Kabyle mother tongue alongside English instruction reflects a culturally sensitive approach to teaching, aiming to bridge linguistic gaps and ensure comprehension among students. This finding highlights the importance of acknowledging and leveraging students' cultural backgrounds to facilitate effective learning. Additionally, the observation of students' enthusiasm and active participation underscores the potential for incorporating culturally relevant content and teaching methods to enhance student engagement in language learning. The teacher's use of body language and interactive techniques further demonstrates a commitment to creating a supportive and inclusive learning environment. Overall, these findings suggest that integrating elements of Kabyle culture into English language education can positively impact student learning experiences and outcomes.

In conclusion, the study highlights the interaction between cultural identity, family support, teaching methodologies, and socio-economic factors in shaping pupils' attitudes and success in learning English as a foreign language within the Kabyle community. By understanding these dynamics, educators and policymakers can develop targeted interventions to enhance language education outcomes and foster a greater appreciation for linguistic diversity within multicultural societies.

3.4. Section three: Discussion of Main Findings

The pupil interview serves as a comprehensive qualitative research tool for delving into the nuanced relationship between language acquisition, cultural identity, and educational experiences among Kabyle pupils. Through a series of open-ended questions, the results reveal that Kabyle children are not only acquire factual knowledge about the language, but also know how to use it practically, and how them cultural knowledge integrates with the formal aspects of both Kabyle and English languages. We can also note that the individual differences for instance, age, play a crucial role in making pupils have a high level of motivation, additionally, attitudes towards English language learning and cultural also differ, influencing how pupils approach these experiences. Personality impacts how children engage with English language and cultural practices, affecting their overall learning process. Other factors like anxiety and empathy can hinder or facilitates language learning, while a willingness to take risks can encourage students to practice and improve them language skills. This strong focus on preserving the Kabyle language and traditions within family settings, alongside a readiness to embrace a new opportunity while retaining cultural pride, highlights the significant impact of cultural heritage on them language acquisition experiences. This illustrates how their cultural identity and family support influence their overall learning process, effecting their attitudes and engagement with both Kabyle and English languages.

The questionnaire tool given to the parents, offer insights into how various factors such as gender, education level, occupation, language spoken at home, challenges in supporting children, familiarity with English culture, and the influence of Kabyle culture affect parental involvement in their child's education. The results obtained from the questionnaire shed light on how various factors such as gender, education level, occupation, and cultural background impact parental involvement in their children's education. These insights are essential for understanding parental attitudes, motivations, and prior knowledge regarding their involvement in their children's education. For example, gender differences in involvement highlight the need to increase inclusivity and parental participation to promote language development, indicating potential cultural conflicts or societal expectations regarding parental roles. We found significant maternal interest in educating their children and striving for their success, contrasting with fathers. Additionally, the link between parental education and

educational outcomes underscores the role of social and economic factors, reflecting motivations driven by aspirations for their children's success. Children raised in educated families receive better upbringing and education than others. Furthermore, the prevalence of tribal languages as a primary language at home underscores the importance of embracing linguistic diversity, which may influence parental attitudes towards the education system and their participation. Addressing challenges such as parental trust deficits, lack of tribal resources, and limited recognition of English as a new language highlights the need for culturally sensitive approaches to encourage parental involvement and bridge any cultural or linguistic gaps within educational environments.

The teacher interview, conducted to explore the impact of culture on English language learning among Kabyle students, revealed insightful connections between cultural dynamics and pedagogical strategies. Through questions aimed at identifying cultural backgrounds, understanding student preferences, and addressing challenges, the interview shed light on the importance of cultural sensitivity and inclusivity in language education. The responses indicated that Kabyle students find enjoyment in interactive language activities rooted in their cultural traditions, while also highlighting the significance of celebrating cultural festivals and incorporating relevant materials in teaching practices. Furthermore, the interview underscored the need to recognize shared elements between Kabyle and English cultures, fostering mutual understanding and appreciation. Overall, the interview emphasized the role of culture in shaping language learning experiences and emphasized the importance of culturally responsive teaching approaches in promoting effective and inclusive language education environments.

The observation tool used for gathering insights appears to three sessions conducted within a classroom, the findings highlight the close relationship between language learning, cultural identity, and the implementation of effective learning strategies, leading to meaningful and comprehensive learning experiences for Kabyle students studying English as a foreign language. Through these sessions, researchers observed that integrating Kabyle cultural aspects into English lessons not only facilitates language learning but also enhances pupils sense of cultural pride and belonging. By instruction to address individual differences like personality traits, motivation levels, and anxiety fosters an inclusive and dynamic classroom environment. Using strategies that motivate and engage pupils, such as interactive tasks and group projects is crucial for maintaining pupils interest and active participation in learning. Additionally, balancing language acquisition with cultural preservation requires thoughtful

integration of cultural components into curriculum development. Furthermore, the encouragement and support provided by families and communities play a significant role in enhancing pupil's language skills and cultural understanding. Ultimately, employing culturally responsive teaching practices is essential for establishing meaningful links between language, culture, and education among Kabyle pupils learning English.

Comparing the main finding with the previous studies

In this part of the section, all the results and the findings of the present study are highlighted and compared to previous results in literature. The results are also interpreted and discussed in light of the researchers' own perspectives.

The study delving into pupils' perceptions of learning English as a foreign language, supplemented by insights from parents and teachers, offers a nuanced understanding of language acquisition dynamics and the influence of culture in primary education settings, particularly within the Kabyle community.

One of the primary findings from the pupils' interviews is the fluency in Kabyle among children, indicating a strong cultural foundation. In examining the dynamics of language acquisition among Kabyle pupils, Both Duran's (1950) article and Harvey et al.'s (1996) study emphasize the significance of socio-cultural and psycholinguistic factors in language acquisition and social interaction. They both stress the importance of considering the role of culture, language, and social sources in understanding human development and knowledge construction. They both draw upon Vygotskian theory to emphasize the role of social interaction, semiotic mediation (including language), and cultural influences in shaping cognitive development and learning experiences. the psycholinguistics factors Like perception, attitude, motivation ...and the socio-cultural factors as the cultural norms, social interaction...etc., that influence Kabyle pupil's comprehension and produce language and their language exposure and usage patterns.

Despite this, there is a notable level of motivation and joy expressed by pupils towards learning English. This enthusiasm is further bolstered by the perception that English learning is relatively effortless, encouraging deeper engagement with the language. Additionally, the recognition of similarities between Kabyle and English pronunciation underscores the interconnectedness of language and culture, fostering a sense of familiarity and ease in language acquisition.

The active involvement of families in supporting their children's English learning journey is a significant aspect highlighted in both pupils' interviews and parents' questionnaires. The positive acceptance of English within family settings reflects an awareness of its global importance and the desire to provide children with opportunities for success in an increasingly interconnected world.

Moa, Zhang, Bartan Studies delve into how various aspects of the home environment, including family demographics, socioeconomic status, literacy activities, language use, and parental beliefs, influence children's learning behaviors and language acquisition. They acknowledge the pivotal role parents play in shaping their children's attitudes towards learning, particularly in language acquisition. So, parents' socio-economic backgrounds play a pivotal role in shaping their attitudes towards language education, with varying levels of exposure to English language culture influencing their support and involvement.

They highlight the importance of parental attitudes, behaviors, and communication styles in influencing children's language learning experiences and views. They suggest that parents serve as role models for their children, and their attitudes towards language learning can significantly impact their children's perceptions and behaviors in this regard. Teachers' insights shed light on the role of cultural identity in motivating Kabyle students to excel in English. Through interactive teaching techniques and the incorporation of cultural elements, teachers create a conducive learning environment where students feel empowered to share their backgrounds and engage with English language activities. The active engagement of Kabyle learners with English outside the classroom, through mediums such as cartoons, films, and music, further demonstrates their proactive approach to language learning and the integration of English into their daily lives

General conclusion

In the concluding chapter of the dissertation, the primary research findings are outlined and their implications are emphasized. Additionally, it provides recommendations and suggestions are provided for future studies that share similar objectives.

The study investigates the impact of the Kabyle socio-cultural background on young children's their learning of English as a foreign language. This investigation highlights the widespread recognition of English as a crucial global language. However, the implementation of such policies faces multifaceted challenges, one of the most integral challenges is the influence of socio-cultural background, that is to say, parents educational level, income, family beliefs, society, and culture. Our research seeks to explore the perceptions of parents and societal attitudes towards the integration of multiple languages in primary education. Through this inquiry, we aim to provide valuable insights that can inform policymakers and educators in navigating the complexities of language education, ultimately, fostering a more inclusive and effective learning environment for all students.

Our research is structured of two chapters, The First is dedicated to theoretical part, encompassing a theoretical background and empirical studies. The Second chapter focuses practical part, involving data collections, analysis and interpretation, and the discussion of main findings comparing them to the previous studies. Additionally, the research adopts a descriptive approach, using both qualitative and quantitative methods to collect data and reach the aims of the study. This practical section, includes conducting interviews with pupils and their teacher, administering a questionnaire of one of their parents, and classroom observations that is used to get a clear version of pupils' perceptions and validating our findings.

In summary, the acquisition of English as a foreign language by young children is profoundly influenced by socio-cultural factors, including exposure to English-speaking environments, family attitudes towards language learning, and cultural values regarding education. These factors shape the language acquisition journey differently for each child, with varying degrees of access to resources and opportunities based on their socio-cultural backgrounds. Within the Kabyle community, perceptions of learning English are influenced by the balance between preserving the native Kabyle language and embracing global communication trends, as well as the perceived utility of English in daily life or career advancement. Furthermore, research

suggests a positive correlation between students' English proficiency and their parents' educational backgrounds and income levels, highlighting the role of socio-economic factors in language acquisition. However, it is essential to recognize the complexity of language learning, as individual motivation, peer interactions, and cultural attitudes also significantly impact children's EFL development. Understanding these socio-cultural influences is crucial for providing effective support and resources to EFL learners from diverse backgrounds.

4.1. Implications and Recommendations

4.1.1 Recommendations

This research aims to explore how children's socio-cultural backgrounds influence their acquisition of English as a second language. The research outcomes offer valuable insights for educators, guiding them an effective strategy for teaching foreign languages to young learners. Additionally, it serves as a reminder for parents who underestimate the impact of the home environment on their children's education, thinking that schools alone are responsible. These recommendations not only benefit current teaching practices but also provide framework for future research in the same study.

EFL Teachers:

- Teachers do not just deliver information; they actively identify problems that pupils face in understanding the material and discuss these issue with parents, and also continue to discover what hinders students' comprehension and understanding how their perceptions can be influenced.
- Teachers should fulfill multiple roles as caregivers, educators, parents; since children at this critical age require support, affection, and guidance.
- Teachers should modify their teaching methods to carter to the diverse needs of every student.
- Teachers should inspire a passion for learning the foreign language.

For parents:

- To support children's effective language learning, parents should cultivate a positive and encouraging atmosphere that encourages natural and efficient learning.
- Parents are encouraged to adopt positive beliefs about education to avoid impacting children's perceptions in a negative way.

- Parents should avoid involving their children into any personal conflicts they might have with their teachers.
- Since education hold significant value for young children, parents should regard their children's education as a lifetime investment.

Future research:

Our research sets the stage for future studies within a similar research framework. It presents the initial phase following the introduction of English into primary education.

In the future investigations, we recommend:

- Employing more research methodologies, such as parent interviews which can facilitate gathering information and increasing the sample size of pupils.
- Explore other obstacles that fourth year primary pupils encounter while advancing in their English language learning process.
- Encourage parents and educators to participate in speech days where they can discuss effective strategies for optimizing children's foreign language learning experience.

4.1.2. Limitations of the study

During our study several, we encountered several difficulties, including challenges in the methodology and data collection phases. One significant hindrance was the lack of resources, which impeded researcher progress, especially considering the study is new to specific sample.

- The research was conducted on a small scale, with only 30 pupils and 30 parents participating due to difficulties in data collection from fourth-year primary school pupils. The students were tasked with translating and administering the questionnaire, while the pupils were passive participants, only listening and responding. Therefore, the findings of this study cannot be generalized to a larger population.
- It proved challenging to prompt pupils to provide answers to open-ended questions.
- Another obstacle is relying on the pupil's responses, given their limited knowledge about their families.
- Parents' lack of understanding about how their contribution is important to our research.

- The majority of parents did not provide responses to the open-ended questions.

In conclusion, the decision by Algeria to introduce English education in primary schools reflects the recognition of English as a crucial global language. However, the implementation of such policies faces multifaceted challenges, one of the most intriguing challenges is the influence of socio-cultural background, that is to say, parents educational level, income, family beliefs, society, and culture. Our research seeks to explore the perceptions of parents and societal attitudes towards the integration of multiple languages in primary education. Through this inquiry, we aim to provide valuable insights that can inform policymakers and educators in navigating the complexities of language education, ultimately, fostering a more inclusive and effective learning environment for all students.

Our research is structured of two chapters: The First chapter is dedicated to theoretical part, encompassing a theoretical background and empirical studies. The Second chapter focuses practical part, involving data collections, analysis and interpretation, and the discussion of main findings. This practical section, includes conducting interviews with pupils and their teacher, administering a questionnaire of one of their parents, and classroom observations that is used to get a clear version of pupils' perceptions and validating our findings.

In summary, our study's results highlight the perspective and happiness evident in children's interviews regarding learning English as a foreign language, parent's positive perspectives also play a crucial role in supporting their children's language acquisition. However, the socio-cultural backgrounds of parents significantly influence children's learning process. Recognizing and addressing this influence is key to promoting fair access to high-quality language education. This ensures that every child has the opportunity to excel in learning English as a foreign language, regardless of their socio-cultural contexts

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Appendix1

The pupil's interview (the questions were asked in Kabyle language)

Dear pupils,

You are kindly invited to answer the following questions, which aim to investigate the effect of the Kabyle socio-cultural background on learning English as a foreign language for young children in the primary school, the case the the fourth year. Your answer will be used only for an academic purpose.

Interview for pupils:

- What languages do you speak?

(achehal les langues itehdredh?)

- What was your reaction when you first heard about the government's decision to teach English in primary school?

(dachu itt la reaction inek imi thesledh isalen id yeqqren daken attaghrem tutlayeth n l 'anglais)

- How do you feel about learning English?

(Amek ithufedh almad n anglais)

- Do you celebrate any cultural holidays or events that are important to your family? Tell me about it.

(ma thes3edh thanumi n usefugel s kra n la3yud iges3an azal ar thewachlt ik, inaghed fellasen)

- Give me some words you learned from your English lesson. Do they sound like any words in kabyle language?

(iniyed kra n wawalen ithelmedh g theglizith ttemchaven ar kra wawalen g theqvaylith).

- Do you see some similarity between kabyle and English, whether in the pronunciation of letters or words?

(thewaladh kra n umechavah gar theqvaylith d l' anglais, ama g lemntaq ama g thira n wawalen)

- Do you use English with your family and outside the classroom?

(theskhdamedh l anglais d tewachult ik negh vara n ugharvaz)

- Who helps you to study English at home?

(aniwa ikeyett3awanen g leqraya n lenglais g uxxam)

- Do you parents motivate and encouraged you to learn English?

(Ma ttaken ak d afud iwakken ad theddudh ar zath g ulmad n langlais)

- Do you have any family members or friends who speak English fluently?

(ma thes3am g thewachult ik kra i3eggalen ihdren anglais akken iwath lehal).

- Name some countries that speak English?

(semmi d kra n themura ihdren lenglais?)

- As you know, for example, in England or America, students wear uniforms. Do you think this thing is good or not?

(d akken thezram g kera n themura am Marican d lenglitaire ttelusun yiwen n levs, amek ithewaladh anechtha, yelha ngh dirith?)

Appendix 2

The parent's questionnaires

For parents:

You kindly asked to answer the following questions as a part of my research, to investigate the impact of the Kabyle socio-cultural background on learning English as a foreign language for young children in the primary school in Algeria, the case of 4th year. your answer will remain anonymous, it will be just used for an academic purpose, and thank you in advance for your collaboration.

أنتم مدعون للإجابة على الأسئلة التالية كجزء من بحثنا، والذي يهدف إلى التحقيق في الأثار الخلفية الاجتماعية والثقافية في المجتمع القبائلي على تعلم اللغة الإنجليزية كلغة اجنبية للأطفال الصغار في الطور الابتدائي في الجزائر (الرابعة ابتدائي) أجوبتكم ستبقى مجهولة سيتم استخدامها لأغراض تعليمية فقط شكرا على تعاونكم معنا

- Are you ? Mother or father

من تكون؟ الأم او الاب؟

.....

- Please specify your level of education (Never went. – primary - middle - high – university

نرجى تحديد المستوى الدراسي (لم ندرس – الابتدائي – المتوسط – الثانوي- الجامعية)

.....

- Do you work? please specify your job if it is yes

هل تعمل؟ يرجى تحديد نوع العمل ان كانت الإجابة نعم

.....

- What is the primary language spoken at home with your child?

ماهي اللغة الاساسية المنطوقة والمستعملة في المنزل مع الطفل؟

.....

- Are there any challenges you face in supporting your child's English language learning at home?

هل هناك أي تحديات تواجهها في دعم الطفل عند تدريسه اللغة الإنجليزية في المنزل؟ وما هي؟

-
-
- Do you think that English in primary school is better than leaving it until the middle school? justify

هل تعتقد ان تدريس اللغة الانجليزية في الابتدائي احسن، أم يستوجب تركه الى الطور المتوسط؟ لماذا؟

-
-
- Is learning English important for your children

هل تعليم اللغة الإنجليزية مهمة لطفلك؟

-
- Are you familiar with the English culture?

هل انت متطلع على الثقافة الإنجليزية؟ (هل لديك بعض المعلومات عنها)

-
- Do you see a big difference between the Kabyle and the English culture? explain

هل ترى فرقا شاسعا بين الثقافة الإنجليزية والقبائلية؟ اشرح

-
- Do you think your child's knowledge of Kabyle language and culture might impact their learning of English?

هل تعتقد ان لغة طفلك القبائلية وثقافته، يمكن أن تؤثر على تعليمه للغة الإنجليزية؟

-
- Do you think that knowing about the English culture help the children to learn the language faster? WHY?

هل تعتقد ان المعرفة والاطلاع على الثقافة الإنجليزية يساعد ويسهل على طفلك تعلم اللغة الإنجليزية؟

-
- Are there any cultural norms or communication styles that you think might be important for the school to consider when teaching English

هل هناك أي معايير ثقافية أو أساليب تواصل تعتقد أنها قد تكون مهمة للمدرسة لتأخذها في عين الاعتبار عند تدريس اللغة الإنجليزية؟

.....
.....

- Do you notice any differences in how your child learns English compared to French, and do you attribute these differences to Kabyle culture?

هل تلاحظ أي اختلافات في كيفية تعلم طفلك للغة الإنجليزية مقارنة بالفرنسية، وهل تعود هذه الاختلافات إلى الثقافة القبائلية؟

.....
.....

- What resources or support would you find helpful in assisting your child with learning English at home?

ما هي الموارد أو الدعم الذي تجده مفيدًا في مساعدة طفلك على تعلم اللغة الإنجليزية في المنزل؟

.....
.....

- Do you use any application of translation that help you to explain the homework for your children, or you use mother tongue to explain? Which one You believe is more effective ?

هل تستخدم اي تطبيقات الترجمة التي تساعدك على شرح الواجبات المنزلية لطفلك، او تستخدم اللغة الام (القبائلية) في الشرح؟ اي واحدة منهم تجدها أكثر فعالية؟

.....
.....

- Do you have any ideas on how the school can create a learning environment that respects and integrates Kabyle culture into English language lessons?

هل لديك أي أفكار حول كيف يمكن للمدرسة إنشاء بيئة تعليمية تحترم ثقافة القبائل وتدمجها في دروس اللغة الإنجليزية؟

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

Appendix 3

The teacher's interview

- What cultural backgrounds do most of your students come from?
- What do you think Kabyle pupils enjoy the most about learning English?
- How does the cultural diversity in the classroom impact English language learning?
- How do you encourage students to share aspects of their culture during language learning activities?
- How do you encourage Kabyle pupils to practice English outside of the classroom?
- What kinds of English-language books or stories do Kabyle pupils find most interesting?
- Do you find a relationship between the Kabyle and the English culture? explain
- Can you describe a collaborative learning experience where Kabyle students worked together to improve their English skills?
- What are some common language learning challenges faced by Kabyle students, and how do you help them overcome these obstacles?
- What role do family members play in supporting Kabyle students' English language learning at home?
- What are some effective strategies for teaching English pronunciation to Kabyle pupils?
- What resources or materials have you found most beneficial in teaching English to Kabyle pupils?
- Have you observed any changes in Kabyle students' attitudes towards English language learning over time, and if so, what do you attribute these changes to?

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université de Bejaia
Faculté des Lettres et des Langues
Aboudaou



جامعة بجاية
Tasdawit n'Bgayet
Université de Béjaïa

وزارة التعليم العالي والبحث العلمي
جامعة بجاية
كلية الآداب واللغات
أبوداو

Service des Statistiques, de
l'Information et de l'orientation

مصلحة الإحصاءات, الإعلام
والتوجيه

Lettre d'Envoi en Stage

Objet : Demande de Stage

Dans le cadre de la réalisation des stages pratiques prévus dans le cursus de formation de nos étudiants.

Nous avons l'honneur de vous demander de bien vouloir étudier la possibilité d'accueillir au sein de votre organisme :

L'étudiant : 1° MouLLA Rabiaâ.....

2° Zeghar Fatma.....

3°

Département : Anglais..... Option : Linguistique.....

Encadreur :

D'une période de : 70 jours (préciser les journées d'Accueil)

Du : 11/04/2024..... Au : 17/06/2024.....

Comptant sur votre bonne collaboration, veuillez croire monsieur, madame l'expression de notre parfaite considération.

Avis du Directeur
De L'Organisme d'Accueil



Bejaia le : 7 MARS 2024.....

le Service des Statistiques
d'Information et d'Orientation



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Résumé

Cette étude examine comment le contexte socioculturel Kabyle influence l'apprentissage de l'anglais comme langue étrangère chez les enfants des écoles primaires. Elle explore la perception des enfants envers l'apprentissage des langues, leur attitude à apprendre l'anglais, et comment la société et les parents influent sur cet apprentissage. Dans le contexte de cette étude, trois questions de recherche sont posées : (1) Comment le contexte culturel influence-t-il l'apprentissage de l'anglais comme langue étrangère chez vos enfants ? (2) Comment les élèves perçoivent-ils l'apprentissage de l'anglais comme langue étrangère ? (3) Quelle est la corrélation entre la maîtrise de l'anglais des élèves et le niveau d'éducation et les revenus de leurs parents ? Des approches qualitative et quantitative sont utilisées, avec deux interviews pour 30 enfants et l'autre pour leur enseignante et un questionnaire pour les parents de ces enfants, ainsi qu'une observation en classe. Les résultats révèlent un enthousiasme des enfants pour l'apprentissage de l'anglais, mais soulignent l'impact du contexte Kabyle socioculturel des parents sur leur implication dans ce processus. Cette recherche vise à enrichir la compréhension de l'apprentissage des langues secondes dans un contexte Kabyle, et propose des recommandations pour des environnements d'apprentissage plus inclusifs et efficaces

ملخص

هذه الدراسة تستكشف كيفية تأثير السياق الاجتماعي والثقافي القبائلي على تعلم اللغة الإنجليزية كلغة أجنبية لدى أطفال المدارس الابتدائية. وتقوم الدراسة بدراسة تصور الأطفال تجاه تعلم اللغات، ومواقفهم تجاه تعلم اللغة الإنجليزية، وكيفية تأثير المجتمع والآباء على هذه العملية التعليمية. وفي سياق هذه الدراسة، يتم طرح ثلاثة أسئلة بحثية: (1) كيف يؤثر السياق الثقافي على تعلم اللغة الإنجليزية كلغة أجنبية لدى أطفالكم؟ (2) كيف يدرك الطلاب تعلم اللغة الإنجليزية كلغة أجنبية؟ (3) ما هي العلاقة بين إتقان الطلاب للغة الإنجليزية ومستوى تعليمهم ودخل أسرهم؟ يتم استخدام نهج نوعي وكمي، مع مقابلتين، واحدة لـ 30 طفلاً والأخرى لمعلمتهم، واستبيان لآبائهم، بالإضافة إلى مراقبة في الصف الدراسي. تكشف النتائج عن حماسة الأطفال لتعلم اللغة الإنجليزية، لكنها تؤكد تأثير السياق الثقافي القبائلي لآبائهم على مشاركتهم في هذه العملية. تهدف هذه الدراسة إلى إثراء فهم تعلم اللغات الثانية في سياق القبائل، وتقديم توصيات لبيئات تعليمية أكثر شمولاً وفعالية