

**THE ROLE OF PARENTAL INVOLVEMENT ON LANGUAGE
DEVELOPMENT OF TURKISH EFL LEARNERS**

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**THE ROLE OF PARENTAL INVOLVEMENT ON LANGUAGE
DEVELOPMENT OF TURKISH EFL LEARNERS**

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ABSTRACT

THE ROLE OF PARENTAL INVOLVEMENT ON LANGUAGE DEVELOPMENT OF TURKISH EFL LEARNERS

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Master's Thesis, Master's Program in English Language

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The purpose of this study was to investigate the feasibility of parent-centered collaborative learning in English language teaching at schools and to sort out the strategies and techniques which might help and contribute students' language learning process. This qualitative case study intends to examine how parental involvement can play a crucial role in the improvement of students' academic, personal and social background in English classes in a private primary school in Istanbul, Turkey on the beliefs of English language teachers. This study was carried out in a private primary school with 5 students from fourth grades English classes and their parents, 7 teachers including 1 native English teacher, 4 Turkish English teachers, the head of the language department and a student counselor at a private primary school (K12) in Istanbul, Turkey. In order to obtain qualitative data, three instruments were used: semi-structured interviews, observations, records of students' projects/homework assignments. This research also examined 5 types of parental involvement based on Epstein's (2001) framework: Communicating, learning at home, and parenting, decision making, and volunteering. The findings of the study revealed that parents are powerful partners in one's language development and learning process by contributing academic attainment both interactively and socially in a long term period in terms of sociolinguistic perspectives.

Key words: Parental Involvement, Collaborative Learning and Strategies, Social Constructivism, Parent-Teacher Collaboration, School-Home Connections

ÖZ

AİLE KATILIMLI ÇALIŞMALARIN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN DİL GELİŞİMİNDEKİ ROLÜ

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Bu çalışmanın amacı İngiliz Dili Eğitiminde ebeveyn katımlı, ortak çalışmaya dayalı öğrenmenin uygulanmasını inceleyen ve bu süreçte öğrencilerin öğrenme sürecine katkı sağlayabilecek yöntem ve tekniklerin ortaya çıkartılmasına olanak sağlamaktır. Türkiye’de özel bir ilköğretim okulunun İngilizce derslerinde uygulanan vaka incelemesi, aile katımlı çalışmaların öğrencilerin akademik, kişisel ve sosyal gelişimlerinde nasıl önemli bir rol aldığını incelemeyi hedefler. Bu çalışma, Türkiye, İstanbul’da özel bir ilköğretim okulunun 4. Sınıflardan 5 öğrencisi ve aileleri, İngilizce bölüm başkanı, Rehberlik Danışmanı, Yabancı İngilizce Öğretmeni ve 4 Türk İngilizce Öğretmeni tarafından yürütülmüştür. Niteliksel veri elde etmek adına, yarı yapılandırılmış görüşme, gözlemler ve öğrencilerin proje ve ödev kayıtlarından oluşan üç ölçek kullanılmıştır. Aynı zamanda, bu araştırma Epstein (2001) tarafından oluşturulan aile katımlı çalışmanın, iletişim, evde öğrenme, ebeveynlik, karar alma ve gönüllülüğten oluşan 5 türünü incelemiştir. Çalışmanın bulguları ebeveynlerin dil gelişiminde ve öğrenme sürecindeki hem etkileşimsel hem sosyal kazanımlarını edinmede uzun süreli ve güçlü bir yer oluşturduğunu toplum dilbilimsel açılarından inceleyerek ortaya konulmuştur.

Anahtar Kelimeler: Aile Katılımı, Ortak Çalışmaya Dayalı Öğrenme ve Stratejileri, Sosyal Oluşturmacılık, Aile-Öğretmen Ortaklığı, Okul-Aile İlişkisi



To My Parents and Teachers

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
Chapter 1: Introduction	1
1.1 Theoretical Framework.....	1
1.2 Statement of the Problem	2
1.3 Purpose of the Study	3
1.4 Research Questions.....	3
1.5 Significance of the Study.....	4
1.6 Basic Assumptions	5
1.7 Overview of the Methodology.....	5
1.7.1 Research Design	5
1.7.2 Participants	5
1.7.3 Setting.....	6
1.7.4 Data Collection Instruments	6
1.7.5 Data Collection Procedure.....	7
1.7.6 Data Analysis Procedure.....	8
1.8 Definitions	9
Chapter 2: Literature Review	10
2.1 Overview.....	10
2.2 Parents are Powerful Partners in Language Classrooms.....	10
2.3 Social Constructivism and Collaborative Learning.....	15
2.4 Epstein's Model of Parental Involvement	16
2.5 Previous Research in Parental Involvement	17

2.6 Parent-Teacher Collaborative Language Teaching Strategies	18
2.6.1 Benefits of Working Collaboratively	19
2.6.2 Delving into Strategies	20
2.7 Summarizing Thoughts.....	21
Chapter 3: Methodology	22
3.1 Overview.....	23
3.2 Philosophical Paradigm.....	23
3.3 Research Design.....	24
3.4 Setting	26
3.5 Participants.....	26
3.6 Procedure.....	27
3.6.1 Sampling Method	27
3.6.2 Data Collection Instruments.....	29
3.6.2.1 Survey Data	29
3.6.2.2 Parent-Teacher Interviews	30
3.6.2.3 Interview with 4th Grade Teachers/Lesson Planners and a Counselor	30
3.6.2.4 Classroom Observation	31
3.6.3 Data Collection Procedures.....	32
3.6.4 Data Analysis Procedures	33
3.6.5 Trustworthiness	36
3.6.6 Limitations and Delimitations.....	37
Chapter 4: Results	38
4.1 Overview.....	38
4.2 Findings of Research Question 1	38
4.2.1 Results of Semi-structured Interview with Former Teachers on Emerging Evidence for Involving Parents in Collaborative Study.....	39
4.2.2 Parent-Teacher Semi-Structured Interview Results upon Supporting Collaborative Learning.....	43
4.3 Findings of Research Question 2	46

4.3.1 Results of Semi-structured Interview with the 4 th Grade Teachers and Lesson Planners	46
4.3.2 Results of Parent-Teacher Checklist	51
4.4 Findings of Research Question 2	56
4.4.1 Results of Classroom Observations and Field Notes	57
Chapter 5: Discussions and Conclusions	64
5.1 Discussion of Findings for Research Questions	64
5.1.1 Discussion of Findings of RQ1	64
5.1.2 Discussion of Findings of RQ2	66
5.1.3 Discussion of Findings of RQ3	68
5.2 Conclusions	70
5.3 Recommendations.....	72
REFERENCES.....	73
APPENDICES.....	76
A. Former Teachers Interview Questions	76
B. Parent-Teacher Interview Questions	77
C. Interview with 4 th grade English Teachers/ Lesson Planners.....	78
D. Interview with 4 th graders' Counselor.....	79
E. CEFR (Common European Framework of Reference for Languages) Example Format used in school's online e-portfolio system.....	80
F. Parent-Teacher Checklist	84
G. Class Observation Form	88
H. Folder Checks.....	89
I. Samples of Students' Project Results	90
J. Curriculum Vitae	95

LIST OF TABLES

TABLES

Table 1	Matching Research Questions and Purposes	2383
Table 2	Participants' Demographic Characteristics.....	27
Table 3	Overview of research questions and Corresponding Procedures.....	645
TABLE OF CONTENTS		viii
Chapter 4		38
Results		38
S3		58
5.1 Discussion of Findings for Research Questions.....		64
5.1.1 Discussion of findings of RQ1.....		64
<p>The first question aimed to find out how parental involvement affected students' performances on English language skills in detail. The data was gathered by the survey data which included demographic data of parents and semi-structured interviews which asked more detailed questions about collaborative learning and parent schooling in order to support the study.....</p>		
Table 6	The word analysis results of the first question in the teachers' Semi-structured interview.....	47
Table 7	The Report of Results in Teachers Semi-Structured Interview Log	50
Table 8	The chronology of parent meetings for collaborative Learning activities.....	53
Table 9	Results of classroom observations and field notes used to analyze students' language needs and developments in English classes.....	57

LIST OF FIGURES

FIGURES

Figure 1	Benefits of Working Collaboratively.....	19
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Chapter 1

Introduction

1.1 Theoretical Framework

This study was framed on the basis of Epstein's (1992) model of parental involvement framework and constructivist learning theory. The first theory of constructivist learning was erected by Jean Piaget in 19th century and shaped as a blended approach by the other theorists in its era. Constructivist learning is basically defined as the learner constructs knowledge attributing meaning to experience in a social setting. Vygotsky (1934) and Dewey (1938) also blended the theory of constructivist learning focusing on learning through experiences and engaging as an active participant in surroundings. Language learners' interaction with others and practicing target language in one's real life setting tap their curiosity and play a significant role in language learning. As Vygotsky emphasized, there is an area of "potential" which is called the "Zone of Proximal Development" in which takes place learning. Under the guidance of instructors and collaboration with parents, language learners can be capable of processing input. In this sense, parents are our powerful partners facilitating learning into practice and socializing role models for their children (as cited in Folk, 2015, p. 19). Parents become role models for their children and have an influence on their child's attitudes, behavior, views and values.

Hence, collaborating with parents in learning plays a crucial role in active and efficient learning. From the perspective of social constructivism by Vygotsky, a child's cognitive development occurs as a result of social interaction and so input that is transmitted by means of language can be matured by collaborating with others. The knowledge is reshaped by experiences gained from various sources such as teachers, peers and parents. Once a concrete relationship between school and home is built, making connections with new learnt concepts and relating given input in real-life situations are possible to convey to language in use. As Dr. Hamer (2012) stresses that children's prior knowledge come from the former experiences and it is shaped by their parents who are actively engaged with child's learning journey and

participated in what it is taught in class. Actively engaging inquiry and exploration, learning is supported by parents and results in positive outcomes.

Therewith, this study aims to make students more actively engaged in language learning by parents at home through collaborative learning strategies in order to increase and support students' English Language development. As followed by Epstein's six types of Parental Involvement Framework, this study also targets to raise awareness of how parental supports could positively affect one's language development by facilitating English Language teachers and school administrators' burden lightened as a need in Turkish Education System.

1.2 Statement of the problem

All schools need to encourage parents to work collaboratively with teachers to improve student achievement and development in learning. Based on this thought shaped by Keane (2007), involving parents in language learning classes turns into a need in developing and reshaping the teaching world. There is an obscure and blurred reality at the backstage, language teachers, who were taught in education faculties in Turkey, language learning and teaching theories, have been facing up with parents' voice beyond the theories and scientific facts.

Despite the fact that most of the factors impacting language learning such as age, proficiency level, educational or socio-cultural backgrounds, time of exposure to foreign/second language as well as context qualification of the educational staff show great similarities, it still cannot be explained clearly why some language learners do better than others in EFL classes. Although many other reasons can be claimed to be responsible for this difference such as intelligence, language aptitude, motivation, attitudes and so forth, parental involvement is one of the key factors influencing the aforementioned reasons. The turning point of starting this longitudinal case study was piloted by a researcher in this field in order to explore how it is effective on language development or not.

Conducting this longitudinal case study for the sake of this thesis research was inspired by one of the reflections of a parent. Think about a parent who is having his or her child in the same school by paying a great deal of money and judging the teacher on why his or her child does not show any improvement in English and

cannot speak English even after pre-school to grade 4. There have been many extraneous factors impacting language development and scientifically proved theories based on explaining the impetus of a language production of a child. But, is it that simple to convey those theoretical frameworks into parents' objectives rather than putting blame on teachers' shoulder as incompetent in teaching language? What is the missing link making language teachers' job harder? The missing link is involving parents in language learning by integrating children's school life.

In order to do so, the researcher sorted out the language activities that can be applicable and feasible by parents at home and defining the role of the tasks in children and parents' collaborative learning in order to shed a light for changing perceptions towards English teachers.

1.3 Purpose of the Study

The ultimate goal of the this qualitative longitudinal study is to investigate the impacts of parental involvement on Turkish English Language Learners' language skill and development in a private primary school setting in Istanbul, Turkey. Besides, it intends to plan and to apply the tasks and homework assignments which help to involve parents in students' learning process and collaborative learning. I strongly believe that it is beneficial to sort out the tasks and assignments designed for the yearly lesson plans by the lesson planners as an important contributor to student achievement by means of an effective teacher-family partnership.

This study consisted of three steps followed by interviews with former teachers and the parents as dependent variables, class observations including video recordings, collection of artifacts and texts.

1.4 Research Questions

The following research questions guided this thesis study:

Research Questions:

1. How does parental involvement affect students' performances on language skills?
2. To what extent does parental involvement increase students' responsibility in homework tasks and projects?
3. What are the teaching strategies involving parent-teacher collaboration?

1.5 Significance of Study

The intent for this study is to contribute to language teachers who are trying to create positive language learning environment by promoting collaborative learning. In order to increase parents' knowledge and raise their awareness to sharing responsibility in children's language learning, there must be mutual help in order to support learning and improving language skills in language classes in Turkey. There are limited studies and a few published studies in the field of parental involvement in language learning. There are some studies involving strategies implemented in kindergarten and pre-schools in Turkey; however, busy life, different cultural backgrounds and changing perceptions towards learning a language and acquiring a language play an important role in our education system today.

In addition, there are also numerous studies conducted in the second language classes in the United States because of the great number of immigrant families and the diversity in socio-cultural backgrounds. On the other hand, an increasing number of immigrant population and multicultural-linguistic diversity in the classrooms leads language teachers to design and plan activities/tasks considering cross-cultural issues and students' needs in Turkey as well. Hereby, Cummin (1996) offers suggestions as to how schools can provide an environment that fosters the relationship between school and home (as cited in Marsh, 2011, p.8).

In general, this study aims to facilitate language teachers, parents and school administrators and lesson planners to ponder on how the parent-school relationship is crucial to helping children's language development and performance. I readily believe this study will contribute improving teaching strategies based on collaborative language learning and supporting parental involvement in school communities. I hope it will encourage language teachers to design activities involving parents and change the insights of school administrators and stakeholders to parent-teacher collaboration in raising children's attitudes and behavior toward language learning.

1.6 Basic Assumptions

The researcher assumes that all the participants in this study responded to questions of data collection tools with full integrity and honesty. It is assumed that the participants have appropriate knowledge and materials to support and encourage their child/children at home. On the other hand, some parents have lack of time and interest and motivation to communicate with teachers on their child's language learning process. However, assisting parents to become involved in tasks and projects to support children's language skill development will increase parents' motivation and willingness to contribute to a collaborative learning environment in a private school setting.

1.7 Overview of the Methodology

The purpose of the study is to demonstrate how parental involvement and parent-teacher collaboration work in language classes and what teaching strategies can be used in facilitating parents in language skill development in primary schools. A brief summary of methodology of this parental involvement study is presented below.

1.7.1 Research Design. This study used a qualitative case study as the research design. It is adopted as a longitudinal qualitative case study because the nature of the problem brings about "an intensive description and analysis of a phenomenon or social unit" (Merriam, 2002, p. 8) that needs to be studied thoroughly. This social unit represents parents of English Language Learners in this context. In addition, this study needs to be designed as a case since it tries to examine a global issue in its real life context through one or more cases within a bound system as it is stressed by Creswell (2007) and Yin (1981). Therefore, the study aims to focus on parent-teacher collaboration in order to investigate the perspectives of parents and strategies implemented in collaborative learning units. This leads researcher to critically and comprehensively examine the problem in its natural setting which refers to the place where the study takes place: a private primary school in Istanbul.

All the instruments (parent/former teacher interviews, class observations, collection of artifacts and texts) to collect data in this research are aimed to find out how parental involvement affects students' performances in language skills and to

what extent parental involvement increase students' responsibility in homework tasks and projects while defining and sorting out teaching strategies involving parent-teacher collaboration. Qualitative data was gathered by teacher researcher in the shed of unbiased and objective interpretations in order to seek and employ methodological triangulation by means of increasing the credibility of this research.

1.7.2 Participants. The research is conducted at a private primary school and the target school is one of the branches in the district and houses 140 students only in the first 4 years (primary school) by having 7 classes A-H. The school is one of the prestigious private schools of Turkey. The population for this study was the parents of 4th grade students whose first language was not English in the district to serve as the setting of the case study. The participants were determined by observations and feedbacks from the former teachers of grade 3. There were two- 4th grade classes including 20 students in each and they were identified for the sake of study. However, as a requirement of a meaningful and effective case study 5 parents were chosen using nonprobability sampling to participate for this study because of school principle permits only use of certain classes and also they signed a consent form to take part in the development of this study. In addition, 4th grade lesson planners, former teachers of participant students and school counselor were interviewed regarding the importance of supporting the process.

1.7.3 Setting. This study was conducted in one of the campuses of a private primary school by the Department of English Language Teaching in Turkey during the first and second semester of 2015-2016 academic years.

1.7.4 Data Collection Instruments. Three instruments were applied in this study.

1.7.4.1 Survey Data. In order to collect reliable and concrete data about the previous learning experiences of students and involvement of their parents, survey data were collected through interviews. Interview questions were asked to 3 former teachers in a specific time of date and place with pre-prepared guiding questions and a few open ended questions referring to Patton (2002) six main types of questions

including experiences and behaviors, opinion and values, feelings, knowledge and sensory information. The participant teachers responded to the questions including six categories and were recorded.

1.7.4.2 Parent- Teacher Interviews. 5 parents of students were interviewed in an attained appointment and semi-structured interviews were administered. 5 questions including probes which had been prepared by the researcher were asked to explain development of involving process and parent-teacher collaboration by collecting parents' impressions, expectations and comments about the collaborative learning.

1.7.4.3 Interview with the 4th grade Teachers, Lesson Planners and a counselor. The main purpose of these interviews conducted by the researcher was to define the themes need to be chosen for the tasks and assignments for collaborative learning. The deputy head and the planners of 4th grade students helped to determine the types of assignments and projects sent home. The questions were asked to find out how teachers can support parental involvement and collaborative work; questions were also responded to in multiple interview sessions according to the requirements of instructional design in this particular private school setting.

1.7.4.4 Classroom Observation. 5 students from two different English classes were observed weekly and reported their language skill performances in tasks/projects guided by parents, results were reflected and archived in parent-teacher checklist.

1.7.5 Data Collection Procedure. Before administering this study, it was applied to the principal of the school in order to receive permission for her approval in terms of ethical issues. Then, permission to conduct interviews was granted by the school principal according to teacher's convenience as well. At the beginning of the study, the researcher applied a survey data (semi-structured interview) to the former teachers to collect tangible data about the language performance of 40 4th grade students: former students and 2 newcomers. These students' academic background

and the degree of their parents' involvement in students' homework, tasks and projects were identified and documents in school's online information center database were also analyzed. Parents who volunteered in parent-teacher collaboration project were selected according to the analysis of this database and asked for the school principal approval to get them informed about this study. On account of that, teacher interviews were also audio- recorded, transcribed and translated into English for later use. At the same time, 4-5 graders' English Department Coordinator was contacted and asked if she wanted to contribute to this research. Also, observation notes and co-teachers' reflections were interpreted and students' language production performances were recorded and saved in school's archival data.

In addition, based on collaborative learning strategies, parent-student collaborative work studies were designed according to objectives of curriculum and lesson activities were planned weekly to support language needs of students periodically. As blended theory of constructivism, collaborative learning approach was adopted while designing strategies and materials to involve parents of 4th grade English language learners in this study. The data collection procedures began with interviews with former teachers and counselor supporting Comer Method in ELL parental involvement. In order to engage parents effectively in child's language learning process, interview questions were prepared taking into consideration current level of students and language needs after analyzing learners' academic performance and behavior by class observation and quiz results as well as analyzing a semi-structured interview with dependent participants: parents of 4th grade students. Then, 5 parents and 7 teachers were chosen to describe and analyze further characteristics of parent-teacher collaboration on students' success in English language classes. The data were also collected in several intervals in order to test accuracy of instruments used for data collection in this case study.

1.7.6 Data Analysis Procedure. For the descriptive and summative data extracts obtained from interviews and classroom observations, common features of each data instrument were highlighted and categorized from data analysis in order to develop strategies and to promote interaction between parents and children.

1.8 Operational Definitions of Terms

Parental Involvement: Parental participation in child's learning process by supporting teachers and assisting tasks/projects/homework relevance to real-world situations (Epstein, 1994) as well as bridging the gap between school and home.

Language Skill Performance: Students' performances and output of four core skills of English: reading, writing, speaking and listening based on a 100 point-scale.

Collaborative Learning: Having students work with those who have more knowledge to get guidance and orientation (Brown, 2001)

Social Constructivism: A sociological theory developed by Vygotsky (1979) emphasizing the critical importance of culture and the importance of its social context for individuals' cognitive development.

Chapter 2

Literature Review

2.1 Overview

Parental involvement is a new practice and also one of the most debated facets of the Turkish Education System. Effortful standardized tests and almost biennially updated entrance tests for high schools and universities lead parents to support their children and to make parent-school partnership a must for children excelling in schools. English Language Learners' cognitive academic language proficiency is a keystone to be successful in language classes (Cummins, 1992; 1996). However, it might take some time to improve language skills while the others are doing well with Basic Interpersonal Communication Skills (BICS). Most specifically, as Cummins (1996) emphasizes that English Language Learners who have different socio-cultural and educational backgrounds are the ones who are mostly identified in low achieving categories, that's why they need to develop language skills more than the other students in terms of other types of support. Parental involvement and collaborative parent-teacher interaction is one of the ways to force the pace in language development as well as closing proficiency and language skill gaps for English Language Learners. This chapter contains basic parameters of involving parents on the shed of Epstein's six types of parental involvement framework and how parent-teacher collaboration plays a key role in the success of English Language classrooms.

2.2 Parents are powerful partners in language classrooms

As Cummins (1996) emphasizes that teacher-student interaction is a key to determine one's failure and success in school as well as involving parents in students' academic development process (p. 15). An effective interaction with parents and collaborative working also contribute to learners' weaknesses resulting from linguistic factors. In general, parent-teacher relationship is the heart of schooling, hence working together in harmony and collaboration can purely overcome hurdles in English language classes. Parental involvement in the education of a child is an arranged time invested by parents or family members, assisting with

homework or projects, providing needed assistance in order to broaden education success of the child as defined by Carlisle et al. (as cited in Folks, 2015, p.22).

In addition to a well-established parent-teacher relationship, collaborative learning strategies are also helpful and guide learners as an immediate help to complete their missing links in second language classes. Building school-family partnerships help us to comprehend the nature of educational settings and give an opportunity to be able to enrich students' perspective from the comprehensive multidimensional framework. As it is stated in the article, "Fostering Children's School Success" research has underlined that there are positive academic implications stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005).

Naturally, parents and caregivers come first after interested teachers for students' needs. For instance, students who are under control of their parents with the meaningful and right support display really good progress and positive attitudes both at home and school. Furthermore, all these constructive developments glowingly reinforce students' relationships with both social and academic life. Parental support started in child's early childhood period and shaped with the power of active interaction provide to form strong bonds hence powerful family collaborations are natural outcomes of this relationship which can positively cultivate students in school and real life.

On the other hand, lack of parental involvement affects students' academic course negatively. There is not a single justifiable reason leading lack of parental involvement and other limitations occurred by institution. However, apart from academic development, social and psychological factors are the other instruments affected positively with the help of parental involvement. From the educator's perspective, parents' attitudes toward educational responsibility are one of the main keys for students' success in life. In 1981, Henderson came to the conclusion and he remarked on the delicate balance of parental engagement, "The form of parent involvement does not seem to be critical, so long as it is reasonably well planned, comprehensive, and long-lasting" (p. 7). It is noteworthy that cognitive advantage of

parent support components drastically brings a new path to enhance student support behaviors and higher academic performance.

More recently, parent involvement may be thought of as an effective tool for young learners with the aim of student success; however, the reality is really different from assumptions or general views and now it is the most suitable time to debunk this notion because parental support is a major marker of educational achievement no matter how old a student is. This situation is not valid for just little groups or young learners; in contrast, it is an essential fact for high school students. Parents are the observer of school activities such as following their children's studies, checking their homework process, projects and assignments as an assistant. This long-lasting effect of parent support is a rising process flourishing in early childhood and maturing with the firm steps in a student's adolescences.

At this process, both parent and student proceed together and they know the requirements of reasonable achievement and its inevitable consequences. Broadly defined, these fundamental factors have been clearly comprehended for their own merits and for the important role they play in academic success (Zins et al., 2004). Being aware of academic tools and its benefits brings child and parent to the same platform since high expectations of parents and students' strong desire for achieving these targets spontaneously promote the level of students' with the right strategy. The pattern of finding in this light remarks that students whose parents are more involved in their education have higher rates of attendance, homework completion, and school completion, as well as elevated grades and test scores (Barnard, 2004; Henderson & Berla, 1987; Henderson & Mapp, 2002; Jeynes, 2005). The contributions of high level parent participation in schools directly associate with the higher rates of school completion. Lastly, the basic key to improve student achievement is parental involvement with the right methods on a delicate balance.

Clearly, social and emotional learning within a compelling conceptual framework are component elements in educational activities or integrated social development as well as a self-confident individual. Social-emotional interventions play a crucial role for increasing educational opportunities both in the academic and social context. Without any doubt, social and emotional learning raise awareness to form strong relationships in students' life. Further, the process of delving into how

to control or handle with the unexpected feelings, ideas, situations, self-regulation and making radical decisions lead to growing positive a relationship between parent and child. Thereby, the emotional and learning climate of home and school contribute to children' social and emotional development; moreover bringing with self and social awareness, empathy, communication and problem-solving skills (Patrikakou & Weissberg, 2007). It is understandable that, this kind of parental involvement mechanism works effectively as an active school-family partnership increasing student motivation towards school by reducing anxiety and strengthening the links as a powerful connection. Above all, students learn how to manage and recognize sensitive emotions by concerning other kinds of elements or people. The desire for cultivating yourself, creating new things and controlling feelings and emotions give students a new meaning to the core of his or her life by promoting development. In consequence of personal experiences, self and social awareness within the framework of interpersonal skills related to family support components associate with the school performance; such as, active participation, regular attendance and high motivation.

However, depending on a child's aptitude or interest involving such online practices, teachers could inform and guide parents to show how those instruments work or facilitate. According to Henderson and Mapp's studies on parental involvement, there is a positive and convincing relationship between parental involvement and students' success (Henderson & Mapp, 2002, p.25). Students whose parents were involved in school had significant improvement in test scores with their better attendance and adaptation. As supporting, Epstein's TIPS (Teachers involving parents in schoolwork) which was designed for elementary schools focuses on learning at home activity and teachers inform families and involved them in child's learning process. In addition, this frame could be used with the high school levels as like home to school communication. Hence, TIPS supports that homework is the child's responsibility but one can progress and work with his or her family as well as sharing the ideas together. It represents a good way of collaboration and autonomous learning.

On the other hand, frequently meeting with teachers and communicating about children's progress or problems at school could demotivate teachers.

According to Carter (2002), teachers need to be trained on how to promote effective parental involvement rather than only having a certificate on their specialty. It is important to ask for help from professionals in the field and sharing ideas among the colleagues before guiding a parent on involvement process.

Otherwise, it could be a burden on a teacher's shoulder to keep informing parents and take the responsibility only one's favor with an inevitable outcome: demotivation. More specifically, most of the parents perceive learning a language is on a language teacher's hand and mostly focusing on traditional teaching methods. Once a language teacher tries to communicate with the parent about a problem in class or missing homework, parents possibly react to or criticize the method of teaching or school administrators.

That's why it is crucial to know the correct way of communicating with parents and giving a clear and a concise message in the involvement process. Castillo and Camelo use three effective strategies in their research, which is composed of a written parent's guide, a supporting web page, and conferences at school. (Castillo & Camelo, 2013, p. 62) As it was stated in their research, the purpose was to increase L2 motivation and children's communication. Those strategies are called as a cycle of "planning, action, observation, and reflection. In order to observe parents' attitude, an informal interview or a questionnaire could be an effective way before informing parents on how to approach child in L2 process during workshops. Secondly, a survey is another descriptive determiner to decide on how to help parents when they have come up with difficulties guiding their child during homework assignments and to sort out how they actually try to help their child in English homework or projects. To implement this, language teachers could apply some instruments such as rubrics, procedures sheets, and some samples after getting survey results. Furthermore, written reflections and tasks for parents and students could be used as a third cycle of strategies. Training parents using these three strategies could reduce stress of language teachers in the involvement process and parents' involvement could be controlled.

2.3 Social Constructivism and Collaborative Learning

Family plays a pivotal role in the process of language development as well as supporting learners' cognitive development. Vygotsky believes that the first step of learning begins with parents and namely they are the first teacher shaping one's cognitive and social development. Inefficient connection between a child and parent might cease fostering and constructing of new knowledge (as cited in Folks, 2015). Hence, parents' interactive role in schools is crucially significant even before stepping into school. According to social constructivist theory, children build new knowledge via experiences and parents are the key to building that knowledge and shaping it through relevant practices. One's academic performance at school depends on the quality of education yet; this quality gets power when the parents are involved and support connection between home and school. The link between home and school refers to the process of learning collaboratively and the ability of transfer knowledge in real life context after getting input.

Thereby, social interaction between child and parent has a significant impact on growing language knowledge and transferring input into real life settings through negotiations. As to Piaget (1962), "learning is a product of development" while Vygotsky contradicts with this theory of knowledge. Since, his theory supports that children learn through actively engaging and experiences occurring in real life settings (as cited in Folks, 2015, p. 35). In addition, social environment plays a crucial role in language learning in terms of parental support, socio-cultural background of family and family budget. This social environment also controls children's cognitive development and influences learners' language learning process through shared activities, beliefs and judgements defined as "external structures" by Epstein's spheres of influence on parental involvement (as cited in Folks, 2015, p.37).

Contrary to the common contradiction among parents and teachers, language learning does not occur once the child begins school. It starts with first language acquisition since transferring input from L1 to L2 could be possible when the child is ready to learn or acquire depending on his or her cognitive development. Child acts out the short dialogues or monologues, phrases or imitates what his or her parents are doing as a role model as Spera (2006) stated. As an enigma within the field of

education, values, beliefs and attitudes have both positive and negative impact on children's success in school. These phenomenon are reshaped and molded in the process of language learning and affect learners' attitudes and behaviors in the developmental process of foreign/second language.

From the view of socio-cultural approach, collaborative learning grounded by Vygotsky's concept of learning from the more experienced one is one of the effective ways of supporting a child's foreign language skills. Even if the parents or peers home are proficient in a target language, they could encourage their children and support learning at home. Namely, it is a type of backup system practiced with parent assisted task-oriented objectives (Fan-Jen, 2012).

As a social product, parents help their children to internalize new concepts, language transfers in order convey a new knowledge into a higher cognition. For instance, once a parent engages his or her child to practice how a volcano erupts by doing an experiment or providing a documentary about it, it is possible to make a child negotiate meaning from the first language or his prior knowledge. If so, learner's external knowledge might transfer into the internal knowledge gained through parent interaction as a collaborative learning model.

2.4 Epstein's Model of Parental Involvement

Epstein's (1992) framework for parental involvement consists of guidance for parents, schools, and communities and it facilitates students' academic growth and success. In this framework, there are numerous activities that promote involvement of parents as well as supporting teacher-parent collaboration. Epstein describes parental involvement in six different parts:

- **Type 1-** Parenting: it helps and guides parents to improve their child's cognitive skills and to support learning at home within a positive environment at any age student and academic level.
- **Type 2-** Communicating: A type of communication way of reaching parents who effectively ensure his or her child's academic success according to learner's individual needs considering learning styles as well.

- **Type 3-** Volunteering: It supports parent and teacher collaborative work at home and supporting projects and homework as a part of the school community.
- **Type 4-** Learning at home: Activities that promote parent-child collaboration help children to learn and practice what has been done in class, as an extension home activity.
- **Type 5-** Decision Making: parent and teacher have meetings to negotiate or define the problems in order to improve the child's learning and to ask for suggestions for the needs.
- **Type 6-** Collaborating with the community: this framework utilizes programs and activities which serve for fostering parent-school partnership.

As aforementioned above, Epstein's (2001) parental involvement framework 1 and 2 focuses on setting and developing a healthy relationship between family and child by reconnecting parents to become involved in school. In addition, type 3, 4, and 5 aims to educate parents and improve strategies on students' academic, social and behavioral needs.

2.5 Previous Research in Parental Involvement

In spite of limited research that has been conducted so far on parental involvement, such studies investigated from different perspectives in this field indicate that parents have positive impact on students' success in classes. One of the research studies focuses on programming, "Turkish Parental Involvement Scale," which can be used for increasing students' performance in tasks by promoting communication with parents (Gurbuzturk & Sad, 2010). However, there are numerous studies focused on classroom strategies and instructions which are accountable for learners' academic success. As Cutler (2000) states that there are also many studies that have theorized parental involvement and defined it according to the needs of the school education system. As other researchers defined parental involvement, it is a well-managed assisting system in school activities as well as an act of volunteerism (as cited in Fan Jen, 2012).

In response, curriculum and activities define parents' role in child's education by limiting deep involvement in classes. Depending on parents' educational and

social background, they are engaged promoting alternative sources and supplements as to contribute development of child's second language education. However, there are different types of parents affecting child's attitudes and participation to English classes negatively because of limited sources and allocated time. In fact, most of them are lacking in knowledge of English Language and cultural biases as a factorial analysis but mostly they volunteer to support their child's language learning in their own way of learning and style which results in prejudice and retroactive inhibition.

Theoretically, most of the parents have difficulty in answering "how" to help their child in language classes even though they do have enough knowledge in English language. In addition, they have high expectations for success without having active teaching roles. As Cooper and Lindsay (2000) emphasized, homework tasks needs to be supported by active instruction since it might cause false outcomes such as overlapping input, negative transfers, fossilization. Furthermore, limited time, effort, budget and skill resources can provide less support and it is also an opaque fact that parents need to be taught how to be involved in their child's language learning at each age level. In fact, parents involved with older students need to be cautious when encouraging them without intervention in paper work by reinforcing them to manage time and study-skills in order to become an autonomous individual and lifelong learner in advance (Carter, 2002, p. 26).

2.6 Parent- Teacher Collaborative Language Teaching Strategies

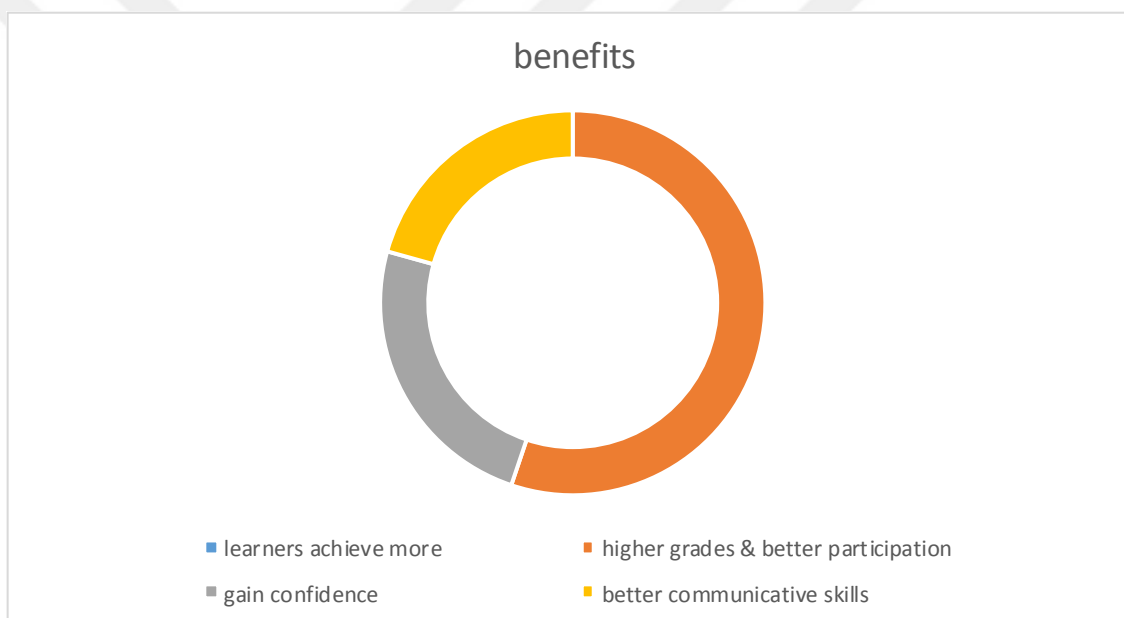
As an essential paradigm, collaborative learning in EFL/ESL classrooms supported by constructivist theory, works well with students' learning navigation. It is not disputable that parents are the signal of constructing knowledge and when parents and teachers come together, they could progress and work to reach students' success in academic life (Dooly, 2008). As a matter of fact, collaborative learning means working together under the shed of a common goal which may refer to success or development.

It required more than cooperation and aims to get whole process learning. Basically, it means that students are responsible for another student's learning process as well as contributing for himself. On the other hand, this process needs individual's

competency, knowledge, participation, willingness, and cognitive readiness. Nevertheless, young learners have age barrier to keep that cooperation well on by their own since development of linguistic knowledge, problem-solving skills, managing attention deficits and taking responsibilities require a mature and close support which refers: parents. Parents working with teachers help their children to build knowledge, to take responsibilities, to activate existent knowledge into a new skill or input thoroughly.

2.6.1. Benefits of working collaboratively

Figure 1 Benefits of working collaboratively



As shown above in the figure 1, working collaboratively with parents to promote students' better language skills in English classes is presented through a model of effective guidance, especially getting good results in criterion-reference test scores. According to Michigan Department of Education (2011), some strategies are used to expected parents to ask for teachers in order to promote parents' involvement in school:

- i. Tests and tasks that will be taken in a school year

- ii. How to assess child's test/Project results; what are the key factors affecting child's performance.
- iii. How to support child's language tasks at home
- iv. How to review a structure with the child at home
- v. Keeping English folder and portfolio studies
- vi. How to motivate learners for practicing new knowledge

2.6.2 Delving into strategies According to Michigan University's Parental Involvement Toolkit (2011), there are some effective strategies promoting learners to be good at classes by supporting learners home. The following strategies could be transformed into use for ELF/ESL classes as well.

Homework is a systematic component of revising how your child is doing in class. So teachers give homework for practicing and reviewing lessons and preparing students for the further lessons. Parents' collaboration in homework tasks is to check child's homework calendar to keep control of regularity and providing a quiet place away from the digital tools and assisting his/her to use dictionaries, libraries, and digital sources. Moreover, contacting teachers for missing homework or assignments, and asking for help for the parents who have low level of education and knowledge of English are vital for excelling child's language performance.

Technology helps parents searching for fun and educational programs, documentaries, animation movies instead of seeing media for keeping child as a babysitter; keep in your mind you are the role model for the child.

Planning other activities: Making crafts, doing experiments that stimulate child's interest and encourage reading stories, watching documentaries and movies in English to tap learner's curiosity and to improve listening skills are the supportive sources in gaining language awareness. It is important to arrange weekly activities to support parent-teacher collaboration for developmental skills of English.

Projects are the life savers to connect parent-child and child-teacher relationship in order to support and motivate learner to linking gaps and revising what has been learnt in class.

2.7 Summarizing Thoughts

Unquestionably, language teachers are vitally important to promote parental involvement programs supported by school administration and to encourage parents to make the developed program successful with a little guidance and effort (Affifi & Olson, 2005). It seems subtle until a teacher fills in remaining gaps between school and home with the involvement of parents. In common sense, breaking resistance to learning a language and changing parents' perspectives is crucially significant to change the climate of parents' negative attitudes to language teachers when their child is not keeping up the same pace with some others in the class.

Therefore it is vital that building a school-family partnership helps language teachers comprehend the nature of educational settings and gives an opportunity to be able to enrich students' perspective from the comprehensive multidimensional framework. As it is stated in the article, "Fostering Children's School Success" research has underlined that there are positive academic implications stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005). Naturally parents and caregivers come first after interested teachers for students' needs. For instance, students who are under control of their parents with the meaningful and right support display really good progress and positive attitudes both at home and school. Furthermore, all these constructive developments glowingly reinforce students' relationships with both social and academic life. Parental support started in child's early childhood period and shaped with the power of active interaction provides to form strong bonds. Hence, powerful family collaboration is a natural outcome of this relationship which leads students to learn and to use language better in real life settings.

Chapter 3

Methodology

3.1. Overview

This chapter describes the methods of the research and procedures used to conduct the study. The chapter is divided into five sections: (1) Philosophical Paradigm, (2) Design of the study, (3) Setting, (4) Participants, (5) Data Collection Instruments. Then, it briefly defines the limitations of this study.

The following research questions were addressed in this study:

- I. How does parental involvement affect students' performances on language skills?

- II. To what extent does parental involvement increase students' responsibility in homework tasks and projects?

- III. What are the teaching strategies involving parent-teacher collaboration?

The following table summarized the main purposes of the research by addressing the specified research questions.

Table 1

Matching Research Questions and Purposes

Purpose of the study	General Research Questions
To investigate the language development of students via parent-student collaborative study	How does parental involvement affect students' performances on language skills?
To examine how parents affect their child on becoming an autonomous learner	To what extent does parental involvement increase students' responsibility in homework tasks and projects?
To find out teaching strategies to promote parent-teacher collaboration and to evaluate the strategies that are implemented in English language classes	What are the teaching strategies involving parent-teacher collaboration?

3.2 Philosophical Paradigm

This study adopted a qualitative case study design in order to delineate the meaning of a social phenomenon with as little disruption of natural setting as possible (Merriam, 1998). As a characteristic feature of qualitative research, it mostly applies fieldwork in which researchers can observe behavior in its natural setting and process the data by clarifying its aspects. As opposed to quantitative research, qualitative research employs a researcher to build a theory after conducting it through natural sense of participants in real settings (Creswell, 1998). In a similar vein, the purpose of this study is to examine the impacts of parental involvement in language learning and development of language by illustrating the outcomes of parent-teacher collaborative work in English classes in an elementary school setting in Turkey.

The study also describes practice of collaborative learning in English classes by involving parents in the process of learning methodology from the framework of qualitative case study paradigm.

Determining when to use a qualitative case study depends on what the researcher wants to know and uncover. That's why, answering "how" and "why" questions for the problem of this study was quite distinctive for the sake of study design. According to Merriam (1998), if the variables are so embedded in the situation as to be impossible to sort out ahead of time a case study is likely to be the best choice for that type of phenomenon. Henceforth, this longitudinal qualitative case study examines mainly collaborative learning strategies supported by parent-teacher collaboration and tries to discover context characteristics of students' language skills based on tasks that will shed light on elucidating language related problems of learners.

Descriptive paradigm reflects the particularistic nature of this study and it suggests to educators what to do and what not to do in parental involvement process in language classes. The intent of the study was described largely descriptive because of the detailed account of the parental involvement process in language classes under this study as well as including sequence of events. Herewith, the basic description of impacts of parental involvement on children's English language development and collaborative learning come before the theory testing for this study (Merriam, 1998, p. 38). Thus, this thesis is based upon the grounds of descriptive data conveying heuristic and constructivist approach to develop better understanding of the dynamics of collaborative learning.

3.3. Research Design

This study investigates the question, Does Parental Involvement affect students' development on English language skills? The study also aims to sort out teaching strategies involving parent-teacher collaboration and their impact on parental participation for the tasks based on the tenants of Epstein's Parental Involvement Framework. The use of constructivist approach served to triangulate findings and resulting data collection procedures in advance. For this purpose, qualitative data from the interviews with teachers of 4th grade learners, a counselor

and a former teacher and class observations were evaluated heuristically and descriptively by reflecting rich and thick description of involvement process in this study. Longitudinal qualitative case study research design was adopted and conducted since theories are unavailable to explain the behavior and language skill related problems of students in this private Turkish primary school setting and the researcher tried to draw meaningful conclusions by reflecting the perspectives of parents involving collaborative teaching projects in natural settings of the context (Creswell, 2003).

Qualitative methodology was used in this study in order to better understand the relationship between parental involvement and language development which little is yet known (Strauss & Corbin, 1998). Qualitative case studies are also used to gain new knowledge and more beyond the theories by means of gathering data more in-depth which may not be possible to convey results quantitatively. Thus, qualitative case study method was suitable for the researcher herself to identify the variables and social phenomenon: parental involvement and collaboration. Considerable time was spent to enrich data and to get reliable sources in descriptive analysis of context and setting of this study.

As to Stake (1995), case study research is used to describe and reflect upon human experiences through detail overview and description of the case, its history, a chronological account of documentation of tasks have been implemented for each participant. Therefore, video-recordings and collection of artifacts and texts were the concrete data which formed this research qualitatively. Video-recorded interviews and students' projects documented and recorded in folders chronologically were used to increase credibility and validity of data collection instruments. In addition, class observations reflected objectively the basic parameters of language skill performance of students after involving parents and results were also described as an unbiased and heuristic quality of this case study.

As a methodological aspect of this study, validity of this case analysis was assessed through the process of data triangulation which involved three different instruments; survey data, parent-teacher interviews, interviews with 4th grade teachers, counselor and lesson planer as well as interpreting a full variety of

evidence: documents, artifacts, interviews, observations for consolidation of this research.

Furthermore, classroom observation and students' recorded tasks were used to illustrate variations remarked on participants' language skill development and strategies applied in collaborative learning. Finally, the context of each individual case of five 4th grade students in this study was analyzed objectively to go beyond theory to practice.

3.4. Setting

The present study was conducted in one of the campuses of a private primary school by the Department of English Language Teaching in Turkey during the first and second semester of 2015-2016 academic years. The school's K-4 English department consists of 7 teachers including 2 native English teachers by providing a wealth of diversity and experience for students in English. The program in the primary school introduces English as a foreign language starting from kindergarten and develops students' English language skills through to grade 4 following the standards of multi-sensory instructional approach (MIPs) for a few years which was beneficial for parent-school partnership in addition to adopting a communicative and theme-based approach. All the 4th graders are given a total of 17 English classes including 3 Language Arts lessons with a native English teacher and students participate in English Speaking Corner activities at least once a week.

The primary purpose of this study is to promote parent-teacher collaboration in English classes by developing new skills and strategies that increase parental involvement in English language teaching as well as helping language teachers adopting specific strategies for developing parental involvement by overcoming its barriers.

3.5. Participants

For the purposes of this longitudinal case study, the data were gathered from (N= 5) out of 187 4th grade students and their parents who participated in parental involvement project in 2015-2016 academic school years. More specifically, 3 female and 2 male students from the English class B and D with the age range of 9 to

10 years participated in this study. 2 female and 1 male students from the class D and 1 male and 1 female student from the class B who were all in A2 low intermediate level. Besides, involved parents of these 5 students were from Turkish background with a limited academic English background. As for the participating English teachers, they were all females with an age range of 28-32 and at least average 5 year experience in English Language Teaching and they were all teaching A2 (low-intermediate) classes in the program. Prior to the data collection procedures, the research ethics and purposes of the parental involvement were explained to the participants who all agreed to participate in this study voluntarily. The following table summarizes the participants' demographic characteristics:

Table 2
Participants' Demographic Characteristics

Participants	Gender	Age	Country of Origin	Ed. Level	Occupation	Speaking English	Children in School Age
A	F	42	Turkey	University	Dentist	Yes	1
B	F	42	Turkey	University	Senior Manager	Little	1
C	F	47	Turkey	University	Senior Manager	Yes	2
D	F	38	Turkey	High School	Housewife	Not	1
E	M	43	Turkey	University	Executive Manager	Fluent Yes	1

3.6 Procedure

The data collection tools used in this study are mentioned in detail below:

3.6.1. Sampling method. Once identifying the general problem, the task is to select the unit of analysis, the sample. According to Burgess, sampling in case studies involves the criterion of a research site, time, people and events (as cited in Merriam, 1988, p. 60). There are two basic types of sampling: probability and non-probability sampling. Probability sampling allows researchers to generalize results of a study

from sample to the population that has an equal chance of being selected. However, generalization of findings in qualitative case studies is not a goal of qualitative research. Hence, nonprobability sampling is the method of choice in most of the qualitative case studies. As Honigmann (1982) stresses that qualitative problems are sought by discovering what occurs and how implications are linked to what occurred as well as analyzing relationship of occurrences. Thus, purposeful and theoretical sampling are well known and widely used in nonprobability sampling strategies in qualitative research (Merriam, 1988, p. 67). There are different types of purposive sampling which were differentiated among a number of researchers. As Patton et al. (1990) sorts out more common types are typical which reflect instances of a phenomenon, unique which seeks occurrences of a phenomenon, maximum variation which varies instances of the phenomenon, convenience in which is defined as selecting a sample based on time, money, location and availability, snowball, chain and network sampling in which are asking each participant to refer you to other participants.

Based upon the aforementioned characteristics of sampling while selecting the appropriate sampling for this case study, purposive sampling element was used for the sake of the study.

In order to conduct this case study, all participants were chosen using non-probability sampling as a method of choice for this qualitative case study. In order to discover what occurs and the implications of what occurs in this case study, a nonprobability sampling strategy, which is called purposive, used as the most appropriate sampling strategy since the researcher, I, wanted to discover, understand and gain insight for impacts of parent-teacher collaboration on language development (Merriam,1998). As Patton (1990) stresses that purposive sampling lies in selecting *information-rich* cases for the study in depth (as cited in Merriam, 1998). Also, purpose sampling is used to select the sample within the case itself and leads the researcher to ponder on whom to observe, interview and which documents to analyze (Stake, 1995, p.66).

Therefore, creating a list of attributes that match with the sample portion of the target population was used to conduct this longitudinal case study conveniently

as representatives of ELL parents. In addition, the size of sample was determined by relevant factors; limitations, institutional permit, on the behalf of this study.

3.6.2. Data collection instruments. The researcher studied to collect concrete data from the activities being conducted by parent-teacher collaborative learning projects and achieved the projects through academic calendar October 17, 2005- January 23, 2015 by reflecting collaborative learning strategies practiced by involved parents.

For the purposes of this study, the data came from three different sources: a) survey data, b) semi-structured interviews, c) classroom observations.

3.6.2.1 Survey Data. Since there is no validated data collection instrument aiming parental involvement and collaborative learning strategies for parents in Turkey, this study implemented face to face interviews with the former teachers as an implementation for survey data. The number of former teachers who worked with variables of this study was defined as three; thereby having in-person interviews were the most effective way of gathering data about the students who were involved in the project. Four types of questions offered by Strauss, Schatzman, Bucher and Sabshin (1981) were asked to 2 Turkish and 1 Native former teacher of 4th grade students as well as including probes for clarification. (See appendix C) The survey data were conducted to sort out parents to be involved in collaborative learning activities at home and supporting parent-teacher collaboration in order to develop children 'language skills.

That's why, this survey data was significant to get informed about the parents of 4th graders and an evaluation of previous academic year as to decide what parents to collaborate with and actualize the strategies used for academic success in English classes. In this sense, parents involved in this study were determined on former teachers' reflections and responses. Survey data consisted of two intervals since it needed deep analysis and interpretation of questions guided by the interviewer. The interview time and place were adjusted according to former teachers' schedule and a multi-purpose room in the school which was convenient for recording and meetings.

The first two questions including one hypothetical and devil's advocate were asked in a defined time and date and the other two questions including a probe were

asked and recorded in the following dates on which teachers' had free lessons. The final two interview questions questioned interviewee's ideal belief on parental involvement in this private school environment and the other type of question was expected to get tentative interpretation of respondents based on expectations from the parent-teacher collaboration in English classes.

With the help and guidance of this survey data was reached emerging evidence for involving unanimously chosen parents for the ultimate goal of this collaborative study.

3.6.2.2. Parent-teacher interviews. 5 parents of 4th grade students were interviewed applying the features of semi-structured interview with a set of 5 questions including a probe question to guide the parents for the purpose of this study. To promote better teacher-parent collaboration, parents' needs and expectations, general judgements and beliefs upon collaborative learning at home were analyzed and documented in school's official parent-teacher meeting checklist. (See appendices) The questions were formed regarding the curriculum needs and students' language developmental skills by means of transferring this interpretive data to design and develop activities for collaborative learning strategies by lesson planners of 4th grade ELLs.

3.6.2.3. Interview with 4th grade teachers/lesson planners and a counselor. 4 Turkish English teachers (lesson planners of 4th graders), 1 native English teacher were interviewed in a specific time and setting in order to determine themes that promote parent-teacher collaboration and develop tasks and projects to engage learners for collaborative learning at home. The deputy head of English department was also one of the planners of 4th grade students and she assisted teacher in material development and contributed for the purpose of this study. Six interview questions including 2 probes for clarification were asked to the teachers of 4th graders. Each question was aimed to analyze and define how parental involvement and collaborative learning strategies can be integrated to increase students' language skill performances. Dexter's (1970) three variables; personality and skill of interviewer, the attitudes and orientation of the interviewee and definition of both situations were

considered from the perspective of interaction for each interviewee. (See appendices C&D for the questions)

Hence, interview with 4th graders' counselor was done in Turkish language to minimize complexities of the interviewer-respondent relationship and problems transferring thoughts and experiences in English. Four questions including 2 probes were directed to the counselor of the target population in this study and the keynotes were taken on important statements about true communication techniques with parents by following semi-structured interview pattern and ensuring quality of data in this qualitative study (Patton, 1990).

3.6.2.4. Classroom Observation. Practical considerations of this study played an important part in determining what to observe. Classroom observations were held by the writer/researcher of this study. Two Turkish 4th grade students from class B and 3 Turkish 4th grade students from class D were observed weekly in order to analyze and track their language skills after each collaborative task implemented by their parents. The tasks/projects were divided into 12 weeks and each home-task was recorded and documented in students' English folder as a hard copy. Teacher researcher used a parent-teacher checklist designed by the planner teachers of 4th graders before the implementation.

In addition, students' task based studies and projects were recorded in schools' online database of information center which was also kept track of by parents. Observer researcher took field notes with the collaborative partner, Native "Language Arts" Teacher as a summative analysis of weekly performances of the students who had 14 Core English and 3 Language Arts classes in each week. As Taylor and Bogdan (1984) offered suggestions about recalling data from the observations, observer searched for the key words by concentrating on the first and last remarks in each students' verbal descriptions as well as shifting from wide angle to narrow angle (as cited in Merriam, 1988, p.105). The diagram of the classroom setting and its physical aspects were also included in the excerpts from the field notes.

Furthermore, parents' educational background and knowledge in English language were also considered in terms of unfamiliar technical terms and concepts to construct meaning under this case study which was illustrated with a demographic description of parents later in chapter four. Writer in this study also served as observer since this case study research offers the writer a firsthand involvement on account of her familiarity with the parental involvement framework at the same time being an observer as participant. Adler and Adler (1994) also stress using this method to help the researcher to get wide range of information and objective investigation (as cited in Merriam, 1988, p 101).

Prior Approval and Planning

Prior to this study, writer as the researcher communicated with the school principal and deputy head and leader of English department for their consents in order to put the researcher in an ideal and ethical situation in increasing parental involvement and parent-teacher collaboration in English classes.

3.6.3 Data collection procedures. In order to use multiple sources of data and avoid reliance on a single source, the researcher triangulated the data and gathered by a series of interviews, observations and field notes from the parent-student collaborative activities/projects. The primary source of collection data was to apply semi-structured interviews that were digitally recorded, saved and one of them was transcribed in Turkish to English. (See appendices A). Participant teachers and parents of 4th grade students were interviewed in order to investigate feelings, thoughts and experiences by allowing the topic to be analyzed in depth. Teachers were asked to describe students who had parental support from the ones who did not as well as eliciting teachers' personal opinion and experiences. The semi-structured interviews were conducted in a scheduled time and place and arranged for each participant's convenience so each interview took approximately fifteen to twenty minutes and each participant was asked for permission to be video-taped. Each question in the interview was formed depending of confidentiality and inquiry purpose. At the time of the study, 5 parents of 4th graders were also selected by the reflections, observations and feedbacks from the former teachers of 4th graders and

the eligible number of parents were determined by the school principal since the school committee only permitted a certain number of parents who could contribute for the purpose of this study without having any conflicts. The first official parent meeting served the researcher to inform parents and to get their consents about the parental involvement process while analyzing their children's academic performance in English classes to get them better in English language skills.

As Patton (2002) points out, interviewing is used as an effective method in qualitative inquires on interpreting the meaning of a phenomena. Thereby, a set of semi-structured interviews with both parents and teachers of 4th graders were held by establishing a positive rapport and a pilot interview was applied in order to test the clarity and transparency of the questions if there was a need for rewording and eliminating useless data. A copy of the transcript from the interview was given to each interviewee to check for its correctness and to ensure credibility of this study and also the questions were asked in intervals due to participants' time restrictions, busy schedule, and mood at the time of interview and so forth (Whyte, 1982).

3.6.4 Data Analysis Procedures.

For the purposes of this case study, the data obtained from the survey data; semi-structured interviews, class observations, field notes reflecting collaborative learning strategies and effective guidance for students via parental engagement were critically analyzed and interpreted on the basis of content analysis.

Initially, video-tape records were transcribed and made descriptive analysis of data. According to Stake (1995) the goal of the data analysis in case studies is attached to the data which derived from interviews, field observations, and documents (as cited in Crites, 2008). Transcripts of video recordings and handwritten field notes were saved as digital source on the computer and filed as a hardcopy considering further technical problems. Pseudonyms were also given for each interviewee in line with integrity and ethical issues of conducting aspects of interview.

Interview questions were prepared following the criteria of semi-structure interview. As Dexter emphasized that interviews can be defined as a conversation-but a conversation with a purpose (as cited in Merriam, 1998, p. 71). Hence, the main

purpose of interviews in this study was to gather specific information and to seek the phenomenon that we cannot directly observe. Interviewing allows the researcher to enter into other individual's perspective (Patton, 1990, p.196). However, it was asked to participants: parents, teachers, several types of questions which are categorized in four types of questions; hypothetical question which describes a person's actual experience, Devil's Advocate question which reveals respondent's feeling and personal opinion, ideal position question which seeks for a phenomenon under the study, and interpretative question which provides a check for what the interviewee understands (Strauss, et al., 1981). Henceforth, interview questions were composed by following Patton's (1990) interviewing classification as aforementioned in Chapter I.

Interviews with teachers occurred on school campus and parent interviews were mostly held in school's lobby and parents' meeting room specified according to its convenience. Initializing data with the phenomenon of this study took considerable time to derive categories from the instruments that had been collected in this study. Teachers and parents' interviews were analyzed and compared with one another in terms of recurring words, common thoughts, feelings, conflicts relevant to the research questions of this study. As Strauss and Glaser (1967) emphasize that "Merely selecting data for a category that has been established by another theory tends to hinder the generation of new categories..." (As cited in Merriam, 1988, p. 183).

As following content analysis procedures, class observations were conducted by the researcher herself and field notes were recorded systematically depending on controls in validity and reliability of this study. In addition, arranging flexible time for the interviews and the other constraints such as available time and physical settings took considerable time to avoid being disruptive and obtrusive. That's why, intervals between the interview sessions were applied and questions were given to the participants to help them to gain confidence and flexibility during interviewing. Meanwhile, 2 out of 3 former teachers' answers were saved as written and typed document during the interview because of having inadequacy of allocated time and overlapped working hours while other recorded in video which constitutes as a type of minor limitation of this study.

Simply, generation is not the key but data selection. Nevertheless, categorizing the themes do not directly lead researcher to make assumptions upon a phenomenon but linking them with the subcategories and the conceptual elements helped the writer to derive a theory from the data collected through collaborative learning with ELL parents and all of which are sought in this study. All the strategies and activities conducted with parents were outlined and classified depending on their outcomes and students' language needs into curriculum.

The following table provides an overview of the research questions and the corresponding procedures in this study.

Table 3

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instruments	Data Analysis
How does the parental involvement affect students' performances on language skills?	Semi-Structured Interview with the Former Teachers Parent Teacher Semi-Structured Interview	Content Analysis (Miles & Huberman, 1994) Conversation Analysis
To what extent does parental involvement increase students' responsibility in homework tasks and projects?	Semi-structured Interviews with 4 th Grade Teachers, Lesson Planners, and a counselor, Parent-Teacher Interview, Parent-Teacher Checklist	(Schegloff, 1996) Within-case Analysis (Yin, 1994) Content Analysis (Miles & Huberman, 1994)
What are the teaching strategies involving parent-teacher collaboration? And how do they affect the students' performance in English classes?	Classroom Observations Field Notes	Conversation Analysis (Schegloff, 1996)

3.6.5 Trustworthiness. Gay, Mills, Airasian (2006) state the significance of trustworthiness in a qualitative research in terms of addressing the credibility, transferability, dependability and confirmability of their studies and findings. In this study, the researcher was concerned with producing valid and reliable knowledge in an ethical manner. As Firestone (1987) emphasizes that qualitative paradigm employs rhetoric to persuade consumers of trustworthiness. In qualitative studies, a researcher deals with describing people acting in events (Merriam, 1988, p.199).

As Guba and Lincoln pointed out (1981, p. 378) regarding this study's conceptualization and the way in which data were collected and analyzed and interpreted, it was ensured that interviews were reliably and validly constructed; and the strategies and content of documents were appropriately analyzed in a systematic way. Hence, the researcher herself reduced avoidable risks in this study by implementing a series of strategies and utilizing triangulation of participants' perceptions and interpretations through semi-structured interviews and direct observations.

Internal validity seeks out the answer of how research findings are congruent with the reality as it was told in Ratcliffe's assessment on assessing validity: "data do not speak for themselves; there is always an interpreter..." (As cited in Stake, 1995).

The credibility of this research study was increased through repeated observations and interviews as well as prolonged engagement of the researcher in the setting of this study. The researcher has been teaching the target group for two years and invested sufficient time to learn the settings' language background and parental support as well as building trust among the school administrators, parents and students. The lengthy class observations, detailed field notes and parental meeting reports aided in producing a valid research for this case study.

Internal generalizability is defined to the generalizability of a conclusion within the case, setting or group studied. The assumptions of equivalency between the samples and the population will be generalizable within the study's setting and the participants (Maxwell, 2005). In contrast, external generalizability refers how the researcher defines the case, study and group; something may change during the course of research (Maxwell, 1992). However, in qualitative studies generalizability of results depend upon variations in conditions and variations in results so that the

researcher deals with the process and theory building based on universality of the phenomenon studied. External generalizability will guide this study as the researcher is convinced that the parental involvement is a need in increasing students' success in foreign language learning for many schools.

In order to allow for transferability, the researcher provided demographic information and thick descriptive data to use in similar contexts to other schools.

To account for dependability, the researcher provided inclusive information describing the processes by which data was collected and analyzed and interpretations were made which include field and interview notes, as well as the writer's observation notes.

Confirmability refers to the researcher's determination on accuracy and credibility of the findings through specific strategies implemented during the study (Stoner et al., 2005).

To ensure confirmability in this case study, the researcher applied member checking and gave an opportunity to read transcripts of participants' semi-structured interviews and parent-student collaborative project records. In addition, the school principal and deputy head of English department read and approved the content of the completed study.

3.6.6 Limitations and delimitations. This study aimed to reduce avoidable risks of biases and limitations by utilizing triangulation in addition to a series of observations and documentation, interviews tried to increase credibility of this qualitative case study. The length of interviews, observations and descriptive analysis of collaborative tasks/projects contributed from the researcher resulted in a valid case by means of internal generalizability of this study in the light of such information. Due to the heavy schedule of curriculum and school, the number of involved parents was limited by school administration. Whereas, the child's language development and academic success through direct observation, systematic interviewing and strengths in dealing with full data were limited, the number of participants as a merit of case studies as well as addressing the research problem by means of holistic account of parental involvement phenomena is valid.

Chapter 4

Results

4.1 Overview

This chapter presents the results of qualitative data analysis, which aims to answer three questions for the sake of this research study. The first and second questions investigate how parental involvement affects students' language skills and to what extent parents support students' language development through home support strategies by supporting effective parent-teacher interaction. In addition, the last research question seeks for those effective teaching strategies which might increase or contribute to English language development of their child through involvement process through collaborative learning strategies. The qualitative data was obtained from the teachers, students and parents of one of the branches of a private school via semi- structured interviews and classroom observations were mainly based on content analysis. Terminally, the qualitative data obtained from survey data, semi-structured interviews and observations were analyzed and interpreted through content analysis and Epstein's (2001) model of parental involvement framework. The remaining part of this chapter presents and analyzes the findings of each research question addressed in this study in detail.

4.2 The Findings of Research Question 1

To find out how parental involvement affects students' performances on language skills, the data was gathered from semi-structured interviews and analysis of a parent meeting checklist and weekly meetings arranged at the school. The parents were asked to answer the questions referring to collaborative teaching strategies and methods which facilitate effective home-schooling discussed in each official meeting with them. Then classroom observation yielded outcome of parent-student collaborative studies home and interpreted students' performances through Common European Framework of References for Languages (CEFR) on the school's e-portfolio system data (See appendices E).

4.2.1 Results of semi-structured interview with former teachers on emerging evidence for involving parents in collaborative study. As a crucial element of having validated data and sorting out parents to be involved in parent-teacher collaboration, an evaluation of the previous academic year with current 4th graders was done with the former teacher through a semi-structured interview. In an attempt to answer the first research question which aimed to sort out parents who were actively involved in their child's language learning and support collaborative study, data were obtained through semi-structured interviews with the former teachers. The researcher conducted the semi-structured interview with 2 former teachers of 4th grade students. To begin with, the following reports each statement questioned during two intervals by conducting the interview.

To better explore and sort out the parents who engage in involvement process during parent-teacher collaboration, a former English teacher and a native teacher of the classes 4B and 4D, the classes from which the students were chosen, were interviewed and each interview question including probes was discussed by analyzing digital records of the interviews. The complete data are in appendix A and below the initial letters represent actual participants and their responses for each question organized by research question.

Referring Questions 1-2: Former Teacher responses in defining parents' involvement in English class activities, homework or task in previous academic year:

The answers of the questions 1 and 2 were combined and explained together since the questions were interrelated and required similar types of answers which were related to English Teachers' general conceptions and reflections on parental involvement. Since, they all agree about guiding parents to help them on how to guide their child at home and support their foreign language development. The teachers had a positive approach on guiding parents to keep effective track of their children's performance in English classes. They also had similar feelings on "hesitations" to over involved parents and their misconceptions on teaching approaches.

Core English Teacher N expressed that:

I think that effective communication to involve parents to English class activities is very crucial in increasing child's success. When parents understand the importance of their attitudes toward their children's achievement through the communication with teachers, they will take care of teacher's suggestions and guidance more. We actually work better when they pad their child's head and help teacher in task-based instructions. However, when I consider last year's parents 'involvement in English class activities, not many of them were volunteer to help us keeping track of students 'folders, notebook and homework. This was a result of parents' hesitations on regression if they force them to study or mislead them during home studies. Yet, they will probably be active in involving when they encouraged and informed.

In addition, the first and the second question asked the teachers what tasks and activities supported parental involvement and collaboration. It was inferred from the answers that the lesson plans could be designed as home tasks and projects to support parent-student interaction as well as supporting academic needs. The teachers also stressed the importance of giving feedback to parents about their child's needs in English classes and defining those academic and organizational needs comprehensively.

Moreover, the teachers mostly focused on students' spelling mistakes and homework checks since some students were rule out and missing organizational skills. One of the teachers stated a few problems on "meeting time and parent calls" since their busy schedule could create some inconveniences on reaching and communicating with parents as needed. The researcher guided the second question by a probe which asks for the strategies in guiding parents' offers on supporting parent-student collaboration. The teachers all agreed on giving parents *effective instruction* on the home projects and tasks before assigning them to the students who had difficulty in understanding *teacher's direction*.

Native Teacher D stated that:

First, I believe that we should let parents know that they are going to ask for parents' help when they need. Teachers should tell parents that the best they could contribute to their own children is to help them at home because home is the only place teachers cannot observe or help students. When they know how to help their child home, they could support better and effectively. Last year, the schedule was not fully focused on home-tasks instead we did projects and activities in the classes mostly but they were good at checking their child's notebook and spelling in English as well as returning with feedbacks by giving a call or meeting at lobby.. With younger age group, rehearsing a character in a book and using audio stories by stressing pronunciation and vocabulary through Oxford Reading Website" or joining a Bug Club.

The third and fourth question asked the teachers what problems and challenges were encountered with the parents during the previous academic year. It was also asked them to what extent parents were supportive and involved in students' language development in English classes. One of the teachers gave two words which have negative meanings such as *over involved parents* and *high expectations* on getting academic success. Also she stated that difficulty in understanding teachers' strategies and teaching techniques among the parents and misinterpreting their feedbacks could result in *conflicts* and *biases* so that some strategies should be developed to limit the problems.

Referring to Questions 3-4:

Teacher N responded that:

Because of the age factor, most of the parents were highly involved in English tasks completed home but in our school is like a competition among the parents, for example doing good art and crafts or video recordings were challenging for them, in this point, Parental Involvement was like a challenge for English Teachers. We felt stressful when they call us for a correction in their child's notebook or handwriting, I think there should be a limit to prevent over-involving parents or we need to develop some strategies on finding a support and responding their expectations as well.

Teacher D reflected that:

As a passive spectator, parents were in involvement just on helping homework tasks by giving them correct answers, I mean the parent who knows English but the others who do not, and they were expecting only school support by means of extra study with child...

As it was interpreted above, the reflections of teachers who were engaged with parental involvement during the past academic year, they found some challenges involving parents in English classes, some of them resulted in over involving in parent-schooling and setting rules. In order to balance this, former teachers also reflected on their analysis of past experiences and suggested some activities and techniques to set up better relationship in parent-teacher collaboration. In this perspective, the researcher herself considered the feedback of former teachers in order to choose the parents whose child needed support in developing English skills and also the parents who were involved actively and voluntarily. During the interview, former teachers also reflected their ideas by exemplifying the strategies that could be applied during parent-teacher collaboration and named the parents and

students who could be chosen for the sake of this study. Those findings gathered by survey data were also harmonized in designing lesson plans by referring to further research questions of this case study.

Their demographic information was not taken into consideration since the crucial part of interview was the answers of the questions and the responses were analyzed through the content analysis by manual coding below.

Table 4

The word analysis results of the questions in the former teachers' semi-structured interview

Question 1- 2		
Raw Data	Preliminary codes	Final Codes
Parental involvement in English classes	Over involved parents Maintaining high expectations	Collaborate Supportive Enthusiastic
Question 3- 4		
Parent-Teacher Collaboration	Age factor No supportive material	Teaching skills Lesson Planning Feedback Collaboration

The semi-structured interview started with a general question based upon former teachers' perspectives about level of parental involvement in the school that the study conducted. Then, the researcher guided the questions with probes and applied ideal position question (Merriam, 1988) in order to define parental involvement in English classes. As it was shown in **Table 4** the manual word analysis was done by

considering the emphasized and repeated words during the interview session. The interpretive questions also helped to get solid ideas on how parents can be involved and how teaching strategies can be supported by collaborative language learning strategies. The former teachers contributed to the study by advising strategies such as Bug Club Reading activities, Oxford Owl Online Stories to support and develop vocabulary and pronunciation skills through parent-student interaction.

4.2.2 Parent-teacher semi-structured interview results upon supporting collaborative learning. The researcher conducted the semi-structured interview with 5 parents of 4th grade students by applying the structured interview's features. After the target population was defined and approved by the school principal, the sample portion of target was chosen by means of purposive sampling to represent the ELL parents in this case study. A set of 5 questions were asked to each parent in a scheduled time separately. Parents' demographic information was taken into account because of the needs and expectations of each parent who have different educational and cultural background. That's why, probes were used to guide parents to make the questions reasonable and to the point. In an attempt to identify core consistencies and meanings within subjective reality but scientific manner, the researcher applied coding by labeling relevant words in a heuristic way and reflected them in a table.

The answers of five questions guided by probes were combined and explained together to give a succinct and clear interpretation of interview results recorded for each parent after extracting objective content to examine meaning in this particular context: parental involvement. (See Appendix B) The first two questions sought how each participant guided their child at home and any teaching material used for help in English. In addition, each of the parents specified their free days that they spend with their child at home and the time that they spent doing homework tasks together.

However, two of the parents explained their inconvenience because of busy work hours and hesitancy of guiding their child in a wrong way helping in English tasks; and one of the parents reflected low confidence because of the lack of English knowledge. Lastly, the third, fourth and fifth questions also asked the parents what educational activities their child liked doing at home to sort out activities and tasks designed for that purpose. Furthermore, two of the parents, whose children are male,

indicated that their children liked playing word games on the internet and other types of online games rather than written tasks.

Whereas, three female students' parents responded that their daughters like doing art and craft projects and video projects including recipes, giving instruction and so forth. By conducting interviews, the researcher also used a parent-teacher checklist designed by lesson planners for the sake of this study because of keeping official written records of decisions and reporting an assessment of each parent meeting held by researcher for the other sessions of meeting through the case study (See appendix C). To put it simply, the parents' needs, expectations and judgements on their involvement for parent-teacher collaboration by means of developing students English Language Skills were reflected on the following excerpts below:

As a non-English speaking parent, I don't know how to help my child. Last year, I asked English teachers help to take additional support because my child's motivation was low. Actually, I expect this from teacher because I believe that if a student likes his teacher, he participates lesson more actively... so the bond between you and my child is very important, you need to set this rapport. In addition, I am a volunteer parent to help you in this process. (Interview- Female Parent A)

I am working parent so due to my busy schedule at hospital, I cannot check my child's tasks at home. I only have spare time on the weekends, but I don't know how I can support her studies. When I try to teach him grammar, he says that "Dad, you are not my English teacher and it is so boring!" Also, when I force her to study and read more, we have an argument. I know English very well but I am in trouble helping him at home. (Interview- Male Parent B)

I can only help my child at the weekend but in that time we spend our time out and I don't want to put pressure on him, he does his homework in short time and still having problem keeping English folder, that's the reason I cannot keep track of his work, I try to speak English at home, and he likes to speak English with me. (Interview- Female Parent C)

I don't see any development in his English. It's been many years in this school but I know he gets good grades on exams. I don't know how he does because he doesn't study English at home, and when I say him "practice English, revise what you learned at class etc." he stresses that "I finished my homework Mom, and I know this is not enough!" (Interview- Female Parent D)

I try to support my child's English learning at home, I have plenty of time to help his projects and tasks but he doesn't want to involve in tasks, he gets bored easily, I think I need some strategies from you, there is like a gap between me and him.. As a parent, rather than getting good grades in English exams, I want him to speak English fluently because I want to take him study in abroad. (Interview-Female Parent E)

As it was explained above, the major points highlighted in the interview mainly focused on parents' needs in helping students on English tasks and developing English skills. Applying Devenney's a three-step approach: parent motivation, parent participation in school and parent-teacher communication were taken into consideration by coding the interview results of parent-teacher semi-structured interviews (as cited in Nguyen, 1996, p.17). The researcher first identified parents' needs for help and defined the strategies to design activities and tasks based on students' language needs in order to find out effects of parental involvement in students' English language skills. Table 5 reflects the analysis of parents' needs and expectations and learner's language attitudes succinctly below identified via semi-structured interviews.

Table 5

The report of analysis of parents' needs, expectations and learners' attitudes toward practicing English at home

Parent Needs	Expectations	Learners' Attitudes
P1 Guiding strategies	Be good at English speaking	Low-motivation
P2 Organizational Skills	Be good at tasks, projects	No responsibility/ motivation

P3 Engaging teaching activities	Being confident and extrovert	Shy/low self-esteem
P4 Limited time	Parent-teacher collaboration	Highly motivated/confident
P5 Supporting materials	More tasks, projects	Creative/task oriented

All these findings together appeared reasonable and broad understanding of parents' actual needs for effective involvement in English classes and their expectations with some shortcomings. Even though they were highly enthusiastic to support their child's language development, they had some concerns relating their involvement period and parental participation. That's why, the parents needed to be helped by the teachers to emerge their child's potential to learn and develop skills of English. According to the results of the interviews, most of the participants' concerns were to figure out what type of guiding strategies and materials were needed and how to start with parent schooling. In spite of the problems associated with the students' attitudes in English classes, the parents' feedback and reflections helped the researcher to determine the missing links and to select a good strategy to be followed during the study.

4.3 The findings of Research Question 2

In an effort to answer the second question; to what extent parental involvement increase students 'responsibility in homework tasks and projects, the data were obtained through the parent-teacher checklist and the semi-structured interviews with the teachers-lesson planners of 4th grade students at the primary school where the study conducted.

4.3.1 The results of semi-structured interviews with the 4th grade teachers and lesson planners. The researcher conducted a semi-structured interview with 4 Turkish English Teachers (Lesson Planners of 4th graders) and 1 native English Teacher who were working in the same department with the target group of this study. The questions of semi-structured interview (see appendix C) which were analyzed while being collected, were both parsimonious and illuminating within case

analysis in order to find out the contextual variables as treated in a comprehensive case for each student. Since the data were gathered to find out as much about the contextual variables as possible and also to build a general explanation that fits each of the individual cases with details in this study (Yin, 1994, p. 112). Hence, the words in each question were interpreted and analyzed through respondents' answers and the researcher's notes in interview log.

The semi-structured interview started with a general question related to collaborative learning and involvement. The first question asked whether the teachers of 4th grade students could incorporate activities that facilitate parent interaction into the curriculum in order to support language development. The 3 teachers (80 %) gave *yes* answer to this question and 2 (20 %) of the teachers said *no*. However, the researcher asked a probe for this question to make them explain why they think that it is not possible to incorporate activities to facilitate parent interaction by questioning and clarifying whether they have any experiences or not. There were some words that explained why teachers had a negative answer on supporting parent interaction as reflected in table 6 below.

Table 6

The Word Analysis Results of the First Question in the Teachers' Semi-Structured Interview

<i>Question 1</i>				
<i>Positive</i>	<i>F</i>	<i>Negative</i>	<i>F</i>	<i>Total</i>
<i>Supportive parents</i>	3	<i>Over involved parents</i>	1	
<i>Participating</i>	3	<i>Misleading</i>	1	
<i>Autonomous learners</i>	2	<i>Wrong Strategies</i>	3	
<i>Developing language skills</i>	5	<i>Fear of losing interest</i>	1	
	13		6	19
<i>Total</i>	68 %		32 %	100%

As summarized above, the most frequent words captured by the researcher interview log was coded by main points highlighted during the interview. The 32 %

of the negative wordings included the negative effects of over-involved parents such as misleading and using wrong strategies while involving parents to English classes. Besides, parents' concerns on losing their children's interest on English language when they forced them to study were taken into consideration in order to reflect the results for research question three as well.

The answers of the second and third questions were combined and explained together since the answers of the questions were connected to each other in a supporting way. The questions were asked what the teachers thought about parents' support and how it was possible to apply tasks/projects to involve parents in child's home-schooling.

The teachers of 4th grade students and also lesson planners were required to reflect their pedagogical perspective on parents' involvement in English classes. They all answered question 2 and 3 by exemplifying from their teaching experiences in the school setting of the research held. Since question 3 was a follow-up question of 2, that's why interviewee's responses were combined intently. The researcher looked over the important insights from her interview log and assessed the responses to sort out the needs for effective parent schooling and parent-teacher interaction during the implementation of the study. The following excerpts reported below summarized the main points highlighted by the interviewee:

I think parents in our school are so demanding and most of them are known they're the over involved parents who are having high expectation and good grades from their child. However, this situation put some much responsibility on teachers' shoulders; giving individual support, checking folders, calling and informing parents etc. Of course, we all are responsible of doing these but in one way of support unfortunately (Teacher N, interview).

I believe that there are ways of involving parents to English classes. Last year, I had some parents who were involved in class projects like Junior Teacher. Students taught their parents any target language we learnt in the class and took video recordings, they had fun doing this project home, and it was beneficial for both parents and students (Teacher I, interview).

Parents in our school are supportive to some extent but teacher guidance and support to encourage parents to involvement are much more important because when they feel there is a problem in the class, their attitudes directly changes into negative way and they can easily judge our school's teaching system even our curriculum. So if we design well designed activities to promote parents' involvement, we can help our students' pedagogic needs as well (Teacher E, lesson planner, Interview).

By involving parents to English classes, we can help kids to improve vocabulary and reading skills. Since we are teaching grammatical structures in classes, reading stories and word game activities can support and reinforce the structures that we taught in the class. If so, we can also prevent parents' grammar teaching at home because they might confuse what to teach on a target language or teaching more they need can also be a backwash. (Teacher D, Interview).

As it was addressed and emphasized in teachers-planners' comments for **question 3**, most common reflections were based on supporting students' language development by parental involvement and designing lessons to support students' learning at home by parent help and guidance. The interviewees stated their anxieties from parents' reactions and over control on the schools' teaching system and curriculum when they worked alone with their child. That's why, they reflected that supporting parents pedagogically might increase the success in the students' language learning process. In addition, they shared their experiences from the previous years on the effective outcomes of parents' support.

The last question asked the teachers' suggestions and experiences in order to involve parents who do not have any English language background. As it was mentioned in parents' demographic chart in chapter 3, one of the involved parents had difficulty in helping his child's English homework and tasks at home because of having a low level of English. That's why interviewee's suggestions and recommendations on this question were valuable and strategic to support effective parent-student collaborative learning. The teacher interviewee reflected and shared their ideas by answering "Yes" and the table 7 below illustrates the notes of the

interview log and reports the teachers' suggestions to promote parents who do not know English into collaborative learning activities at home.

Table 7

The Report of Results in Teachers Semi-Structured Interview Log

	<i>Respondents' comments</i>	<i>Researcher's notes</i>
Interviewee #1	Teaching target vocabulary through games	<i>Words in the jar activity</i>
Interviewee #2	Encouraging parents to promote reading English books, online audio stories	<i>Bug Club activities, Oxford Owl Online Stories, giving students treats/positive feedback for each book report</i>
Interviewee #3	Students can teach English to their parents at home, topics can be chosen from the target language of the weekly plan. <i>Writing diaries each week to</i>	<i>Improve revision, checking understanding, Junior Teacher Project can be revised.</i>
Interviewee #4	<i>revise the tenses: present simple and past simple, write 3 sentences each day, ask parents what they do- L1-L2 translation</i>	Keeping diaries to revise tenses. Encouraging parents to share their daily routines, keep track of daily writing activities
Interviewee #5	<i>Giving instructions; house chores, recipes, to do list etc. Helping students to keep video-record of home-projects</i>	Preparing/Designing projects about the course book units covered in class; at the restaurant, volcanoes, the wild west

As a result, the interviewee's responses and suggestions were evaluated and analyzed to develop some strategies and techniques to design lesson plans to encourage parent-student collaborative learning. English teachers' insights about new tasks and projects were taken into consideration to be applied in parent-student collaborative learning tasks during the involvement process. Furthermore, activities which promote effective parent-centered collaboration were designed in the light of the findings as well as adapting them into the current curriculum. In order to revise target vocabulary items in the course book, target grammar structure and the skills of English, activities shown in table 10 were designed and applied for each participant of this case study. The parents of those 5 students were also guided through the strategies by means of the collaborative learning approach. Various strategies used to promote students' full participation in the classes indicated that providing stimulating and interactive home projects helped the students to discover their potential in developing English skills.

4.3.2 Results of semi-structured interview with a counselor. In an attempt to ensure true communication techniques with the involved parents, the researcher conducted an interview with the school's counselor who works with the 4th grade students and reflections with the involved parents in this study. The questions of the semi-structured interview with the counselor about her experiences and thoughts on 4th grade students and their parents' involvement in school activities (Appendix D) were analyzed with the help of content analysis.

The answers of first, second, and third questions were combined and explained together since they required similar type of responses from the counselor regarding to the parents' attitudes toward their child's school performance and their involvement. The first question asked the counselor what experiences she had with the 3rd grade students and their parents. It can be inferred from the responses that parents' involvement was high last year comparing to the 4th grade students of this year. The counselor stated that this was because of parents' sensibility on their child's age-related problems and needs in self-control development. The counselor also emphasized that the parents were highly "enthusiastic, volunteer and participant for the school activities. This can be interpreted as the parents' collaboration with the

classroom teacher to help setting school rules and raising awareness in class tasks. As a response for the second and the third question, the counselor gave two words which had positive meanings such as “participating, controlling, and volunteer”. It can be inferred from the positive wordings in the interview, the attitudes of the parents were positive toward involving child’s homework and tasks. The other response was also supported parent-teacher collaborative work.

Q1- When you call on parents to talk about their child’s performance they may think there is a problem about his/ her academic success. Regarding to our school’s success goals, they may react you to defend their efforts, so the best way is to use “sandwich technique: tell positive sides first”. (The counselor, November, 12, 2015)

Q2- The best thing is to invite parents to school for an activity which supports parent-student interaction. (The counselor, November, 12, 2015)

Q3- I believe that when the parents check their child’s daily tasks and activities, the child become more conscious on fulfilling responsibilities and increase participation to the classes.

As it was stated above, the counselor responded the questions 1-3 considering the pedagogical and behavioral outcomes of parents’ involvement in school. In addition, the counselor answered the fourth question by exemplifying the activities which could be developed in increasing children’s schooling. It was stated that the parents’ participation in school activities and meetings had positive outcomes on having disciplined and autonomous students in classes. For the last question, the counselor tried to emphasize the school’s policy on parent-teacher interaction and being consistent with the strategies to be followed among the other teachers of the student. Hence, the counselor believed that it was crucial to keep tracking students’ participation and observing the needs before reporting them to the parents in a direct way.

4.3.3 Results of parent-teacher checklist. With the purpose of answering research question two which aimed to find out parents’ impact on increasing students’ responsibility in homework tasks and projects, the researcher kept track of weekly meeting reports by designing a “parent-teacher” check list with the help of 4th grade lesson planners. Since there were some limitations of keeping video or voice recordings for each official meeting with the target population, 5 parents of 4th grade students, it was crucial to eliminate complexities of analyzing each meetings’ agenda. That’s why, the researcher applied *a checklist (See appendix F)* including the titles; academic evaluation, objectives for each skill of English, organizational skills, behavior/attitude, assessment and additional page included “meeting subjects, comments and meeting outline” with a teacher-parent signature in order to have a valid and official record of meetings.

Table 8

The chronology of parent meetings for collaborative learning activities

Chronology of Parent meetings		Activities
21.09.15	Parent Interviews	Planning-Collaborative Strategies
07.10.15	Setting Purposes	Setting purposes-Analyzing Needs
14.10.15	Projects	Giving Tasks- Talking about organizational skills
27.10.15	Evaluation	Performance analysis-feedback
05.11.15	Skill Development	Vocabulary Revision
19.11.15	Collaborative Learning	Reading Stories-Book Report

26.11.15	Collaborative Learning	Giving Instructions- “Recipe” video recording
08.12.15	Giving strategies	Junior Teacher Project- language skill development
15.12.15	Keeping Diary	Parent-teacher collaboration
23.12.15	Keeping Diary	Focusing on the structure, daily routines, sharing experiences
05.01.16	Task-based projects	Parent-student Collaborative
13.01.16	Task-based projects assessment	Learning Tasks (Course book Units) Evaluation of Skill Development

As it shown above, table 8 illustrates the weekly setting of parent-teacher meetings and the activities that were practiced to enhance parental involvement and to develop English language skills of participants. Looking at table 8 closer, the order of activities, which were designed after getting feedback of 4th grade teachers in the interview sessions, can be seen in detail. In order to put the activities in an order, results of parent interviews and in class performances of students through class observations were used. In order to increase understanding of the case, the researcher observed the students’ performances in tasks and projects presented in classes and analyzed the process keeping records of each task/project. During the observation, the researcher analyzed each observation form with a “comments” part bottom of the page (See the appendix G). The results of the observations for the first video project indicated that parents’ collaboration on the project named “Giving Instruction: Recipes” project had positive outcomes on revising the common phrases that used in recipes. Since, the students practiced the target phrases in the course book “Super Minds 5, Unit 4” and they were able to use “*chop the onions, cut the vegetables, add salt, mix, pour, stir*” and also they were able to use the following language to say how much “*a cup of, a tablespoon of, a pinch of*” in their video presentations. Furthermore, the students felt competent and confident during the presentations so

this can be interpreted that the parents' involvement in this project helped them to practice the target structure and phrases at home through the strategies provided in the weekly meetings dated above in the chart (see the table 11). However, one student had difficulty in that project because of the parent's busy schedule at work and the disruptions in recording a video. Instead, the student E handed in the project as a hard copy with an excuse letter from the parent. Therefore, the teacher believed that the involvement of the parents still has a positive impact on the students' participation and compensation for the missing tasks. For the "Junior Teacher Project", the checklist results indicated that the students' performance in the task based projects were quite satisfactory in terms of using the target structures effectively.

The checklist results indicated that the parents' involvement in the "Junior Teacher" project helped the student to develop their presentation skills and to revise the target structures: "*made of-used for*" and "*will- be going to*". The parents' involvement on this project yielded significant outcomes by means of effective use of target language in English classes and reducing the grammatical errors. The results of the checklist analyses could not be categorized but each analysis indicated an effective evaluation of the students' instructional improvement. The researcher reported the students' structural mistakes in the "*comments*" section in the checklist and noted down the collaborative learning strategies in the "*suggestions*" part (see the appendix F). The most common grammatical error of the students were in the usage of "*will and be going to*" as a target structure of the course book. In the light of similar studies (Santos, 1999; Wiese, 2010; Marsh, 2011; Lau-Smith, 2001), training the parents for collaborative learning contributed the students' oral and written production in English classes in identifying "*will and be going to*" in the tasks referring to the outcome of the English lesson plan. The students were able to make sentences to talk about "*future plans*" and "*future arrangements*" as well as decreasing the number of the mistakes done such as "*I will going*", "*I am go to*", "*I am going to*" instead of using "*I am going to go*".

The comments reported on the parent-teacher checklist reflected the students' weaknesses and strengths clearly in order to compare the outcomes of the each tasks

practiced by the students. In addition, the parent-teacher checklist demonstrated the students' progress report for each task and also it provided the parents an effective guide to raise their awareness on the parental involvement and collaboration. The parents developed positive attitudes towards parent-teacher collaboration based on the students' tasks and homework assignment. The three parts in the checklist: before, during and after the meeting helped the researcher to increase the effectiveness of the parent meetings and to keep a valid report of the students' performances in English classes.

Furthermore, parental attendance was used to help students' English language skill development by means of reinforcing materials covered in English classes and supporting students' development with home tasks as well as developing positive relationship between teacher and parent. Rather than aiming for high scores in exams, the purpose was to obtain an improvement in students' skill development in speaking, reading, writing and listening. Throughout the twelve weeks of involvement, parents were expected to motivate their child to the tasks given and assigned; teachers were expected to guide and lead the strategies implemented through parent-student collaboration for English language development.

4.4. The Findings of Research Question 3

The last research question of this case study had a purpose to sort out the teaching strategies to involve parent-teacher collaboration in the target private elementary school's settings. In order to meet both parents and students' needs in the involvement process, classroom observations were held and the researcher kept track of reports during the evaluation and summative analysis of weekly performances of 54th grade students. Students' verbal expressions, performances in video projects, and written assignments were all analyzed and reported on school's language portfolio system based on Common European Framework of Reference for Languages (CEFR) and through semi-structured interviews on parent-teacher collaboration / Field Notes.

4.4.1 The results of classroom observations and field notes

With regard to answering impacts of parental involvement on students' English language skills development by the help of parent-teacher collaborative learning strategies, the researcher made summative analysis to sort out the language needs of dependent variables and also developed skill based strategies through task-based studies and projects. Five students from classes B and D were observed weekly in order to track and assess their performances after the implementation of parent-student collaborative activities at home. Throughout 12 weeks of implementation of collaborative learning activities with the help of parent partnership, students' needs in language were analyzed via classroom observations and results were reflected on each variable's language e-portfolio which was placed in the school's online info-center system. In table 9 below, the researcher reflected the results of students' task/project performances in the shade of the field notes including verbal descriptions, observer's comments based on language skill needs and developments.

Table 9

Results of classroom observations and field notes used to analyze students' language needs and developments in English classes

<i>N</i>	<i>Language needs</i>	<i>Observer comments (OC) on language development</i>
<i>S1</i>	<i>Parts of Speech, auxiliary verb "to be"</i>	<i>Repetition of target structures needed, adjective, noun and verbs needed to be practiced through collaborative tasks.</i>
<i>S2</i>	<i>Word patterns, spelling, auxiliary verbs</i>	<i>Writing book reports and giving feedback by checking spelling and word patterns, increasing class participation, tasks based on reading projects.</i>

S3	<i>Using common and simple phrases, confusing usage of target structures, overgeneralization of rules: irregular verbs</i>	<i>Writing diaries to practice target structures, irregular verb games (parent-student collaborative learning), and word chunk games.</i>
S4	<i>Finding useful information in a text, writing a paragraph</i>	<i>Reading strategies: Scanning and skimming text, Oxford Owl Online Reading activities</i>
S5	<i>Giving short and simple descriptions of events, using appropriate language in given contexts</i>	<i>Video projects based on giving instructions, using simple sentences, using transition words; First, second, then.</i>

As it was summarized above in table 9, the researcher synthesized the results of class observations and field notes written from twelve weeks of implementation. It provided different instructional activities for each participant according to their needs in English classes and the tasks/projects were given them after informing parents on specific tasks and strategies in weekly meetings. In the table 9 above, the S1's instructional need was on the usage of "verb to be" in simple sentences and observer comments (OC) reflected the strategy that was followed by the parent in a collaborative way. The observer's notes during the class observation gave the researcher insights on developing strategies for each language needs that the students had. As seen above, the S2 had some common errors in the use of "the word patterns and spelling" and the "Oxford Owl Online Reading" activities were developed for that need in order to practice word patters; -ed/ -ing forms and spelling. In the following table, S3 had overgeneralization of the past verbs and their -ed forms, as it was observed in class tasks and analyzed in the students' English folders including Monday, Thursday and Weekend Homework (see appendix H). As it was occurred in similar study in Marsh (2011), providing educational and fun activities could foster parental involvement and support learning. Likewise, the results of the "keeping a diary" project were quite fruitful for revising "the past simple; irregular and regular

verbs”. On the one hand, this activity facilitated the parents’ social interaction with their child by supporting learning. The student (S3) practiced the –ed forms of past by writing five sentences and sharing the things completed with the parents during the day. Also, overgeneralization of adding regular –ed suffix to the base forms of “write, see, eat” instead of the irregular forms, was corrected through the diary activity after the parent-student collaboration which was significant in terms of the study results. For S4 performance in the table 9, the results of the tasks based on “Oxford Owl Online stories” were consistent with the students’ performance in reading tasks practiced in the English classes. The student 4 also developed reading comprehension skills in terms of skimming, scanning the text, reading for specific information and answering comprehension questions appropriately. This task was also practiced by the other 4 students and the outcomes of the task were positive in increasing vocabulary knowledge, revising regular and irregular verbs, writing a descriptive paragraph.

As previously mentioned in Daza and Garavito’ study (2009), the results of the activity supported that the parent-teacher collaborative learning enhanced the interaction and increased shared experiences with their children in terms of reading fun stories together. Lastly, the results of S5’s language needs analysis in the table 10 above indicated that there was a significant improvement in the student’s speaking skills as a consequence of video projects. In each videotaped tasks by the parent, the student gradually developed her skills in use of transition words such as “*first, second, then*” and expressed herself clearly by connecting sentences coherently. The parental attendance in this task helped the students to assimilate the material covered in English classes and also enhanced the relationship between the parent and the teacher by impacting the students’ English speaking skills assertively.

In addition, with regard to defining strategies that needed to be used in the parental involvement process, teachers of 4th grade classes who were the lesson planners of the 4th grade classes designed some fruitful activities that meet language needs of student participants under the light of curriculum needs. As assigned in weekly parent meetings, students were responsible for practicing and completing tasks/projects with their collaborative partners: parents. Each task aimed to revise a structure and a skill as well as create fun and enjoyable activities which were

encouraging and reinforcing students' interest in the target language. Each task designed by the 4th grade planners and edited by the researcher was described below:

Task 1 Words in the Jar

In order to reinforce students' needs in English vocabulary development, the "words in the jar" activity was given to parents to help their child practice target vocabulary at home in each unit of the course book that was covered in class. The activity also worked well with the parents who had limited or no English language background. The target words and their picture definitions were written on the word card and put in a jar decorated by parent-student. The task was practiced by picking up 3 or more words from the jar and asked by the parent to the student every day. The activity was also practiced vice-versa; the student to the parent or the parent to the student. Once the students completed practicing/revising each target vocabulary in the jar, parents informed the teacher about the performance and gave feedback. The researcher used "Class Dojo" (*it is an online classroom management platform which engages parents and students and builds important skills like persistence, team work*) to encourage students and to award them points.

Task 2 Oxford Owl Online Stories (Writing Book Report)

The Book report activity was designed to encourage students to read more and get more points in the Class Dojo system which was the only award system in the school for 4th grade students and it affects students' attitudes and behavior positively. The students who needed to improve spelling skills, pronunciation, and word patterns were encouraged to read more stories at home. The parents were informed about the online readings and a story for each week was assigned to be summarized on a book report paper given by the teacher. The parents helped their child to listen and read the stories by creating settings for story day and night. The outcomes of reading online stories with the guidance of parents were quite valuable for the students' reading skills development. All 5 students read a story from the online source and wrote a short summary of it to get extra points in the class Dojo system. This activity reinforced students' vocabulary knowledge and helped them to

revise “Past Simple Tense” in regular and irregular verb forms through summary paragraph writing.

Task 3 Keeping Diaries

This project was designed to revise most common structures confused by the students; present simple and past simple tenses. The parents were informed about the procedures of keeping a diary based on the target structures. The students were supposed to write 3 things they do at the school every day and to ask their parents reciprocally. After practicing keeping record of the daily routines, the teacher changed the activity about “reporting past events” and students wrote what they did at school and asked their parents what they did during the day or at work by using the time adverbs like yesterday, last night etc. All in all, the tense revision was practiced through mechanical activity but it was supported by communicative outcomes. The teacher checked the diaries weekly to give the parents feedback and assessed the developmental process of each student in English lessons.

Task 4 Junior Teacher

This task was designed to improve students’ presentation skills and increase motivation in English classes. The activity was recorded by parents and each student was responsible to teach one target structure or topic to their parents. The task helped the students to practice speaking and revise what is learnt in the class throughout the week. The results of this project indicated that 5 students and their parents had a positive collaboration at home and supported comprehensible revision of target structures taught in English classes. The students also improved their presentation skills by practicing useful language provided by the researcher herself. The result of “Junior Teacher Project” demonstrated that the outcomes of the project was quite valuable and prominent since 5 of the students designed some study pages like the teacher applied for the English lessons and practiced (see appendix I).

Task 5 Giving Instructions

This task was designed to revise vocabulary and target structure in the course book (Super Minds 5) since the units of the book covered the topics like “at the

restaurant, disasters: volcanic eruption, spaceship restaurant: writing a recipe". Therefore, the planners prepared materials to reinforce the target structure and phrases in the units. To do this, each unit was introduced with a project task. For instance, students made video projects expressing how volcanoes erupt or how to make a sludge drink or how to bake a cupcake. They practiced the words and sentence structure of giving instruction as assigned in the curriculum as well. The parents were informed about each project's needs and instructional details to guide their child at home and help them to have good quality of video records.

All in all, the implementation of projects and tasks (see Appendix D) through parent-teacher collaboration demonstrated that students' participation in English classes and their English language performances during the lesson activities increased noticeably. During the classroom observations, the researcher observed students' attitudes toward English tasks and assignments. The reflective observations revealed that the students, whose parents were involved in homework assignments and projects, improved English skills by having parent support at home. When their English projects and class performances were analyzed, parent-student collaborative work put an impetus in students' language use in the target words and phrases.

As expected, parent-teacher collaboration and designed projects addressed the impact of parental involvement significantly as a whole because the parents were already supportive and enthusiastic to be involved and tend to help their child's developmental progress in English language. The data tools applied through the implementation such as semi-structured interviews and classroom observations helped the researcher to overcome handicaps that often related with motivational and organizational needs of the students. Since there are some policies on homework in the school where the study was conducted, students' organizational tracking is very significant for increasing success in that school. That's why their English folders and notebooks were checked in a routine by teachers and parents during the implementation (See appendix H). The students whose folders were checked by parents weekly had improved their organizational skills by keeping their study pages neat and well written.

In addition, students' instructional needs in English classes were also highlighted via deep analysis of classroom observations. Most of them were

associated students' language transfer errors and overgeneralization of the rules since they had some difficulties in differentiating "will and be going to" and "simple present and its continuous forms". In other words, the results of students' project analysis showed that all five students' vocabulary knowledge in the target words increased by means of using them in both written and spoken language. Thereby, all the teaching strategies developed by the researcher focused on those language needs of the students analyzed and defined during the observations in order to validate the results of the findings.

The findings illustrated that the impacts of parental involvement were quite effective in developing students' English language skills and development as well as increasing participation to the lesson activities. Volunteering and decision making in parents' involvement had a contribution in students' academic performance. Even a small amount of time spent for the students at home made a remarkable and worthwhile improvement on the students' English language development. The results of the study thus indicated that collaboration between parent and teacher was important for students' developmental process in English classes.

Chapter 5

Discussions and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to examine the impacts of parental involvement on 4th grade English Language Learners' language development by fostering parent-teacher collaboration. The purpose also was to evaluate whether some specific types of collaborative learning strategies could be developed and applied for enhancing English skills of the young learners. Principally, the qualitative case study research method was applied and the data was obtained through survey data and semi-structured interviews which included both the parents and the teachers of English. For the data analysis procedure, some qualitative data through content analysis, within case analysis and conversation analysis was used. The following sections discuss the findings of each research question.

5.1.1 Discussion of findings of RQ1. The first question aimed to find out how parental involvement affected students' performances on English language skills in detail. The data was gathered by the survey data which included demographic data of parents and semi-structured interviews which asked more detailed questions about collaborative learning and parent schooling in order to support the study.

Furthermore, the survey data facilitated the purpose of the research in creating teaching strategies that could work with parent-student home schooling. These perceptions correspond with Epstein's Parental Involvement Framework (Epstein et al., 1997) on communicating with their child about school, maintaining high expectations in English language development, and checking children's homework, tasks and so forth. The interpretations of findings also indicated that the curriculum meant to ensure parental support in child's schooling was positively connected to the child's achievement in classes. The parents who were already enthusiastic about supporting students could work better in increasing outcomes of skill development in English classes.

The findings indicated that parents' sociocultural background and education play an important factor defining the level of involvement for parent-school collaboration. From the findings, it was interpreted that over involved parents and

maintaining high academic expectations resulted in getting supportive and collaborative output from the parents of 4th grade students.

Since a deep analysis of parents' educational background and social status described the needs of parents in involvement process, the researcher herself collected a reliable and valuable record of parents in order to develop strategies during the implementation. The perceptions reflected by parents of 5 students corresponded with Epstein's Parental Involvement Framework (1995) by means of parenting, communicating, volunteering, learning at home and collaboration with the school community. The researcher suggested further that there were some strategies needed to be developed considering the curriculum in the school's program.

As the results of both semi-structured interviews and survey data indicated, the majority of feedback obtained from the teachers and the analysis of parents' needs were parallel to each other. Therefore, it could be interpreted that the results were consistent with each other and overlapped. In-depth analysis, the parents' sufficient time, low level of English, and lack of alternative strategies to support language development were identified in terms of sorting out the problems affecting students' performances in language skills.

In other words, these issues could be defined as the impacts of parents' sociocultural and education backgrounds to students' academic development. Similarly, Jeynes (2011) stressed that there were a number of reasons how these linkages existed in parental involvement. Since most of the parents, who were not involved in their child's education, were the ones who were not convinced by the teachers or the school system on the positive outcomes of involvement and collaborative learning. That's the reason, most of the less educated parents might not have benefited by parent schooling programs (as cited in Jeynes, 2011; Epstein, 2011).

Furthermore, the findings of the current study supports Folk's (2015) study on the view of specific types of parental involvement which has a significant relationship to student performance in English classes. Of the other types of parental involvement, volunteering was the most strongly related type to students' language development rather than parenting and decision making. To conclude based on those findings, it could be signified that volunteering in parental involvement is a key to

understand the role of parental expectations and needs in defining the collaborative learning strategies.

5.1.2 Discussion of findings of RQ2. The second question had an aim to find out to what extent parental involvement increased students' responsibility in homework tasks and projects in detail. The data was gathered by the parent-teacher checklist in weekly meeting reports and the semi-structured interviews with the 4th grade teachers to support dependability.

The findings of the interviews revealed that the teachers who were responsible for lesson planning and material development were 80 % supportive in incorporating activities in order to facilitate parental collaboration in English classes. However, only two teachers were skeptical about designing lessons and preparing materials that targeted parent-teacher interaction due to the anxiety of getting over involved parents, misinterpreting the interaction over students' performance in English classes and misleading parents on giving strategies for home studies. However, these interpretations refer to the parents' demographic descriptions since their educational background and social statuses play an important factor in volunteering and parenting. As Folk (2015) stresses Epstein's idea of connection between family and school in his current study, effective interaction with teachers and being involved in the school is associated with performing well in classes.

With regard to the parent-teacher checklist reports, giving feedback and strategies to parents was crucial to draw a balance between students' responsibility and homework tasks. Also, weekly parent meetings throughout the implementation of the study resulted in valuable outcomes supporting language skill development of students both in participating and involving into the tasks.

The results were consistent with the language skill based outcomes of the students. Firstly, findings of weekly parent meeting results were vital and valuable to sort out effective strategy to apply for an effective parental involvement and home support. In addition, after implementing the case study throughout 12 weeks, the Core English teachers and the lesson planners also observed the language behavior of the 5 students individually and their class participation well. According to the reports of teachers, the students were needed to develop their organizational skills in

homework tasks and lesson materials. Therefore, the parents of these 5 students were informed about the process of involvement during the study and the targeted outcomes were discussed via weekly arranged parent meetings and recorded in parent's checklist. From the perspective of Vygotsky's social constructivist approach (1962), parents play a pivotal role in supportive cognitive development of children and the role of parents are significant to make the learning real and relevant with the learning experiences of them. Hence, students need their parents' help in their first language and guidance in second language in order to enable them constructing meaning in tasks and projects in language classes. That is, bridging parental involvement is influential in supporting and increasing students' responsibility in homework tasks and projects in English classes.

On the other hand, weekly parent meetings shed some light on this case study and the salience of such study is undeniable as well. On the one hand, it is clearly important for English teachers to know what the needs of students are and how parents practice their engagement. Indeed, parents need to be cognizant of what necessary skills required for their child's development in English classes. As seen in word analysis reports of teacher interviews in chapter 4, the frequency of coded words were mostly related with parents' anxieties on over involvement, misleading, applying wrong strategies and fear of losing interest of students on language learning. These coded words in and of itself are valuable information for getting teachers' reflections on parental involvement and its possible drawbacks. These findings are in the same line with Daza and Garavito's (2009) study on bridging the gap between school and home. In their study, they found out that there should be different strategies developed by the teachers so that parents could interact and learn together by transforming the relationship into the classroom teaching.

Furthermore, their study had similar results with the current study in terms of students' interaction with parents collaboratively in homework tasks and developing tasks in a pleasant way. Since the studies have been done so far proves the possibility of learning through interactional homework tasks guided by parents and teachers. Indubitably, learning and developing a language occur through social and collaborative activities. Moreover, letting parents to learn how and what their child is learning in class and also giving them reasons to collaborate at home is quite

effective to develop students' language skills and to enhance their sense of efficacy in homework tasks and projects (Jeynes, 2010).

Finally, the reports of weekly parent meetings were particularly important, because the tasks and the projects given to students were designed considering the students' language needs so that parents could guide and assist their child's English tasks at home after getting feedback and strategies that were based on students' learning behaviors as an outcome of the weekly meetings. More specifically, as a final but valuable note from one of the parents on the student's weekend homework, it was written that "Dear teacher, he didn't want to write story and I didn't force him to do instead we read a story from the online source you provided, and enjoyed writing its summary". This can be inferred that parents are already enthusiastic about supporting their child's language development regarding his or her motivational needs. Therefore, the research indicates that inspiring parents to become involved results in a considerable increase in delivering tasks and projects responsibly.

5.1.3 Discussion of Findings of RQ3. The findings of third question attempted to sort out strategies that involve parent-teacher collaboration considering the students' motivational and developmental needs in English classes and how they affected students' performance in English class. The class observations and field notes gathered from five 4th grade students were analyzed through content and conversation analysis in order to evaluate outcomes of the activities designed for the parent-student collaborative learning. The instructional activities and the participants' language needs were consistent with the outcomes of each strategies promoting collaborative learning. 5 of the students performed well in presenting their projects and using the target structure assigned for the each tasks. In addition, each tasks/projects were specifically designed assessing the language needs of each student. From the perspectives of collaborative learning, the results of the teaching strategies involving parent-teacher collaboration were in the same line with Epstein, Herick and Coates' (1996) study. Taken together, the researchers recommended that the collaborative learning should be encouraged in English classes and a special curriculum plan should be promoted focusing on communication skills and comprehension of the language (as cited in Brasel, 2008). The results also suggested

that instructional strategies and technological tools to provide visual support also guided parents to increase their child's interest in language learning.

The results of the students' projects showed that there was a significant improvement in 5 participants' vocabulary knowledge referring to the year 4 lesson plans' outcomes as like covered thematic units of the course book: Super Minds 5. Furthermore, the collaborative learning projects based on "Oxford Owl Online Stories" yielded valuable outcomes on students' reading comprehension and writing skills as well as revising grammar structures (Simple Past and Present Tenses) and minimizing the errors mostly occurred in word spelling. To sum up, these outcomes of the parental involvement on the students' writing and reading skills development are the indicators of defining effective strategies over the 4th grade ELLs' improvement, which is parallel with Larsen's (2006) study and Garcia's (2011) study.

As like occurred in Hanni and Phippen's study (2010), parents' volunteering and communicating involvement negates the importance of tracking students' performance at school.

By means of developed teaching strategies, the extent of parent-teacher collaboration and students' academic success in English classes were highly interrelated and coherent. The importance of this collaborative learning was also highlighted surprisingly in one of the students' answers for the question on the homework assignment which was about "can children teach adults?". Corresponding the student's ideas as like in the similar study in Daza & Garavito's (2011) study, the parents should have a strong relationship with their children in order to establish collaboration and to interact for learning together.

In this study, this can be inferred that keeping diary to revise basic grammar structures with the guidance of the parents help the language teachers to reduce the amount of time spent on extra studies at school. In addition, The Junior Teacher Project based on students' spoken language skills and increasing social-emotional confidence confirmed the findings of a number of case studies done examining parental involvement and academic success as summarized in H. Jeynes' research (2011) before. The results of the project analyzed through class observations indicated that there was a significant and meaningful relationship between students'

motivation and success. By the help of “Junior Teacher Project”, the students were able to collaborate with their parents in order to revise the target structure which was covered in English classes and improved presentation skills. On the other hand, the parents who were not proficient in English language were able to contribute his or her child’s language skill development by means of guiding the experiential and instructional units such as giving recipes, doing a science experiment referring to the projects named on the title of “Giving Instruction” as it was developed by the 4th grade lesson planners for the sake of this study.

In essence, as compared and evidenced by the other case studies of Moyer (2011) and Smothermon (2003), the teaching strategies developed for parental involvement not only supported students’ language development but also the teachers of English. This study also supports that the effective parent involvement play important role in foreign language development of young learners and collaborative learning strategies work well even with the Non-English Speaking parents. Nevertheless, the parents’ volunteering and readiness with the school activities still have greatest impact on students’ performance in delivering tasks on time and participating English class activities effectively in accordance with Jeynes’ (2005) study.

5.2. Conclusions

The results of the study demonstrated that the parent-teacher collaborative teaching strategies and parental involvement had positive developmental outcomes over the students’ English language skills through communicative tasks and organizational skills. There is a significant change in students’ participation in English classes and parents’ behavior towards school’s education system. The fact that most of implementation of the projects and tasks, represented an important means of encouraging a higher level of participation in language classes yielded positive outcomes in developing skills of English as well as increasing parental involvement in the school activities.

The research also indicated how lesson planners and program developers of English language classes could contribute to parents’ involvement in language learning and yielded little fruit even the parents who did not have English language

background or who had less. One should also note that parental involvement and collaborative learning strategies focused on minority of students in two language classes in this study. Therefore, this parental involvement project and given strategies may not be generalizable to the other students' success in English classes but it may help to develop more strategies and empower parent-student interaction since parental involvement yields fruitful outcomes on the students' development in classes by means of developing the sense of responsibility in homework tasks, projects, as building confidence in English speaking presentations.

The results of the study provided insights into the English teachers, the lesson planners and the parents of ELLs in terms of collaborative learning and parent schooling. The study also emphasized the importance of cognitive development of English language learners through social constructivism by Vygotsky (1979) and the critical importance of culture and social context supported by parents who are in charge of parent schooling. Therefore, in this study, this can be inferred that parental involvement impacts the academic achievement of young language learners. Whereas, parental involvement mechanism impacting fruitful change by maximizing students' potential skills, social-emotional learning and cognitive knowledge in the academic field; such as, classroom volunteering, active participation and educational activities, it also reveals positive attitude bringing with personal development in the context of social settings. To illustrate, in the event of family support components with the most effective programs and interventions accelerate students' learning process promoting their performance at school environment and the positive effect of direct parental involvement on students drastically encourage their learning skills as a conceptual tool to improve their strategies and methods (Daza& Garavito, 2009).

To conclude, there is still a great deal of research that needs to be undertaken on parental collaboration and parent schooling regarding the aspects of parents' educational background and attitudes on school's education system. However, as it was observed in this study, there are still possible ways of promoting a good parent-teacher partnership in language classes by means of volunteering and collaborating. To the extent that this is true that parents' family structure and academic expectations

from the school can often affect the amount of time the parents spend with their child and the quality of time being involved in school activities.

This study may also provide the teachers of English a new perspective for designing lesson plans and developing curriculum since the parental collaboration facilitates responsibility and work load of language teachers during the control of young learners' behavioral and instructional needs.

5.3. Recommendations

After analyzing the findings of this case study, the following recommendations are offered.

School administrators and the teachers should develop programs or activities involving parents into the class activities especially with young learners whether applying the six types of involvement defined by Epstein and Jansorn (2004). Based upon the responses of the parents involved in the study, the parents defined their involvement as “helping homework assignments (type 4), parenting (type 1) and collaborating (type 6)”. The present study took place in one of the branch of a private primary school with 5 4th grade students, 5 parents, 7 teachers and a school counselor. Thus, having a sample from more than one branch of the school gives more representative results about the impacts of parent-teacher collaboration over the English language learners.

Terminally, the scholars in the universities could analyze programs promoting or embedding parental involvement tasks into Turkish Education system regarding society's socio-cultural background and education level as well as regarding the importance of learning foreign languages in advancing technologies in many fields of life.

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APPENDICES

Appendix A

Interview Questions

Former Teachers Interview Questions

1. Considering previous academic year with 3rd grade students, how would you define their parents' involvement in English class activities, homework or task?
2. Did any parent become involved in your class to support his/her child's English language learning? Or did any of them offer to be involved?
2.1 Probe: If so, how did you help when parents who offer to help his/her child's English Language Development?
3. If there is, what kind of problems or suggestions related with your students' language progress in school shared by parents?
4. Were your former parents supportive for guiding/helping in class activities? Or to what extent were they involved?
4.1 Probe: Did you come up with any problem while parents were involved in class projects/ tasks? Or what challenges did you face as they try to increase parental involvement in their child's English education?

Probes:

- a. Explain more about that
- b. What do you mean when you say _____?
- c. Can you give an example of _____

Appendix B
Parent-Teacher Interview Questions

- As a parent involved in your child's English language development, to what extent do you think you're guiding in his/her learning at home?
Probe: can you please specify the free days/hours that you spend with your child at home?
- Do you use any supporting materials; such as grammar books English exercises, websites etc. to help your child understand English better?
- How do you help your child's homework tasks/projects home?
- What kind of educational activities does your child like?
Probe: if not, what type of extracurricular or home activities does he/she like to do?
- Does your child enjoy studying English at home and learning together with you?

Appendix C

Interview with 4th grade English Teachers/ Lesson Planners

- Do you think we can incorporate activities that facilitate parent interaction into our curriculum to support learning English?
- Probe: If yes, what kind? If no, have you tried to apply any activities that promote parent-teacher collaboration?
- To what extent do you think parents support our students' language learning process from the pedagogical perspectives?
- Probe: any experiences / sharing?
- Do you think is it possible to apply tasks/projects to involve parents in child's home- schooling?

Probe: If so, what kind of collaborative learning activities could we design/plan?

What language needs could be supported in these activities?

- Do you think parents who do not know English (Non-English Speaking Parents) can be involved in home support for child's English development? If yes, what are your suggestions? Or any experiences?

Appendix D

Interview with 4th graders' Counselor

- Considering your previous experiences with 3rd grade parents last year, how would you describe this year parents' attitudes toward their child's school performance comparing to previous years?
- When parents are involved in their child's learning/practicing at home by supporting/guiding tasks, could we also develop good behavior and better participation in class by means of learning taking responsibilities?
Probe: were they supportive for teacher-parent collaborative work? Or did they volunteer to be involved in their child's schooling?
- What kinds of activities can be developed to increase parents' involvement in children's schooling?
- Which aspect of parental involvement has the greatest impact on child's learning and academic achievement?

Probes:

- How could we work well with parents to support child's learning process?
- How could we encourage parents to be involved in English language development of our students taking account for our school's parent communication policy and parents' attitudes toward our school's teaching system?

Appendix E

CEFR (Common European Framework of Reference for Languages)

Example Format used in school's online e-portfolio system

Reading	Writing	Spoken Interaction	Spoken Production	Listening
A1	A2	B1	B2	C1

Reading	Öğrenci	Öğretmen	Hedef
<p>Metinler basit sözcük gruplarını ve basit tümceleri içeriyorsa...</p> <p><i>If texts include basic expressions and simple sentences, ...</i></p> <p>1 -) <i>I can understand short stories and simple texts by the help of pictures and drawings.</i> Resimler ve çizimler yardımıyla, kısa hikayeleri ve basit metinleri anlayabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>2 -) <i>I can gather important information about names, numbers and pictures from newspaper reports and similar types of media.</i> İsimler, sayılar ve resimler hakkında gazete haberlerinden veya benzer medya türlerinden önemli bilgileri toplayabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>3 -) <i>I can find useful information for myself in simple texts about everyday life.</i> Basit bir metinden günlük yaşamımla ilgili yararlı bilgi bulabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>4 -) <i>I can understand simple, non-fiction texts that explain something with pictures or charts.</i> Resim veya tablolarla anlatılan kurgusuz bir metni anlayabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>5 -) <i>I can understand personal letters or simple notes. (A pen friend's letter about his / her summer holiday, a simple note: "Don't forget to drink milk in the morning. Love, mum." , etc.)</i> Kişisel mektupları ve basit notları anlayabilirim. (Mektup arkadaşımın yaz tatili hakkında ya da basit bir not ?sütünü içmeyi unutma, sevgiler annen gibi)</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>6 -) <i>I can understand simple written messages from friends or colleagues. ("Tom, let's play football this evening. Call me when you go home. Jack." Etc.)</i> Arkadaşımdan gelen basit yazılı bir mesajı anlayabilirim. (Tomi hadi bu akşam futbol oynayalım. Eve gelince beni ara, John.)</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>7 -) <i>I can understand feedback messages or simple instructions on the computer.</i> Geri dönüt mesajlarını ya da bilgisayardaki basit yönergeleri anlayabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	
<p>8 -) <i>I can find simple information on menus and in booklets.</i> Bir menü ya da kitapçıktaki önemli bilgileri bulabilirim.</p>	<p>+ +</p> <p>+ -</p>	<p>+ + -</p> <p>+ -</p>	

A1

A2

B1

B2

C1

Writing

Basit sözcük grupları ve basit tümceler kullanarak...*Using basic expressions and very simple sentences, ...***1 -) I can write notes in order to inform where I am or when I am coming back or when and where we should meet.****Olduğum yeri bilgilendiren, ne zaman döneceğimi ve nerde buluşacağımızı anlatan notlar yazabilirim.****2 -) I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.****Selamlamak, hitap etmek bir şey istemek ya da teşekkür etmek için basit ifadeler kullanarak kısa bir mektup yazabilirim.****3 -) I can describe myself, my hobbies, my school in short texts.****Kendimi, hobilerimi, okulumu kısa bir metinde anlatabilirim.****4 -) I can write short stories using a picture or series of pictures.****Bir resim veya bir seri resim kullanarak kısa hikayeler yazabilirim.****5 -) I can write sentences by using words like and, but, because.****Ve, ama, çünkü gibi bağlaçları kullanarak cümle yazabilirim.****6 -) I can use words like first, then, after, later correctly when I write a short text.****Kısa bir metin yazarken ilk, sonra, daha sonra gibi kelimeleri doğru kullanabilirim.****7 -) I can briefly introduce myself in a letter with simple phrases and sentences.****Bir mektupta basit ifadeler ve cümlelerle kısaca kendimi tanıtabilirim.****8 -) I can fill in a questionnaire about my educational background or my interests.****Eğitim geçmişim veya ilgilerim hakkında bir anketi doldurabilirim.****9 -) I can write aspects of everyday life in simple phrases and sentences. (People, places, job, school, family, etc.)****Basit ifadeler ve cümlelerle gündelik yaşamla ilgili yazabilirim. (insanlar, yerler, meslekler, okul ve aile gibi.)****10 -) I can describe an event in simple sentences and report what happened, when it happened and where it happened. (About a party or an accident, etc.)**

Öğrenci

Öğretmen

Hedef

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

+ + + + -

	Reading	Writing	Spoken Interaction	Spoken Production	Listening
	A1	A2	B1	B2	C1
Spoken Interaction					
Karşımdaki kişi yavaş bir hızla konuştuğunda... <i>If the other person speaks slowly ...</i>					
1 -) I can make an appointment with somebody. (We can meet at 6 o'clock in the evening. Etc.) Biriyle buluşmak için randevu alabilirim.	+	+	+	+	-
2 -) I can apologize if something doesn't work. (I'm sorry. There is a problem with the computer. It isn't working now. Etc.) Çalışmayan bir ürün için özür dileyebilirim.	+	+	+	+	-
3 -) I can act a part in a simple play or dialogue. Bir oyun ve diyalogda rol alabilirim.	+	+	+	+	-
4 -) I can make plans with others and discuss what needs to be done. Diğer kişilerle plan yapabilir ve yapılması gerekenleri tartışabilirim.	+	+	+	+	-
5 -) I can speak to someone, give my number, take a simple message and handle simple telephone calls. Biriyle konuşabilir, telefon numaramı verebilir, basit bir mesajı alabilir ve basit telefon görüşmelerini cevaplayabilirim.	+	+	+	+	-
6 -) I can ask and answer simple questions about familiar topics. Bildiğim konular hakkında soru sorabilir ve cevap verebilirim.	+	+	+	+	-
7 -) I can have short conversations with friends about familiar topics. Bildiğim konular hakkında arkadaşlarımla sohbet edebilirim.	+	+	+	+	-
8 -) I can discuss different things to do or different places to go. Yapacak farklı şeyler veya gidilecek farklı yerler hakkında öneride bulunabilirim.	+	+	+	+	-
9 -) I can ask the price of something in a shop or a cafe. Bir kafe ya da dükkanda bir şeylerin fiyatını sorabilirim.	+	+	+	+	-
10 -) I can ask and answer simple questions about the things that have happened.	+	+	+	+	-

Spoken Production			
Sözcük gruplarını ve basit tunceleri kullanarak... Using simple phrases and simple sentences ...	Öğrenci	Öğretmen	Hedef
1 -) I can talk about my hobbies and my school. Hobilerim ve okulum hakkında konuşabilirim.	+ + + -	+ + + -	-
2 -) I can describe how something works or how to do something. Bir şeyin nasıl çalıştığını ya da nasıl yapıldığını anlatabilirim.	+ + + -	+ + + -	-
3 -) I can shortly talk about events, experiences and activities if I am prepared. Eğer hazırlanırsam, olaylar, aktiviteler ya da tecrübeler hakkında kısaca konuşabilirim.	+ + + -	+ + + -	-
4 -) I can briefly tell the most important parts of texts that I have read or heard. Okuduğum ya da duyduğum bir metnin, en önemli kısımlarını kısaca anlatabilirim.	+ + + -	+ + + -	-
5 -) I can report on a simple topic if I am prepared. Hazırlanırsam, basit bir konuyu rapor edebilirim.	+ + + -	+ + + -	-
6 -) I can use simple words and phrases to describe the people I know. Tanıdığım insanların tasvirlerini basit kelimeler ve ifadeler kullanarak yapabilirim.	+ + + -	+ + + -	-
7 -) I can give short, simple descriptions of events or tell a simple story. Hikaye anlatabilir ya da olayların tarifini kısa ve basit bir şekilde yapabilirim.	+ + + -	+ + + -	-
8 -) I can describe my educational background and subjects of study. Çalışmış olduğum konuları ve eğitim geçmişimi tanımlayabilirim.	+ + + -	+ + + -	-
9 -) I can tell what I usually do at home or in my free time. Boş zamanlarımda evde ne yaptığımı anlatabilirim.	+ + + -	+ + + -	-
10 -) I can describe my hobbies and interests in a simple way. Basit bir şekilde hobilerimi ve ilgi alanlarımı tanımlayabilirim.	+ + + -	+ + + -	-
11 -) I can give short and basic descriptions of events. Olayların kısa ve basit tanımlarını yapabilirim.	+ + + -	+ + + -	-
12 -) I can describe past activities and personal experiences. Geçmiş aktiviteleri ve kişisel deneyimleri tanımlayabilirim.	+ + + -	+ + + -	-

Listening			
Sık kullanılan sözcüklerle, açık, yavaş ve bildiğim konular hakkında konuşulursa... If the speaker talks about subjects familiar to me, using frequently used words in a clear and slow way, ...	Öğrenci	Öğretmen	Hedef
1 -) I can understand enough to cope with everyday life. (When someone tells me the way to somewhere, etc.) Dili günlük hayatımı sürdürmeye yetecek kadar anlayabilirim. (Birisine bana bir yere giden yolu anlattığında.)	+ + + -	+ + + -	-
2 -) I can understand a simple conversation about an everyday topic. Günlük bir konuşma hakkındaki basit bir sohbeti anlayabilirim.	+ + + -	+ + + -	-
3 -) I can understand basic texts. Basit metinleri anlayabilirim.	+ + + -	+ + + -	-
4 -) I can understand the main idea of a public announcement. Bir anons yapıldığında ana fikri anlayabilirim.	+ + + -	+ + + -	-
5 -) I can understand what is going on when I watch television with the help of images. Televizyon izlerken, görseller yardımıyla neler olduğunu anlayabilirim.	+ + + -	+ + + -	-
6 -) I can understand what is said to me in a simple everyday conversation. Basit bir günlük konuşmada bana ne söylendiğini anlayabilirim.	+ + + -	+ + + -	-
7 -) I can understand short and simple stories when it is told clearly and slowly. Açıkça ve yavaş anlatıldığı takdirde, basit ve kısa hikayeleri anlayabilirim.	+ + + -	+ + + -	-
8 -) I can understand everyday conversations about personal interests when people speak slowly. Yavaş konuşulduğunda, günlük konuşmaları ve kişisel ilgileri anlayabilirim.	+ + + -	+ + + -	-
9 -) I can understand basic words and phrases about myself and my family when people speak clearly and slowly. Açıkça ve yavaş konuşulduğunda, kendim ve ailem hakkındaki basit kelimeleri ve ifadeleri anlayabilirim.	+ + + -	+ + + -	-
10 -) I can understand basic information about people. (Their address, hobbies, jobs, etc.) İnsanlar hakkındaki basit bilgileri anlayabilirim. (adresleri, zevkleri, meslekleri gibi.)	+ + + -	+ + + -	-
11 -) I can understand familiar words and everyday expressions. Benzer kelimeleri ve günlük ifadeleri anlayabilirim.	+ + + -	+ + + -	-

Appendix F

Parent-Teacher Checklist

Figure 1



The image shows a 'Parent-Teacher Checklist' for 'Year 4-5'. The title is in large, yellow, outlined letters. Below the title, the text 'Year 4-5' is centered. Underneath, the word 'STUDENT'S' is written in bold. A table with six rows and two columns is provided for student information. The rows are labeled: 'Name / Surname', 'Class and Number', 'Extra Curricular Activities', 'Instrument', 'Parents' Name / Surname', and '2nd Foreign Language'. The table is set against a purple background with a white scalloped border and white circular patterns.

STUDENT'S	
Name / Surname	
Class and Number	
Extra Curricular Activities	
Instrument	
Parents' Name / Surname	
2 nd Foreign Language	

Figure 2

ACADEMIC EVALUATION					
Parent's Name:			Date: <u>09/10/2015</u>		
Student's Name:			Date of Previous Meeting: _____		
CORE ENGLISH			LANGUAGE ARTS		
OBJECTIVE			OBJECTIVE		
Student will be able to improve language competence and willingness using target structures and vocabulary effectively.			Student will be able to read fluently and confidently a variety of text for a variety of purposes.		
Comments:			Comments:		
Writing	Vocabulary	Writing	Reading	Vocabulary	Speaking
Suggestions:			Suggestions:		
ORGANIZATIONAL SKILLS					
Preparation of class materials			Homework		
Notesbook	<input checked="" type="checkbox"/>		Monday Homework	<input checked="" type="checkbox"/>	
Course Book	<input checked="" type="checkbox"/>		Wednesday Homework	<input checked="" type="checkbox"/>	
Folder	<input checked="" type="checkbox"/>		Thursday Homework	<input checked="" type="checkbox"/>	
Dictionary			Weekend Homework	<input checked="" type="checkbox"/>	
BEHAVIOUR / ATTITUDE					
comes to class on time		get along with other students		has a positive attitude	
prepares in class		communicates respectfully		completes classwork	
				thinks creatively	
				avoids using first language	
ASSESSMENT					
Weekly Quizzes					
Classroom tests					
Speaking tests					
Final marks	A1 _____	A2 _____	B1 _____	B2 _____	

Teacher's Signature

[Handwritten Signature]

Parents' Signature

[Handwritten Signature]

Figure 3

PARENT - TEACHER MEETING REPORT

Date: ____ / ____ / ____

Parent Name / Surname : _____
Name of the person who wanted to meet : _____

Meeting Subjects :

Academic : _____

Behaviour / Attitude : _____

Emotional : _____

Others : _____

COMMENTS :

MEETING OUTLINE :

- Homework tasks and projects
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Teacher's Signature Parents' Signature

Figure 4

PARENTS - TEACHERS MEETING CHECK LIST	
A - BEFORE THE MEETING	
I made the meeting day and time clear on the phone	
I have checked the personal information of the parent	
I have received personal information of the student from the assistant principal and the principal	
I have received personal information of the student from the counselor	
I have received personal information of the student from other teachers	
I have received student medical record from the infirmary	
I have found out the student's learning style	
I have checked the student's progress report	
I have checked taxonomic evaluation of the student and an idea about the student's strengths and weaknesses	
I have overviewed the student's exam results	
I have had a pre-assessment meeting with the student	
I have checked the conclusion of the previous PTM notes	
I have prepared the topics of the meeting	
I have prepared my suggestions as a result of the information I picked up	
B - DURING THE MEETING	
I have attended the meeting on time	
I have taken my lap-top and other necessary documents with me	
I have taken the student's personal file with me	
I have used a proper body language	
I have been an effective listener	
I have used an educational language that suits a teacher	
I haven't judged the student or the parent as an expert	
I have given important and necessary messages from the point of pedagogy	
I have explained the connection between the student's behaviors and academic success	
I have supported my ideas with some of student's studies	
I have given the feedback about the student's weaknesses by using the sandwich method	
I have summed up the decisions we agreed	
I have ended the meeting with a positive comment about the student	
I have thanked the parent(s) for attending the meeting	
B - AFTER THE MEETING	
The meeting has lasted in the ideal duration (at least 30 min. , at most 40 min.)	
I have filled the meeting form and I entered the decisions into BİLOS	
I have informed the related units about the decisions (principal, assistant principal, counselor, other teachers and the class teacher)	
I have had a meeting with my student if necessary	
I have applied the decisions we have agreed on with the parent(s) step by step	
I have informed the parent(s) about the process we have taken after the meeting	

Appendix G
Class Observation Form

Name: _____ Class: _____		
Date: ___/___/___		
Content Comments on what is observed	Observation	Additional
Organization Ready with materials Focus on lesson objectives		
Instructional Activities		
Presentation Skills correct use of grammar transition words confident		
Impact on Learning in terms of language skills *parent-student collaboration		

Appendix H Folder Checks

Figure 1

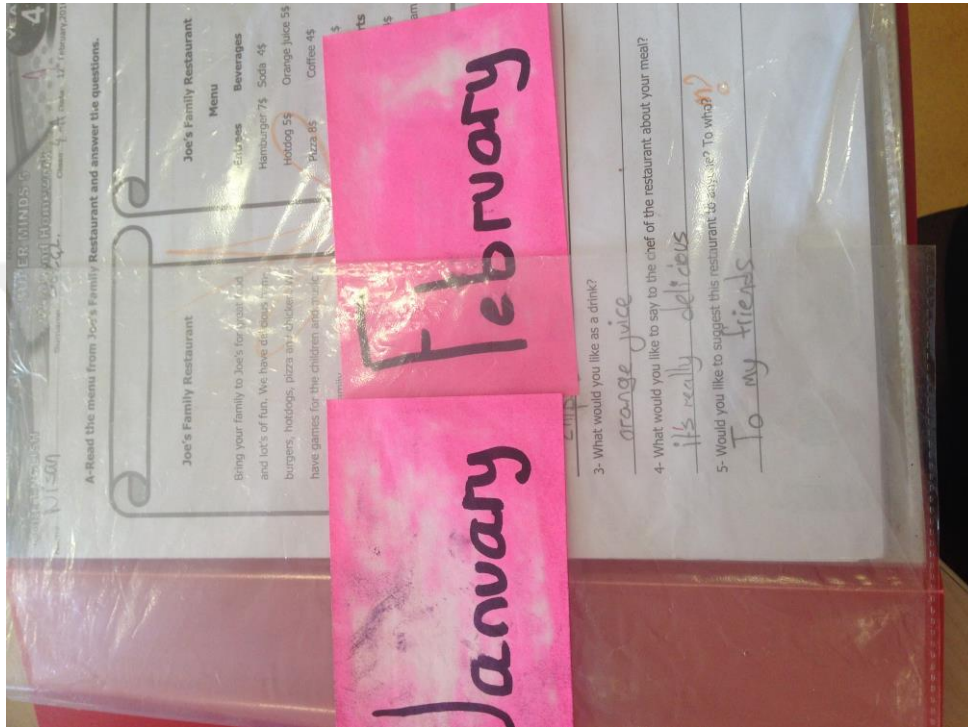


Figure 2



Appendix I

Samples of Students' Project Results

Figure 1

THE LINK ABOVE AS THE EXAMPLE AND CHOOSE 5 WORDS FROM BELOW TO MAKE UP OF 35 WORDS IN TOTAL.

wig	magic ✓	alien ✓	queen	sword ✓
unhappy	laugh	friendly	princess	play ✓
audience	palace.	purple	lute	king
story	coward	mask	candles	theatre

Once upon a time NOTE!

He didn't want to write a story then. I didn't make pressure on him. I opened some Shakespeare's story from the webpage you gave

Parents

HAVE A NICE WEEKEND!

Figure 2

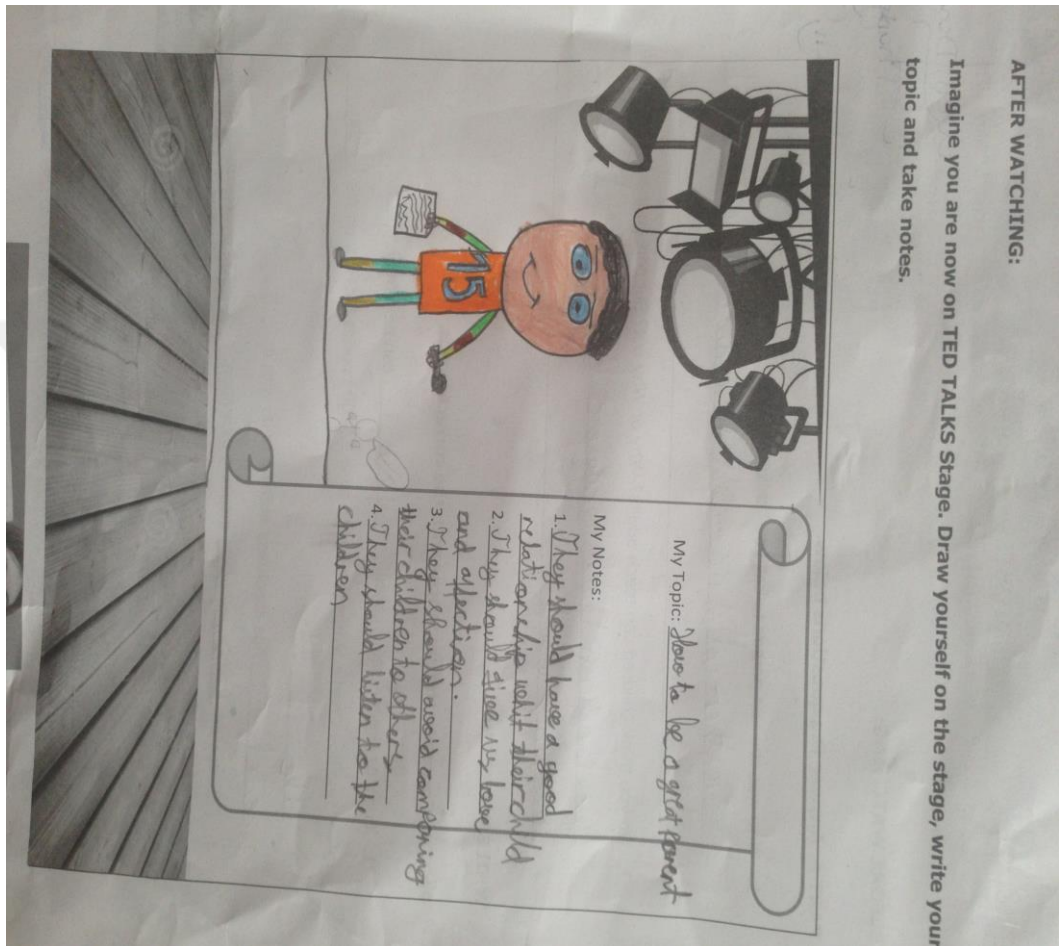
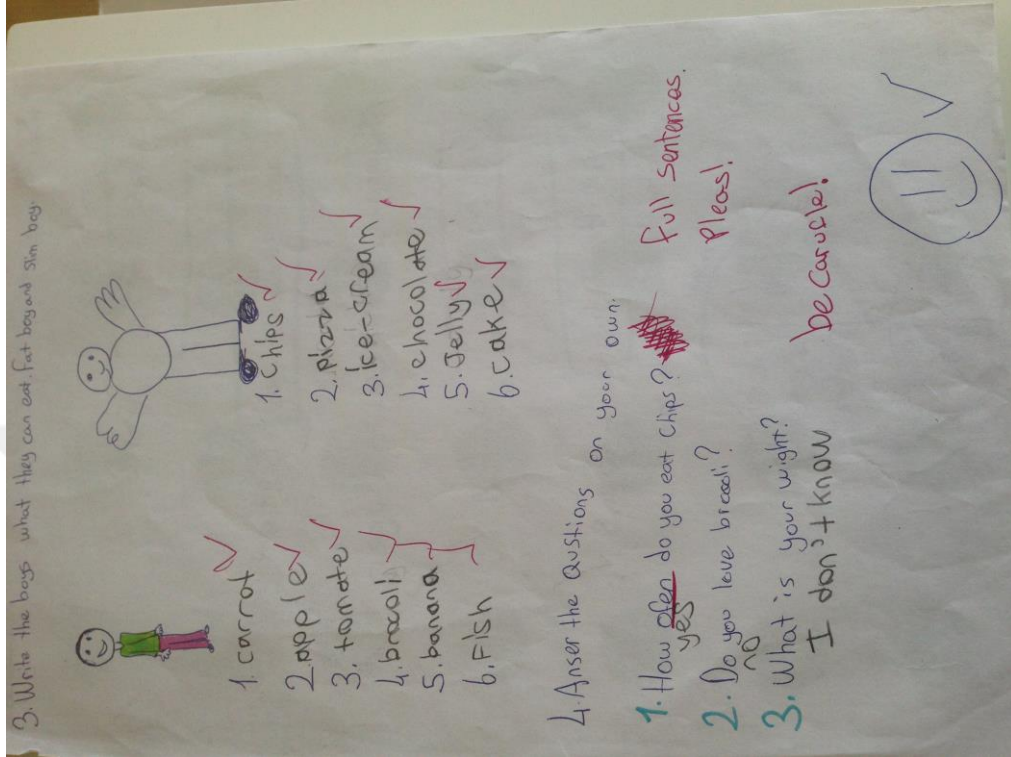


Figure 3

Junior Teacher Project (a sample study page designed by the student)



1. Read these food words. Name the food groups.

Beran

Meat - Fish - Egg

Proteins ✓

Carrot - Strawberry - Cherry

Fruit and vegetables ✓

Cake - Candy - Ice Cream

Sugar ✓

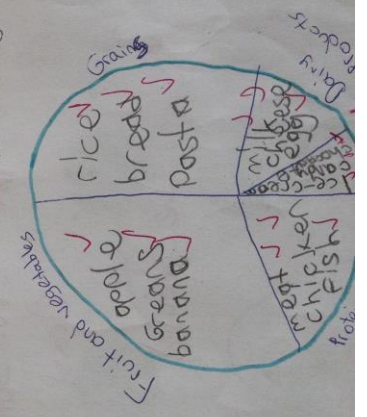
Milk - Cheese

dairy ✓

Rice - Bread - Pasta

Grains ✓

2. Write the food names to the groups.



Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Dinç, Asli

Nationality: Turkish (TC)

Date / Place of Birth: October 11, 1987 / Istanbul

Marital status: Single

Mobile Phone: 0090 5374368628

E-mail: adinc1987@gmail.com / asli.dinc@stu.bahcesehir.edu.tr

EDUCATION

- 2014 – 2016
- Bahcesehir University
 - MA in Teaching, Thesis will be completed in May 2016.
- 2009 – 2011
- Current GPA 3.80
- 2008 – 2009
- University of Cortland, New York, USA
 - BA in ESL Teaching, Dean's List GPA 3.70
- 2006 - 2008
- Anadolu University, Eskisehir, Turkey
- 2007
- Faculty of Education (UOLP-SUNY CORTLAND)
 - Bahcesehir Ataturk College, Istanbul, Turkey,
 - Dilko English Education Center, Istanbul, Turkey

WORK EXPERIENCE

English Instructor, Lesson Planner

2013 – Present	Bilfen Secondary Schools, Bahçeşehir Campus, Istanbul ESL Teacher
2014 June- August-Present	Royal Language Schools, Washington DC, Summer School Teacher Assistant; staging speaking activities and testing international students
2013 and 2014 Winter Break 2011 – 2012 2011 Spring	Los Angeles Study Tour Program and NASA Program in New York, Washington DC Organizing and leading the student groups
2010 Fall	Assistant Teacher- Internship Okyanus Schools Bahcesehir Campus, 2011 Summer- 3 months
2009 Fall	Private Okyanus High Schools, Avcılar Campus English Language Teaching,

Anadolu University
Internship in Namık Kemal Elementary School,

Ziya Gökalp İ.Ö.O, Eskisehir, Turkey

SUNY Cortland College, New York

- Internship in Conversation Partner Program, 2009
- Assisted with both domestic and international students
- Organized meeting and activities to engage program goals
- Fulfilled field experience requirements in 6 and 7th grade
- Interacted with students in class
- Completed observations in a 6 and 7th grade inclusive classroom

Cortland College, Old Main 13045, NY

- Completed first quarter of Student Teaching in 6–7th grade
- Maintained a classroom of 12 students
- Implemented a unit on ancient Rome

Communication skills:

1

Intro to Salsa, Fall 2009

- Danced and presented “History of Salsa” Latin American Studies
- Presenter on Teacher’s Day, 2012
- I-SWEEP 202 PROJECT contest, translation of Project in the field of Physics Engineering
- Okyanus Colleges “Stop Germs” raise awareness of sanitization in public areas, Spring, 2013

Organizational / managerial skills

- Worked in TESOL conference Fall 2009-11-25
- Interacted with students on Campus in International Students Conversation Partner Program
- Worked in Eskisehir Kutipoglu Nursery School, Spring 2011
- Ben Biliyorum, Paylaşmak İstiyorum (“Share What You Know” Project), Fall 2012
- Project Officer at AIESEC “Meet My Friend” Project
- NASA Washington Field Trip with high school students grade 10-11, 2013
- National Science Museums and NASA Aviation Tour, Winter 2014
- Los Angeles, UCLA Winter School Training, 2014
- Destination Imagination Tournament (DI), Team Manager 2014-2015

Job-related skills

- Intro to Salsa, Fall 2009 Danced and made a presentation on “History of Salsa” Latin American Studies
- Presenter on Teacher’s Day, 2012
- I-SWEEP 2012 PROJECT contest, translation of Project in the field of Physics Engineering
- Okyanus Colleges “Stop Germs” raise awareness of sanitization in public areas, Spring, 2013
- Online Teaching, Preliminary English Test Practice, 2013- Bahcesehir Bilfen Secondary School
- Robert College, Destination Imagination Team Leader, 2015- April

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

2009	Conversation Partner Program SUNY
2011	Honor Student Certificate Anadolu University SUNY
	University of Cambridge Teaching Knowledge Test
2012	2th International Okyanus Schools ELT Conference
2012	The Art of Communication in ELT
2012	Oxford Teachers ‘Academy; Teaching English to Young Learners
2013	TKT Module 3
2013	Royal Language Schools, NASA Tour Program
2013	Summer Seminar Programs “Learning Styles, Classroom Management” conducted by Prof. Dr. Ziya Selcuk
2014	Climbing the Academic Word Ladder by Olly Twist
2014	Royal Language Schools, Certificate of Appreciation
2014	1 st International ELT Conference May 17, 2014 conducted by Stephen Krashen “Shifting Paradigms and Minds” (Certificated by Yildiz Technical University)
2015	ELT TEFL Research Summit, participant as action research presenter on “impacts of applying language corpus in vocabulary development of English Language Learners

