



UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Faculty of Languages, Cultures and Communication

Postgraduate Master Thesis:

“The socio-cultural background and its influence in learning English Research conducted at elementary school ‘Naim Frasheri’ Tetovo”

“Prejarrdhja socio-kulturore dhe ndikimi i saj në mësimin e anglishtes. Hulumtimi i kryer në shkollën fillore “Naim Frashëri” Tetovë.”

“ Социо-културното потекло и нејзиното влијание во учењето англискиот јазик. Истражување спроведено во основното училиште ‘Наум Фрашери, Тетово’

Candidate: Irfete Kaloshi

Mentor: Assoc. Prof. Dr. Arta TOCI

Tetovo, December 2021

Acknowledgments

I would like to express deep gratitude for my family to which I owe a lot about this journey which is as difficult as it is beautiful at the same time. I cannot describe all what has happened from the beginning of this journey; therefore, I am going to limit only with gratitude of some more persons, who helped in fulfilling my Master Thesis whom I would like to express gratitude. Special thanks go to my mom who always expressed a great desire for this journey to end successfully. She does not live today but wholeheartedly I dedicate this achievement to her.

A special Thanks goes to my mentor, Arta Toçi, for the help and treasured support she offered to me along my work and for her contribution to finalizing my Master Thesis. Also I am thankful to the participants who were helpful in conducting the study also in achieving reliable results of the study.

On this special occasion of my life, last, but not least I would like to thank God for providing me health and ability to reach my goal.

Abstract

In this study there will be presented the main socio-cultural background factors which influence learners' achievement in learning English as a foreign language. Parents have a great impact on their children's development. There are several factors in terms of learners' family background that affect their achievement in learning English as a foreign language. The atmosphere created at home affects a lot children's achievement in school. It depends on the home environment that parents create for their children since home is the first place where they start their learning process. Parents and other members of family should have a good relationship among each other and they should support and motivate their children in learning English as a foreign language. This study tends to discuss the impact that the socio-cultural background has in learners who learn English language as a foreign language in school. It also discusses the relationship between the teacher, students and parents.

Key words:

Socio- Cultural background, English as a foreign language, factors, achievements

Parathënie

Në këtë punim do te prezantohen faktorët kryesor shoqëroro-kulturor të cilët ndikojnë në arritjet e nxënësve në mësimin e gjuhës angleze si gjuhë të huaj. Prindërit kanë një ndikim në zhvillimin e fëmijëve të tyre dhe ka disa faktorë në aspektin e prejardhjes familjare që ndikojnë në arritjet e fëmijëve të tyre në mësimin e anglishtes si gjuhë e huaj. Atmosfera e krijuar në shtëpi ndikon shumë në arritjet e fëmijëve në shkollë, kjo varet nga mjedisi në shtëpi që prindërit e krijojnë për fëmijët e tyre pasi që shtëpia është vendi i parë ku ata e fillojnë procesin e të mësuarit. Prindërit dhe anëtarët e tjerë të familjes duhet të kenë një marrëdhënie të mirë mes njëri-tjetrit, ata duhet që ti përkrahin dhe motivojnë fëmijët e tyre në mësimin e anglishtes si gjuhë e huaj. Ky punim shqyrton ndikimin e faktorit shoqëroro-kulturor që ka tek nxënësit që mësojnë gjuhën angleze si gjuhë të huaj në shkollë. Gjithashtu shqyrton lidhjen ndërmjet mësuesit, nxënësit dhe prindërve.

Fjalë kyçe:

Sfondi social-kulturore, mësimi i anglishtes si gjuhë e huaj, faktorët, suksesi

List of Tables and Figures

Table 1: Student's questionnaire combined with YES/NO answers	30
Table 2: Results from student's questionnaire	31
Table 3: Results from parent's questionnaire	32
Table 4: Interview check list.....	36
Table 5: Observation check list.....	39
Figure 1: Adapted from StFrancisNS	2
Figure 2: Adapted from: Zhonglu Li & Zeqi Qiu, Published: 2 October 2018 at the journal of Chinese Sociology 5, Article number 13.....	12
Figure 3: Parents' level of education.....	31

Appendices

Appendix A Questionnaire for the students of “Naim Frasheri”	55
Appendix B Questionnaire for the parents	57
Appendix C Interview check list.....	59
Appendix D Observation check list	61

Contents

Acknowledgments	I
Abstract.....	II
Parathénie	III
List of Tables and Figures	IV
Appendices	V
Chapter 1. Introduction	1
1.1 What is parental involvement?	1
1.2 Why it is important to motivate children.....	7
1.3 Strategies on how parents should involve their children to achieve success?.....	9
1.4 The socio-cultural background affecting learner's achievement in English as a foreign language	11
Chapter 2. Literature Review.....	16
Chapter 3. Research Methodology.....	21
3.1 Research Aims	21
3.2 Research Questions	21
3.3 Research Hypothesis	21
3.4 Methodology and Procedures	22
3.4.1 Subjects	22
3.4.2 Instruments	22
Chapter 4. Data Analysis.....	24
4.1 Results from the questionnaires	24
4.2 Results from the interview.....	35
4.3 Results from the observation	38
Chapter 5. Conclusion.....	41
Chapter 6. Limitations and Recommendations.....	51
6.1 Limitations of the study.....	51

6.2	Suggestions for further research	51
	Bibliography	53

Chapter 1. Introduction

It is believed that young learners acquire foreign language in a natural and easy way. Some learners acquire a new language more easily than others. It is believed that children acquire the language from an early age and this is seen as a natural process, which means no special effort should be given. But this doesn't mean that learners will become fluent speakers or this will lead to perfection in term of learning a foreign language.

Most of the students face difficulties when learning foreign languages, and this happens as a result of several factors. One of them is the time that learners spent in practicing the language they heart and learn.

Despite the fact that some learners acquire the language in a natural way without giving much effort, there are students who need time and hard work to achieve success in learning new foreign language. When it comes to learning English as a foreign language, there are many factors that influence young learners.

Factors such as: age, personality, motivation, parental socio-cultural background tends to be the biggest influencers in learning a foreign language in this case English language. Despite the importance that all the factors have in learning a foreign a language the study focuses on the socio-cultural background as one of the factors influencing students learning.

1.1 What is parental involvement?

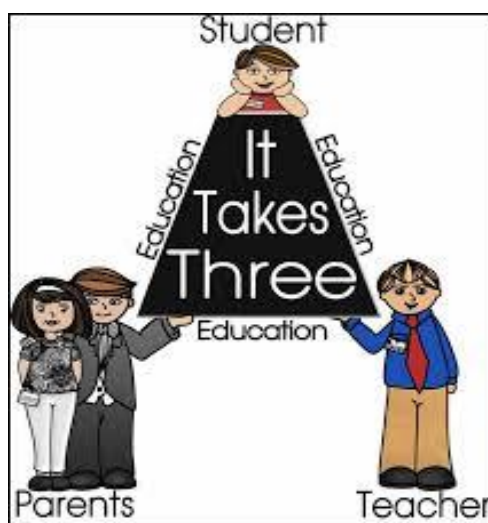
The involvement of parents in the learning process is thought to have a very influential role in the achievement of students in school, especially in learning English as a foreign language or various trainings which will be fruitful for the future of their children. It is believed that parents are the key to the success of their children's achievements in building them as an individual. They are seen as partners and observers of the learning process, which also facilitates the work of the teacher when their cooperation is interrelated.

Various studies show that teachers in some cases where learner parents have financial difficulties, they need support and encouragement for the relationship with these parents

to be closer in order for them to be engaged and involved in their child's education, given that the parents are one pillar of the triangle.

Recently, the school is seen as a friendly institution where the involvement of parents is more than obvious which has changed the very old mentality where some saw school as a punishment institution. This institution should be supported by all involved in the triangle as well as the whole society and beyond appropriate for a brighter future.

Figure 1: Adapted from StFrancisNS: <https://www.stfrancisns.ie/parental-involvement/>



This involvement of parents in educational process in which their child is built makes parents simultaneously aware that parenting requires commitment and plays a big role in raising and educating their children, who become better when parental interest emerges.

The learning process is seen as important tool leading to a successful career, or even in succeeding in every area of life. It is important that the parents are involved in the learning process from the beginning of the educational process of their children. The involvement of parents in the education of children is very important and this should be much interconnected and have a strong link of cooperation between the family and school community. Many times, the result of children's achievements in school has a lot to do with the connection of parents and their commitment in the home environment to motivate their child to have greater achievements in school than those parents who have no interest.

The expectations of the parents involved in school are greater for the achievements of their children; they help in every financial or emotional way for the child to succeed and to continue the education even higher, making the children aware of the importance of learning in this case learning English as a foreign language, while on the other hand parents who do not contribute to the educational construction of their child do not find time or attention for them and the expectations are not high and the same orient their children in other craft directions.

“The notion of when it comes to English learning, the younger the better, is widely accepted by people (Wang and Chang, 2011; Birdsong and Molis, 2001)” (as cited in Hosseinpour & Sherkatolabbas, 2015, p.175). It is believed that children from young age learn and quire the foreign languages better. They tend to learn language structures and at the same time memorize more words unconsciously without much effort.

Most of the researches believe that learning foreign language from an early age is better than learning a foreign language in adulthood. It is also believed that learners acquire language features easily on an early stage of development.

Since children learn better at a very young age the home environment and the parental involvement is quite important in learning process and in the further education of their children. Home is considered to be the first place where education starts and parents are the first teachers or instructors to their children’s.

Despite the importance that parents have on their children’s education it is important to mention the socio-cultural factor related to parents’ involvement which is important and affects learners’ achievements.

There are children who are much more advanced than their parents in recognizing English as a foreign language, because the latest technology has made them intentionally or unintentionally keep up with the times in everyday life as well as in learning foreign languages by the very fact that nowadays children are very much connected to smart TV, smart phones or to say smart technology and they manage to very easily learn to speak and pronounce words correctly. This is seen from the fact that most children speak English relatively well. But anyway, they will see teachers and parents as partners in the educational process which will be more attractive and effective.

Based on the importance that parents give to English as a foreign language and of great value, parents motivate their children with persistence to learn English as a foreign language and know it extremely well. Not only do they support learning English as a

foreign language, parents enable their children to take private courses but also online courses to acquire in this regard.

Parental support is great and unreserved when it comes to their children and the achievements of their children in this case learning English as a foreign language and of great value.

The financial situation of families is very influential, especially in these times of crisis, but when it comes to the benefits and importance of English as a foreign language, they do everything to help their children to advance in the knowledge of English, even in a professional way. And for this when it comes to children and useful knowledge, they are not very impressed by the expenditure or cost of gaining knowledge.

Parents' education certainly plays a big role if the parents are highly educated because they know better the importance of education than parents with secondary or lower education.

Parents who have higher education result in having the most successful children in their schooling and education, because they pass on the knowledge gained from schooling to their children. Success also depends on the desire of children, their willingness to learn, but also the contribution of parents by sending them to various private courses from where they will gain additional knowledge is very significant and fruitful.

The socio-cultural background of learners' family has an important role in this case. Many researchers suggest and found out that the involvement of parents in the educational process of their children from an early age has a long-term positive effect in learning.

Another important point to be mentioned when learning and achieving success in foreign language learning is the attitude that the parents have toward the target language.

Parents who have positive attitude toward the foreign language their children learn tend to encourage and involve their children in different courses and programs which may be helpful in learning and achieving success while learning foreign language.

They motivate and support their children learning by being aware of their children level of the language they learn.

The academic standing and the socio-economic status are two important things to be considered in the learning process and in the achievement that students have in learning

a foreign language. It is important to consider the relationship between parents' academic standing and the socio-economic status and achievement of the learner.

Based on previous researches, parents who have high level of education and higher financial income tend to send their children to universities in order to continue with their studies after they finish high school.

Among the students who are pressured in a way to continue with further education after high school there are some students who are willing to continue as well but several factors don't allow them to do so.

Students whose families have low-income frequently are affected in different areas of life especially in the education process. Because of the lack of financial resources, not being able to provide with the necessary school materials it often happens that those children get other orientations by interrupting their learning process so that they cannot continue with their education.

There are many cases when learners' parents have poor academic achievement but they find a way to motivate their children to pay attention to their education and especially to English as a foreign language in order for their children to have advancement in the educational process and to do better in life by adapting to new important language and different cultures.

Most of the learners are influenced by their family's background in education. Facing difficulties in their everyday life as a result of their parents' poor achievement in education most of the students feel more encouraged to achieve better results in learning process. In order to create better future for themselves and their families in the future, they somehow find the motivation to continue with their education despite the conditions and the financial income they have.

Among the financial income, resulting as one of the factors affecting learner's achievement in learning a foreign language, home environment is very important since children spend most of the time there. Parents should create an atmosphere that will make children aware about the importance of English and its use as an international language.

Home is where everything begins, it is the place where children should spend their time by learning new things and at the same time, they should be motivated to enjoy the time

spent in school. Parents should find a positive way to motivate their children to learn foreign languages in this case English language. Creating a positive attitude toward the language will lead to better results in learning. Giving positive feedback is also important because it motivates them and at the same time encourages them to speak English.

It is important not to use violence and not to put pressure on children as a way to make them learn. Finding different ways in order to attract and create a positive attitude toward the target language will be helpful and will lead to higher achievements in learning process.

Despite the home environment where everything begins, the social factor is also important and related with the home environment.

Even though socialization and diversity have a great influence in learning a foreign language, we should keep in mind that there are learners who are not involved in culturalism or they cannot socialize because of different reasons where the main reason of this is again the poor financial income they have. Thus, this is related with the home environment and the socio-cultural background.

Students who tend to socialize and learn more or those who are being more exposed to other cultures tend to achieve better result in learning a foreign language. For instance, there are learners who attend different language courses where they have chances to learn something extra from the material being covered in school where the teachers follow the curriculum and don't really expand their vision about diversity. Another point to be mentioned is the socialization.

Learners who attend private courses tend to socialize with other students and at the same time they share different ideas and learn language features from each other's.

Choosing the right topic is another important part of learning and teaching foreign languages. The teacher should choose the topics which students find interesting and attractive to discuss. Every activity or task should be done based on students' level and needs.

The parents also should find different ways to motivate their children to learn English. They should find interesting topics, games, quizzes and cartoons or movies depending

on their children's age. However, learning a foreign language is challenge for many learners as well as for many teachers and parents.

Many factors affect language learning. Learning a language has not to do with only learning grammar rules and vocabulary of specific language. It requires to apply the knowledge and all the factors needed in order to become fluent speaker. Among the factors that affect students learning sociocultural background, motivation, and parental involvement tend to be the most important ones. Discovering and discussing the factors that affect learning a foreign language will lead to better results and will be helpful for the education process for both learners and teachers. Also, we should mention parents who play an important part in the children upbringing.

The paper gives clear information based on the other researches done before and, on the results, and findings in covers.

1.2 Why it is important to motivate children

Motivation is one of the significant elements in learning another language. Motivation plays a major role in learning languages since it is the force that leads to better results in learning and using the target language. Motivation can be conceptualized as energy and impetus to learn, work effectively, and achieve proper potential in school, while engagement is behavior that follows from this energy and push.

Some scientists have suggested that motivation has direct impact on academic achievement. It is very important to motivate children in order to achieve success in school and the motivation they get from their parents has a great impact on them. Motivated children are more likely to do better in school and have a positive attitude towards learning, so parents often feel they have a responsibility for their child's future. As a result, they try to motivate their children in different ways, but they do not always succeed. Sometimes trying to motivate and push your child to learn can be very challenging.

Among the mentioned factors affecting language learning, motivation is an important factor in acquiring a foreign language. Students who are motivated by their teachers and especially by their parents tend to achieve better results in learning a foreign language.

It is important to mention that learners who have positive attitude toward the language they learn have better results in learning a foreign language than students who have negative attitude toward the language.

Motivation is an important component in learning process. It is discussed by many researchers and scholars that students who are motivated tend to reach better results in learning especially in learning foreign language. In line with this the motivation should be present in school by the teachers and also it should be present at home by the parents. Nowadays there are several ways on how to motivate students especially when the technology is a must in every area of our life.

Learning a foreign language means learning a new culture, customs and way of living of one's nation. Learning English as a foreign language means opening a door to a world. English has become an international language and its used worldwide and in every area. Since we are involved in using technology in everything we do, we must learn English in order to reach success in our career, studies or even in our everyday activities.

Motivation as a factor is discussed by many scholars and researchers, who agree about its importance. Brown (2000), gives a clear explanation about motivation where he classifies it into integrative motivation and instrumental motivation.

Students learn a foreign language or are motivated to learn a certain language depending on their needs. Learners learn or are motivated to learn a certain language because of some reasons. If life sends you to different fields like to work or just travel English will help to succeed.

Some of the learners learn the target language because of their career, to pass an exam or because they want to reach a certain goal. While others learn it because they want to interact with people or because they want to achieve better results and learn other cultures. Knowing the language helps you to communicate and get the necessary information. English is part of the whole world community and this will help achieving goals in life.

Despite the classification that researchers do, they also find a relation between the two kinds of difficulties.

Another important point related with motivation is the attitude toward the language the learner has. It is quite important that the learner has a positive attitude toward the target language. Learners who have a positive attitude toward the target language tend to achieve better result in learning several features of the language, while learners who tend to have negative attitude toward the language are not motivated and unwilling to learn the target language no matter how the teacher or the instructor tries.

The question is how to achieve or influence in learners' attitude? First of all, as mentioned in the research the home environment is one of the most significant parts in children education process, because everything starts there. The parents are a great factor affecting learners' education, especially learner's achievement in learning a foreign language. Since English has become an international language, it is more than obvious that it is a must or a necessity in every area of our life.

Children should be exposed with the target language from an early age in order to become familiar with it and hear the language in order to speak it later. They need to get known with the culture of the aimed language and as well with their manner of living and in that way to create a positive attitude toward the language.

Another factor contributing to the attitude learners have toward the language is the teacher or the instructor. The teacher is a role model for their students, and it is important that the students receive a great amount of motivation. The teacher should find a way and motivate learners to love the subject and learn it with pleasure.

Using different teaching strategies and interesting activities will of course lead to better results in teaching and learning foreign language. The teacher should contribute in creating a positive attitude toward the target language by offering to students' information about the target language culture, way of living, traditions and also by teaching them grammar structures, vocabulary and all the language skill in an interesting way and based on the student's level and needs.

1.3 Strategies on how parents should involve their children to achieve success?

Till now we have seen some important elements about parental involvement and now it is important to see some important strategies which help learners to achieve success in their new language acquisition.

There are various ways and strategies that parents can use to involve their children to achieve success in learning English as a foreign language. First of all parents should know the importance of English language and then they should involve and motivate their children to learn it. They have to make them aware that it is the key of success in their future life. Since children are affected by their close circle, if they realize that English language is really important, they automatically pick up this as an important issue. Parents also should show interest for their child, they have to prepare them for

school emotionally and to provide them with material needed (note books, pencils, books, smart tech. bag etc.).

Another important strategy is for parents to communicate sometimes with their child's English teacher to see the strength and weaknesses of their child in order to work at home with them and to see some resources by showing them segments from television shows, quizzes from the internet that they can show their child for a better acquisition. Among the mentioned strategies games are also important in learning a foreign language in this case English language. Games are a fine and fun way to learn the language since it provides learners with new vocabulary and language structures but at the same time, they enjoy learning in a fun way.

Parent at home should create suitable atmosphere, an extra room designed for learning for their child if they want the child to succeed in learning process especially learning English as a foreign language. Using different strategies can help the learner achieve better in acquiring. Watching a movie or an attractive program in English in order to motivate their children to learn the target language as well as trying to communicate in English with each other without being afraid of the mistakes they may make while trying to learn to communicate.

Visiting English speaking countries or enabling the learner to attend summer school or to study for a semester abroad is one of the best ways to learn the language by everyday contact with people who are native speakers of the English language, but on the other hand considering also the financial support, if the possibilities are limited for financial support for pursuing an experience abroad then the possibility is to sometimes create at home an English-speaking environment in a creative and interesting way for the learner to be more attractive. Also, the online interaction can help communicate with the same age and the same level of English language proficiency.

Learners' family members should support the learner to take different steps to succeed, considering that learning a language is not only done in school contexts but it can be learned using different strategies from parent creating at home environment.

To have the desired achievements and results all depends on the effort parents put in contributing to raising child's level of learning English as a foreign language and the persistence of learner's family to work with different strategies in order that the success by both parents and teachers given that every engagement at the home environment reflects positively in school and vice versa.

Learning strategies are important in learning foreign languages. The teachers and the parents should provide the learners with books and materials based on students' needs and their current level of education. They should choose actual topics which attract students' interests. It is important that teachers and parents collaborate between each other in order to achieve better results in learning process.

This study gives and discusses clearly about the importance of parent's involvement in their children's educational process, But the question which needs to be answered and addressed is how do parents involve and which is actually the best way to help learners achieve better results in learning.

There are some techniques which are believed to be helpful when it comes to learning foreign languages. There are many ways to introduce children with the target language since an early age. The parent plays an important role in children's education and how they react to certain situations or what attitude they have toward the language is transmitted to their children. For instance, if the parent has a positive attitude toward a language and gives a great importance to the target language the children will create the same attitude and it will be easier to learn the language.

Among many ways to introduce children with foreign languages, introducing them with the culture and traditions is a great way to start learning a foreign language. It is believed that children acquire the language better than adults. The parents should provide their children with different sources for learning such as watching movies always keeping in mind their age and appropriate level of language used. Sending them to language courses is another way to learn and have better results in learning a language.

Attending different courses not only helps in learning foreign language but it also gives learner's opportunities to socialize and to share the language, their knowledge and ideas.

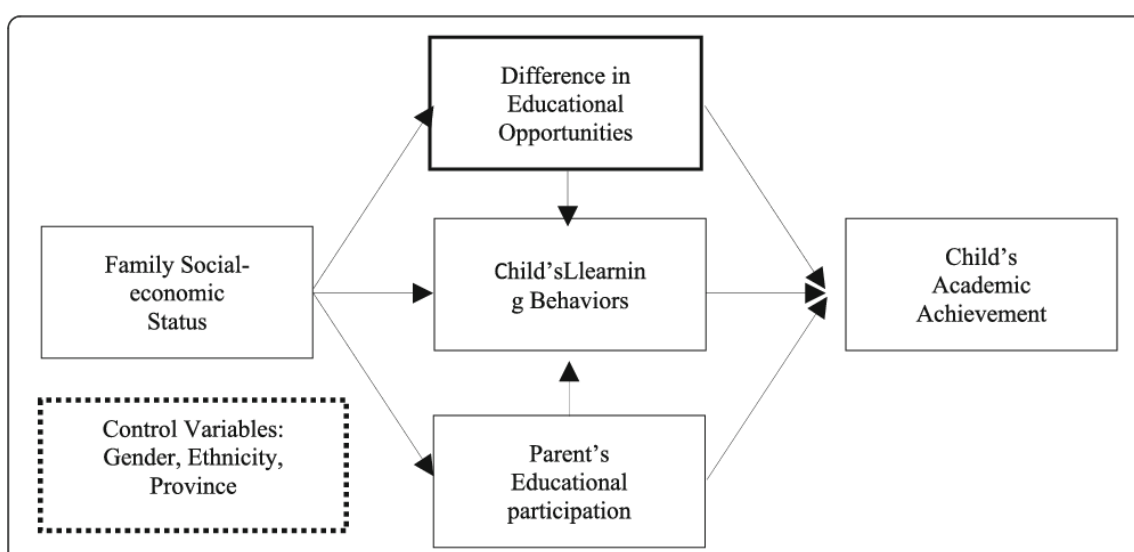
1.4 The socio-cultural background affecting learner's achievement in English as a foreign language

One of the most important factors affecting learner's achievement in learning foreign languages is the socio-cultural background factor. It is considered to be as one of the most important factor and influencer in learning foreign languages.

Founded in different studies existing related to socio cultural background and its influence in the learning process, this research aim is also to presents the impact Socio-cultural factor has in the learning process.

The economic factor which plays an important role in the achievement of children in school, both materially and psychologically, has a huge impact that complicates the learning process when there is a lack of income that can harm the atmosphere at home and this affects learner psychological status and makes learning hard while on the other hand when the economic status is stable it facilitates child's academic achievement, offering various opportunities to facilitate learning during to the normal family economic status and atmosphere created at home. This factor as mentioned plays an important role in educational process.

Figure 2: Adapted from: Zhonglu Li & Zeqi Qiu, Published: 2 October 2018 at the journal of Chinese Sociology 5, Article number 13



As mentioned above one of the most important points mentioned related to sociocultural background is the financial status of learner's family. Families who tend to have low income do not afford same opportunities to learners as families with higher income.

The financial status plays a major role in learning a foreign language in a way that they afford to pay private language courses, attend different activity courses, and travel in different countries which allows the learners to learn and practice the language directly.

Also, it is important to mention the traditional and cultural aspect of learner's families influencing their learning process.

Learning a new language means learning a new culture, new way of life and traditions. It is important to be familiar with the culture and traditions of the target language. Also, an important point is how close are the culture and traditions between the mother tongue and the foreign language which is being learned.

Although the role of the parent in the upbringing of the child evolves during the growth of the child, one thing always remains: the parents are an example for the children. Parents' attitude toward the foreign language their children learn helps a lot in achieving better results in language classes.

There are several sociocultural factors influencing learner's achievement in learning foreign languages.

According Ozfidan & Demir, 2014, some of the most important sociocultural factors influencing learner's achievement in learning English as foreign language are: Feedback, peer interaction, self- efficacy and private speech.

Feedback is an important sociocultural factor influencing learner's achievement. It is important because it can motivate or demotivate students at the same time. Giving positive feedback can encourage learners to participate and practice the language they learn in the classroom. At the other hand giving negative feedback can demotivate learners in a way that they can feel ashamed to participate even if they know the correct answer or have general knowledge about a specific topic.

Learners may inhibit to speak in English classes because they will feel underrated. But also, sometimes negative feedback can improve the next performance of the student in other tasks by trying to correct mistakes and awaken the desire to succeed. It is important that the feedback to be given in the right way.

Peer interaction is another factor discussed by the researchers and it is important in learning foreign languages. Peer interaction is important in a way that it allows learners to communicate and collaborate with each other. It makes them to feel free and share ideas and opinions about specific topics. They can learn and at the same time practice the language in a better way.

By working in peers' students will feel more comfortable and encouraged to do several tasks. This is important especially for students who are introvert and feel shy to speak in public or in front of their classmates. Peer interaction helps learners to solve problems in a better way and also the benefits of peer work are major in a way that it gives opportunities to learners to discuss ideas between each other.

Among the factors discussed in this research and by other researchers, technology is an important source for learning and it is present in our everyday life. It plays a major role in learning, especially in learning foreign languages. This is another reason why learning English as a foreign language is important.

The involvement of technology in the education system should be a must nowadays. The use of the Internet is an inexhaustible resource which should be used by both teachers and parents to provide students with various materials such as quizzes, games, songs appropriate to their level wanting to improve language skills.

Young people already spend a long time in the Internet; why not take advantage of this fact and make use of the Internet useful? If we want to keep pace with contemporary developments, then we must reflect and to adapt. This means using alternative and available resources to make teaching and learning not only attractive and enjoyable for students, but at the same time efficient and rewarding for everyone, including teachers.

Psychological factor is an important and strongly related factor with learner's socio-cultural background affecting language learning. Most of the learners are influenced by psychological factors. Psychological factor such as student's personality, anxiety, feeling shy, giving feedback influence learners achievement in foreign language learning in this case English.

Students' personality affects learning foreign languages because there are learners who are introvert and as a result of this, they don't participate in classroom activities or they do not feel the need to talk at all. But how is this related to learner's socio-cultural background? As it is discussed in this research home environment is the first place where the education and learning begin.

Because of the personality such as being introvert students avoid talking or participating most of the time and sometimes this is related with the relationship learners have with their parents or the relationship parents have between each other. Having problems,

misunderstandings and arguing in front of the children may affect their behavior or even their personality later as they grow up and go to school.

In order to achieve better results in learning the learner should be emotionally and mentally stable. This can be achieved by creating a good atmosphere at home where the children will feel loved and supported to continue with their education at school. Students who have problems at home usually are less confident and motivated to learn and participate in English classes.

As stated above in the research anxiety is one of the psychological factors affecting learners and their achievement in language classes. Students who have anxiety because of some reasons, where one of the reasons could be the atmosphere at home. Anxiety is often present when learners are afraid to talk in front of other people, and this doesn't happen only to children it is also present on adults. Thus, this is related to family's background, traditions and culture.

Also, it is important to raise awareness about considering normal making mistakes and not being ashamed, especially when speaking foreign languages. A lot of students do not participate in classes because they hesitate to speak English language in public such as in front of the classmates because of the fear of being bullied.

Attitude is another important factor influencing learner's achievement. Learner's who have positive attitude tend to learn better and achieve better results in learning foreign languages. On the other hand, learners who have negative attitude have poor results in learning foreign languages. In order to achieve better results in learning foreign languages, the parents and the teachers are the main influencers affecting student's attitude.

Creating positive attitude will lead to better results in learning and in teaching.

Chapter 2. Literature Review

Literature review section contains different academic research, literatures and studies related to learners' socio-cultural background. They have stated very clear ideas about parental involvement and their impact in children achievement in learning a new language and some strategies that will help them for a better achievement.

Since family plays a big role in learner's achievement, the close circle status or relationship with each other affects learner's achievements in school.

According to Arshad (2012), home environment, time spent with their children and the relationship between the family members is important for learners' since from there they take the first steps of their life and build their character.

On the other hand, when the learner's teacher is successful in managing the learning process by involving learners to learn and participate at school than the learning turns to be successful even though the involvement of the parents is missing.

According to Kathleen & Horward (1995), "Many children succeed in school even when their parents are not directly or actively involved in their education; the reasons may include good teaching, positive relationships with other adults, personal resilience, and so forth" (p.311).

Yet, the involvement of parents and the way how they are involved in their children's education is related to parent's educational background and their knowledge about specific subject or field. Many researchers discuss parents' involvement in learner's education and learning and its importance on their children's achievement and success. There are parents who are good at languages and they contribute and affect children's achievement in language classes or parents who are good at science affect their children's achievement in science lessons. "Discussed by researchers the connection between parents and school is very important and hat a great value when comes to learner achievement. The stronger this relationship is the stronger is the connection of the learner with teacher, school and education. As found in teaching strategies: NEA Reviews of the Research on Best Practices in Education" (2014, para.5)

The sociocultural background is discussed by many researchers and it is also seen as an important factor in learning and teaching foreign languages. As we mentioned above, one of the most important factors affecting learner's achievement in learning foreign languages is the socio-cultural background factor. It is considered to be as one of the most important factor and influencer in learning foreign languages.

When discussing the parent as an important component in the learning process there are several things to be considered as influencers in their children achievement in learning, especially in learning foreign languages.

The relationship between the parent and the teacher should be stronger and there should be also a good communication and effort given in order to achieve success in the learning process.

The studies show that peer interaction is also a sociocultural factor influencing learners' achievement in learning foreign languages. It is quite important factor and it is discussed by a lot of researchers.

It is important to mention that collaboration between students with each other also with the teacher is important in learning process. Collaboration gives students opportunities and enables them to express and share ideas, and at the same time they have chances to correct each other mistakes. In this way students will learn better and will have the ability to correct each other and learn from each other.

Motivation was strongly related to socio-cultural background and at the same time it is intended as a significant element influencing the learners' achievements in foreign language learning. It is quite important that learners receive the right amount of motivation in order to achieve better results and success in learning. Students who are motivated learn better.

The motivation is related to student's background in way that the motivation they get from their parents contributes in their achievements in school. Also, the motivation they get in school plays an important role in learner's achievement. The teacher should find different strategies to motivate learners.

Another sociocultural factor discussed by the researchers is private speech. Many researchers refer to private speech as the internal conversation that one person may have

with himself but it is related with the external conversation or the communication with other people.

Parents who have academic success and higher financial income offer more opportunities to their children in order to achieve better results in learning. They support their children financial and also, they give them opportunities and chances to language exposure.

As it is discussed by many scholars the level of parent's education is important in their children's achievement in school. Parents who are educated know better the importance of education and they insist that their children get higher education and achieve better results in school and also create a successful career.

Parents who have high level of education give their children more choices about further studies. But this is not always true because there are cases when learners find motivation from their parents' failure in education. Just because their parents didn't make it to finish the studies, they try even harder to become successful and achieve better results in school.

It is very important to motivate children in order to achieve success in school and the motivation they get from their parents has a great impact on them.

Motivated children are more likely to do better in school and have a positive attitude towards learning, so parents often feel they have a responsibility for their child's future. But some children even if they don't get the deserved support from their parents with a low academic level of education or in this case low level of English language knowledge. Whereas, they give the best of themselves to learn and achieve better success.

On the other hand, parents who have higher level of education tend to push their children for further education. They help them at home with their homework or communicate time to time in English in order for them to progress.

Learning a foreign language is a challenge for many learners because it is a complicated process. It doesn't mean that learners will have to learn and expand only the vocabulary but it involves all the aspects of the language.

The language learning is related to psychological factor which means that it has to do with the students' personality.

As we mentioned above that Parents are seen as partners and observers of the learning process, which also facilitates the work of the teacher when their cooperation is

interrelated. This involvement of parents in educational process in which their child is built makes parents simultaneously aware that parenting requires commitment and plays a big role in raising and educating their children, who become better when parental interest emerges.

As it is mentioned in the research the culture and traditions are important components in learning a foreign language. Being familiar with the culture and traditions of the target language allows learners to understand and learn better the language in general, the phrases and at the same time it helps them expand their vocabulary.

Motivation is quite important in learning a new language. Students who are motivated tend to have better results in learning. Students who are motivated and encouraged to learn will always find a way to achieve their goals by using different learning methods and sources. Despite motivation, the attitude toward the language they learn is also important.

Having a positive attitude toward the language they learn leads to better results. Students who have positive attitude toward the target language are willing to learn and explore more about culture, traditions, way of living and on how to expand their vocabulary as much as possible.

Feedback is another important influencer in learning foreign languages. It is also related to the sociocultural factors. It starts from the beginning of education which is supposed to be home environment and parents.

The parents should always encourage their children to learn new things more and more especially languages. Giving positive feedback to children can motivate and encourage them to learn better. Thus, the parents are not the only one who should use this strategy, the teacher who is role model to his/her learners should always try to do their best when they have to give feedback to their learners.

Feedback is also an important factor related to students learning and achievement in English language. Children who get positive feedback usually are emotionally stable and they are encouraged to speak and participate more in class. Feedback is also important because it makes students aware about their mistakes and errors, but it requires that the

teacher or parents to be very careful and find a way to do it in a positive way in order to not demotivate the learner.

Apart from feedback, peer interaction is also important part in doing several tasks in class. Most of the researchers agree that students who work in peers tend to be more productive in class. This is because they feel like they are not alone and they share ideals and learn from each other. Anyway, this has to do with the teaching strategy. It all depends on the teacher which form of teaching and learning she/he is using in the classroom.

Although, the role of teacher in peer work is very important, the teacher manages the working process of the learners and gives the right evaluation or feedback without interrupting them while peering.

Psychological factor is another important influencer related to learner's socio-cultural background. The relationship between the two factors is in the effects which both of them have in learner's personality. Because of several problems that may appear at home, the learner may be affected and show poor results in school.

Home environment is the first place where education starts and it is important that parents create a good a supportive atmosphere at home. Parents and teachers should support and motivate children in the learning process in order to avoid psychological problems such as anxiety, self-confidence, motivation etc.

Chapter 3. Research Methodology

This section discusses the methods, procedures and instruments used in this study. In this chapter there are presented the participants of the study and above all, it presents which were the research aims, questions and hypothesis of this study.

3.1 Research Aims

The purpose of this study was to demonstrate that parental involvement plays an important role when learning English as a foreign language. Their influence has an impact in learners' achievements in school. Also, their economic welfare and the socio-cultural background affect the motivation of the child. Furthermore, this research aim is to make parents and teachers aware for the importance of English language.

3.2 Research Questions

Throughout the research, the focus was to give proper answers to the following questions:

1. Does the family socio-cultural background have any impact on young learners in learning English?
2. What is the parents' role in motivating their children to learn English?
3. Is the relationship between parents and teachers important in students' performance in English classes?

3.3 Research Hypothesis

1. The family socio-cultural background has an important influence on young learners in learning English.
2. Parents' contribution in motivating their children to achieving their goals is of a high importance.
3. The relationship between parents and teachers is very important in students' performance in English classes.

3.4 Methodology and Procedures

This research is a Qualitative study which instruments are questionnaires, interview and observation. The study was conducted at primary school Naim Frasheri, Tetovo. The participants of the study where four hundred students answered the questionnaire containing ten questions, and three English teachers were interviewed in order to achieve better and more reliable results. Also, fifty parents participated in the study by giving answer to a questionnaire.

Observation was also used in this study where four classes at the same school were observed. The instruments used proved that the socio-cultural background of learners has an impact in their learning English as a foreign language.

Below, you will find more information about the participants in this study and everything related to the research sample.

3.4.1 Subjects

Participants in this study were four hundred students from the primary school “Naim Frasheri” and 50 parents. Another group of participants were three school teachers from the same institution who participated by interviewing.

The reason why I have chosen to conduct this study in this primary school is the big number of students attending this school in order that we become better results of the study and at the same time to make them aware about the impact of learner’s socio-cultural background and its influence in learning English as a foreign language. Another reason was that by doing questionnaire with students and their parents they saw also the importance of their commitment in influencing their children to learn a new language.

As you can see there were three types of participants in this study; students, teachers and parents. Thus, we got a view about the influence of family background.

3.4.2 Instruments

As I mentioned above, the instruments used in this study were questionnaire with parents and students, interview with teachers and observation. The instruments were used to measure the importance of learner’s background in influencing them to learn English a foreign language.

The questionnaire was developed in two parts. It contained multiple choice questions combined with always/often/sometimes and never and some yes/no questions.

The first part was designed with 10 questions which were formulated for students' and the second part of the questionnaire contained 5 open ended questions which were formulated for parents. The 10 questions for students were designed to see the importance learners give to English language also how parents motivate their children to learn English as a foreign language, do they get the needed support emotionally and financially, and to find out how the learners' socio-cultural background influences them to learn the new language, while on the other hand the second part of questionnaire is related to parents view about learning English as a foreign language and how do they contribute to motivate and make their children aware about the importance and the great value of the international language.

Another instrument used in this survey is the interview with the teachers of the same institution. The interview contained seven questions designed for English teachers in order to find out their relationship between them, students and parents, how does the learners background influence their learning and the strategies the teacher used to motivate students with different background, the relationship between parents and teachers, the support parents give their children and the support the school gives to learners.

The last instrument used in this survey was the observation which was conducted in some classes in order to observe students' activities and participation, teaching methodologies used in classes and the relationship between the teacher and students and students among each other. This instrument was also very important and we used to see closely the teaching learning process, also the preparations that the students had made at home and showed their work in front of the teacher and their classmates' part of the detection we need to observe which we are interested in seeing how prepared they came at school and whether they got help and support from family members for achieving better results in school.

Chapter 4. Data Analysis

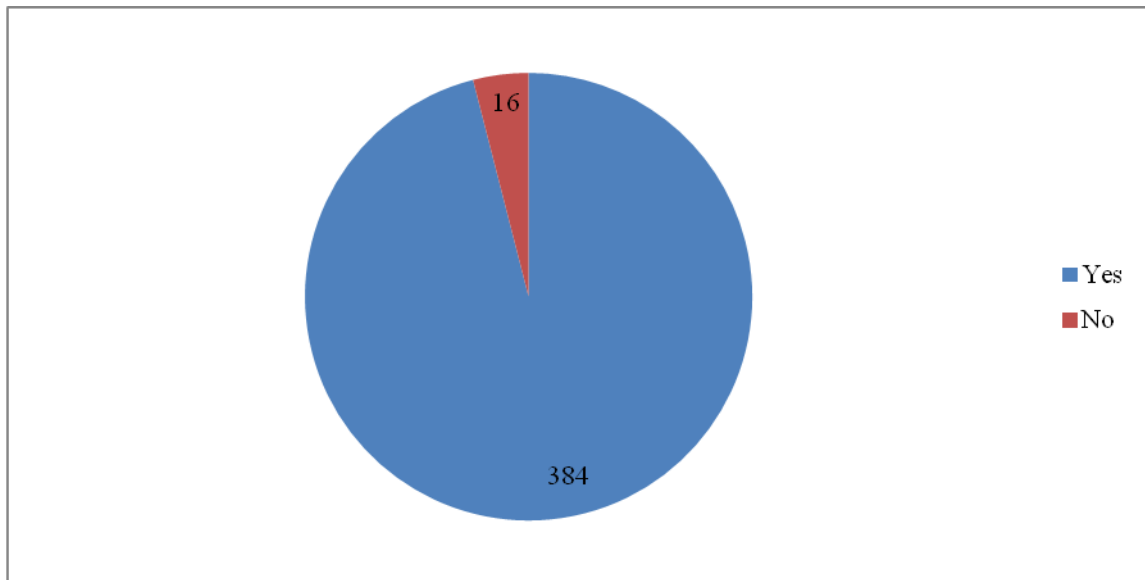
In this chapter are presented the results from the survey conducted. The procedure of data analysis was carefully employed, in order to examine all the results from the questionnaire conducted with students and parents, the interview which was conducted with teachers and some observations of classes.

4.1 Results from the questionnaires

The first part of the questionnaire contained 10 questions combined with always/often/sometimes and never and some yes/no questions. The questionnaire was distributed to students. The results showed that learners' socio-cultural background has huge influence in their learning. Also, it shows that motivation they get from their parents has a great importance in learning English as a foreign language. The support and encouragement they get from their parents and their narrow circle helped them achieve better results in the learning process. The second part of the questionnaire was designed for parents and it contained 5 open ended questions. The results have shown that parents give a great importance to English language learning as a worldwide spoken language, they enable their children to follow extra English language learning private courses to achieve better results but also some of them because of economic factors parents encounter problems when it comes to private English courses and this is one of the reasons why some students have average or even poor results.

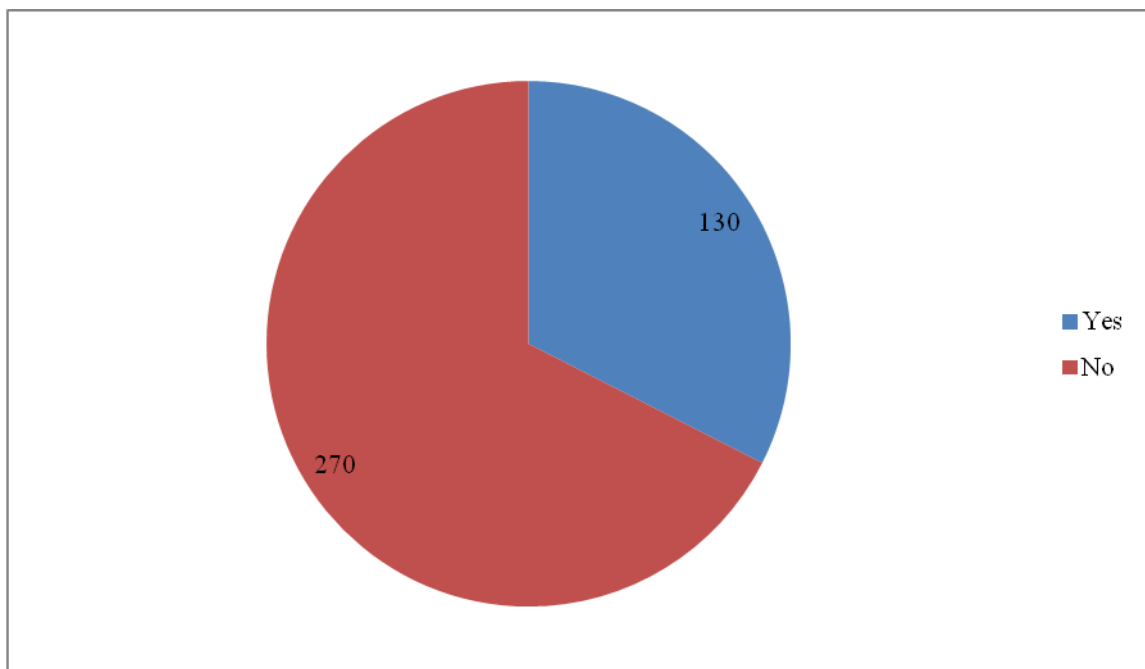
Question 1: English is very important to me

As shown in the graph below, 384 students responded with Yes, whilst 16 with No.



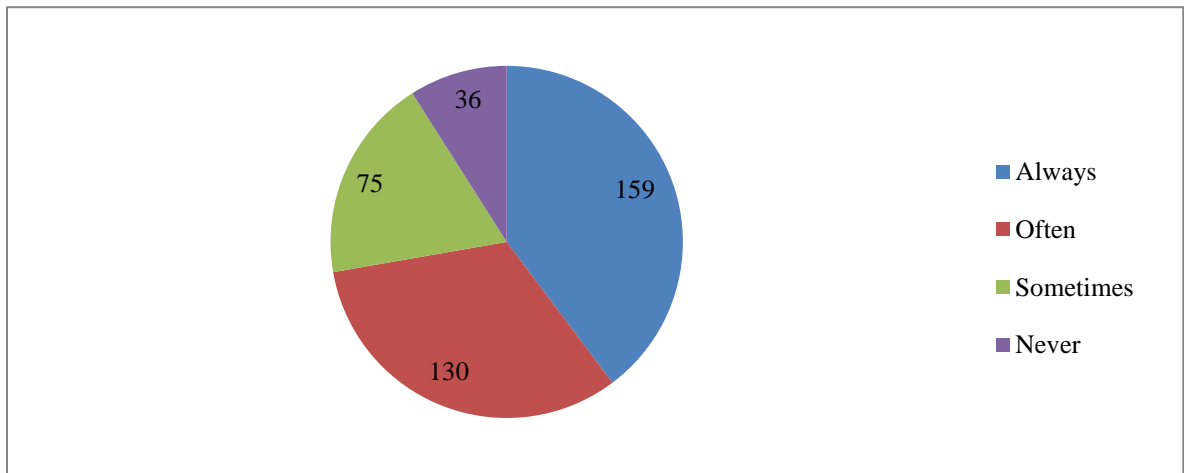
Question 2: Do you attend any private English course?

From the responses, 130 students attend English course whilst 270 do not attend.



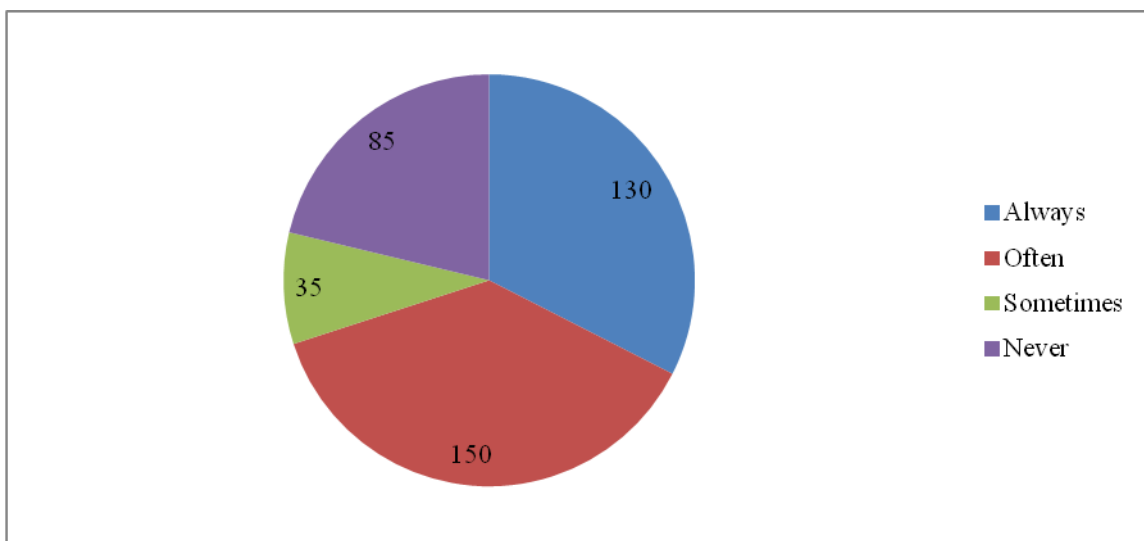
Question 3: Do your parents help you with your English homework?

From the feedback, 159 students have answered that their parents always help them, in the other hand 130 students have answered that often are assist by their parents, 75 students have answered that they sometimes have help by parents and 36 students have answered that they never have the help of their parents.



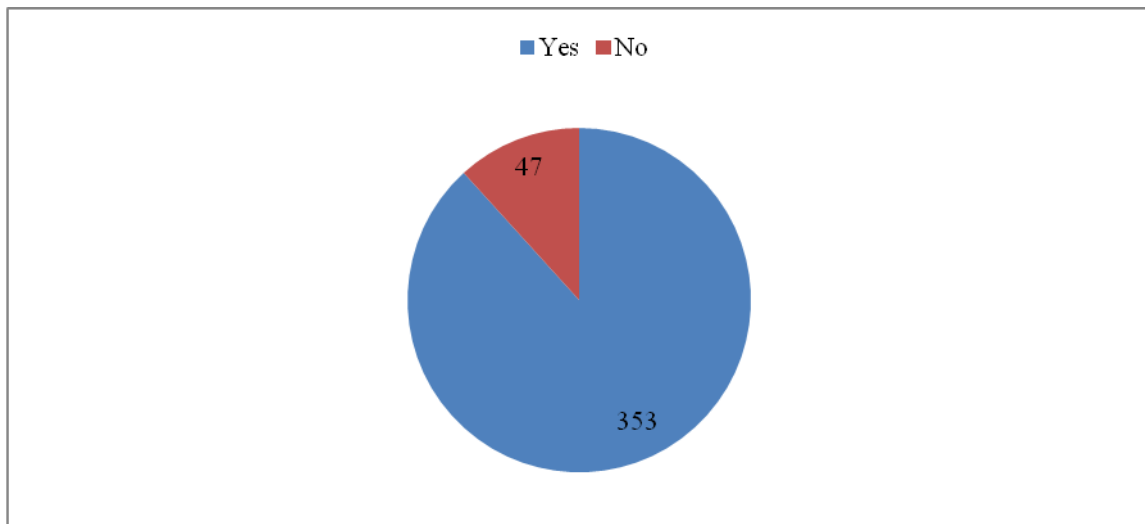
Question 4: I usually watch programs for kids in English at home

According to the responses, 130 students always watch kids programs in English, 150 of the students often watch kids programs in English, whilst 35 students have responded with sometimes and 85 students never watch kids programs in English.



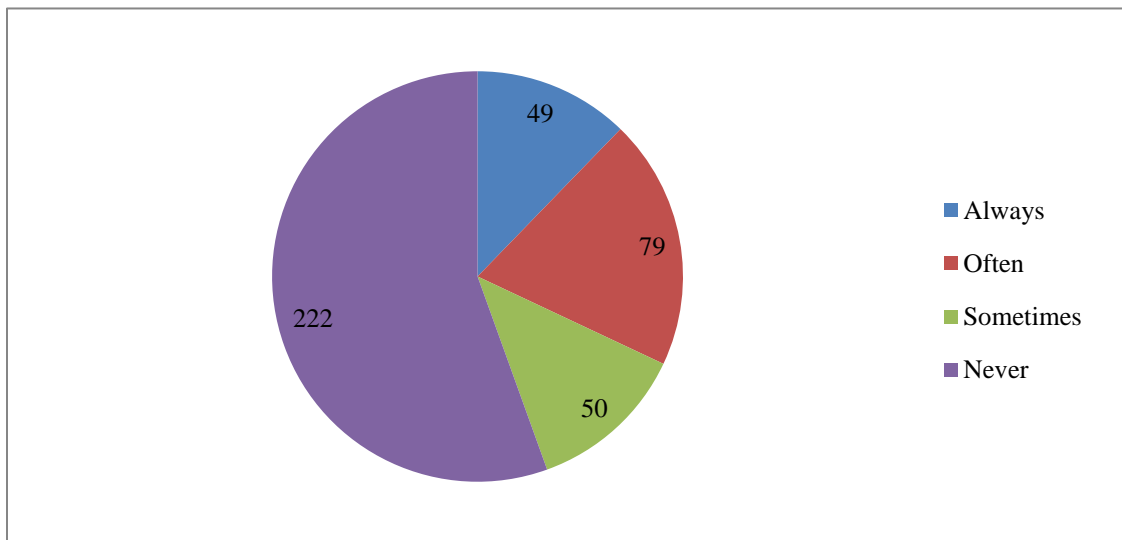
Question 5: My parents motivate me to learn English by making me aware for its importance?

As shown in the graph, 353 students are motivated from the parents for the importance of the English language whilst 47 of the students are not motivated by their parents to learn the English language.



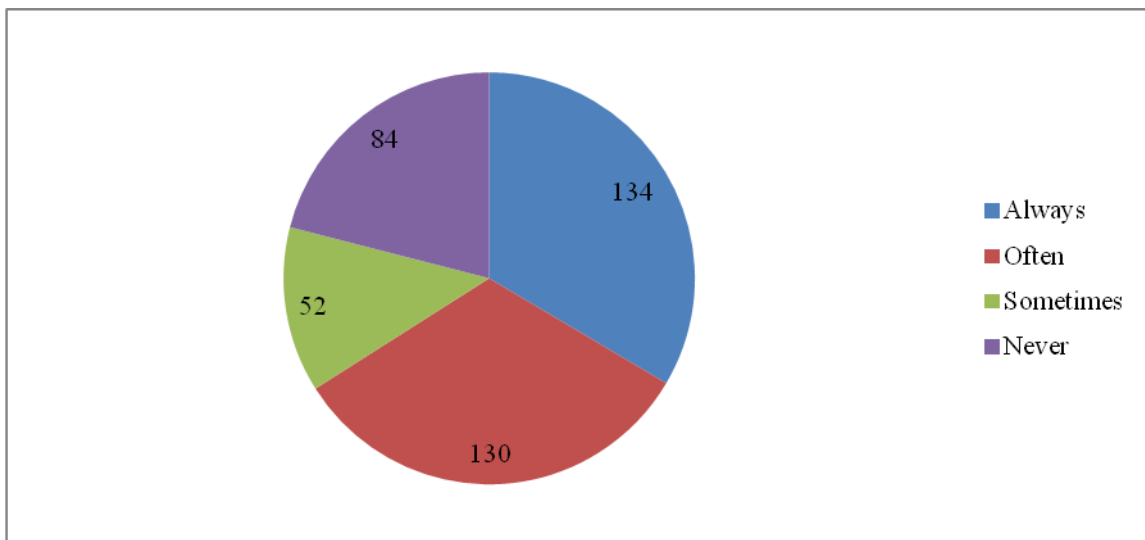
Question 6: My parents motivate me to learn English by promising me gifts?

From the responses, 49 students are always motivated from their parents by promising them gifts, 79 students are often motivated with gifts, 50 students are sometimes while 222 students are never motivated from their parents by promising them gifts.



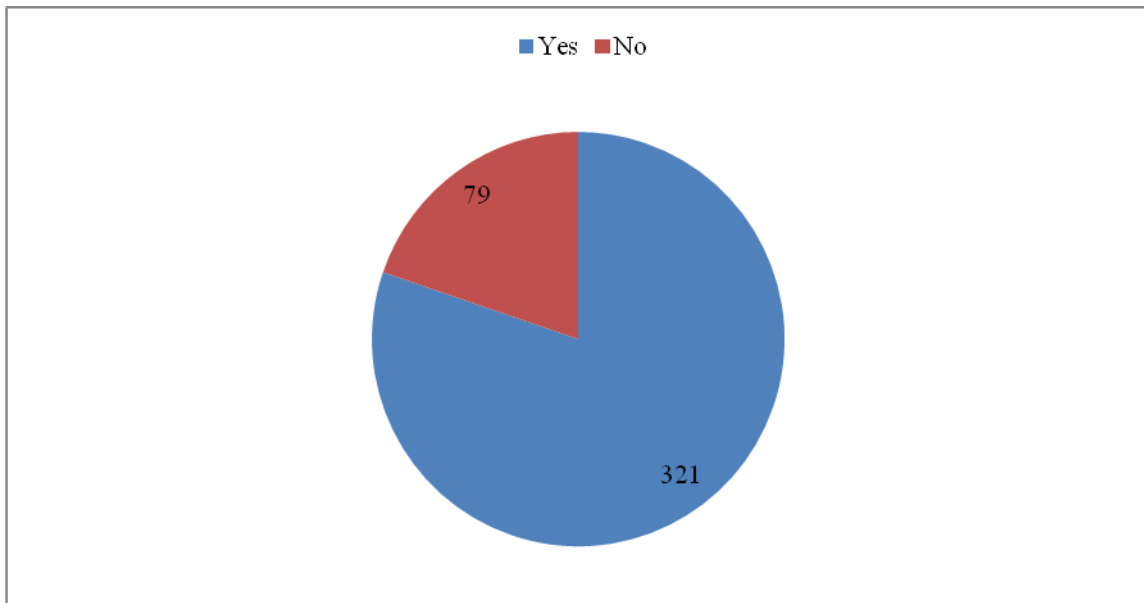
Question 7: I practice English speaking with my family or friends

As shown in the graph, 134 students always practice English by talking to family members or friends, 130 students have answered with often, 52 students have answered with sometimes and 84 students never practice English by talking to family members or friends.



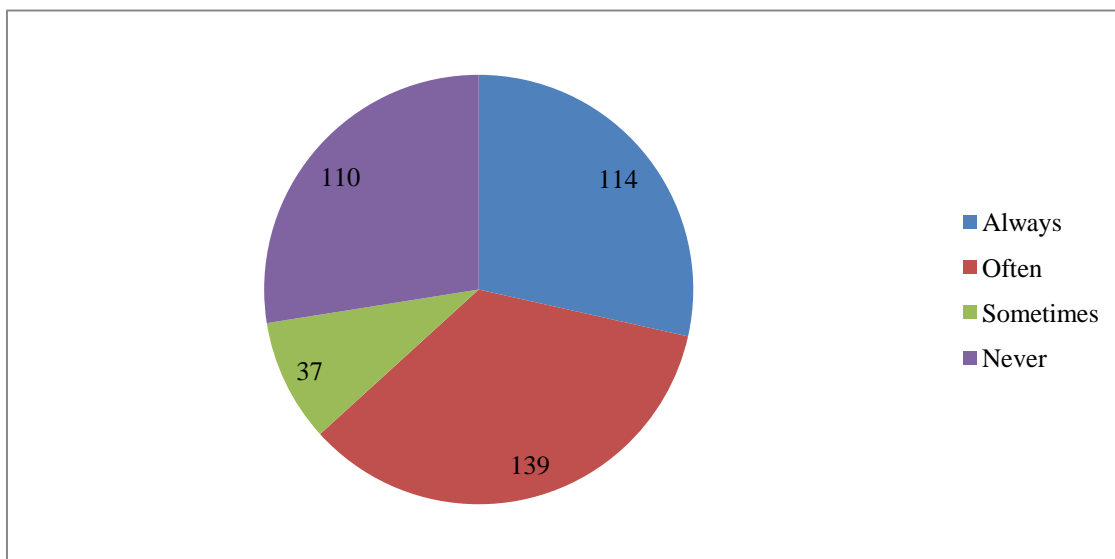
Question 8: I learn better at home if I get support from my parents

From the feedback, 321 students learn better at home when they get support from their parents, whilst 79 students do not learn better the English language if they have the parents' support.



Question 9: My parents usually encourage me to speak English when we visit another country?

From the students' answers, regarding to this question 114 of them have answered with always, 139 have answered with often, 37 with sometimes and 110 students have answered with never.



Question 10: My parents always try to make me aware that English is the key to success?

As shown in the graph below regarding to the question if the parents try to make their child aware that English is the key to success, 362 students have answered with Yes while 38 with No.

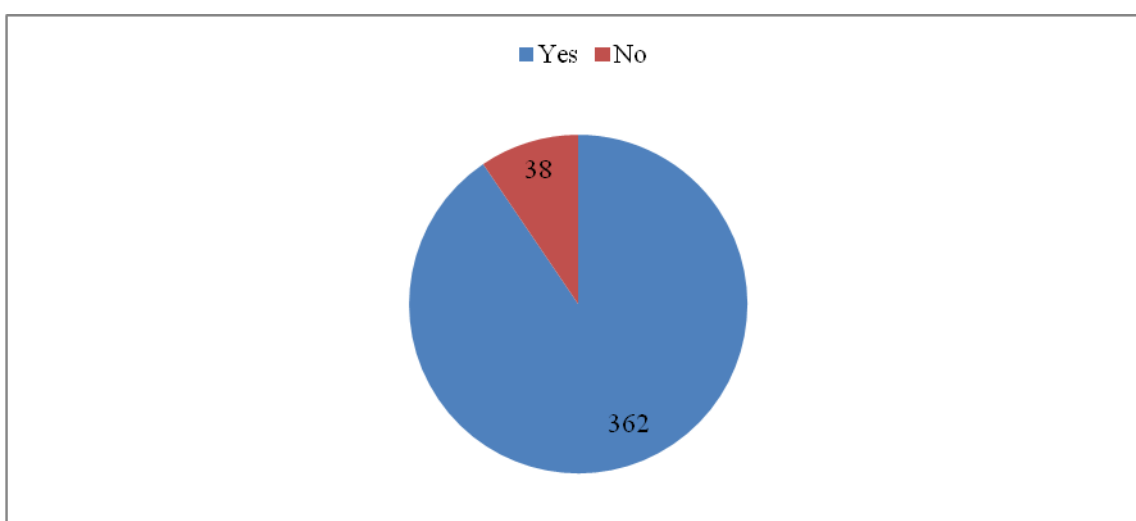


Table 1: Student's questionnaire combined with YES/NO answers

Answers	Q1	Q2	Q5	Q8	Q10
YES	96%	33%	88%	80%	91%
NO	4%	68%	12%	20%	10%
Total	100%	100%	100%	100%	100%

Table 2: Results from student's questionnaire

Answers	Q3	Q4	Q6	Q7	Q9
Always	40%	33%	12%	34%	29%
Often	33%	38%	20%	33%	35%
Sometimes	19%	9%	13%	13%	9%
Never	9%	21%	56%	21%	28%
Total	100%	100%	100%	100%	100%

Result from parent's questionnaire

Parent's level of education was of great importance in this study. Factor in children achievement is seen also the parents' level of education. We can understand that the majority of respondents are learners' parents with high school (47%), followed by parents with primary education (36%), with a university degree (16%) and a response to master option/PhD and free education.

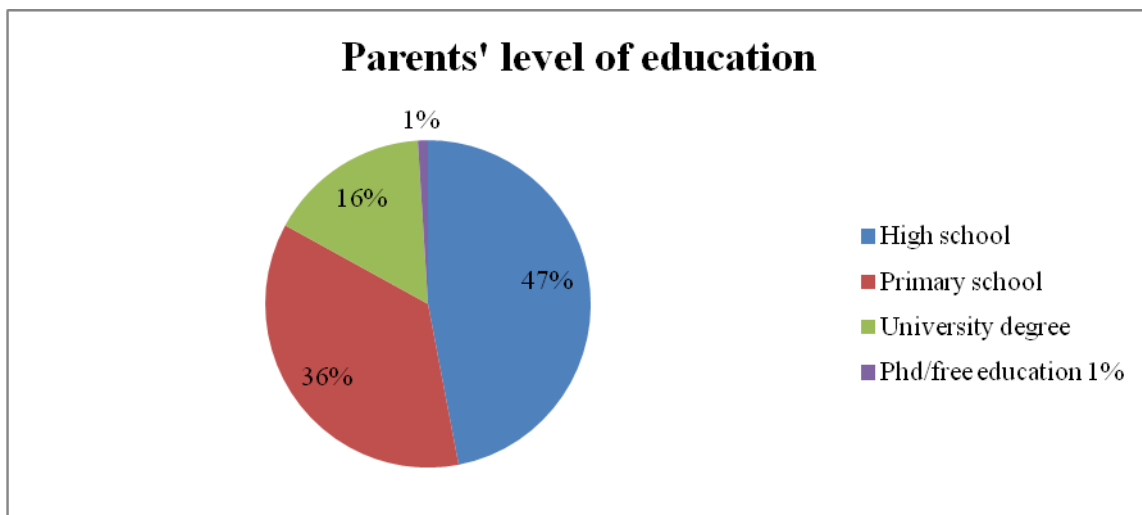


Figure 3: Parents' level of education

One of the instruments used in this research is a questionnaire with parents. The questionnaire contained five open ended questions which parents answered with pleasure and were willing to help this research paper raising the awareness of the importance of

learning English as a foreign language with a huge impact in the future integration of their children in order to achieve better results.

Based on the results from the parent's questionnaire, all the parents agree that English is important language because it is an international language and it is necessary for their children's further education and their career.

They also claimed that they try to motivate their children by making them aware about the importance of English language, by buying them sometimes presents or taking them to their favorite places whenever they get good grades and by introducing them with different educational programs, cartoons and movies in English.

Based on the level and previous knowledge of English language most of the parents agreed that they understand English and they are insisting that their children achieve better success and become fluent in speaking English.

As an important part of this research was the collaboration between teachers and parents, the parents agreed that it is important to visit the teacher and they need to meet more often, even though they meet each other at the meeting organized by the head teacher. Based on the question related to private courses and extra classes, the parents agreed that they see very important their children to take private classes because the school is the only place, they learn English and that is not enough.

Despite the economical factor related to family's income, the parents agreed that they give their best in order to afford their children to attend English courses even if some of them find it difficult to afford due to the lack of the incomes.

Table 3: Results from parent's questionnaire

1. How important is English language?	English is a language that must be learned, as it is an important language worldwide.	It is important because it is an official language whenever you go, without English there is no perspective.	As a parent, I find English very important because my child and other children will need it wherever they go.
2. Give a concrete	By making	By taking	By showing them

<i>answer on how you contribute to motivate your child in learning English language?</i>	them aware about the importance of English language.	them to their favorite place whenever they get good grades.	interesting movies, cartoons and educational programs.
3. Which is your level of English; do you have a previous background of English language?	I have not learned English before but I hope that our descendants will learn and understand English very well.	I have a high level of knowledge. At university I studied English for two years, as a second language.	My English level is average but I have never had any previous English language background except in the school I studied.
4. How often do you visit your child's English teacher, and is it important for you to consult with him/her?	We need to visit the English teacher more often and see how active my child is in English class.	Not very often. I have contact in the meetings organized by the caretaker who is the English language teacher.	I see my child's English teacher every time I go to parent meetings and I find it very important to consult with him.
5. Do you enable your child to take extra private English courses?	Yes, I allow my child to take English language courses because I want that my child learns better	Yes, it is a very permissible thing and the child learns many additional things besides teaching in the classroom.	Yes, of course even if my income are not high but we do everything for our pupils to achieve better results in

	and the fact that we at home cannot help so much because we don't know English.		school and in future life.
--	---	--	----------------------------

4.2 Results from the interview

Another instrument of this study was the interview conducted with the teachers of English language at the same institution.

The interview contained seven questions which were extra designed for teachers in order to see the relationship teacher- parent, the specific methods teacher uses to involve parents at the school environment, and if the learners' parents show interest and consult the English teacher and the result showed that there are parents who want to visit extra the English teacher to see the achievement of their child.

The result showed that parental level of education has an impact and affects the performance of learner at school. Discussed were the activities and strategies teacher use to manage learning and involve them to participate, for creating the attractive atmosphere in the classroom, where the teacher plays the major role.

The support services at the school frequently were created by teachers themselves to make learning easier and not overwhelming in cases where school does not offer additional services.

The interview result showed that teachers often face difficulties in the learning process due to the lack of internet connection and the lack of special materials offered from the institution so that they need to prepare them at their home to make learning more attractive. Teacher faces different challenges very often during their classroom lecturing.

Table 4: Interview check list

Interviewer question	Interviewee1	Interviewee2
Can you tell me something about the relationship that you have with learners' parents, are they interested about their children achievement in English classes?	There is a strong relationship between us and learners' parents; they show interest about their children achievement in English classes. They sometimes come extra to consult with me as English teacher, in order to see their children's achievements.	The relationship parent-English teacher is an important part in learning process of the learner. Unfortunately, there are rare cases when the parents come extra to visit the English teacher. Mostly I have a good relationship with learners' parents.
Based on the fact that teachers in general know about their students' parental background, do you see differences at those who have parents with a higher level of education? Which group of students performs better in school?	It depends on the students, parents who have higher level of education show more interest in their children's achievement, but also parents with lower education they show interest for their child's achievement in school because they feel good if their child is doing well at school.	Yes, of course. And I think it is because they know the importance of education and give their best for their children to have access in learning.
What activities you use to involve all the learners to participate in English classes?	Activities such as: role plays, games, peer work, reading, writing and speaking etc.	Short questions with answers, quizzes, role plays, games etc. Depends on the student's mood and needs.
What is your method of building relationships or support with parents?	Working everyday with kids it means that you will have an everyday contact with the parents. Trying to have a regular contact and also the parent talk that happen twice per year are some of the methods to build a relationship with the parent	Constant contact with parents. Ask them all the time if I see that the student changed his/her behavior or learning outcome is less than they used to do before.

Do you have specific methods that you propose to parents to support their child's learning?	Parents should always be very attentive to their child's progress. Some things that I always suggest to parents would be when you pick up the child from school ask him/her how was your day. Try to spend time together so he/she can show the things he/she has done at school. Make also funny but interactive games at home to support their learning.	Ask the parents to limit the screen time (TV, mobile phone etc.) Check about student's work at home all the time. Make their child feel free to talk about its needs than talk to teacher to know where the problem is and what should they have to focus more on. I propose to have additional classes at school or courses if they can afford.
What kind of support services are available at your school to make lessons easier?	In our school we use different kind of services to support learning like free time play where kids through playing express their creativity. Then some regular lessons in art, sport and languages where they learn and discover the world in a fun and educational way. Without being very overwhelming for them.	Nothing special. There is not any material to make the lesson more attractive, but we try to be more creative and we use different methods to make learning easier and more interesting using songs, games, actual topics etc.
Which challenges do you face most often during lessons?	One of the challenges we as teachers or educators face is trying to have always the attention and the interest of the child. It is very important for us to make teaching more attractive so that we have in focus learners attention.	One of the challenges that we face most often is the use of technology. Because of the poor quality of Wi-Fi we can't use different materials that are attractive for learners, sometimes we don't have even enough paper to make copy for exercises that I plan to do with my students, while nowadays everything is related to internet.

4.3 Results from the observation

The other instrument used in this survey was the observation which was conducted in some classes in order to observe students who were more active and enabled to participate in their class activities.

The results of the observation showed that students who participate were from different parental background. Even though parents' have a great importance in student achievement the result of the observation showed that in this case it has not to do with learners' background, but with the fact that they were very concentrated in their lecture and they were ready to participate in class activities.

The participation showed that they were good prepared from home for the lesson presenting also the given homework even if we saw some students who missed the given homework for some reasons.

Observing the learning process, we saw that the teachers were very prepared to teach their students by having fun collaborating with each other and getting the support of their teacher every time needed. Teacher used often group work and this method was very useful and with excellent result of the work given, they were all involved in group work and participated for the given task.

On the other hand, in some part of the English learning class they were told to work also as individual and the method as well was successful during to the self-confidence of the learner, even if few of them hesitated to present their work in front of others.

Table 5: Observation check list

	Class 1	Class 2
Are the learners participating in classroom?	They were very active	Not all the learners were participating, only few of them raised their hands
How they react to certain situations?	Students were concentrated, and they were mostly in a good mood to participate in the lesson.	Some students were not in a good mood and they had a low interest for the lesson.
Are they prepared for the class and have they done the given home-works by the teacher?	They were prepared enough for the class by reading their home works in class which shows that they also work at home.	Some students were not prepared for the class, they missed the home work and their attention was somewhere else.
Collaboration	The collaboration organized by the teacher in the classroom made the students have a direct relationship With each other and with the teacher, exchanging ideas and practicing their skills at the same time.	The relationship between the teacher and the students Was strong and supportive, the teacher supported and Encouraged students to participate in the classroom

Group work	<p>The group work was very regular both from the division And from the task given to the students so that each of them has something to contribute so that in the end it is not the task done by one or two students and this also helps the students in their social and emotional</p>	<p>when students worked in groups they were encouraged to work and interact with each other. They felt more enthusiastic to work and participate</p>
Individual work	<p>individual learning seemed more conditional based on some factors that have do with the personality of the students some were reluctant to speak in public while the others were more active. They showed interest in presenting their work in front of others and share ideas or ask their classmates something related to their work</p>	<p>the help and supervision that students received from the teacher during the individual work seemed necessary and accepted by the students, especially in the initial phase, receiving additional clarifications. Given that the teacher knows his students both physically, emotionally, and socially, this made individual work successful and students created more self-confidence</p>

Chapter 5. Conclusion

In this chapter are presented the main conclusions from the research instruments and the ideas presented in different studies conducted by other scholars related to this topic.

We stated some points or better to say some questions for this topic and we are presenting the result and the main conclusion of questions that were stated in this research paper.

Our first question in this paper was about parental involvement and we came in a conclusion that the involvement of parents in the learning process is thought to have a very influential role in achievement of students in school, especially in learning English as a foreign language or various trainings which will be fruitful for the future of their children.

We came in a conclusion that parents are the key to the success of their children's achievements in building them as individual. They were seen as partners and observers of the learning process, which also facilitated the work of the teacher when their cooperation was interrelated.

Also, a significant section in studying process particularly in studying a foreign language was motivation. We saw very important to motivate children in order to achieve success in school and the motivation they got from their parents had a great impact on them. Motivated children were more likely to do better in school and had positive attitude towards learning.

As a result, they tried to motivate their children in different ways, but they do not always succeed. Sometimes trying to motivate and push your child to learn parents saw it very challenging.

As we stated another question to conduct this research about strategies that parents need to use to involve their children to achieve success in learning English as a foreign language. They had to make them aware that it is the key of success in their future life. Another important strategy was for parents to communicate sometimes

with their child's English teacher; in this way they saw the strength and weaknesses of their child and had the chance to work at home with them and to see some resources by showing them segments from television shows, quizzes from the internet that they can show their child for a better acquisition.

Parents used different strategies that were helpful for their child to do better in school. And we can conclude that the interest showed by parents made their children more aware about the importance of English language learning.

Thus, most of them answered in the questionnaire that they learn better at home with parental motivation, support and observation. They also agreed that sometimes they even try to communicate in English with family members, friends in order to practice the English language by communication with each other since there is only school or for some the private courses, they follow the place they practice this foreign language but with great importance and impact for future life.

As mentioned above, learners' socio-cultural background has influence in learning English as a foreign language. The findings from the questionnaires, interviews and observations, also the findings from different researchers showed that parents play a major role in their children learning process.

This research proves that there is a strong relationship between the learner and their socio-cultural background. It also explains the ways and strategies in which parents contribute to motivate their children to achieve knowledge about English language. Home is where everything starts beginning from the first steps; first words and better said where education starts.

Acquiring language from an early age is helpful and useful for learners. It is believed that children acquire the language better than adults. Providing children with materials, educational programs and private courses from an early age helps them to achieve better results in learning English as a foreign language. It is important to mention the level of education that children's parents have. A child's whose parents have knowledge about English culture and who know English language tend to be a good source for learning. It is important to motivate and encourage their children to hear and speak the language by using different methods and strategies.

The level of education is important but still it doesn't mean that students whose parents have lower level of education don't achieve success in learning foreign languages.

Sometimes the reason for achieving better results is related to their parents' failure, just because their parents didn't get higher education learners tend to learn more and achieve success, parents also insist that their children learn English because they lack it because they themselves do not know it but they appreciate it to a high degree knowing the resilience that this language has around the world.

Among the importance of the level of education parents have it is important the relationship between parents and teachers. Sharing ideas and discussing students' abilities and disabilities that is helpful for both teachers and learners. The research proves that the relationship between parents and teacher which is very important for helping the learner to acquire in an easily way by consulting both parties.

Corporation between teacher and parents is helpful in learning process, especially in learning foreign languages. It is quite important that the teacher communicates with parents and discusses the weaknesses that learners have in different tasks and skills. Parents on the other hand will have a clear view on their children's achievements and also by knowing their weaknesses they will help their children with different tasks and exercises.

Despite the collaboration between parents and teachers, collaboration between the teacher and students and students with each other is also important and affects their learning. The teacher should have a strong relationship with students and create a good and supportive atmosphere where learners will feel free and encouraged to learn and speak the language they hear and learn in the classroom.

In this way all the learners will be involved in class activities and they will also have the chance to participate and practice the language. By giving chances to learners to speak and participate in different activities, they will be encouraged for further achievements. The teacher should also provide learners with the right amount of motivation and at the same time create a positive attitude about the target language by introducing them with English culture, traditions and way of living.

The relationship between the students with each other is dependent on the student's personality but it also has to do with the working forms that teacher uses in classes. Peer work as mentioned in this research as one of the factors affecting students learning is quite important since it allows and enables the students to communicate, share ideas and correct each other.

Another important socio-cultural factor affecting students learning is the financial status. The financial status of learner's families affects learners in different ways. Learners whose families have higher financial status in some cases tend to have better results in learning foreign language as a result that their parents afford to send them to private courses or provide them with materials needed, design at home special room for learning better. They enable them the latest technologies to attend online learning methods or even send them on trips to learn and practice the language directly with native speakers. They try different methods to motivate and encourage their children to learn foreign languages, especially English as an international language with a huge impact for a brighter future.

The results from the interview show that parents often visit their children English teacher and they have a good relationship with each other. They are interested about their child's achievement in school and about the tasks which need to be improved in order to help them complete some related tasks at home.

It is important to discuss the skills where students have difficulties and which need to be improved, Home environment is one of the main factors that impact students' learning and their achievement in school.

The study reveals that creating a good atmosphere at home and having a good relationship with each other has a positive effect in their learning process. It also concludes that students achieve success and have better results if their parents encourage and support them to learn English as a foreign language.

An important point related to the parents was the attitude toward the target language. If the parents have positive attitude toward the language their children learn in this case English language, it is transmitted unconsciously to their children. Children learn better and show interest in learning if they have positive attitude toward something.

Having extra classes or attending private language courses is also important because the class is the only place where learners hear and practice the language, extra classes are helpful in order to achieve better results and practice the language as much as they can.

Thus, this is related to economical factor because there are families who can't afford to send their children in private courses or even buy extra material or technologies where their use has become more than necessary, we can also say a must recently where lessons are attended online and they need to use that for educational purposes.

Technology is also a good source and important tool used for educational purposes, in this case for learning English as a foreign language. When technology is mentioned, there is no way to escape its importance it has in every area of our life.

As it is important about our everyday life, technology is also an important tool in learning English language or better said it is the most helpful tool in learning languages, peering with the same level or same age but always when used for educational purposes, sharing knowledge, vocabulary expansion, learning new cultures and this makes learning fun. Economical factor affects learning process. Moreover, the results have shown that because of economic factors some parents encounter problems when it comes to private English courses and this is one of the reasons why some students have average or even poor results.

Despite the economic status, educational level and other factors mentioned in this research parents should and do attempt to motivate and encourage their children to learn and get higher level of education. They should also make aware their children about the importance of knowing English language as a very popular language but also they can learn as many languages as possible needed for their career and everyday life.

Globalization and multiculturalism worldwide have made English language a necessity and knowing this language nowadays is a must in order to open more doors in different countries of the world where this language is accepted and spoken by most of the people this enables students achieve success in career and in everyday life. Technology is again related and present in every area of our life which makes English as an international language important.

Based on different research and our research we say out loud that the involvement of parents in the educational process, especially the primary one, helps a lot for the children to be successful and they are the key to this success. We conclude that when parents take care of what their child does at school then children become better and more successful.

Therefore we considered very important the partnership, the observation and the advice of the parents for the achievements of the children at school and in their behavior as an individual. Parental care plays an essential role in all aspects of life. If the child comes from a healthy family and with stable economic situation, we came in a conclusion that the expectations are higher for having a stable and caring child at school.

Also, it happens facing disordered children in cases of a family where the parents are either separated or the interest for the children and their achievements in school is low and as a result expectation are not of the right level lacking parent-school cooperation as well. On the other hand we faced also the kind of students who are successful even though they came from families with low income, but with a high interest for their pupils to achieve better success for a better life.

As we mentioned above, the psychological factor is important influencer related to learner's socio-cultural background. The relationship between the two factors is in the effects which both of them have in learner's personality. Because of several problems that may appear at home, the learner may be affected and show poor results in school. Afore said, home environment is the first place where education starts and it is important that parents create a good a supportive atmosphere at home, for their children to feel safe and comfortable.

To avoid various psychological factors, we came in conclusion that parents or family members should be more careful and teach their children to live in peace with tolerance and democracy and their formation is appropriate. They socialize with others and avoid misunderstandings. Contrary, the unstable relationship between family members sometimes is reflected by children at school presenting themselves as deconcentrated, aggressive and violent.

Parents and teachers should support and motivate children in the learning process in order to avoid psychological problems.

We can conclude that parents also the teacher are the compass that help learner to get the right orientation by trying to show them what is right and what is wrong, to teach them to respect each other, their feelings also their mistakes, letting them know that everyone makes mistakes and that we should learn from our mistakes so that we do not repeat them in the future, and that laughing at someone's mistake is totally wrong and can lead to psychological problems or closure in itself.

The aim of this research was to demonstrate that parental involvement and the impact of socio-cultural background was of great value when learning English as a foreign language. Motivation also the financial support affected their learning process and achievements in school.

Moreover, the purpose of this study was to make parents and teachers aware for the importance of English language and the school-parent relationship which should be well coordinated by both parties for having a better and brighter future for the successors.

The realization of this research was based on different other studies and some of the instruments we used to conduct this study.

Questionnaire for the students showed us that learners' socio-cultural background has huge influence in their learning. The table one and table two showed us the result of the questionnaire where the most of them saw English language very important but most of them preferred better to learn at home than to attend private courses. They felt more comfortable learning at home with the help and motivation they got from parents and practicing learning in different creative ways.

The results showed that parents motivate them to learn English language making them aware for the importance of English as a foreign language, they help them with their English homework, also, they try different methods at home for involving their children to learn better by practicing English with family members, watching cartoons, exercise spelling or listening songs, they even motivate them by buying gifts or let them to speak English when they visit another country.

As they stated, this was also the reason why most of the students recently did not feel the need to attend private courses, given the many opportunities they had from the parental support and the knowledge they get from the English teacher at school.

The other group of participants who answered the five open ended questions was parents of students at the same institution, they participated in this study with pleasure, and we came in a conclusion that they were willing to help to raise the awareness of the importance of learning English as a foreign language and also they supported the importance of parents involvement in the learning process of their child.

They stated that they try at all costs to convince their children of the importance of English as a foreign language. Parents agreed that English is a very important language, also they saw English as the key to success and they claimed that they do their best to motivate their children to learn by offering them the necessary conditions, giving them feedback and observing them through the learning process. They stated that they visit the English teacher in organized meetings but occasionally also special visits for the English language teacher in order to see the achievement of the child in this field.

Parents were willing to do their best if needed to enable children to attend private courses regardless of financial status. This questionnaire showed us that parents' contribution was unsparing when it comes to their child's build out process. Although most of them did not hesitate to show their English language level, no matter the level they were willing to find ways to contribute in order for their child to succeed.

Another instrument of this study was the interview conducted with three teachers of English language and the result showed us that teacher saw also important the involvement of parents in school and this collaboration helps them too and facilitated the work of the teacher. They organized meetings with parents and also had a constant contact with them.

Parents' level of education was also important in learning process; parents with knowledge of English language helped their children in different ways, while on the other hand parents with lower level they also did their best to help their pupils to achieve better results but in rare cases they faced parents who don't show interest at

all. Either way, teacher saw very important this collaboration and used different strategies to involve parents in the educational process of their child in order that their work to become more successful and also more easy. They said that by giving homework for students they saw also the parental intervention and this showed the interest parents show for their children.

In the interview they showed us also some activities they use in the classroom to involve all the students to participate and the challenges they face more often during the teaching process. They faced a lack of attractive materials which they were required to bring on their own to make learning more attractive in order to avoid facing another difficulty such as the students' attention which is very important for learners to acquire better.

Observation was conducted in some classes and was a pleasure to see the well-organized teaching learning process. The teachers organized the time very precisely. They involved all the learners to participate in different way using different methods and strategies.

Firstly, Students were asked to show their given homework and then after presenting the work which showed us that they were good prepared from home, teacher divided them to work in groups where each student was engaged with given tasks. The individual work was also successful, most of them did the given task and presented it to the teacher, later on some of the works were presented in front of the classmates, where some were more reluctant to speak in public.

The collaboration between students with each other and the collaboration with the teacher was very good; they were trained to listen to each other and get permission to express their ideas or present their work. The teacher was always there to manage the learning hour by encouraging also the learners who were more reluctant to speak or hesitated to show the given task in front of their classmates. Then was presented also a new lesson, but we realized that they were more concentrated on the previous learning part by participating in the classroom rather than on the presentation of the new lesson for which they had no prior knowledge but with the explanations they received from the teacher they managed to understand the message and purpose of the new lesson.

Again they were asked to do a given task at home related to the new lesson, so that they repeat it one more time at home and do the given task also with some parental support. Knowing the reason of our observation teachers organized the hour and the class in such a way that elements of children coming from different socio-cultural background show in a better way.

So, we had the opportunity to observe them with the help of their teacher who involved them to participate in different ways.

From this observation we saw that learners were also influenced by their engagement at home, preparing to have more acquired knowledge of the lesson presented to them at school in order that the next day they also present the given homework.

Chapter 6. Limitations and Recommendations

Chapter 6 presents the actual contributions of the research for the students, professors and parents of the Primary School “Naim Frasheri”. In this chapter there are also presented the difficulties and the challenges that occurred while conducting this research. Also, it gives recommendations to other researches interested in this topic.

6.1 Limitations of the study

Conducting this research was challenge since there was a large sample from different groups of participants. The perception of the questions by the low-grade students was hard for understanding and further explanations were offered also the questions were formulated in the native language of students in order to better understand and get more accurate results. The same was with parents' questionnaire; the questions also were translated in Albanian language taking in consideration that not all the parents understand English language. This was also time consuming but our purpose was to get the result we need. The data somehow was being at risk because of the limited time given for applying the questionnaire and the three different instruments used and groups of participants where some of them refused to help this research to be conducted by not participating. The results fortunately turned to be valid, given the large number of students attending classes at this school. This made our work as difficult as it is good.

6.2 Suggestions for further research

When it comes to suggestions for further research, we suggest future researchers to conduct researches related to parental involvement because it is considered as an important factor in learning process. Parents have an impact on their children's development and education also. From the very first steps they support and encourage their children to become successful in every field. The important thing that should be considered is the psychological factor which is strongly related with the learner's family background. Having a healthy and happy child leads to better results in

learning. When it comes to language learning there is a strong relationship between the students' family background and their achievement.

Bibliography

- Arshad, M. (2012, Vol.2,No.1). Impact of Parents Profession on their Children's Learning English in Pakistan. *International Journal of Learning & Development*, 4.
- Budianto, L. (2010). Students' Psychological Factors in SLA:. *Lingua journal*.
- Burhan Ozfidan, H. D. (2014). Socio-cultural Factors in Second Language Learning: A case study of Adventurous Adult Language Learners. *EUROPEAN JOURNAL OF EDUCATIONAL RESEARCH*, 185-191.
- Derderian-Aghajanian, A. (March,2012 Vol.3,No.5). How Culture Affects on English Language Learners(ELL's)Outcomes, with Chinese and Middle Eastern Immigrant Students. *Wan Cong Cong Washington University*.
- Kathleen V.Hoover-Dempsey, H. M. (1995 Vol.97, No.2). Parental Involvement in Children's Education: Why Does It Make a Difference? *Teachers college Record*.
- learn, T. m. (2014, April 30). *Teach me to learn*. Retrieved from <http://teachmetolearnathome.org/>: <http://teachmetolearnathome.org/>
- Meta Keumala, I. A. (2019, Vol.1,No.1). THE INFLUENCE OF SOCIO CULTURAL AND EDUCATIONAL BACKGROUND ON EFL LEARNERS' MOTIVATION. *Indonesian Tesol Journal*.
- Pazyura, N. (2016). Influence of Sociocultural Context on Language Learning in Foreign Countries. *Comparative Profesional Pedagogy*.
- Qui, Z. L. (2018, October 2). How does family background affect children's educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology volume*.
- Smoke, K. (2013). The Effect of Parent's Education on the Educational Aspirations of College Students. *Academic forum*.

Vida Hosseinpur, M. S. (2015 Vol 4,No.4). The Impact Of Parent's Involvement in and Attitude toward Their Children's Foreign Language Programs for Learning English. *International Journal of Applied Linguistics and English Literature*.

Appendices

Appendix A Questionnaire for the students of “Naim Frasheri”

1. English is very important to me

1. Yes 2. No

2. Do you attend any private English course?

1. Yes 2. No

3. Do you have help from parents during English home-works?

1. Always; 2. Often; 3. Sometimes; 4 Never

4. I usually watch programs for kids in English at home

1. Always; 2. Often; 3. Sometimes; 4 Never

5. My parents motivate me to learn English by making me aware for its importance

1. Yes 2. No

6. My parents motivate me to learn English by promising me gifts.

1. Always; 2. Often; 3. Sometimes; 4 Never

7. I practice English speaking with my family or friends

1. Always; 2. Often; 3. Sometimes; 4 Never

8. I learn better at home if I get support of my parents.

1. Yes 2. No

9. My parents usually encourage me to speak English when we visit another country.

1. Always; 2. Often; 3. Sometimes; 4 Never

10. My parents always try to make me aware that English is the key to success.

1)Yes;

2)No

Appendix B Questionnaire for the parents

1. How important you see English language?

2. Give a concrete answer on how you contribute to motivate your child in learning English language?

(Short note): When this question is answered by parents. He/she should focus on his/her actual contributes for motivating their child.

3. Which is your level of English, do you have a previous background of English language?

4. How often do you visit your child's English teacher, and is it important for you to consult with him/her?

5. Do you help your child to take extra private English courses?

Appendix C Interview check list

Interviewer	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4
Can you tell me something about the relationship that you have with learners' parents, are they interested about their children achievement in English classes?				
Based on the fact that teachers in general know about their students' parental background, do you see differences at those who have parents with a higher education and those with average or elementary one? Which group of students performs better in school?				
What activities you use to involve all the learners to participate in English classes?				

What is your method of building relationships or support with parents?				
Do you have specific methods that you propose to parents to support their child's learning?				
What kinds of support services are available at your school to make lessons easier?				
Which challenges do you face most often during lessons?				

Appendix D Observation check list

C	Class 1	Class 2	Class 3	Class 4
Are the learners participating in classroom?				
How they respond teachers' questions?				
Are they prepared for the class and have they done the given home-works by the teacher?				
Do learners are more active after the introduced lesson by the teacher or are they more prepared for the previous one?				
Collaboration				
Group work				
Individual work				