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Parental Involvement in Children's English language Learning : The case study At My little World Montessori Kindergarten

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Dissertation submitted for the degree of masters of applied linguistics

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DECLARATION OF ORIGINALITY

We declare that we are the one and only authors of this dissertation and no piece of this paper has been published or presented.

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We announce that this is a lone copy of this memoir, including final revisions by our supervisor Dr. Asma Melouah. As approved by the Graduate Studies Office and that this dissertation has not been submitted to any other university or any institutional function.

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Note: all names are anonymous

ABSTRACT

Parental involvement on children's foreign language learning has been broadly discussed. It is a classic opened debate. According to this thesis, the family influences their children in learning a second language. This dissertation is a quantitative research based on case study and inquiry mode of interviewing some parents and teachers of kindergarteners from 4-5 at the institute of My Little World Montessori. The participants who reserved seats are all from the same country and specifically from the very same region, as well, they have the same cultural background, very different methods, ways for an additional boost, and provide aids to their kids. The four language skills were selected: reading, listening, speaking, and writing. The first thing that was given thought to is which social scale or societal group , and cultural level that parents belong to, and the gender whether the mother or the father who plays a central role in their kids educational life. There where an unexpected feedbacks, that the interviewees, mostly mothers, were committed with their children process of learning a foreign language from the start to the end, despite of few challenges that they faced. The thesis was in their favor, because most parents do not speak English, therefore, they got the chance to learn a new language by reviewing lessons with them, and searching for beneficial exercises. All of this requires teaching their kids without being taught, self-monitoring will be activated unconsciously. None of the participants, except few, where keeping the first language and English synchronously, respecting the four language skills and their understanding of the subject was limited. This made the status taken into consideration, regardless of the unawareness of their children's fresh and spry, sharp and engaged minds all the time. Parents felt strongly to know more about bilingual activities such as reading short stories, having family speaking time at the dinner table, topics that was devoured all their kids' minds. This was favored to kids speaking about what they had to deal with in school using English language. In addition to

that, it is well known that kids like listening to songs that parents sing, or a bedtime story that is told every night. This thesis guides parents to handle their bilingual children that are raised in one area, also the importance of a positive attitude when teaching an additional language.

Keywords:

Parental strategies and involvement, Second language learning, Kindergartner bilinguals, Family environment, Parent-teacher reunification, Biliteracy.

LIST OF ABBREVIATIONS

First language: l1

Second language: L2

Language Egocentrism: LE

United Kingdom: UK

Early Bilingualism: EB

Bilingual: BL

Monolingual: MOL

Bilingual: BIL

Language Learning: LL

English Language Learning: ELL

Second Language Acquisition: SLA

Language Acquisition Device: LAD

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GENERAL INTRODUCTION

Introduction

Languages are means to connect the world and individuals. People are speaking the same language shaped thousand years of history. However, this was not enough for most of them, so they sought to learn a foreign language, which was their favorable goal; which is the process by which people learn languages in addition to their mother- tongue. The Second Language Acquisition is also referred to as the target language; it has mostly examined innate acquisition, where learners get the chance to acquire a new language with a little schooling and practice instead of learning a language following an intensive program. There are multiple languages, which can help to promote peaceful relationships overseas, this shows that languages are important to develop other perspectives, and everyone should be motivated to the most globalized language. The interest of teaching a foreign language in an early preparatory school is an exponential growth in the past few years, teaching English was introduced in early levels, and it is widely spread in so many countries. Furthermore, have the advantage in learning both a foreign language and a second language. Children at a certain age have awaken enthusiasm, of what is called the golden age, is the most energetic and active years of their development (Scott & Ytreberg, 1990). When parents are involved in their children's learning as their first teachers, can build up a relationship between school and parents that leads to their academic success, it includes many activities such as parent-teacher conferences attendance also participating and volunteering in special occasions.

1. Background and motivation

The family capital is a very important factor that is related to their children long life success, parents affect positively on students achievement, especially in foreign language learning.

Charlemange the Great (Schmidt, 2014) said that: "To have another language is to possess a second soul"(p.155). This means that acquiring a new language gives an extra knowledge to the brain that increases the obsession for fulfilling the literacy needs. SLA, especially, for

young children is often related to their future life, grasping a new language means a new bright era. Parents consider that there are many benefits to speak two languages; it is known that learning an additional language can provide a future job, and rise opportunities to work in multinational corporations. A large number of parents support their kids learning L2 at an early age.

Over the past decades, the role of the immediate environment played a key important in government and educational organizations for enhancing children's acquired language.

This dissertation was an attempt to examine parental roles and strategies for L2 in the home setting.

2. Statement of the problem

Even though many studies have been done explaining parental strategies and attitude towards bilingual children, however, caretakers want to perceive current knowledge that is seen to contribute to the improvement of their kids' literacy development. Parents are involved in their children's literacy education in many cultures around the globe (Anderson and Morrison, 2007; Bruner, 1986; Hasan, 1999; Heath, 1983 ; Kabuto, 2010 ; Van Dermaas-Peeler et al., 2009 ; Vygotky, 1978 ; Williams, 2001, 2004).

In non-English speaking environment, kindergartners learn L2 in day care center as a positive side effect globalized spread of English, the number of early English learners are booming rapidly (Graddol, 2006 ; Nunan, 2003).

Nowadays, in Algeria, precisely in Medea, SLA is a part of schooling also. Children are expected to learn English as a foreign language and Arabic as their native language. Children have a rarely access to English native speakers. Thus, along these lines, the matter of parental involvement in SLA is a consistent case.

Families assist their children at home in order to master perfectly English as a second language through reading, listening; speaking, and writing. Parents generate exercises and give efforts during summer break to avoid vocabulary decreasing; they are the mot important influencers in their long life learning that they help shaping their morals, manners, and values. Further, they serve as teachers at home. There is unity among parents and teachers who are playing the role of insiders, which helps the children in their academic success. There may be differences in parenting level based on their social order; in this study, we analyze how different families help shape very different home areas and their kids' opportunities to acquire L2 and literacy in consistency. Parents prepare an appropriate atmosphere in order to facilitate the process of language and literacy learning, which are an active proceeding that begins from birth and continues throughout life. Children learn a globalized language in order to communicate and to establish long life relationships with foreigners; it develops the ability to understand multiple perspectives rapidly as an early experience.

3. Research questions and aims

The term parental involvement has been a subject study for very long time. The goal of this investigation is to explore parental strategies and roles for L2 growth towards their young children, and to show that speaking two languages allows kindergartners to broaden their world. Speaking perfect English does not only give a higher status, but helps to carry on studies and specializations in the leading universities, which are in fact countries where they speak English. It aims to investigate the evolution of bilingualism, and extra special bilitrecy, in dispersion through children of My Little World Montessori, families living in Medea.

Education is the key access to a successful life, but learning English also upgrades the quality of life. In order to reach the aim, this paper seeks to answer the following research questions. This research examines assumptions to the following questions:

1. What strategies do parents use to support second language growth of children?
2. What are the parental attitudes that enhance their children's bilingualism?
3. Why is Bilitracy and bilingualism important?

For the purview of this study. Researchers in the UK found that being a bilingual "enhance the ability to maintain attention," said one of the researchers, Andrea Krott, and that because internet is giving students specific bad memories, it is gradually killing their brains, and their thinking creativity. This information proves that speaking another language alternates the composition of the brain stint. She said, "If the internet has destroyed your attention span, you need to sign up for a foreign language class". Along with the aims that have been mentioned earlier, it is expected to find other convenient information about parental attitude and involvement in supporting the language learning skills of their kids in "My Little World Montessori".

4. Definition of key terms

Second language learning is getting increasingly interdependent world for many years to come, it is an incredible gift to have a unique opportunity to communicate with an extensive range of professional and personal people, also being shaped by communities, it can set children apart from their monolingual peers. There are many definitions and a large body of research on the following terms:

Bilingualism, Biliteracy, Attitude, Second Language Acquisition, Language Motivation, Social Skills, Emotional Skills, Cultures. In addition, several studies went through a relation to parental involvement and attitude, supporting the language learning skills of their kids. In this part, there are different explanations for each word and brief extra information will be provided. In the past, researchers tried to provide an appropriate definition of bilingualism and bilinguals. Bilingualism could be simply defined as the ability to use two languages, where

individuals can be more specifically thought of as balanced bilinguals, (Bulter and Hacuta, 2006; China and Wigglesworth, 2007; Baker, 2011 ;Pavlenko, 2012). Bilingualism in a very complex field, it is an intricate process of production and comprehension of two languages; it is a universal phenomenon which social factors play an important role in the development of the second language acquisition. “Second language is socially relevant and learned by supplementing the first language” (lambert, 1975). The term bilingualism is an alarm to the brain that keeping it valid even when only L1 prevails. Children while using L2 makes their brain muscles bigger and flexible. Many linguists show greater studies of neural science related to multitasking and good decision-making Researchers in the UK found that being a bilingual “enhance the ability to maintain attention”. One of the major discoveries in the domain of bilingualism is the boost of cognitive development of bilinguals. They have intense ability to block all kind of distractions. It is estimated that crossword puzzles and other exercises must be taken into consideration in order to keep the brain functional, but being a bilingual seems to be most efficient, because we use the shift nearly every minute. Knowing two languages is optimal for the brain and impact positively the cognitive augmentation. With regard to the bilingual mind. It protects against the cognitive decline, and other dementias and they are healthier. People who engage in brain-stimulation activities, such as reading books, chess, Sudoku are less likely to experience memory loss than those who do not engage in these activities (Akbaraly et al.,2009). Bilingualism trigger brain energizing because it requires more neural processing than students speaking only one language do. Bilingualism helps the brain carries out tasks and get them faster, which protect against the cognitive decline. Researchers said that the cognitive abilities are different for bilingualism than monolingualism, and on its impact. Bulter and Hakuta (2004) defined bilinguals as “individuals or groups of people who obtain communicative skills with various degrees of proficiency in oral or written forms, in order to interact with speakers of one or more language

in a given society" (p.150). This definition is appropriate and it fits the purpose of this study. According to Stephen Krashen's theory of second language acquisition by mentioning only the important primary hypotheses :

- Acquisition-Learning theory :

Krashen talked about the difference between learning a language and acquiring a language, he also explained that acquisition is an unconscious process. However, learning is an aware brain operation. This hypothesis is known among linguists and professors. In line with this theory there are two techniques of second language production 'the acquired process' and 'the learned process'. The learned process is teaching a language with direct instructions such as rules, structures. Learning an additional language when children start being schooled with using the deductive approach along with the intonation, phonology, morphology, syntax of the target language do not come naturally without being exposed to two codes. In addition, it is an intentional process.

Children commonly have a basic knowledge of the grammar, intonation, sounds, words of their mother tongue they acquired, and that words could have different meanings, ambiguous sentences etc…

Example:

I love English language = my friend does not love it!

I **love** this white dress **=** for sure! it is beautiful !

I love the **white** dress = not the red one!

I love the white **dress =** not the skirt!

One word can change the meaning of a whole sentence, it depends on the intonation, all languages got different rules. From the Neurolinguistics standpoint, language learning and language acquisition are situated in two different main areas of the brain. broca´s area which is involved in language acquisition, and it is located in the left frontal cortex part, whereas the

wernick´s area is related with learning that it is responsible for language comprehension, and it is cited in the temporal cortex. Children acquire their first language unconsciously during in which they are not aware of the surface structure, they just repeat what is said, especially caretakers or caregiver are the source of communication that are helping them to talk, later the second language takes place in their future life including the use of the four skills. It is the same process of a child growing up in bilingual families. Parents do not need to explain all the objects to their kids, they do not show where the spoon is and tell them "this is a spoon", they will acquire it by an easy and regular revelation they only have to speak a language like they always do and make them engages with every conversation.

- The Monitor hypothesis: is the relationship between learning and acquiring a language, it is learning grammar and explicit order of rules, they must be thinking about giving well-structured sentences. Due to this, children struggle to maintain both meaning and form. Krashen recommend using the monitor only while writing and not communicating.
- The Input theory: speaking a fluent language comes out gradually by its own; Krashen stated that by comprehensible input the children acquire structure.
- The Affective Filter: learners with high self-confidence have better opportunity for success in learning L2.

Second language learners pass through five phases:

- Preproduction: at this age children do not speak a word they just listen to another language, and try to repeat what parents say, it is not producing but parroting .The duration of listening is about six weeks or more, it is also called the silent period, they receive around 500 words.

- Early Production : children in this stage develop a receptive vocabulary around 1000 words, it may last for 6 months speaking and responding only by one or two words that represent a whole sentence for them.
- Speech Emergence: children in this phase can interact with their surrounding with only using simple expressions, and asking uncomplicated ill form questions, applying around 3000 words, having short conversations.
- Intermediate Fluency: children at this stage use complex sentences when speaking and writing with structures, they have around 6000 picked up words from both outsiders and insiders. Their comprehension of English literature and social studies content grow better in this phase. Learner start having errors such as intralingual and interlingual errors, which are stamped out from the error analysis approach, a branch of applied linguistics introduced by Pit Corder (1981), it is the study of errors created by L2 learners.
- Interlingual error: which is the influence of L1 on the performance of L2 the effect from L1. Since the L1 is the only language system, the learner knows, for that reason the negative transfer takes place.
- Intralingual errors: Due to the effect from L2, it is the incorrect generalization of rules. It focuses on L2.

  Example: saying he goed not he went
- Advanced Fluency: children from 4-10 hearing L2, this stage can function as close to native speakers. They have the ability to carry out with the content area learning such as history, social studies etc...

(Krashen & Terrell, 1983)

Krashen refuses grammatical rules, he gave importance to language acquiring instead of language learning, he also suggested that emotions affect the learning process. Learning the target language may vary from a child to another.

Biliteracy has gone through definitional modifications over the past two decades. Many investigators in the Field of second language acquisition have been seeking to find a significant definition of the term biliteracy. According to Bauer (2017), biliteracy is a representation of a fundamental shift from thinking about literacy as an activity that takes place strictly within a given language. Biliteracy, in the way it is being used here, represents what learners are able to do with print across their languages. It is also the potentiality to read and write masterfully in two languages. Fluency in reading and writing are adjacent in biliteracy. Generally, a person who is biliterate has the ability and skills to read and write in their home language and in a second language. Unlike someone who is biliterate that has the capability of reading and writing proficiently two languages, the term bilingual is used to describe a person who is only able to speak two languages fluently. Someone who is biliterate is considered bilingual; however, a person who is bilingual is not necessarily biliterate. This definition was selected among other definitions because it is suitable to the purpose of the study, which will be extended in details in the next chapters, along with some examples and undergone researches.

There is a large amount of research on defining what attitude and motivation mean. On that account, many definitions, features, and aspects have been proposed for both terms. Furthermore, multiple investigations have been accomplished in relation to parental involvement and attitude in supporting L2 learning skills of their children. According to (Vaughan and Hogg ,2005, p.150) and Cooper and Fishman (1974) attitude is defined as beliefs, feelings and behaviors that parents hold towards objects or groups or events that influence their reaction in positive or negative ways.

There are various experimentations on parental involvement and attitude with reference to bilingualism and parenting bilingual kids in various countries. For instance, Tavil (2009) undertook a research on parental attitude for kindergarten children in Turkey, throughout a questionnaire for parents; he concluded that parents possess positive attitudes to bilingualism and motivation regarding the concentration of their children into English at kindergarten and in due course caretakers' attitudes influenced the children's success in L2 learning process.

Another research was conducted in England to examine how much parents are involved in their children's education, it was discovered that caretakers do support their kids, especially in reading comprehension (Kawashima and konteh, 2008,p.113). The previous inquiry indicated that parents have various attitudes when taking care of their children with respect to learning English as a foreign language.

Teaching English as a second language to Arab children has received an appreciable attention during the last few years, an attention toward how English is acquired and taught that is considered necessary for parents to their kids' achievement of success, and how much awareness of their children's needs. Many Arab kindergartners consider English a demanding language to learn, and as such, it has an effect on their caretakers' attitude and motivation toward learning English as a second language. Therefore, motivation is one of the greatest challenging problems faced by parents today. It is considered as one of the effective solutions, and it is a key contributing factor for L2 learning (Cheng & Dornyei, 2007; Gardner, 1985). It is known that without motivation there is no learning. Children's developmental process is unquestionably influenced by social environment such as family.

Freeman (1999) considers parents to be influencing forces for learners' motivation. According to a present study that was conducted in Kambar Shahdadkot, which investigates the impact of parents on L2 learning, most learners acquire English language due to the respect they owe

to their parents, and due to the rewards given to them by their caretakers, because parents need to give their greatest extent of guidance, motivation, and supervision. According to Kocaman (2015), one of the most important requirements of early foreign language education is to include the family into language education as a unit. This indicates that family is important to children who are going to acquire and learn English as a foreign language. There are two attitudes of parents of whether they reinforce and motivate their children acquiring second languages or not. The majority of parents belong to "active role": they are willing to let their children learn a foreign language and encourage and support their children's language learning (Asgari, 2010).

The term Motivation is defined differently in the view of some researchers; it is the most used notion for explaining the failure or success of a language learner. L2 refers to a language an individual learns that is not his/her native tongue. In research on motivation, it is considered to be an internal proceeding that gives behavior vitality, direction and persistence in research (otherwise, it is stated that it gives behavior strength, purpose, energy, and sustainability). Learning a new language takes time and needs commitment. Once you do, mastering or acquiring a second language offers innumerable advantages and opportunities. Learning a foreign language is inspiring and valuable at all ages. It offers empirical, intellectual and many industrious benefits.

Research in the last few years has spotted increasing awareness to some components influencing social-emotional and behavioral skills in expeditious childhood because of its long-term effects on mental health, social correlations and academic performance (e.g. Arnold et al. 2012; Denham et al. 2003; Denham et al. 2012).

Social interaction; emotional and behavioral skills refer to someone's social ability that demonstrates via behaviors that allow individuals to successfully participate and engage in

different social settings. Social competence is normally related to peer relationships, emotional welfare, and potentiality to adjust to distinct environments. This common representation is summarized in the National Institute of Clinical Excellence's (2013) definition of social emotional wellbeing, which involves emotional wellbeing (e.g. being self-assured and not anxious or depressed), psychological wellbeing (e.g. being autonomous, flexible and aware) and social wellbeing (e.g. sustaining satisfactory relations with others). The evolution of social-emotional and behavioral skills in kids is influential as it aids them adjust to new conditions. For instance, social competence has been associated with better school performance and healthier well-being, while the lack of social-emotional and behavioral competence has been linked with personal, social and academic difficulties (Eisenberg, 2006; Guerra and Bradshaw, 2008).

An earlier research on bilingual kindergartners shows that they have some benefits over monolinguals in social flexibility, the capacity to switch with ease and adapt between multiple social environments, and read its social cues perfectly. For example, kindergartners who speak English as a second language may enjoy something other than cognitive skills, something more social, which will be tackled and explained in details in chapter three.

5. Organization of the study

This experimentation was organized into four chapters.

Chapter 1 provides a literature review that includes a brief introduction of the issue, the importance of speaking English as a foreign language. This section also covers the definitions according to different scholars and types of early bilingualism (Simultaneous Bilingualism, Successive Bilingualism), also bilingual behavior (code switching, code mixing), a discussion about second language acquisition and learning, and a previous research on bilingualism. It includes as well parental involvement in early second language learning, its varieties; by

Epstein, literacy outgrowth, and parental strategies in the process of learning a second language. This chapter provides the definition of attitude and its types, related to language motivation. It focuses on bilingual kindergartners and their social interaction. This quantitative case study investigates how relationships peer and interconnection among preschool, it talks about bilingual children and their cultures, emotional skills, and social skills, along with the importance of biliteracy and bilingualism, it also includes the Montessori methods of teaching foreign language to children at an early age and parental involvement along with a short conclusion.

Chapter 2 presents a complete explanation of the research methodology used for this proposal.

The chapter has five sections: the first section demonstrates an introduction. The second part presents the research approaches that are adopted in this project (quantitative research, a case study, and inquiry mode). The third part represents the methods for data collection and its analysis, including research participants, instruments, and the setting. It describes as well how data is processed and analyzed. In addition, it covers the analysis of documents and interviews done in the institute of My Little World Montessori, as well the ethical aspect. The last two sections discuss the English curriculum of the institute, together with a conclusion of the previously mentioned items.

Chapter 3 contains an introduction on the analysis of findings and discussions of the thesis. It focuses on explaining whether the results met the expectations or supported the hypotheses, and contextualizing the findings within previous research and theory, describing unexpected discoveries and evaluating their significance, and considering possible alternative explanations and making an argument for our position. It includes a conclusion that sums up the calculations that are explored.

Chapter 4 reports the limitations of the study and implications and recommendations for future research. Findings may be important for policy, practice, theory, and subsequent research. It offers insights into the findings. It also provides useful directions for further investigations in considering the various implications based on the main results conducted. Parents can follow or adapt the strategies and some advices tackled in this chapter in order to be involved in their children's foreign language acquisition, such as brain exercises, talking in English at the dinner table, push them to watch English cartoon in order to rich their vocabulary. It includes a summary that of the entire chapter in one short section.

CHAPTER ONE: REVIEW OF LITERATURE

1.1. Introduction

This chapter provides an overview of how parents and teachers assist and help young students in learning English language. First, they will learn about the rise of English as a global language, and the benefits of the early English language learning. Second, a variety of teaching practices that have been found to be effective in teaching English to young learners. Third, the concepts relevant to the research's emphasis will be discussed in this chapter. Foremost are parental attitudes toward bilingualism, and parenting involvements at home with regard to bilingual children. Finally, it indicates that exposing children to many languages will aid in the development of important social skills, while Parents play an important role in their children's language development.

1.2. The importance of speaking English

Countries around the world are incorporating English language disciplines into their educational systems, as English becomes the global lingua franca of the world, every year the number of people who study English increases, with student starting at a very young age. People have learned English as a second language and developed their own dialect, and their own ways of pronunciation. People always wonder about the real worth of studying English, well English help learners advance their personal and professional life abilities for example many foreign companies hold meetings or events in English, universities offer English classes, and travelers use English because it is the most common language that locals also use when interacting with tourists. English has been always the language of sciences, innovation, and computers. It improves the chances of having better job with a multinational corporation. The number of scientific papers published in English outnumber those written in the native language, many of the most recent scientific researchers have been published in English so the more you learn a language the more knowledge you obtain. It gives the ability to view movies, literature from hundreds of countries around the world, among other things is a great

number of non English books are translated into English. Learning another language is more than learning knowledge but also a new way of living with selecting and filtering the good habits of each language. Nowadays people are becoming accustomed to English as for a range of functions and purposes, they should start learning this language in an early age because it is gaining more supremacy than ever, “overwhelmingly the first choice” (Garon, Copland, & Burns, 2011, p. 5). The growing demand for English, as well as parents´ expectations that their children would get a better education while also improved career opportunities (Enever & Moon, 2009; Gimenez, 2009). There is a big need for parents to push their children in learning English at a younger age, they can make them take some basic first steps at home that will be extremely helpful for their children before sending them to institutions, in view of the fact that is all about their future.

1.3. Definition of bilingualism according to different scholars

Bilingualism has been classified in many different ways. A few instances will be given for a better understanding. Bilingualism entails the ability to communicate in two languages and to use code switching as well as the ability to determine which language is appropriate in which situations. Talking, listening, reading, and writing are all part of being a perfect bilingual but some children cannot reach the same level of competency in both languages as they are called imbalanced bilinguals, just a few speakers are capable of being real balanced bilinguals (Hardind-Esch and Riley, 2003, p. 23). Bilingual communities and bilingual individuals face multiple challenges that influence their proficiency as well. Many factors, starting from intelligence to motivation, social context to personal attitude, can influence the bilingual speaker. There is also a distinction to be made between bilingual communities and individuals (Zaidatib, Wolfgang, 2010, p. 339). People have been speaking more than one language since ancient times, and it is not a recent linguistic phenomenon (Cenoz, 2013). Actually, there are

a minority of monolinguals, while the majority of population starts speaking two languages. Myers Scotton(2009) emphasized in her book about bilingualism on speaking skills as the most significant, with proficiency of the bilingual spectrum, she said that "bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation"(p. 44). The most clear and comprehensive definition was proposed by Li (2008) when he defined bilingual as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (p. 4). It is difficult to be and remains fully monolingual. Children can be bilinguals because of their parents´ preference to speak in their native language at home when the parents come from different backgrounds and speak two different languages. Besides that, the language spoken by the outsiders can differ from the language spoken at home when the child is living in two environments using two codes (Bialystok, 2001, p. 1). In another words a bilingual speaker is someone who can communicate and think in two languages, either in monolingual or bilingual speech community, depending on the sociocultural demands placed on their communicative and cognitive abilities (Skutnabb-Kanags,1984, p. 90). It is not easy to give an accepted definition to bilingualism. Bilingualism was described as a native-like control of two languages, this description, however, excludes many people who speak more than one language but do not have native-like skills in any of languages; this is a very definitive view on perfect bilinguals (Bloomfield, 1935, p. 56). In order to comprehend fully the process of bilingualism, it is necessary first to know that humans have a strong desire to communicate with the language of their surroundings. Individual or groups of people who learn to communicate in oral or written forms with differing extents of competence in order to connect with speakers of one or more languages in a given society. Bilingualism is a key term that can describe individuals or groups of people's psychological and social estate as a consequence in which two linguistic codes are used. Bilingualism can be found in almost every country on the

planet, among all socioeconomic classes and all ages, but in countries that consider themselves monolingual the value of it is underappreciated.

1.4. Types of early bilingualism

Early bilingualism occurs when children begin to hear L1and L2 on their daily basis. Children start to produce sounds in each of the languages during the same day. They need to ask questions about everything they see in their daily life. Children produce the same amount of words in L1 and L2 (conboy & thal, 2006), but their pronunciation differs from adults, they may face problems of speech errors such as shifting sounds from a place to another or a later segment replace an early segment as karoll called it Anticipation, or deleting and adding, substituting or blending some sounds (kroll, 1994). The analysis of early bilingualism has a track record of making dichotomies, the distinctions are one of the most widely used dichotomies like Simultaneous and successive bilingualism.

1.4.1. Simultaneous bilingualism

A child in his early ages learn two languages at the same time and both languages are currently in use, which makes the case as both primary languages, despite the fact that one language might have the upper hand in certain circumstances or with certain individuals. Simultaneous bilingualism may occur at any age, under the age of three years. So any child of 2 years old who moves to an English country, would set about to acquire the two languages simultaneously, because under the age of three the child first language is not ingrained yet until after the age of three it will not be considered as simultaneous process but the development of L1 motive and L2 motive.

1.4.2. Successive bilingualism

When a second language is learned after the first language was developed, the added language is taught as a second language and both L1 and L2 are totally different. The child who moves

from the homeland to an English native speaker's country at the age of four or more, they would have mastered a considerable amount of L1 vocabulary, and then the child will be exposed to English, but as a second language (McLaughlin, 1984).

The acquisition of two languages both simultaneously and successively contribute to bilingual competence, which is an equal process that may lead to both balanced and imbalanced bilingualism depending to each individual.

1.5. Bilingual behavior

The use of two codes has an effect for children's performance, that are most of bilinguals facing in a situation, Code-switching and code-mixing are widely known characteristics of typical bilingualism, and it occurs in all languages as a universal observed phenomenon. It is the process for people speaking two or more languages. The creation of new languages was due to this mental confusion that happens accidentally in the brain, a new language is drawn from different spoken words. So many people still argue about the origins of language creation, and most scholars and researchers believe that many of these hypotheses are not entirely correct. There are many reasons for the use of code shifting and linguistic cocktail in a single conversation, which is related to bilingual behavior. There is a small amount of knowledge or proficiency in one language then the other language on specific topic, while the other reason is that adults use it as a prestige language and an attempt to impress someone else, but children from 2-6 happens for them unconsciously. The switching and mixing is different from adults to children. According to other experts, code switching is the mixing of words, phrases, and sentences from two different grammatical structures.

1.5.1. Code-switching (code shifting)

In linguistics, code switching refers to the use of more than language or a variation in speech. Some teachers use code switching to make the meaning clear for student in class. However,

students while interacting or having a conversation with natives code switching could be an obstacle that makes it difficult to have a mutual intelligibility.

1.5.2. Code-mixing (linguistic cocktail)

The term code mixing refers to the use of two languages or more to move the component parts from one language to another in a systematic manner. In other words, it is the use of one language in another language or the blending of two or more languages in the same speech. This process can lead to a creation of a new language that is used for communication that develops between individuals that have the same interests and share the same languages.

1.6. Second language acquisition in early ages

Children are born ready to learn any language so that they can interact with people, particularly during the first number of years. There are many children grow up to acquire two languages as one, it is known that preschool children get languages without any efforts or methods of teaching, yet, mastering a language is lengthy and difficult that takes years to be done properly. Children should be encouraged to maintain both languages because at this period, they learn faster and easier with the development of new methodologies, biologically children are sponges their cerebrum captivate new information without being aware of it. The process of acquiring the mother tongue and a foreign language is the same at an early age. Piaget introduced four stages of cognitive development, which explain language learning at an early age. A child is self-absorbed in the pre-operational stage because he or she cannot distinguish between the self and other entities, after that he or she will evolve logical thoughts in the concrete operational and formal operational stages, with the weakening of the Egocentrism (2-7 years old), the child will continue to grow higher levels of rational thought and reasoning.

In accordance with early language learning, Piaget (as cited in Doran & cowan, 1975) indicates that Egocentrism has an impact on young children's learning that is linked to inner or private speech to control internal thoughts. Egocentrism appears to be a major booster for the early language learning a main element in the intellectual development with divisions. Piaget argues that children shape mental constructs and patterns within their minds, and then the language learning process occurs for one language or two. Egocentrism is one of the hypotheses of language learning that have been investigated from various perspectives (Barr & Keysar, 2004; Brown, 2000; Cook,2007 ; Mitchell & Myles,2004). Moreover, efficient learning strategies must be investigated, such as how to develop LE as an early language mechanism. Enthralling aspects of Language Egocentrism such as inner private, adaptation and flexibility of language learning can help children to improve LE tendencies. The age of Infancy is the beginning of learning a second or a foreign language before starting school, acquiring or learning English at an early age in both ways, make children to open on to a strong knowledge of languages L1 and L2.

1.7. Previous research on the advantages of bilingualism in the early years

Parents of bilingual infants and young children have many concerns about the well grains and opportunities of early bilingualism, as well as how to better help their children's language acquisition. Many researches distinguish between common theories and scientific findings. According to science, parents always have questions. However, there is a long record of both positive and negative articles involving bilingual parenting and cognitive psychology. Most of the anti-early bilingualism beliefs are constructed only on assumptions instead of scientific evidence. Scientific results are based on cognitive psychology, literacy, linguistics, and neuroscience. The interaction with bilingual communities and group conversations about early language acquisition give the chance to families to ask questions about early bilingualism. One of the most pressing questions is that EB give rise to confusion, but there are no scientific

proofs. Both adults and children as bilinguals or monolinguals face the same kind of confusion. Sometimes they cannot easily retrieve the appropriate words at an exact situation due to several reasons maybe tiredness that induces the mental fatigue that influences their performance, they might use words from a different language to maintain a conversation, this happens to all people in monolingual (diaglossia without bilingualism)and bilingual (bilingualism without diaglossia) societies (Fishman, 1967, p 30).

Example: mom i want a dress **ابيض**

In this sentence, the English word white is replaced by an equivalent word in Arabic. The replacement of the word is a way of keeping up their talk or conversation.

Feng et al. (2014) concentrated on literacy development and the family school environment. In order to do so, a comparison of bilingual and monolingual children was made. A comparative study was conducted about the family learning environments and children from the age of 9 months to kindergarten both of MOL and BIL, including book selection and learning activities such as reading books, sharing stories, playing or singing songs in both languages,

According to some studies, bilinguals have benefits in terms of social comprehension, they have different language knowledge, which means the ability to understand cultures and to be more educated as a result, each language have its own legacy which help the BL mind to be more open to the world. Learning a language gives access to closed doors, without the access to language and culture; people will not be able to understand many prospects.

Recent research has shown that bilingualism protects against the cognitive decline, Alzheimer's disease and other dementias and they are healthier. People who engage in brain-stimulation activities, such as reading books, chess, Sudoku are less to experience memory issues, compared to those who do not involve themselves in these initiatives (Akbaraly et

al.,2009). Bilingualism trigger brain energizing because it requires more neural processing than students speaking only one language.

1.9. Parental Involvement in early second language learning

Parents play a significant role in enhancing children's language abilities at home or school. According to a large number of published studies, there are specific responsibilities in order for parents to be more interested in their children's education. They also have to gain a deeper understanding of how they should manage when facing difficulties, as well as being aware of their children's´ development by following them systematically, and knowing how and when to encourage and assist their work. Parents maintain communication with school and their kids surrounding and so on just to help them to face any kind of language barriers and challenges. Preschools are in charge of their students, which also reflect children's families cause if teachers and the institution regard children simply as learners, so the family is expected to be seen separated from the preschool and never interval in their children's education and leave it for the kindergarten. However, educators should more likely to see preschoolers together with parents and the school as partners, all in for better programs (Epstein, 1995, p. 706). Sometimes parental evolvement can take variety of ways such as teaching learning strategies and all the academic aspects while others take it as teaching traditions and telling stories, the non-academic aspects. Parents need to have an access to all everyday news about the kindergarten, about their children as well, they should show their child that they want him to learn English and to be successful; also it does not mean that they are going to show up in all meetings and every function. One thing that will need to invest in is technology, getting possibly a laptop including the internet to help their child with the homework that they going to come home with, for most they need to start to understand the educational system that is taken by the preschool before they will go down their path. Many parents have jobs that they really cannot get the time to attend the meetings that are organized

by the infant school so the institution is going to be realistic with that and make sure offering them appropriate times to empower families to become more involved in their child's life.

1.8.1. Joyce Epstein's framework of Six types of involvement and additional information

type 1 parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at home	Type 5 Decision making	Type 6 Collaborating with the community
Schools Assist all families in creating home environment that will help their children's academic success, and the monitoring of their progress.	Produce effective relationship home to school and school to home updates about the preschool activities and their children's improvements.	Parents are the audience for their children events, they offer a huge encouragement and guidance that improves their self-esteem by showing them that is important to participate in activities.	Families are provided with ideas and training about how to help his child at home learning and other classroom tasks.	Schools allow parents to participate in decisions, and build leaders and give them membership, as well including students.	Parents, school, and community all work together to keep children up for the improvement of their educational achievement. Also community Strengthen family practices, school programs, and student learning. Developing relationships with government and non- government agencies, community groups, business and other education providers.
Parents visitations at the pre-school, and attending meetings to help out the comprehension between both schools and families Workshops are being attended not only for discussing	Schools should make all information clear (programs, rules...). Examine all emails, notices, and translate other documents	Parents should participate as a classmate helper. Preschool should Organize clubs for example, a chess club, speaking out loud club… Each parent has a field of expertise that is good at and	School should propose strategies on how to keep an eye on their children's schoolwork, and regular activities plans to use at home especially at summer (e.g., weekly or monthly).	Meetings a arranged for that parents can play a part in decision making and agreeing on a significant resolution maybe	A student as a part of school team can help to build collaboration with the community. Inform families of community programs for students such as monitoring tutoring and business partnerships. Assure equity of opportunities for

about a subject held at a specific time in the school but it may also refer to making knowledge about a subject accessible in different formats that can be read heard or shown, it means that information should be provided not only for attendees such as their children needs and homework.	from L2 to L1. Understandability and clarifications are taken into account for parents who do not speak or read English well.	wants to share. The teacher should organize fun games for both parents and students. for example, put the sentence in order so that the student and the parent work together to make it as a well form sentence. playing body parts activity where the parent need to face his child and start showing him his body parts and the student should know the name of it.	Homework should not be done alone, but parents help as, reacting, giving praises, discussing and guiding. Students have a higher self-confidence because they feel like they have someone to turn to in both school and home.	about the school curriculum and which methods could be better for their children.	students and families to participate in community programs or to obtain services. It is important to match community contributions with school goals and to integrate child and family services with educational goals

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1.9. Parental strategies and the four skills:

Parents play a great role in directing their kids at home, in order to help them in the learning of English language. The number of effort they put in their kid's development of multiple English language skills, for instance, will affect their kid's English learning development. Yet, few investigations have focused completely on what caretakers do in the home in order to improve all the English language four skills of listening, speaking, writing, and reading. It was shown that parents focus more on writing activities and reading comprehension at home.

According to Hall (1994), there are similarities between acquiring and understanding oral and written languages. Hall suppose that caretakers have an applicant and participant role in teaching their kids which means that parents do not train their young children by having specific educating objectives in mind and formulating strategies to reach the objectives.

Hall adds that the central point is not always linguistic skills themselves, by preference, linguistic activities are fixed within other exercises, for example, game playing. Hall (1994) said that many caretakers are involved in literacy exercises by buying alphabet or instructional books, however, usually it is the kids themselves who begin the 'printed –focused event' like reading different kinds of books by asking many questions. Reading books to the children is the most common among investigators to focus on because they are very comprehensible and undemanding instruments for literacy development.

In addition, Hoffman (1991) classifies bilinguals into four types. The first type is caretakers who have distinct native languages each of them speaks his/her own mother tongue to the young children. The language of one caretaker is the same as the language of the area they are living. The second type is parents who talk with their own mother tongues to their kids and neither of the languages are the language of the area they are living. The third type are parents who possess the exact identical native language which is not the language of the area they are

inhabiting. Finally the fourth type, which both caretakers have the same mother tongue that is spoken in the same area they are living.

Chastain (1988) sees reading as a multiplex activity, which is considered, as one of the functions of the brain. Reading comprehension has been viewed differently in the last decade. Early studies confirmed that rather passive and constant view of reading which was rejected over the last few years. Yet, current works in general consider reading to be an active and dynamic activity and support the idea that meaning is the outcome of the reader's interaction with the content. Besides, caretakers can instruct and encourage their young children in reading in different ways. Partridge (2004) proposes multiple strategies that caretakers could use to motivate and encourage their young children while reading. These strategies involve : setting up a routine, making the process of reading enjoyable, reading frequently, reading preferred books, bridging the English language between the child and the book, be careful to the signs and cues the young child is giving, motivating children to read different kinds of books, and supporting books-related plays. Employing and using any of these strategies, according to Partridge, makes the reading experience entertaining and meaningful to the young kids.

Darling (2005) points that caretakers can affect their young children's smoothness in reading aloud, giving children the opportunity to choose the books they want to explore and read, acting out a story or book, talking about novel words and their explanation, and take advantage of the library. In addition, parents can effect and control their children's vocabulary development by reading aloud different genres, chatting about daily events and books, exploring and searching new words in dictionary, and assisting the children to grasp the new vocabulary based on leisure interests. According to Mullis et al (2003), parents can enhance the home conditions for reading by regular involvement in reading exercises, providing more

time for reading to the kids and the attitudes that both caretakers and children possess towards reading (cited in Hay and Barnsley (2007).

Reading a written work easily, as Piper (2010) points out, involves a couple of phases like accuracy, speed, expression and comprehension. Parents' impact on the fluency of reading is massive by reading and re-reading effortless stories and books to the kids, poetry and day care books improve fluency in reading. According to Piper, quotidian reading would help most in upgrading fluency and accuracy in reading. Dickinson and Beal (2004) assume that storybook readings, dinnertime discussions and bedtime stories are three tasks among others to encourage the literacy development. Through these tasks, a caretaker and a child can interchange much knowledge while practicing the activities, young kids' accuracy and fluency progress, and lexicon expands largely.

Stoltz and Fischel (2003) carried out a study on different parent-child strategies while reading was considered. In order to accomplish the investigation forty-two children in the first grade were picked out to read to their caretakers, parent-child match were noticed in a laboratory setting. Calculations indicated that caretakers supplied instructional feedback to their kids. Caretakers were divided into three groups : passive parents, who did not correct their children's mistakes, learner-centered, who gave feedbacks during the reading experience, and direct parents, who used miscued words. The third group seemed to be more successful by motivating the kid to keep trying the word without supplying any further help.

Speaking is considered as one of the most important language skills that every young child in a social context starts to acquire at an early age. According to Halliday (1973:24), learning one's mother tongue is learning the use of language and the meaning; hence, learning a language is 'learning how to mean'. Besides, he views that young children become aware of the world around them by being intelligible. Otherwise stated, language is means used for

interconnection along with other objectives. Halliday summed up few conditions for oral language to appear, which includes the role of young kids in establishing their knowledge, children engagement in non-linguistic activities for a comprehension and investing of meaning and eventually social interaction. Caretakers are considered coordinators of the whole process (cited in Hall 1994:23-24).

Dickinson and Beals (2004) mention that the interconnection between parents and their children has a comprehensible consequence in kids' English development. Besides, daily discussions and chatting help kids with acquire fundamental language skills. In addition, mealtime conversations are precious sources of English language progress. Caretakers and children can possess 'naturalistic' and 'free-flowing exchanges' of information through speaking at dinner time (Dickinson and Beal, 2004:36). Speaking about the experiences of family members during the whole day, expressing emotions, explaining events and actions, this can help the kids in developing massive language skills and support vocabulary development.

Writing can be done for different purposes. Writing person's own name, a shopping list, writing poems, essays or academic writing that are considered multiple forms of writing with multiple levels of difficulty and formality. Yet, writing in the native and second languages has dissimilarities, which need to be taken into consideration. According to Grabe and Kaplan (1996), second language writers have their own needs and uses of writing.

Nigel (1994) assumes that exposing young kids to printed materials will affect their literacy development in writing. Tasks like sending letters and notes and receiving them, looking through TV guides, peeping at comic magazines, daily family tasks, for instance, have a literacy input but occasionally families concentrate on the nature of writing. Such as parents buying alphabet books or any other instructional books for their children to initiate themselves

the print-focused events, for example when suggesting the question 'what does that say?' Teale (1986:174) supposes that writing and reading skills should not be separated. Thus, these two skills are the outcome of 'parent-child or sibling-child interaction, which includes literacy; the kid's individualistic examination of written language and surveillance of others using written language'.

1.9.1. Montessori methods of teaching foreign language to children and parental involvement

A Montessori school

Montessori preschool education can be presented in a variety of ways. Although some parents are unworried about this, while others choose an effective one based on their child's needs. Some of the approaches are the academic/traditional and the developmental methods.

In the traditional (conventional) method a child spend time in the preschool studying reading, writing, and certain ABCs of learning, which is built on a curriculum.

Developmental method gives the priority on the growth of the child's social-emotional orientation. The Montessori approach gives students a supportive and a relaxing atmosphere that enable them to face any educational of emotional challenges.

Montessori reading programs are divided into three important parts :

- Phonetic which is the detachable alphabets and sounds are used to control phonetics.
- Visuals are taught by matching pictures with items.
- reading comprehension and reading for meaning is that the children understand what they are reading and link what they read with their previous knowledge, and reflect critically on what the have read.

(Stapleton, 2014)

Homeschooling:

A lot of philosophy can be implemented at home with great success, independently of the child's school. In a Montessori classroom, respect is a valuable and important feature that is associated with good manners.

Activity idea 1: Parents should read to their children books about manners, and teach them how to value each individual's opinions; it is the first step before starting the process of involvement.

Activity idea 2: Parents show and never tell the word they want to say.

For Example: show the table to the kid, without saying the word table.

A child will have a better understanding of the word and its image that will be engraved in their minds when the parent shows visual indicators. Learning tenses of the target language are better by providing examples and using exaggerated hands gestures, pictures about American Disney non fictions characters such as Pocahontas, John Smith, John Rolf, Ratcliff…etc, and try to tell them each story about each character, and showing them Disney pictures.

For example: John Smith is a well known English adventurer who participated in Chancellor Ratcliff´s Virginia expedition, where he met Pocahontas.

This method is not only teaching children the language and grammar but also history, cultures…..etc.

Activity idea 3: Parents needs to praise their children during their activity of learning an additional language, and avoiding punishments cause it gives a negative outcomes that might lead for discouragement and hatred towards English.

Activity idea 4: Parents got to repeat the correct pronunciation of any expressions if the child pronounce it incorrectly, in order for the children not to feel embarrassed.

For Example: the mother: that is a b<u>oo</u>k.

The child: that is b<u>oo</u>k.

The mother: yes honey! That is a b<u>oo</u>k.

Activity idea 5: Parents should not be boring, instead using games with colorful images, material needed for cool games are a timer, flashcards, vocabulary.

For Example: materials, which are used for teaching, should be low shelving within reach for the child to choose any activity he is interested in, and start the challenge.

Activity idea 6: Simon says is a listening activity, it works as an energizer for children that helps to improve their cognitive functions. The mother or father can play the role of Simon who gives orders.

For Example: Simon says jump, Simon says stand on one foot.

Activity idea 7: catching up with your ABC´s, this game easy and played fast. Members of the family can play it all together. Someone can say a word that ends with a letter, while the other one take the last letter and start the word with it.

For Example: Bir<u>d</u>

↙

<u>D</u>ark

Activity idea 8: guess the number or letter in your back, this game is for practicing. The parent stands behind his child and then he or she write a number or a letter with his finger on his back, and the child could guess what number or letter.

The best books to read for preschoolers chosen by educators

Bob Books, Brand new readers box, Mrs.Peanuckle´s Alphabet, Bear is Awake, An Alphabet Story, Tangled: A Story About Shapes…etc

All this kind of books are systematic methods of learning mostly reading, they are books with drawings and lovely, silly characters, animals, fruit, veggies and all the mixed-media art.

1.10. Attitude and language motivation

1.10.1. Parental attitudes towards English learning for kindergartners

Learning a foreign language in a globalized world is one of the most important things that should not be ignored by the public. Individuals need to learn at least one foreign language like English to enter the universal market place. English is considered the leading language in different countries, including Algeria. Parents' attitudes towards English learning influence their children's achievement in acquiring the language. According to Vaughan and Hogg (2005:150) and Cooper and Fishman (1974) attitude is described as beliefs, feelings and behaviors that parents hold towards objects or groups or events that influence their reaction in positive or negative ways. Learning English as second language is a mandatory process, it will be effortless if the children begin this process at an early age as much as possible. Positive parental attitudes facilitate exhausting and difficult activities to their kids during the whole process. Cotton and Wikelund (2007) state "programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring those using materials and instructions provided by teachers show impressive results".

Young (1994) refers to few of the numerous in which parents apply this attitudinal influence, for example " during making discussions, by encouraging involvement in English learning, exchange programs and excursions, aiding the kindergartner with homework, supporting the child to read written materials in English language and by making the target language country the destination for a family holiday."

1.10.2. Types of attitudes

Usually parents react with two types of attitudes towards early English language learning, positive attitudes and negative attitudes.

- Negative attitudes: The kind of caretakers who have negative attitudes towards learning English as a foreign language hardly show support to their kids in English language education, this will affect negatively the child's motivation for the learning process, and his/her accomplishments in the target language classroom (Bartram, 2006).

- Positive attitudes: Here parents show great support for their children. Caretakers are important decision-makers when it comes to implementing foreign languages in the curricula, so their attitudes need to be taken into consideration when "planning or executing foreign language learning for young children" (Dragarin Fojkar & Pižorn, 2014, p. 9). Parents see that learning English language at an early age serves as a preparation for language learning in the future, they also notice that young learners have an advantage over older learners because they learn a foreign language through play, which is easier than learning a language from a textbook.

1.10.3. Language motivation

Motivation supplies primary momentum to initiate learning English as a foreign language, and later the electromotive force to encourage repeatedly and long learning process. The lack of this important element may lead to incapability in learning English. In the study of educational psychology, motivation is likely the essential component that educators can focus on when aiming to enhance teach (Norton, 2000). Freeman (1999) considers parents to be influencing forces for learners' motivation; caretakers have an average effect on kindergartners' motivation towards English learning as they are also engaged in their kid's language education.

Parents play a massive role in their children's life, and they should be involved in their kids' education especially English language learning. Therefore, children will get more opportunities to use in their process of learning, providing support and encouragement help them develop their study skills. For instance, while a child is doing his/her homework, if he /she gets stuck, take it slow with the solution. Because sometimes they just need a moment by themselves to solve the problem, if they could not, help them to think appropriately out of the box, and to find other solutions like using dictionaries, past paper example answers, or searching on the internet.

Rewards are also important to praise children's efforts; this will make the best advancement in their English language learning. Parents have many alternatives that cost nothing, such as:

- Activity rewards: offer extra free time to your children to do their preferred activities, for example, watching TV, playing video games, exploring their hobbies, etc.
- Social rewards: offer extra quality time to join family meetings and get close to their friends

There are other multiple ways in order to help your kids practice English, we can mention:

- Be eager and involved during the whole process.
- Make the learning process enjoyable and full with fun.
- Know your child's personality and concerns.
- Give your child the chance to choose the kind of materials he/she is comfortable to use.
- Choose the appropriate time to support your kid and judge his/her mood.
- Use visual data and online materials.

1.11. Bilingual kindergartners and social interaction

Nowadays many studies were undergone examining the social interaction of preschool bilinguals, these investigations shed the light on some elements influencing social-emotional and behavioral skills in immediate childhood because of its long-term effects on mental health, social relationships and academic performance (e.g. Arnold et al. 2012; Denham et al. 2003; Denham et al. 2012). A good language environment for bilingual kindergartners should be encouraged, not only for the sake of an early language learning development, but also because of the possible advantages to their social-emotional and behavioral skills. Many kids grow up using more than one language and some investigators confirmed that being bilingual at an early age does not put children at any mental, social, or emotional risk.

Here we focus on the effect of learning English as a foreign language in kindergarten on cultures, emotional and social skills development.

1.11.1. Bilingual children and cultures:

According to Johnson, English is not only regarded as a mode of communication but rather, it is also considered as "repositories of culture and identity" (Johnson, 2009, P.137), he confirms that when there is a diversity of a language that is reduced, it also affects its existence. In addition, when kids first join kindergarten, they come with their indigenous cultures. Anyway, by the time, they proceed from kindergarten to school and the majority of them would have forgotten about their mother tongue and cultures as well, kids spend their critical period learning English as a foreign language and with the fact that they are forbid using their native language makes it hard for them to understand its relevance. Once a kid loses his first and native language, he/she loses his/her native culture as well. Some children find it as an excuse way to escape their native culture. They also see it as a way to become part of a higher social class as they claim, or to sing the latest songs, etc.

1.11.2. Bilingual children and emotional skills:

Emotional skills development refers to how kindergartners change in terms of their processing of emotions in a social and communicative setting. This study was undergone because bilingual kindergartners have some benefits in terms of the communication needs of their conversational partners. Kindergartners are sensitive to the fact they cannot comprehend individuals who speak another foreign language. When caretakers discuss emotion, they help their kids to precisely label and accordingly understand their own emotions. This direct instruction can help the kids to adjust their emotions in the future. Some scholars confirmed that bilingual kindergartners typically show benefits in executive function skills, such as awareness and inhibitory control.

1.11.3. Bilingual children and social skills:

Social skills development refers to how kindergartners change in terms of their potentiality to think about social and communicative matters. Kindergartners who have larger bilingual

receptive lexicon and regularly speak both native language and foreign language have better social skills. It is easy for them to think about another person's perspective to understand their meaning, here bilingual children frequently find themselves in situations where they have to think about the perspective of others based on things like "who understands what content, and who speaks what language to whom and the times and places in which multiple languages are spoken." So being a bilingual child gives the opportunity to see the world and those in it from a distinct outlook.

1.12. The importance of biliteracy and bilingualism

Biliteracy and bilingualism can be described as the ability of reading and writing in two languages, or the state of being able to speak two languages. Their maintenance is very important for children and parents, there is remarkable evidence that promoting biliteracy and Bilingualism contribute to the effect that many school personnel want, that developed English language learning and literacy skills. The importance of developing more than one language is evident in current and early studies investigating the impact of bilingualism on the brain. A bilingual child enjoys more cognitive flexibility compared to a monolingual child (Bialystok, 2007, 2010). Both languages are active in a bilingual brain, even when the kid is using only one of the languages in a monolingual context. Hence, gaining access to a language requires a competition between languages and someone's capability to make appropriate linguistic selections. Consequently, despite the fact that a bilingual kid may possess some deficit in vocabulary in both first and second languages, comparing to monolingual children, they have an extra advantage of stronger cognitive control, which is considered as the product of their practice and easiness moving between the languages (Barac & Bialystok, 2012; Bialystok, 2010; Bialystok et al.,2010). In addition, these benefits in decision-making seem to be existed in kids as young as two years old (Poulin-Dubois, Blaye, Coutva, & Bialystok, 2011). Besides, to some benefits in decision-making function, children who speak two languages

have also been shown to have some benefits over monolingual children with working memory, mainly when the activities include executive function (Morales, Calvo, & Bialystok, 2013). Recent studies indicate that executive function control is not limited by socioeconomic status (Engel de Abreu ret al., 2012). Therefore, children who speak two languages have some advantages over monolinguals from increased cognitive control in executive function.

Language skills transfer between languages facilitates language and concept development in the new language (Cummins, 2005). Language and literacy skills in one language encourage and improve the development of literacy skills in another language.

1.13. Conclusion

The current chapter was devoted to the key concepts of parental involvement in children's English language learning. The first section presented bilingualism with a variety of types and the importance of learning and speaking English as a foreign language, it also tackled second language acquisition in the early years and some related theories. The second section provided some previous studies and researches related to early bilingualism. It included as well different parental strategies in their children's second language learning involving J.Epstein types of involvement, Montessori methods of teaching English language. This chapter highlighted the importance of bilingualism and biliteracy. It explained parental attitudes and motivation towards early English learning, and its effect their social interaction.

CHAPTER TWO: METHODOLOGY

2.1. Introduction

The current investigation adheres to the quantitative method as a main approach, along with an inquiry mode. Creswell (2004) confirmed this kind of research integrates the quantitative data. Therefore, Leedy and Ormrod (2015) define the research methodology as a general approach that assist in conducting the research project, which governs the specific instruments selected by the investigator, who adopted two instruments to collect data. They used a teacher's questionnaire and a parents' questionnaire. This was enough for the study. The targeted research population was My Little World Montessori kindergarten children's parents, and teachers. This chapter can be considered as a description of the specific techniques and procedures used to select, analyze, and identify the thesis data to allow the reader to critically evaluate a study's overall validity and reliability. It involves research design, participants, setting, sampling strategies, description of the sample, fieldwork access, and data collection and analysis methods and procedures.

2.2. Research design

This part describes and explains the strategies used to carry out the dissertation chosen by researchers to integrate the different components of the study in a logical and coherent way determining whether the hypotheses are true or false, and to provide a plan that allows accurate assessment of cause and effect relationships between dependent and independent variables. It is a process of building a structure, it aims at examining the relationship among variables using specific instruments in order to analyze and interpret the collected data (Leavy, 2017; Creswell, 2014). It includes case study design, quantitative research design, and inquiry mode design.

2.2.1. Case study

According to Yin (2002) "case studies are the preferred strategy when "how" or "why" questions are being asked, when the researcher has little control over events, and when the

focus is on a contemporary phenomenon within some real-life context" (p.1). Case studies are pertinent for comparing, describing, evaluating and understanding various aspects of a research problem. They are relevant to real-life conditions and situations; it permits respondents to describe events in details from their point of view.

Zainal (2007) adds that case studies allow the experimentation of micro-level data for the researches. In addition, they are practical and real-life solutions when it is difficult to get abroad sample population. However, they offer realistic data conditions and situations, and a gaping and a huge understanding of the subjects' (p.6). In that manner, this thesis selected young children learning English as a foreign language from My Little world Montessori kindergarten. It is also useful for judging and testing whether a specific investigation or a theory actually applies to a real world's phenomena.

2.2.2. Quantitative research

Quantitative research is the process of analyzing and collecting digital data. It can be used to search for patterns and averages, test casual relationships, generalize findings to wider population, and to make predictions. According to Dornyei (2007: 27) quantitative research has numerical results, which are analyzed by statistical methods. Generally, it is used in the social and natural sciences: chemistry, psychology, economics, sociology, biology, marketing, etc.

Quantitative research has three different methods including descriptive research which seeks an overall summary of the study variables, correlational research which investigates relationships between the study variables, and experimental research that systematically examines whether there is a cause and effect relationship between variables. Both experimental and correlational research can be used to test hypotheses, prognostication, using figures. In order to collect quantitative data, operational definitions need to be used, which

translate ideational concepts (e.g., mood) into perceptible and quantifiable measures (e.g., self-rating of feelings and energy levels). Quantitative research has various characteristics involving: large sample size, structured research methods, highly reliable outcome, reusable outcome, close-ended questions, numerical outcome, generalization of outcome, and prior study. Quantitative research results are more reliable than a qualitative research and can be used simply to deduce conclusions.

2.2.3. Inquiry mode

Inquiry mode refers to the way in which individuals explore and identify questions of interest, it is the system and methods by which people create, construe, and convey data. It is the configuration of strategies to get answers and establishing their credibility and reliability. It refers as well to the ways used to study or to acquire knowledge, results, and accomplish a research. It is also considered as a holistic approach to find solutions, answers, and establishing its validity. , it is used to search for the appropriate answer and then justify whether it's right, it's a technical term.

2.3. Participants and setting

2.3.1. Population

The participants were 7 kindergartners' parents, and a teacher, who were chosen purposely, from My Little world kindergarten. In fact, they are all Algerians, and they share the same cultural background. We dealt with some parents whose children are between the ages of 4/5. The reason behind choosing this age group for kids was the fact that caretakers tend to be more involved in helping and encouraging younger children with respect to language skills at home. Levy and Lemeshow (2008) believe that "the population is the entire set of individuals to which findings of the survey are to be extrapolated" (p.11). Yet, Marczysk, Dematteo and Festinger (2005) posit, "researchers may not be able to examine the entire population of

interest" (p.18). For that reason, we were so careful in choosing the population and the appropriate setting.

2.3.2. Sampling strategies

Our sampling technique was purposive sampling, or the so-called selective, judgmental, or subjective sampling. We chose the population that is suitable for our investigation, and fit the profile of the people that we need to reach. This strategy is a form of non-probability sampling in which investigators depend on their own judgment when selecting members of the population to participate in their surveys. Purposive sampling is useful because it enables investigators to limit the information out of the data that they have gathered, which allows them to describe the major effect their findings have on the participants, this technique is also used due to the fact that it is time and cost-effective when compared to other sampling strategies

2.3.3. Field work access: the following paper was written in Arabic and was sent to the kindergarten until the approval.

المديةفي: 2021/05/30

السيد(ة): بن عيـــــــسى اميرة

السيد(ة): العربـــي مروة إلى السيد:

.....

الصـــفة : طالبتان سنة ثانية ماستر لغة إنجليزية

الموضوع: طلب الموافقة على دخول الأكاديمية و إجراء

مقابلة مع الاساتذة و المتمدرسين

يشرفنا أن نتقدم إلـــى سيادتكم بهذا الطلب من أجل الموافقة على دخولنا للأكاديمية التي تشرفون على إدارتها في زيارة عمل نقوم من خلالها بإجراء مقابلات مع الأساتذة و المتمدرسين بهدف إعداد بحث حول طريقة التدريس

(المونتيسوريMontessori)فنرجو الموافقة و لكم منا

فائـــــق الاحتـــــــرام والتـــــقدير والشـــــكر

المعنيتان:

AMIRA BENAISSA

MARWA LARBI

2.4. Data collection methods and procedures

Two online questionnaires were designed to carry out the present research, one for the parents, and one for the teacher. The idea behind choosing online questionnaires was to elicit appropriate and more responses from the participants and they were designed in order to limit and not to deviate from the questions. Most of the questions were designed for participants in order to supply explanations of how they are involved in their children's English language learning process, and their support at home and what attitudes they have towards English as a foreign language. The questionnaires helped supplying with the needed information that is related to our topic. We also read some journals, articles, and e-books that were available online. Besides, the library of our faculty suffers from the lack of English books. Therefore, our resources were very limited. The parents' questionnaire was devised to three main parts. The first section focused on the background of the participants such as their gender, ability to speak English, and level of education, etc. the second part consists of some questions on attitude towards learning English as an additional language. The third and the last part elaborated the English language skills, and parental strategies and how to support them. However, the teacher's questionnaire was devised into two parts. The first part focused on the methods used by the teacher to enhance English language skills, and if they face any obstacles in their teaching process, or if they generally give home works to the kindergartners. Yet, the second part contains some teacher-parent reunification questions. For instance, if there any opportunities for parents' involvement in the kindergarten, if they use any kind of Montessori materials since the kindergarten is named after Maria Montessori, and if parents have the right to choose what approach fits their child depending on their needs.

2.5. Data analysis methods and procedures

According to LeCompte and Schensul, research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights; it helps in reducing a large chunk of data into smaller fragments, which make sense.

In our research we used the quantitative method as a main technique, and we used descriptive statistics to analyze data, which is called also the descriptive analysis, which assist researchers summarize the data and find patterns, it provides absolute number. However, they do not explain the rationale or reasoning behind those numbers. Descriptive statistics are most helpful when the research is limited to the sample and does not need to be generalized to a larger population. Before applying descriptive statistics, it's important to think about which one is best suited for any research question and what is important to show. For instance, a percentage is a good way to show the gender distribution of respondents. In order to analyze the collected data we used numerical tables, bar charts, and pie charts.

Since descriptive analysis is mostly used for analyzing single variables, it is often called univariate analysis.

2.6. Ethical aspects

The questionnaires were sent on Google mail, and all the necessary information were given to the participants in the invitation for participation letter. We stated in the invitation that the personal information would not be published, this was to make sure the confidentiality and anonymity of the participants. We disclosed as well any personal or financial interests that may have an impact on our research.

2.7. Conclusion

In this chapter, a description of the methodology that was chosen for the present research was devoted. Different elements of the methodology were tackled, such as the research design,

population, sampling techniques, data gathering and analyzing tools and instruments, fieldwork access, and ethical aspects. Moreover, it contains detailed information about the population, the questionnaires used for our research. Moreover, the methodological concerns about reliability and validity. In addition, different methods were defined, and ethical aspects were presented. Based on the findings, most parents were involved in their children's process of learning English as a second language, and the four skills were the main strategies to help their children learn English as we expected, some parents answered all the online questions, but the rest of them left few questions empty with no answers or justifications.

CHAPTER THREE: ANALYSIS OF THE DISCUSSIONS

3.1. Introduction

The objectives of this research were to look into parents´ attitudes toward bilingual kindergartners of My Little World Montessori and the techniques they use to support ELL at home. In addition to the methods the teacher uses. This chapter is about the teacher and the parents' answers. All of the participants´ real names have been changed to pseudonyms. Each section present the background of parents as participants, their attitude towards learning English as an additional language, as well the used strategies and aid in the development of language learning skills at home, reading, listening, speaking, and writing. While the questionnaire given to the teacher was different, it includes the teacher-parent reunification, and what are the methods used in class. This chapter will explain and evaluate what is discovered, and demonstrates how it pertains to the research objectives and questions. In addition, the parents' questionnaire was presented in Arabic, and then translated into English.

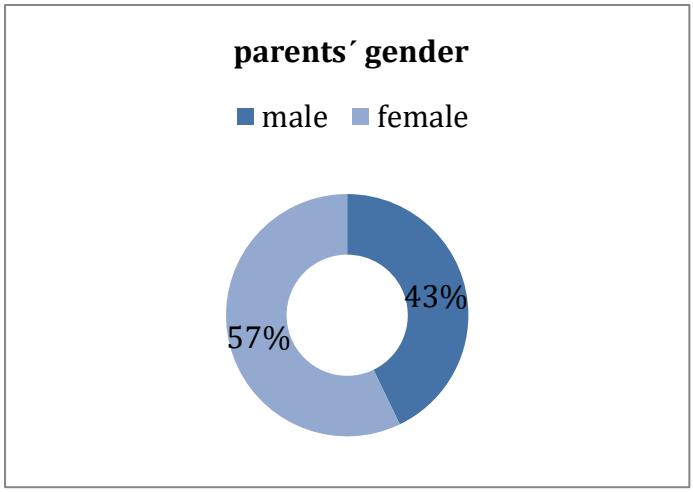
3.2. Data sources and analysis (findings and discussions)

3.2.1. Findings

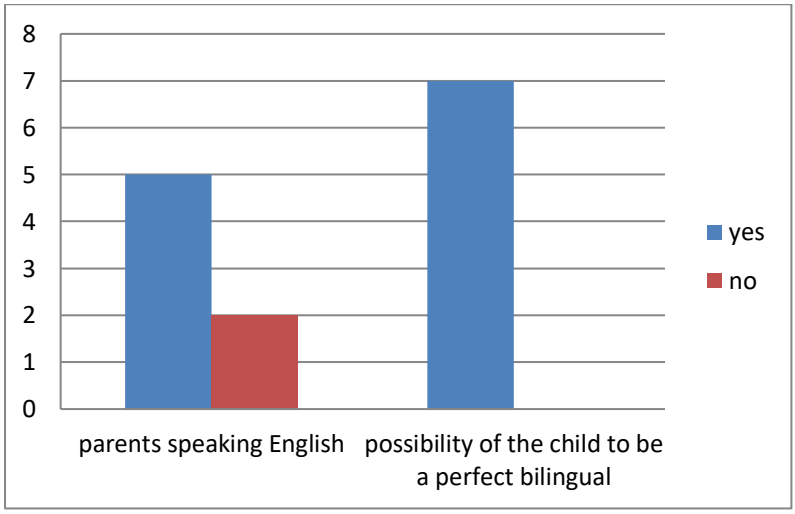
3.2.1.1. Data collection of Parents

Parents' background, attitude towards learning English as an additional language, as well parental involvement in the four skills (Bar graphs/pie charts), parents degree of engagement.

Circle chart 1:



Bar graph 1:



Bar graph 2:

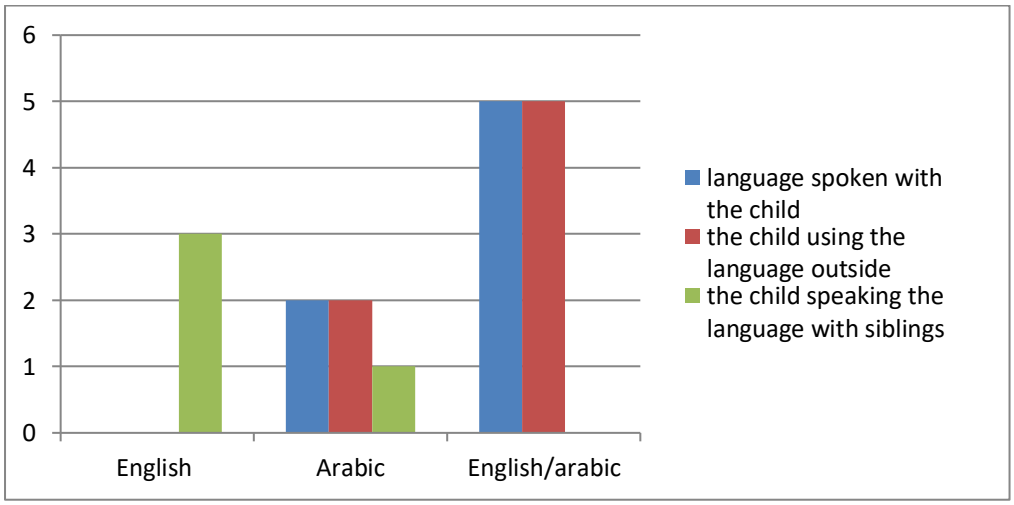
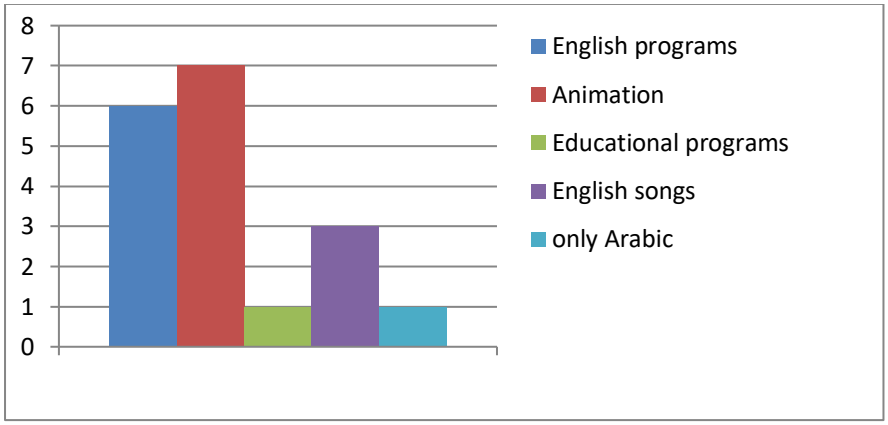


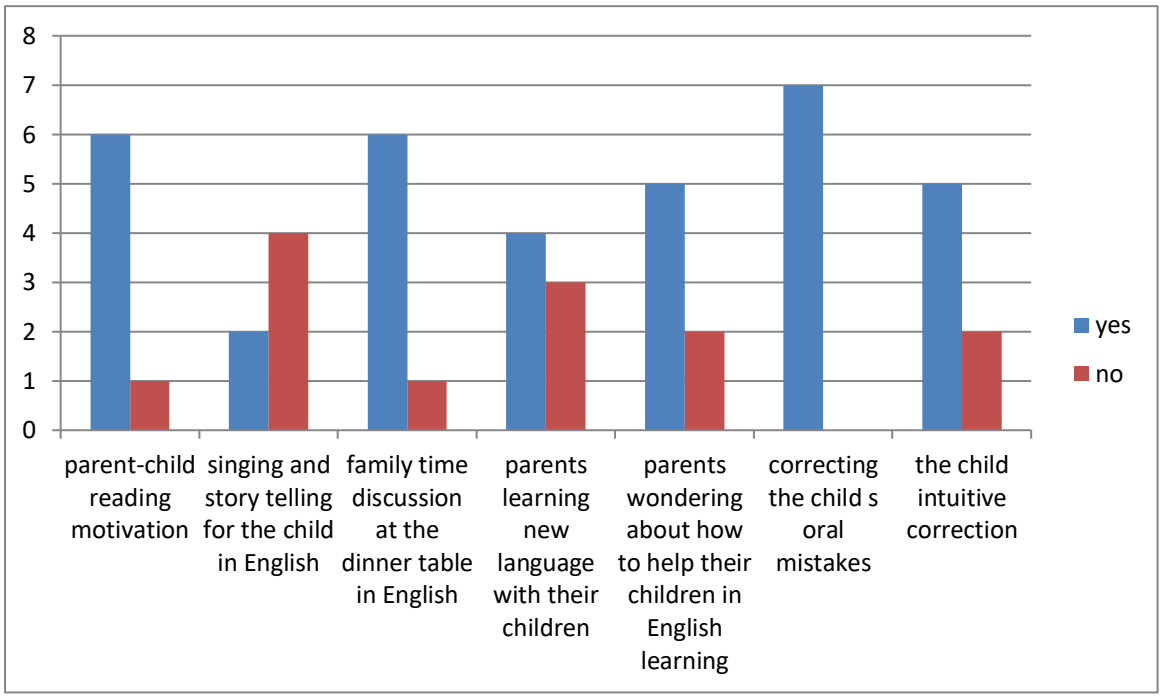
Table 1: Themes emerging from the parents' questionnaire

participant's findings	Participant A	Participant B	Participant C	Participant D	Participant E	Participant F	Participant G
Parents Educational level	No answer	university	Doctorate (PhD)	University	Healthcare technician	Secondary school	University
Child mix between Arabic and English	No answer	Yes he/she does	Yes he/she does	Yes sometimes he/she mix between numbers	Speaking Arabic/French /kabyle separately	Yes he/she does	No he/she does not
Thoughts about English language	No answer	Very important language	It is the language of science and the language of international institutions, and it is spreading tremendously in the world	It is the future, it is needed in studying and traveling	It is the language of the globe, and an international language	I love it as a language	Language of the world, language number one
The importance of learning English language	No answer	It is the first language used in the world	The English language is growing and developing, and it is the language of modern science in all fields	It is the most used language	It is the language of knowledge	Language of the world, and I love it	Everyone speaks English
Working on the bilingual child's vocabulary	No answer	I just correct him	Training and repetition	I repeat the sentences correctly	Having a proper conversation with him	Re-pronouncing the words for him/her	Creating a dialogue
types of English questions bilingual kindergartners ask parents at home	No answer	Every possible question	Sometimes he asks questions about the story am reading for him	He focus on actions (why this person did this mom)	Every single question he can not understand	Names of things	All kind of questions
The techniques of Helping the bilingual child to understand the things he/she asks for at home	Using pictures	I just answer his questions	Explanations through pictures	Generally I give him an example and avoid some questions	Using stories, animated videos, and also talking to him	Using examples	Answering him/her directly

Bar graph 3: Children watching English programs, Animation/Educational programs and listening to English songs



Bar graph 4:



Bar graph 5:

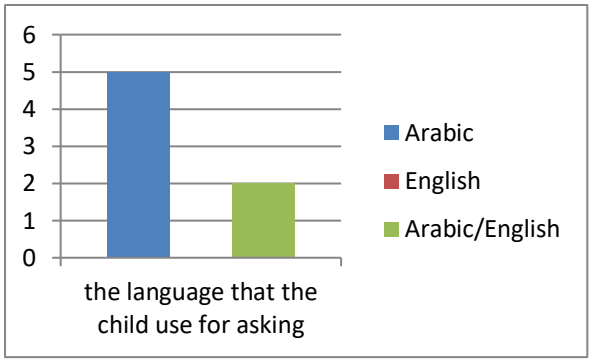


Table 2. topics that arose from the survey of parents

participant's findings	A	B	C	D	E	F	G
Gestures that children do when following the parent's reading(read with the parent, just listen, talk and pointing his/her finger)	No answer	No answer	Just listening	Talking and pointing his/her finger to the words and story characters if pictures are available	Just listenin g	Talking and pointing his/her finger to the words and story characters if pictures are available	Talking and pointing his/her finger to the words and story character s if pictures are available
Children often listen to anything in English	frequently	frequently	frequently	sometimes	rarely	frequently	often
Easy Activities that parents use to help his/her child writing	Writing his/her school supplies	He/she does not write	Write a list of household chores	Not yes	Write a list of househ old chores	nothing to help with	Writing his/her school supplies
Tools parents use to help in learning English	games	games	games	games	games	games	games

3.2.2. Discussions

The results of this research raise critical questions about parental engagement in English language learning of youngsters. We will start by the percentage of parents' gender as in circle

chart number one, while females outweighed the males, which show that mothers' involvement is greater than that of the fathers. It is known that mothers involve in the area of socialization, education, and care giving while fathers in physical activities only (Lamb, 1997). Accordingly, minds are controlled by the Algerian Traditional beliefs, that the mother is the one and only caregiver that educate also to blame for the child's results, therefore, majority of fathers give up their duties towards their children's' education. In this study Parents participating in active learning activities with their children that have been related to excellent results for their children's' education in general, and ELL in specific (Sakadi, Kristiansson, Oberklaid, & Bremberg, 2008). According to The questionnaire, parents reported their own level of engagement. The family in this study is extremely involved with their children. As it is represented in the bar graph number one (first point), among the 7 participants only 5 people speak and understand English, because Algerians have a limited access to English language. Due to the French colonialism in the past years, which never made the minister of education introduces English to the institutional functions, our children are born to acquire Arabic and learn French, as well Berber for some citizens. English until this time was never proposed to the primary schools, yet the majority supports the use of English instead of French in schools. As it is mentioned in the table number one (the third and the fourth points), that explore the importance and thoughts about the English language. When parents felt free to write anything about English, which turned out that, they are interested in signing up their children for an English class, because English for all participants was called "the language of science and the world". Professor David Crystal's book "English Worldwide" in 2006 reported that there are around 400 million native English speakers; he stated, "There are 400 million persons who speak English as a second language". There were between 600 and 700 million persons who speak English as a foreign language. Participant D emphasized on the communication and educational sides. when he said that " it is needed in

studying and traveling" which means that English is the most frequent language used by locals when communicating with travelers, also if a person speak only the mother tongue, possibilities for employment may be more limited however, speaking English make the person have the ability to seek for work outside their own country . Participant C was focusing on the point of that English is spreading by saying "it is spreading tremendously in the world", this shows that English is everywhere, it is confidently asserted that the number of speakers has increased in the recent decade, in 2021, over 1.35 billion native speakers or as L2 on a global scale. M. Szmigiera, Mar 30, 2021.

Furthermore, results showed that a child's personality and learning is linked to his or her parents´ educational levels. In accordance with the first blank of table one, participant C is a PhD student, while participant A did not answer the question, and participant B, D, G, they studied at university but they did not precise their answers . Still, based on their answers, all participants appeared to be reasonable.

Parental education and family interaction behaviors are important. (e.g., earning postgraduate degrees, reading extensively, and promoting a strong moral compass), as well as providing achievement-oriented opportunities (e.g., field visits, to the library and museum, organizing summer programs ; insightful books) during preschool may also be directly linked to a child's academic performance and accomplishment attitudes, In the context of social learning and cognition (Bardura, 1986).

The bar graph number one (second point), is talking about if the participants' children can be perfect bilinguals while they all answered by yes, parents should bear in mind that bilingual children especially when they are just learning to speak, might, be significantly influenced by either language. A sociolinguist called Susan Fries noticed that parents sometimes feel like failures if their bilingual child has an accent in one of their languages, because it is expected

their child to be perfect. Well it is nothing to be concerned about, and it is completely normal because all people have regional dialects, whether from the Western world or even inside our own country, and even someone from Norfolk speaks differently from the South Eastern or East Midlands. In 1935, linguist called Leonard Bloomfield considered bilingualism as the full mastery of two languages, which is uncommon, but being a balanced bilingual means both languages have equal written and spoken skills.

According to the French linguist Ranka Bijeljac-Babic, being perfect or imperfect is related to the age at which the person is learning an additional language. He also talked about the Early simultaneous bilingualism which occurs before the age of four and the two languages develop at nearly the same time. In addition, the early consecutive bilingualism occurs before puberty when the first language is already rooted. Most individuals may speak a language fluently but struggle to write it, whereas others can write well enough but talk poorly. In the table number one (the second blank) all participants answered by yes about that their children mix between English and Arabic except participant A did not answer on the question, and E said that he just switch between Arabic, French, and Berber. Sometimes the child uses two languages in one sentence, and it is a natural process of learning a language. Whether the child is learning one language or two they pass through the same phases as it is mentioned above in the Stephen Krashen's theory of a language, a lot of questions are being asked like "my child does not speak his mother tongue properly yet ! what is the purpose of spending so much time talking to him ?" , and that when the INPUT=OUTPUT takes place, that is to say the more the youngster is exposed to greater number of languages the more he will learn. Children are born to listen to any language, analyze it , and replicate it after it has been encoded, so talking to your child as much variety as possible in terms of input : songs, having conversation, reading stories, help him in the process of learning languages. During the process of learning the child asks different kind of questions in Arabic and English to his parents to answer at home, the

child here is very active. This is represented in the first table, (the sixth and seventh points). The child ask ill form questions like "daddy goed", the mother simply answer by "yes darling, daddy went" with giving stress on the word went, and by repeating it every time to help on memorizing the words. Parents should never criticize the child, however they should encourage him/her even if they do not speak it perfectly, learning some simple English words help both of you. All parents prefer using images, objects, music, and actions to make their children understand more, and they are indirectly using methods and activating as many senses as possible, that works perfectly for an easy learning as well it activates the children's´ visual, musical, and verbal intelligences. Parents sometimes need to use puppets.

For example:

"Saying who is this?" while showing the puppet, "this is Kermit the frog, Kermit is clapping his hands". Moreover, your child could have the chance to clap. "Kermit says stand up", the parent need to have the puppet in his/her hand, also doing the action, to make your child recognize the action of taking a stand, and that the parent is Working on his/her bilingual child's vocabulary as it is mentioned in the first table (the fifth point).

The study emphasis is about the Strong bonded families which create confident children. Within a family, good communication is essential. The child's interaction in his/her environment (parents, siblings, and play date children) is important for their English development. According to graph number 02, participants are showing that their kids speak Arabic and English both to interact with their surroundings.

Results in bar graph number three showed a great interest in watching animation and English programs by children, in order to improve and extend their English language vocabulary. Which shows that young children acquire English at an early age, and even before school without any external help, after that parental involvements come in the second place, because

of the globalization and cultural changing across the world, English songs play also a massive role in children's process of learning English as a foreign language. Children focusing on lyrics and assimilating the words with pictures, which is the force which makes you want to think and act in terms of past experience, or previous knowledge, enhance their abilities in acquiring English. Nevertheless, 15% of children were interested in educational programs and Arabic programs as well. Because their parents do not push them to watch English programs or even encourage them to sing or listen to English songs. That means that caretakers are the major supporters and encouragers for learning English. Parents should teach their kids good habits that affect their language learning process at an early age, for instance, reading bedtime stories, and forcing them to listen to English songs and to watch English programs that enrich their English vocabulary. In addition, bar graph number four reveals a higher maintenance of parental involvement in their children's English learning. For example, all parents said yes when it comes to correct their child's oral mistakes, so when a child applies a learned rule and makes an error, which is called disequilibrium. As a result, he/she organizes his approach, solves the problem correctly (restored equilibrium), and learns another technique which may or may not be applied under different circumstances, it is similar to trial and error effect.

The majority of parents agreed on parent-child reading motivation, and family time discussion at the dinner table in English, this is considered the key to a good language production, reading and listening to the target language are the major elements or skills to master a foreign language. Caretakers who said that they are learning English as a new language with their children, usually they don't sing and tell stories to their children in English, but generally those who do, they already master or know how to speak the target language. 65% of parents stated that they do not know how to help their kids learn English, and their children possess an intuitive correction. However, the rest of them have some plans, strategies, and techniques in order to assist their kids acquire new words and vocabulary. As a result, this will affect

children interacting inside the classroom, as it is mentioned in bar graph number five, 80% of them use Arabic to ask questions if something is not clear, 20% use both languages, and none of them use English as a main language.

Findings in table number two, which introduces topics that arose from the survey of parents, indicate that most parents are involved with their kids, and know how to deal with them in the process of improving and learning English language. For instance, participant D, F, and G are aware when their children are following them when they are reading. They said that while they are reading, their kids talk and point his/her finger to the words and story characters if pictures are available, this shows that when parents are involved in the learning process, children will automatically love to learn English. Participants C and E said that their children are passive, because while reading, they just listen, they do not react at all. However, participant A and B did not answer our question, and we do not know why. An important question was asked in our questionnaire wondering whether children often listen to anything in English, participants A, B, C, and F answer with the word frequently, participant D answered with sometimes, and E said that his/her kid rarely listen to anything in English, participant G stated that his/her child often listen to an English content. Caretakers should be aware of the importance of listening to English content like music, stories, educational conversations or debates. We asked the participants as well to provide us with easy activities they use to assist their children in writing, they mentioned some of them including writing their school supplies, and writing a list of household chores, few of them did not answer the question, and participant F said there is nothing to help with. We were glad that participants agreed on games as essential tools that parents use to help in learning English. Learning a language do not have to be always so tedious and boring, a research that was conducted in 2003 by the language acquisition experts, Asian EFL Journal. The research considered the effectiveness of game-based education methods on students when learning a new language.

The students commented that they enjoyed the relaxed atmosphere the games provided, as well as the competitiveness and motivation that games brought to the learning environment.

3.3. The Teacher findings (for an additional investigation)

Question 01: what are the most effective methods for teaching English to kindergartners?

The teacher here said that all the available materials and all the common methods, techniques, and strategies are helpful for teaching English as a foreign language for young children, like playing educational songs, make visual representations to help children remember new vocabulary, and using games.

Question 02: what has been the most difficult obstacle you have faced with children as an English teacher?

She has mentioned that the way she communicates with them in English to deliver the message is the hardest part.

Question 03: how do you ensure that kindergartners comprehend what you are saying?

Her answer was testing and evaluating them by asking questions about what they have studied and tell them to remind her about previous lessons.

Question 04: what do you believe young children need to learn in English?

She insisted that the most important thing that kindergartners should learn and acquire is the English content, and not English as a language.

Question 05: what role do cultural studies play in the classroom? Moreover, if it is a content English study?

The teacher said that cultural studies teach the children many things, such as the way they greet each other.

Question 06: can you have any technology services to your kindergartners that help them learn English language?

The teacher answered yes.

Question 07: do you generally give homework?

The answer was sometimes, because she does not want to force young children to learn English and make it boring.

Question 08: what kind of techniques for teaching English communicatively to make your children engage with their family members?

She mentioned that they use many techniques, such as using visual data, pictures, flash cards, videos that are related to the top.

Question 09: what is the structure of your classes like? Are you going to be reading, listening, speaking, or writing?

The teacher said she will be talking and listening inside the classroom.

Question 10: does the kindergarten have any partnerships with parents?

She answered by sometimes.

Question 11: how can you deal with children having learning disabilities?

The teacher said that they deal with them in a soft way and that they have to pay attention to their behaviors to diagnose them.

Question 12: do you make the parent involve with his/her child in learning English?

She answered yes.

Question 13: since each language has its own history, does this help bilingual minds to be more open to the world?

Her answer was: yes, it does.

Question 14: are there any opportunities for parents' involvement in the kindergarten?

The teacher assumed that the kindergarten give the chance to parents to be involved inside the classroom, and even outside.

Question 15: is there a parent organization that they can become a member of?

Unfortunately, the teacher said that there is not an official organization related to the kindergarten.

Question 16: since the kindergarten is named after Maria Montessori, do you use any kind of Montessori materials?

The teacher said yes they do, especially when it comes to teaching English language.

Question 17: should Montessori classroom be silent?

She answered with: No, a Montessori classroom should always be active.

Question 18: do you allow children to choose their own activities?

The teacher said that they do sometimes, because it makes the learning process enjoyable and not boring.

Question 19: do parents have the right to choose what approach fits their child depending on their needs?

Question 20: do you organize any (UK/USA) national days as special occasions for children?

The answer for both questions was NO.

Questions 21, 22, and 23:

_ Do you give your learners enough time for each activity without your interruption?

_ is parent day included in the kindergarten curriculum?

_ Do you have the chance to make parents-children day activities?

The teacher said yes for all these questions,

3.4. Conclusion:

This chapter discusses the findings conducted from the online questionnaires about the parental involvements in their children's process of learning English as a foreign language. Results showed that caretakers are extremely involved and engaged in certain activities that help the kids acquire English, because parents play a massive role in their kid's educational journey, it really should be reminded that the abstracts may not always stick to the original structure of the questionnaire. However, the teacher's questionnaire was accomplished as an extra and an additional investigation for further studies that should be taken into consideration.

CHAPTER FOUR: IMPLICATIONS AND RECOMMENDATIONS

4.1. Limitation of the study

It is known that there are limitations to the case study. The samples in the research were parents who speak Arabic as a mother tongue, and teachers speaking L1 and English as L2, along with young English learners. Due to the restriction of time it was not enough to observe kindergartners if their behavior and learning is heading in the correct path to gain more results, the desired opportunity was only interviewing each parent alone. Unfortunately, parents could not attend because they had to follow the instructions provided by the local health authorities, to help prevent the spread of Covid-19. Questionnaires were sent to them on WhatsApp by using Google form. One teacher was given questions to answer about which methods of teaching L2 are used and if Montessori approaches are handed down to students. Another constraint of the study was the use of one recorder device. Unfortunately, the voices of parents were not properly recorded and unclear. The study would be more accurate if more data was collected. It would be preferable if the work were presented as form of video where the supervisor and people could watch and listen to the participants as a vivid study. However, the study should be respectful and reverential according to what participants really want, in such a manner that none of names were mentioned, participants were anonymous, using only pseudo names.

Moreover, all participants were selected with their agreement and willingness to volunteering. Some of parents in this study were highly educated, so their answers were organized and sufficient on how to deal with their bilingual kids at home. While most of parents did not provide enough data and information, they just answered by yes of no in the multiple choices, despite that a section of the open answers was given to them. Which was not helpful, and this indicates that they lack sufficient experience.

Although the virus of Covid19 was giving rise to stressful days for people but the chance was given to us to manage the situation, precautions had to be taken in order to be allowed in the preschool to keep the procedure perseverance.

4.2. Suggestions for further studies

The dissertation focal point is on the parental involvement in the home environment, more research could be conducted to see how home and preschool partnership affects young language learners.

According to Barge and loges parental participation means that the parental supervision of their children´ assignments should be on a daily basis, and building a close personal relationship with the teacher as well having school-based extra activities in addition to fostering a cooperative relationship with the community (Barge & Loges, 2003, p. 140-163).

Parental participation that is supportive is linked to the following meaning for teachers:

- Immediate interaction between parents and school
- Assignment assistance and part taking for parents
- Parental responsibilities and excitement
- Regulation

There are some negative aspects of parental engagements, such as;

- Inappropriate contact
- A lack of assistance
- Limited parenting skills (Barge & Loges, 2003, p. 140-163)

Although there have been only several research on parental support in foreign language learning, when it comes to parental engagement in English LL, a big number of major

difficulties emerge. Learn English as a foreign language is an issue that is influenced by parents' perspectives, which are shaped by their cultural ideas. Many parents stated that teachers have the full responsibility in their children's education. Regarding English teaching, parents are rarely involved in their children's schooling (Chi & Rao´s, 2003 p. 330-356).

Some children were exposed to English language through various parental techniques, such as supporting their attitude towards learning English by English programs, other student were saying that even if their parents aided them despite their lack of English language skills (Xuesong, 2006, p. 285-298).

As stated by Aria and Morillo-Champbell, Parental engagement in ELL is divided into two categories: Traditional and non-traditional models. Traditional model provide guidance to parents on how to help their children learn English, and assist students in achieving academic success in a variety of settings. Non-traditional model requires a mutual understanding between schools and families, while the parental empowerment is also a key component of the educational curricula (Aria & Morillo-Champbell, 2008, p. 13).

Vygotsky (1978) developed a theory called "Zone of Aproximal Development" (p. 32). This hypothesis describes the gap between a child's actual level of development and the highest level of development that a youngster can achieve with the assistance of his surroundings. For that reason, any environment that allows children to interact socially helps them learn. For example, according to Brannon and Dauksas´s (2012) hypothesis, literacy-related home activities such as dialog reading, also known as shared reading help with ELL.

"Man's mind does not spring from nothing; it is built up on the foundation laid by the child in his sensitive periods" (Montessori, 2003, p. 54). Hugo de Vries was the first to notice what are now known as sensitive periods in insects, Dr. Montessori observed that children go through comparable stages in their language development. Movement, sensory perception, order, and language are the four known sensitive phases. Movement is one "of the child's great acquisition. When newly born, he lives for months in his cot. Yet, see him not long after, and he is walking, moving about is his world, doing things. He busies himself, and is happy"(Montessori, 1995, p. 26). Freedom of movement is essential as the repetition and the synchronicity is established. Sensory perception is apparent in a child, while he start to take in what he sees and hear around him, all of his senses are stored is his or her mind, paving the way for their adulthood. The urge for order is evident as the youngster builds himself through his surroundings; external orientation leads to interior orientation and vice versa. Dr. Montessori (1994) mentioned that the process of learning a language is that:

> *The child learns by himself, no one teaches him. It is the child who is capable of fixing the characteristics of the people, and the characteristics of the language. By studying the child carefully, we see that he possesses special powers with which he develops the characteristics of the adult he becomes (p. 3).*

Through the interactions with other individuals, the youngster keeps improving his language abilities. Hearing sounds, observing the bodily movements of speech, and creating sounds, learning to communicate through speech, and understanding the

significance of words, symbols, letters, writing, and reading. The sensitive period for language provides the underpinnings needed to master L1 and it is a constructivism to learn L2 later in life.

Dr. Montessori (2003) characteristics of the child, “the adult is his creator, his providence, his master, the dispenser of punishments ; no one can be so utterly and wholly dependent on another as the child is on the adult” (p. 200). The adult should provide all kind of necessary tools and needs to the child, and then set out for him to finish his work and creation. Parents now should be leading their children with order, for the children’s developmental route will be much appreciated and organized.

Families could directly and indirectly influence children’s L2 studies. When parents act as language learning tutors, providers, and caregivers for their children, they are directly training them to be good language learners. However, Family members that serve as language learning enhancers and collaborators with teachers, facilitating learning discourses they are indirectly inspiring children to learn English (Geo, 2006).

To Rosenbusch (1987) “parents´ attitudes toward language and people play a major role in shaping their children’s attitude toward another language and success as a student” (p. 3).

Lot of teachers have knowledge about second language acquisition theories, and some maybe do not have very much explicit knowledge, in a way they are taught ideas they got from colleagues. There are elements of SLA theories, which they do in fact apply to their teaching. Larsen-Freeman and long (1991) stated, “at least forty theories of SLA have been

proposed" (p. 227). Language learning is partly a social activity that relies on interactions between speakers.

SLA theories are summarized as the following table :

theory	The main idea	theoretician
Behaviorists	Children are taught to perform activities by encouraging habit-formation. Children imitate the language of their parents. Correct utterances are positively reinforced. A child's language acquisition goes through steps (imitation, repetition, memorization, controlled drilling, and reinforcement) (Skinner, 1957). Skinner said, "give me a child, and i will shape him into anything" (TV interview, 1960).	B. F. Skinner
Innateness (LAD)	At the time of birth, a child's brain possesses particular language-learning system. A child is born with the language acquisition device (LAD), an "innate facility" for acquiring the language (Chomsky, 1976) Language is creative and generative, not a habit (Richards & Rodgers, 2001).	Noam Chomsky
cognitive	Language development is only one facet of a child's entire intellectual growth. A youngster should first comprehend an idea before learning the specific language from that conveys the concept. A youngster, who had not reached the stage of intellectual development, would be unable to acquire comparison adjectives (objects with respect to size) (Lourenco & Machado, 1996, p. 145). The theory of Piaget is best recognized as developmental stage theory.	Jean Piaget

Interaction Hypothesis	The contact between caregivers and children is emphasized in this notion. Language can only be learned through interaction with individuals. Language exists to facilitate communication.	Jerome Bruner

Parental motivation varies depending on the situation. Parents in Hong Kong, for example, are aware that English competence are linked to pecuniary success and societal prosperity (Choi, 2003 ; Evans, 2008, 2011), therefore there is a massive incentive for children to learn English, while parents have a tremendous desire to assist their children in learning English. Signing up their kids in afterschool English lessons and hiring tutors is one of the most prevalent ways Hong Kong parents do (Bray & Kwok, 2003).

There is a growing corpus of research on how L1 skills support later L2 acquisition (Cardenas-Hagan et al., 2007; Roberts, 1994).

A child's physical growth demands an acceptable amount of nutritious food, just as a child's mental development necessitates language (Weldon, 2014). The amount of words that are spoken to a kid in the first three years of life, are thought to predict a child's language and literacy development. While parental abilities are more important than social status; educational level and race/ethnicity… (Dickinson & Porche, 2011; Hart & Risley, 1995; Hoff, 2003, 2013 ; Hurtado, Marchman, & Fernald, 2008 ; Huttenlocher, Waterfall, Vasilyeva, Vevea, & Hedges, 2010 : Rowe, 2012 ; Weisleder & Fernald, 2013). All of the mentioned researches go beyond the focus of this paper.

4.3. Parental strategies for Language skills

Before a child starts school, parents expose him/her to different activities at home. Which later support their English learning as a second language and a foreign language at school.

In the period of 2- 5 years the child's brain is fresh and spongy that can absorb any kind of knowledge, and have the capacity to learn more than one language easily through presenting variety of games, stages, steps, and instructions that engages all his/her senses and attention spans. Through the following a parent and a teacher could be ready for helping his/her child in ELL:

- Tip number one: the language should be easy and simple with slow talk, hands jesters, and facial expressions. For example: hi kids **how** your day was? How are you? Are you happy? Are you sad?

A parent or a teacher should say "hiiiii kiiids **hoow** was **youuuur** daay ??". **How** and **Your** should be said with moving hands and finger pointing to the child. Saying Are you happy. Moreover, doing the happy face, saying are you sad. And doing the sad face. So every time a parent talk to his child or a teacher talk to his student should use repetition and developing a language awareness, because it is difficult for a child to understand what a parent or a teacher is really asking them, structures should be kept simple and always the same expressions not to make them confused

- Tip number two: a parent or a teacher should act dramatically also funny, and provide materials such as stuffed animals, fruits, costumes, etc. For example: "hi kids look I found a snake" A parent or a teacher should show his/her fear with a lot of drama. In addition, say "oh, my God I am too scared" Moreover, throw the stuffed snake on the floor and say "look that is a snake I am so scared, oh, my God I think it is crawling towards me" Also make the child involved with the scene by saying "tell me is it really crawling towards me yes or no?" Therefore, the children will answer. When a parent or a teacher introduce a new word in way that is more

fun for children, with showing objects and not only pictures. Pretend to be scared, happy, over excited, that will help a lot.

- Tip number three: while reading a book for them, keep the reading the child centered, and make him participate. For example: instead of saying once upon a time, there was a princess with a magical wand. Well reading experience should not be simple without any tone. However, a parent or teachers need to hold the book and say: “once upon a time there was aaaa!” “Tell me kids aaaa!” They will answer by “a princess” aloud. “With aaa”, “tell me kids, what is this? What the princess is holding in her hand?” “Look at the picture guys” They will reply by “a maaaagical wand” “what is going to happen with the princess and her magical wand? Hmm!” Children can tell the word princess by seeing the picture, and where the teacher or the parent is pointing at the book, he is holding. Helping them by saying the first letter of the word, the same process is used for one child at home; the learning process should not be boring and frontal.

Methods of teaching a language may differ significantly, depending on the child’s age, the more the child grow the more methods and games are heightened. There are methods that teachers or parents should use at home. Such as, project method for children that can share information with other student at school or family members at home, to focus on their own growth at the same time English is being taught communicatively, to make a transition from academic activity to skills and attitudes in the daily life. Sometimes moral values are taught throughout the preschool curriculum. Language learning and cultural learning are inseparable one complete the other, linguistic elements alone do not guarantee communication unless cultural elements occur in the process of learning. Teachers and parents should know the child’s needs, to tail their syllabus and materials accordingly. Most of parents and teachers use the library language that enable them to read books for

children to make them get used to the globalized requirements which are speaking and writing as their learning priority.

According to this research there is no specific method or approach that works equally well for all children, because all children have different levels even starting the process of learning a foreign language at the same class, their brains are shaped depending on their degree of preparedness and help at home. That is why parental involvement is so exigent nowadays.

GENERAL CONCLUSION

This dissertation was based on case studies of parents and preschoolers at My Little World Montessori kindergarten in Medea. The parental involvement was the focus study, and the investigation was about families who raised bilingual children, and how parents help and support them at home in order to develop an additional language. The learning of both parents and children is mutually beneficial. The research emphasis was on the value of building a connection between home and early foreign language learners, where the participation of parents is required.

The research central point was the four language skills, reading, listening, speaking and writing. The objective was to see how parents were involved in addition to what strategies they mostly worked with in the home environment. The methodology used in this study was quantitative approach, in such a way that limited number of participants and an organized questionnaire was chosen in order to conduct the study. The research results contribute to further studies and the creation of theories on parental attitudes towards bilingualism.

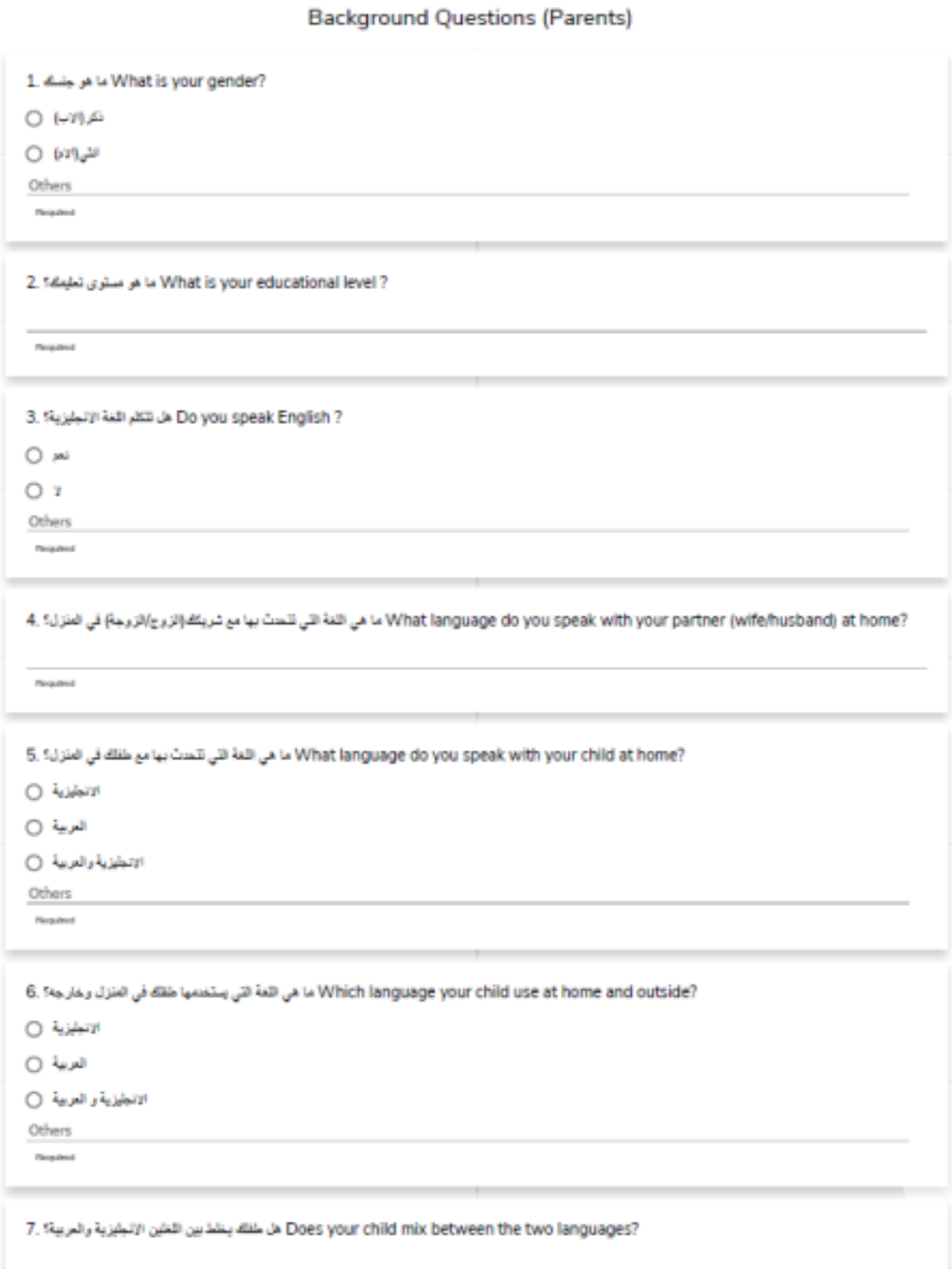
The findings indicate that parents want their children to speak with fluency and correctness both in the mother tongue and English, since it would widen their children's educational knowledge. This research encourages parents to become more active as well as providing assistance for their children such as doing homework, memorizing new vocabularies. Among other things school play an important role in taking parents as partners for the improvement of the student's academic achievements.

All young children learn additional languages by listening as a primary process and then speaking. Furthermore, home and school is where the learning takes place. The activities that are given helps children to understand and allow him/her to optimize learning potential, it also shapes their brains at the most suitable stage.

Learning an additional language at this stage is cognitively as easy as learning L1, and as quickly as they learned to walk, they will learn native-like fluency. Now that the globe is being increasingly diverse, as a result communication has improved. Learning a foreign language is beneficial for young learners.

Appendices:

Questionnaires:



Background Questions (Parents)

1. ما هو جنسك What is your gender?

- ذكر(الاب)
- انثى(الام)

Others

Required

2. ما هو مستوى تعليمك؟ What is your educational level ?

Required

3. هل تتكلم اللغة الانجليزية؟ Do you speak English ?

- نعم
- لا

Others

Required

4. ما هي اللغة التي تتحدث بها مع شريكك(الزوج/الزوجة) في المنزل؟ What language do you speak with your partner (wife/husband) at home?

Required

5. ما هي اللغة التي تتحدث بها مع طفلك في المنزل؟ What language do you speak with your child at home?

- الانجليزية
- العربية
- الانجليزية والعربية

Others

Required

6. ما هي اللغة التي يستخدمها طفلك في المنزل وخارجه؟ Which language your child use at home and outside?

- الانجليزية
- العربية
- الانجليزية و العربية

Others

Required

7. هل طفلك يخلط بين اللغتين الانجليزية والعربية؟ Does your child mix between the two languages?

Required

8. هل يتحدث طفلك اللغة الانجليزية مع اخوته او اخواته؟ Does your child speak English with his/her siblings?

نعم

لا

Others

Required

Parents Attitude Towards Learning English As An Additional Language

9. ما رأيك في اللغة الإنجليزية؟ What do you Think about English as a language?

Required

10. لماذا تعلم اللغة الإنجليزية مهم اكثر من تعلم اللغات الأخرى؟ Why learning English is important than learning other languages?

Required

11. هل تحاول ان تجعل طفلك يحافظ على التوازن بين اللغة الام واللغة الجنبية؟ Do you try to make your child keep the balance between L1 and L2?

نعم

لا

Others

Required

Others

Required

14. ماذا عن الإيماءات التي يقوم بها عند متابعة قراءتك؟ What about the gestures he/she make(s) when following your reading?

يقرأ معك

الاستماع فقط

التحدث وتوجيه الإصبع إلى الصور أو الكلمة

Others

Required

15. كيف تساعد طفلك على فهم و توضيح كل ما يطلبه؟ How do you help your child to understand and make clear for him everything he/she ask(s) for ?

Required

Fromquestions For The Teacher

1. What are the most effective methods for teaching English to kindergartners?

- [ ] playing educational songs
- [ ] Make visual representations to help children remember new vocabulary
- [ ] using games
- [ ] all

Others

Required

2. What has been the most difficult obstacle you have faced with children as an English teacher?

Required

3. How do you ensure that learners comprehend what you are saying?

Required

4. What do you believe children need to learn in English?

- [ ] English contents
- [ ] English as a language

Others

Required

5. What role does cultural studies play in the classroom? if it is a content English study?

Required

6. Can you have any technology services to your learners that help them learn English language?

- ○ Yes
- ○ No

Others

Required

7. Do you generally give homework?

- ○ Yes
- ○ No

Sometimes

Never

Others

Required

8. What kind of techniques for teaching English Communicatively that make your learners engage with their family members?

Required

9. What is the structure of your classes like? are you going to be

- [ ] reading
- [ ] writing
- [ ] talking
- [ ] listening
- [ ] all

Others

Required

10. Does the kindergarten have any partnerships with parents?

Yes

No

Sometimes

Never

Others

Required

13. Since each language has its own history, does this help bilingual minds to be more open to the world?

Required

Teacher-parent Reunification

14. Are there any opportunities for parents' involvement in the kindergarten?

Yes

No

Sometimes

Never

Others

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