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AN INVESTIGATION INTO PARENTAL ATTITUDES  
TOWARDS ENGLISH LANGUAGE LEARNING AND STUDENTS'  
PERCEPTION OF THEIR PARENTS' ATTITUDES

MA THESIS

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## ABSTRACT

This study was carried out to investigate the attitudes of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents towards English and their children's learning English with regard to their gender, educational background, income level, and the place they live in. It also investigates students' perceptions of their parents' attitudes.

The study was conducted in five state primary schools in Çanakkale. A descriptive survey study was used and questionnaire was chosen as a data collecting instrument.

The results of the study revealed that parents of the 6<sup>th</sup> and 8<sup>th</sup> graders have positive attitudes towards their children's learning English as a foreign language. When the difference between the 6<sup>th</sup> and 8<sup>th</sup> graders' parents were analyzed separately regarding their attitudes towards both English language and their children's learning English as a foreign language, it was found that the 6<sup>th</sup> graders' parents have more positive attitudes compared to the 8<sup>th</sup> graders' parents.

When the students' perceptions of their parents' attitudes are considered, the results show that the students' general perception of their parents' attitudes towards English language learning is at a moderate level.

When the parents' attitudes and students' perceptions of those attitudes are considered, a significant relationship was only found to be observable between the attitudes of the 8<sup>th</sup> graders' parents towards learning English and the 8<sup>th</sup> grade students' perceptions of those attitudes.

As a result, this study sheds light on parental attitudes towards English and their children's learning English as a foreign language and students' perceptions of these attitudes. Finally, it states implications for further research.

## ÖZET

Bu çalışma, ebeveynlerin İngilizce'ye ve çocuklarının İngilizce öğrenmelerine yönelik tutumlarını cinsiyetleri, öğrenim durumları, gelir düzeyleri ve yaşadıkları yerleri de göz önüne alarak tanımlamak amacıyla yürütülmüştür. Çalışma ayrıca örnekleme oluşturan öğrencilerin ebeveynlerinin tutumlarını nasıl algıladıklarını da ortaya koymayı amaçlamıştır.

Çalışma, Çanakkale'de bulunan beş ayrı devlet ilköğretim okulunda gerçekleştirilmiştir. Betimleyici olan survey (tarama) metodolojisi kullanılmıştır ve veri toplama yöntemi olarak da anket seçilmiştir.

Bu çalışmanın sonuçları altıncı ve sekizinci sınıf öğrenci ebeveynlerinin çocuklarının İngilizce öğrenmelerine karşı olumlu bir tutum içinde olduklarını ortaya koymuştur. Altıncı ve sekizinci sınıf öğrenci ebeveyn tutumları, hem bir dil olarak İngilizce'ye hem de çocuklarının yabancı dil olarak İngilizce öğrenmelerine ilişkin olarak ayrı ayrı analiz edildiğinde, altıncı sınıf öğrenci ebeveynlerinin tutumlarının sekizinci sınıf öğrenci ebeveynlerine kıyasla daha olumlu olduğu ortaya çıkmıştır.

Öğrencilerin ebeveynlerinin tutumlarına ilişkin algılarına bakıldığında, ebeveynlerinin İngilizce öğrenmeye ilişkin tutumlarına yönelik öğrenci algılarının ılımlı olduğu görülmüştür.

Ebeveyn tutumları ve öğrenci algıları düşünüldüğünde, anlamlı bir ilişkiye yalnızca sekizinci sınıf ebeveynlerinin tutumları ve öğrencilerin bu tutumlara yönelik algılarında rastlanmaktadır.

Sonuç olarak, bu çalışma, ebeveynlerin İngilizce'ye ve çocuklarının yabancı dil olarak İngilizce öğrenmelerine ilişkin tutumlarına olduğu kadar öğrencilerin bu tutumları nasıl algıladıklarına da ışık tutmaktadır. Son olarak, daha sonraki çalışmalar için öneriler sunmaktadır.

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TO  
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FOR THEIR GREAT SUPPORT AT EVERY STEP I MADE  
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**ABBREVIATIONS**

ANOVA	Analysis of Variance
FL	Foreign Language
PATEQ	Parental attitudes towards learning English questionnaire
RQ	Research Question
SDC	System Development Corporation
SPPATEQ	Students' perceptions of their parents' attitudes towards learning English questionnaire
SPSS	Statistical Package for Social Sciences



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter submits a short background of the study and continues with a brief description of the significance, assumptions, limitations and purpose of this study together with the research questions. Finally, the chapter concludes by explaining the organization of the whole thesis.

### **1.1 Background of the study**

Every change in human being that is caused by interactions with oneself, with others and with the environment is called 'learning' (Brubaker 1982 cited in Senemoğlu 2001: 94). Similarly, Woolfolk (1993: 196) expresses that learning occurs when experience causes a permanent change in individual's knowledge or behavior and this experience generally comes into life as a result of interactions of an individual with his/her environment. Consequently, learning does not only refer to a process that occurs in individuals' minds but also to a process in which a set of different factors come together.

When these many different factors contributing to learning are considered, it becomes possible to classify them in various manners. For example, Ulusoy (2003:143) classifies them as four factors that are related to the learner, learning methods, type of the material being learned and learning environment.

Similarly, in language learning there are many internal and external factors that affect foreign language learning, Ekmekçi (2003:92) classifies these factors

affecting foreign language learning as quality of learner, structure of language, learning environment and social environment. There is no doubt that all these four variables are equally effective yet, considering the fact that learning does not occur in an isolated environment, those variables related to learners and the learning environment gain special importance.

Factors which are related to learners are personal variables and they are influenced by many other variables like age, intelligence, motivation and so on (Ulusoy 2003). Age is an important factor in acquiring a second language (L2) or a foreign language (FL) (Williams and Burden 1997). For example, Ellis (1994) states that young learners are better at acquiring a foreign language than adults. However, some of the personal variables are unique to the learner such as, age, intelligence or gender while some others as motivation and attitude are not only related to the learner but also the learning environment. Constructivist learning theories examine motivation with some other aspects of learning environment since an individual's motivation is also influenced by other people around them (Williams and Burden 1997). Besides, these different motivations of individuals are related with the environment and they can be accomplished in a social and cultural context (Brown 2000). Similarly, attitudes are directly related with the social environment of learners. They develop early in childhood and are the result of parents' and peers' attitudes, of contact with people who are different in number of ways, of interacting affective factors in human experience (Brown 2000).

On the other hand, learning environment is considered to be a multi-dimensional factor. For instance, Bronfenbrenner (1979 cited in Williams & Burden 1997: 189) discusses three closest aspects of learning environment. These are 'microsystem' which contains the developing child's most important relationships with parents, teachers, siblings and peers, and next comes the 'mesosystem' which expresses a broader range of interactions of significant people in the developing child's life, e.g. home-school relationship. Finally, there is 'macrosystem' which involves the whole culture of the society. Without doubt, this ecological perspective affects learning in a number of ways. For example, these effects can be formal as the

imposition of a national curriculum or informal as subtle cultural customs and customs.

Brown (2000) underlines the fact that learning is a multi-dimensional phenomenon and discusses it by asking several questions related to the learner and learning environment such as; Who?, What?, How?, Where? and etc. However, first, he asks “who?” and verifies this question like; who is the learner? Where does s/he come from? What is his/her level of education and what is his/her socio-economic level? Who are his/her parents? At this point, Çetin (1990) asserts that these questions, if addressed carefully, focus attention on some critical variables that affect both the learners’ success in mastering a foreign language and teacher’s capacity to enhance this mastery. A better understanding of the progress in which the different aspects of the environment affect learning is crucially important for language teachers and learners (Williams and Burden 1997). In a broader sense, language functions to describe environment with all its differences and similarities, thus the better understanding of the cultural context gives rise to a better understanding of the essentials of the target language.

As it is seen, learning is social as well as individual. Therefore, the ecological context in which learning takes place should be taken into consideration as well as the learners. It is an obvious fact that learning occurs as a result of social interactions. According to Peletier and Brent (2006) learning process of a child takes place in a social structure. Thus, social environment seems to be the most important among these four factors that Ulusoy (2003) and Ekmekçi (2003) classify because learning is a natural result of social interactions (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2006).

At this point Ekmekçi (2003) stresses the importance of ‘home’ in this social environment that is highly effective in the learning period of a child. Furthermore, she underlines the greatest role of fathers and mothers in their child’s learning period.

Parents transfer their own experiences, life skills, abilities and attitudes to their children as being one of the first and the most important teachers of their children.

Similarly, Fullan (2001) states that parents are their children's first educators and they have the knowledge of their children that is not available to any one. Consequently, parents provide a basis for their children's learning period and thus they are remarkable components of parent-school-student trinity.

Parents should also be highlighted as one of the effective factors in language learning. Considering the fact that learning takes place in a social environment and experiences of an individual is a result of his/her social interactions, parents simply become the first circle of this chain of interactions. Parents' favorable or unfavorable views towards the target language could affect students' learning. For example, Çetin (1990) points out that parents who feel unable to learn a foreign language and have low efficacy may possibly have a negative influence on their children. As a consequence, when the role model is poor, child may possibly feel uneasy at learning a foreign language. Due to the fact that parental support is an extremely important factor for child's educational direction, parents can develop a sense of confidence in their child by encouraging good study habits, checking their homework, being interested in their class activities and so on so forth.

Related with this, parents' personal characteristics also appear to be one of the effective factors for their children's learning process as well as their relations with school and teacher. These characteristics can be specified as; their economical conditions, education level, skills, the time and energy that they have (Hoover-Dempsey et al. 2005).

According to Harmer (2001) students are mostly being affected by the people around them. He further argues that motivation of English language learners' is also effected by the attitudes of many people around them. Thus, attitudes of their parents who live closest to them more than everybody gain a special importance. In addition to this, Cassity and Harris (2002) determine 'attitude' as an important factor that

affects parental involvement process in their children's education period. Taking home-school relations into account, attitudes are seemed to be more important because they shape individuals' behaviors (Gardner 1985; Carlson 1988; Franzoi 1996; Kağıtçıbaşı 1999; Arkonaç 2001; Tavşancıl 2002).

At this point, Çetin (1990) states that parents should develop their children's interest by providing them some materials such as books, magazines, CDs, and etc. so they can encourage the student by being a good model with their attitudes and behaviors.

It is certain that many factors influence teaching-learning period and parent is one of the most effective constituent of this period. Çetin (1990) also points out that children's social direction and their education period is generally influenced by their interaction with significant individuals around them, and these people are mostly their fathers and mothers.

Today, parent factor and parental involvement in child's education are some basic research subjects in education field in general. According to Fullan (2001), studies about parents' role in teaching- learning period have increased in number in the last three decades. However, these research subjects are still in a very limited number in language teaching fields. General results of the studies that were conducted in the field of education strongly argue the fact that parents are highly effective in their children's learning, moreover they stand as an indisputable component of education process (Shartrand et al. 1994; Naftchi-Ardebili 1995; Smith 1998; Reed et al. 2000; Griffith 2000; Walker et al. 2000; Epstein 2001; White 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002). Besides, several research conducted on language learning also underline the importance of parental involvement in every sense (Padilla and Sung 1997; Huss-Keeler 1997; Cassity and Harris 2000; Lao 2004). With regard to the studies on parental involvement in the world, similar studies are in a very limited number, especially in the field of EFL, in Turkey. However, these studies undertaken in Turkey have also conducted that parental

support affects student's learning in a positive manner (Çetin 1990; Kağıtçıbaşı 1991; Utku 1999).

In this context, this study aims to make a significant contribution to the research done in this area.

## **1.2 Purpose of the study and research questions**

The main aim of this study is to find out the parental attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders towards English language learning and students' perception of these attitudes. This study addresses the following research questions:

**RQ 1: a)** *What are the general attitudes of parents towards learning English as a foreign language?*

**b)** *What are the general attitudes of parents towards English?*

**RQ 2:** *Is there a difference between parents' gender and their attitudes towards learning English as a foreign language?*

**RQ 3:** *Is there a difference between parents' educational background and their attitudes towards learning English as a foreign language?*

**RQ 4:** *Is there a difference between parents' income level and their attitudes towards learning English as a foreign language?*

**RQ 5:** *Is there a difference between parents living in the city centre and parents living in the village in terms of their attitudes towards learning English as a foreign language?*

**RQ 6:** *Is there a difference between parents who know a foreign language and parents who do not know a foreign language in terms of their attitudes towards learning English as a foreign language?*

**RQ 7:** *Is there a difference between the 6<sup>th</sup> graders' parents and 8<sup>th</sup> grader's parents in terms of their attitudes towards English language learning?*

**RQ 8:** *What are the students' perceptions of their parents' attitudes towards learning English as a foreign language?*

**RQ 9:** *Is there a relation between the attitudes of parents towards learning English as a foreign language and students' perceptions of these attitudes?*

### **1.3 Significance of the study**

There are various factors that effect foreign language learning. One of these factors is social environment. Even the effectiveness of some other variables such as learner's interest in language, his/her motivation and attitude depend on the social environment where the learner lives.

On the other hand, school and home are the most significant components that form the social environment. Parents are the first effective factors for a child's personal and educational development. Leading studies show that parents' being in touch with their children, his/her school and teachers play a great role in children's education process (Shartrand et al. 1994; Naftchi-Ardebili 1995; Smith 1998; Reed et al. 2000; Griffith 2000; Walker et al. 2000; Epstein 2001; White 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002).

Therefore, there are several reasons to be numbered why this study is significant. First of all, considering the literature, it is determined that there is not enough study related to parental attitudes towards English language learning.

Therefore, it is believed that findings that will be obtained at the end of this study could make a significant contribution to the literature because there is not enough information in related literature.

Secondly, it is observed that school-parent relations are only restricted into parent-teacher association in Turkey. Findings and suggestions of this study could shed light on the possible parent involvement programs that may be developed by the ministry of education or private institutions in future.

On the other hand, this study may be a path for the lecturers of English language teaching departments as most of the teacher education programs at universities do not offer an effective parent involvement training.

Furthermore, the study will provide a new point of view that shows the importance of other factors apart from school, teacher and student.

And finally, practicing teachers who are directly affected by parents' attitudes will be given many useful clues related to parental involvement. For example, some issues that will be discussed in this study such as different models or barriers for parental involvement will provide different ideas and inspirations for practicing teachers. Especially, ELT teachers will find several answers related to parental attitudes towards English language learning.

As a result, this study will emphasize the importance of parental involvement in learning process and be a source of information for university lecturers, pre-service and in-service teachers.

#### **1.4 Assumptions of the study**

This study was carried out under a number of assumptions:



First, all the participants of the study (i.e. parents and students) are assumed to take part willingly in the study. Second, the participants are assumed to be honest and sincere when they filled in the questionnaires.

Second, to collect data in this study, two different questionnaires were developed by the researcher. One of the questionnaires was “parental attitudes towards learning English questionnaire” (PATEQ) that was designed in order to find out parents’ attitudes towards English language learning and the other questionnaire was “students’ perceptions of their parents’ attitudes towards learning English questionnaire” (SPPATEQ) that was designed to learn students’ perceptions of their parents’ attitudes. The effects of gender, socio-economic status, educational level, where the participants live (i.e. village- city centre) variables on parents’ attitudes were investigated by the researcher. Consequently, the study is assumed to be reliable and valid and the PATEQ and SPPATEQ questionnaires were thought to be the right data collection instruments.

Third, throughout the study, the researcher had no prejudice and she conducted the study preserving the code of ethics.

It is assumed that the four villages chosen for the main study were homogeneous in terms of their searched characteristics.

Also, the school in the city centre was assumed to reflect some different socio-economic features in terms of its student and parent participants comparing it to village schools.

Furthermore, the schools that were chosen to take part in the pilot study were assumed to have the same characteristics of the schools that took part in the main study.

Finally, it is assumed that the results have reflected the real situation and there were not some other variables that could affect the findings in an undesirable manner.

### **1.5 Limitations of the study**

This study has a number of limitations. First of all, it was applied in four different primary schools in the villages of Ezine district of Çanakkale and one primary school in the city centre of Çanakkale. These five primary schools were chosen in respect of the conditions they have. These conditions are also the variables of this study which are gender, socio-economic status, educational background and where the participants live (i.e. village- city centre). It is possible that the results would be different with different students and parents with different schools, cities or other villages. Consequently for all these reasons above, it would not be appropriate to generalize the findings of this study to other cities or other schools of Çanakkale. Moreover, it would not be possible to generalize the results of this study for all English language learners and their parents in Turkey.

Additionally, two different questionnaires were used in order to collect data from the participants of the study. On this account findings of the study depend on ‘questionnaire’ as a data collection technique. That is to say, different data collection techniques could provide different results.

### **1.6. Organization of the thesis**

This thesis has been organized into six chapters:

Chapter One is the introduction chapter. It provides information about the background of the study and then it presents the purpose of the study and research questions. This first chapter continues with informing about the significance,

assumptions and limitations of the study. It finally describes the organization of the thesis.

Chapter Two discusses learning and the factors related to learning in detail. It also reviews the models of learning and aims to present parents as one of the variable that effects teaching-learning period.

Chapter Three points out the importance of parental involvement in education process. This chapter also provides some background knowledge about the models of parental involvement. It continues with discussing the relation between parents in the learning process and attitudes. Finally, it draws attention to some former studies on parental involvement and their findings.

Chapter Four reports the methodology of the study. First, a rationale for the study is drawn. The chapter continues with the presentation, setting, participants, instruments, procedure and the data analysis of the pilot and the main study.

Chapter Five reports the findings of the main study and tries to seek answers to the research questions of the study.

In Chapter Six, the whole study is summarized in order to discuss the findings of the study. This chapter draws conclusions on the basis of the findings. Further, it presents significant implications about parental involvement in educational process.

### **1.7. Summary**

Some basic literature on learning and parental involvement was briefly presented throughout this chapter. The purpose of this study and research questions were presented. Significance, assumptions and limitations of the study were also discussed in this chapter. Finally, the organisation of the thesis was submitted.

## **CHAPTER TWO**

### **LEARNING PROCESS AND THIRD PERSONS**

#### **2.0 Introduction**

This chapter reviews literature on human learning. Firstly, it aims to find out some different answers to the question “what is learning?” and reveals the factors related to learning. The chapter also takes models of learning in hand and it discusses three different learning models and their relations with third persons.

#### **2.1 Learning and related factors**

Learning and its highly complex nature has been one of the most important matters of research for many centuries. Especially the issue of how learning takes place has been the focus of attention all these years. However, being a highly complex process, learning is not understood even today. Therefore, it is obvious that research and analysis on learning will undoubtedly be continued by many philosophers and psychologists for many centuries more (Pollard 1997).

It is a well known fact that every organism has to fit its environment in order to survive. On this account, an organism gains this ability by means of learning process, thus it learns what is positive or what is negative to survive. Owing to its vital place in humanity and its complex nature, the definition of learning has been a matter of discussion for many years. Naturally, there are many different learning definitions in literature due to its complex structure. Brubaker (1982) defines learning as changes caused by experiences that are the natural results of an individual’s interaction with oneself, others and his/her environment (Brubaker 1982 cited in Senemoğlu 2001: 94). Woolfolk (1993) also makes a similar definition of learning.

According to Woolfolk (1993: 196) learning can occur by means of individual experiences that cause permanent changes in individual's behavior and knowledge. While many psychologists agree on this definition, some of them emphasize the change in knowledge and others the change in behaviors. At this point cognitive psychologists focus on changes in knowledge and they believe that learning is an internal mental activity that can not be observed directly. On the other hand, learning does not only contribute to the growth process of an individual but also the changes that occur in a time period in the tendencies and competency of an individual (Gagne 1983 cited in Sanemoğlu 2001). Furthermore, all these experiences are the consequences of individual's interaction with his/her environment. In view of the fact that learning does not only indicate a single, abstract process occurring in an individual's mind, learning indicates a process in which many different factors unite (Woolfolk 1993).

Above all, Brown (2000:7) maintains that the one who searches in the contemporary dictionaries can encounter with the following definition; "learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction". Brown (2000) further explains that breaking down the components of this definition of learning can give us some domains of research and inquiry.

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

(Brown 2000: 7)

In the light of all these definitions it becomes more apparent that learning is a change in behaviour, a mental process, and a comprehension process. In order to understand the complex nature of learning process, it is possible to list plenty of variables related to learning in different orders. For instance Ulusoy (2003:143) classifies them under four main categories containing all these variables. These are

the variables related to learner, learning method, kind of learning material and learning environment.

It is quite obvious that all these four variables are effective equally. However, considering the fact that learning can not occur in a vacuum, those variables which are related to learner and learning environment gain specific importance since learning is a product of social interactions. As it is stated above, learning necessitates a holistic point of view because it is not a singular phenomenon and at this point interpersonal relations and interactions gain an important role (Plas 1986 cited in Williams and Burden 1997).

Variables that are related to the learner can also be named as personal variables such as readiness, maturation, age, intelligence, motivation, physiological state, former experiences and individual differences. These variables can easily influence each other (see e.g. Brown 2000; Ulusoy 2003). However, individual differences affect learner's learning motivation, learning level, his/her attention and permanence of learning. Ulusoy (2003) further adds that heredity and learning environment has a role on individual differences to come into existence.

However, learning environment easily differs from the other variables when its constituents (interior dynamics) considered. Thereby, it seems to be discussed as a multidimensional factor. For example, Bronfenbrenner (1979) argues that to understand any person's development, their ecology (e.g. the environmental systems surrounding them) should be taken into consideration. At this point, he analyses the learning environment in three different phases. First of these is the 'microsystem' which contains the child's most important relationships with parents, teachers, siblings and peers. Next comes the 'mesosystem' which expresses a broader range of interactions, e.g. home-school relationship and finally, 'macrosystem' which involves the whole culture of the society (Bronfenbrenner 1979 cited in Williams and Burden 1997: 189). In this context, learning environment seems to be a dominant variable that will affect learning in a number of possible ways.

It is possible to remark that each individual is an inseparable part of a social system, and on this account learning environment must be viewed as the most important factor that affects learning. Similarly, Williams and Burden (1997) explain that learning occurs as a result of social interactions. Besides, they emphasize the importance of learning environment. Similarly, Pelletier and Brent (2006: 46-47) point out that learning process of a child exists in a social structure. For example, parents transfer their own experiences, life skills, abilities and attitudes to their children as being one of the first and the most important teachers of their children. At this point, Cassity and Harris (2002) points out positive or negative attitudes of parents as being one of the significant factors affect children's learning process. For instance, parents with positive attitudes towards schooling affect their children in a positive manner yet, parents with negative attitudes do the opposite. On the other hand, parents' former experiences give shape to parents' personal features that may also affect their attitudes towards their children's learning (McNergney and McNergney 2004).

Likewise, foreign language learning is also affected by a set of different factors. For example, there are many internal and external factors that affect language learning phenomenon. Internal factors can be classified as personality factors within a person that contribute to success of language learning while external factors can be classified as sociocultural factors that refer to the language learner who brings not just two languages into contact but two cultures (see e.g. Brown 2000). Taking these factors related to language learning into account, Gardner and Lambert (1972: 1) start with a simple question "How it is that some people can learn a foreign language quickly and expertly while others give the same opportunities, are utter failures?" As can be inferred, this significant question stresses one more time the fact that foreign language learning is influenced by certain factors.

Ekmekçi (2003:92) classifies the factors that affect foreign language learning as follows; quality of learner, structure of language, learning environment, and social environment. Considering the fact that learning is a natural result of social interactions, learning environment and social environment factors gain a specific

emphasis when compared to the others (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2006).

At this point, Ekmekçi (2003) stresses the importance of house in social environment affecting learning. Furthermore, she underlines the greatest role of fathers and mothers in their children's learning period. Parallel to this, many researchers assert the important role of parents in the process of foreign language learning (Gardner and Lambert 1972; Çetin 1990; Williams and Burden 1997; Brown 2000; Cook 2001; Harmer 2001).

According to Ekmekçi (2003) personal interest in learning a foreign language is very important. However, when personal interest seems to be an internal factor, one's interest in learning language is mainly related to social environment because every individual is influenced by the social environment that he/she lives in.

Similarly, Brown (2000) points out the factors related to foreign language learning. He asks a wide range of questions that refer to these factors. First of all, he asks the question of "who?" referring to the personal factors. Furthermore, he underlines some other questions like; who does learning? Where do they come from? What are their levels of education? What are their socioeconomic levels? Who are their parents? Essentially, all these questions are related to social environment that can directly affect learning process.

As it is clearly seen, there are many factors that affect the learning period of a child yet, some of these factors seem to be more important compared to the others. Specifically, learning environment gains a special emphasis because children's learning takes place in a social context (Pelletier and Brent 2006). In this context, family and especially parents own the greatest role considering the absolute fact that they are the first socializing agents of a child (Gardner 1985).



To sum up, it is apparent that parents provide their children with a wide range of messages about various issues. In addition to this, considering the learner factor and his/her environment it becomes easier to comprehend the interaction of school, learner, society, and the family. Furthermore, all these components are directly or indirectly effective in the learning process of a child. However, parent factor is the first cornerstone of this chain of interactions due to the fact that they are the closest people to the learner.

## **2.2 Theories of learning**

Learning is an outcome – the end product of some process. Moreover, it could be thought as “a process by which behavior changes as a result of experience” (Smith 1999:4). This approach has a virtue of highlighting a crucial aspect of learning which is “change”. However, the definition above seems to be incomplete, considering that it may lead some other questions such as:

- Does a person need to perform in order for learning to have happened?
- Are there other factors that may cause behavior to change?
- Can the change involved include the potential for change?

In other words, learning can be evaluated as the process in which skills, attitudes, knowledge and concepts are acquired, understood, applied and extended. Therefore, learning is partly a cognitive process and partly social and affective (Pollard 1997).

Focusing on the learning process may lead into the realm of learning theories that gives way to the ideas about how or why change occurs. On this account, different theories try to describe learning process. They identify and clarify the issue of in which conditions learning takes place. A learning theory is generally supposed to explain the fact that how learning takes place in all organisms, learning units and inside or outside the classroom atmosphere. However, Senemoğlu (2005) once again

points at the fact that there is not a learning theory that explains learning in all its aspects.

Such questions as stated above have led to different classifications. For instance, some have tried to identify permanent changes in behavior as a result of experiences and this trend is named as behaviorism (Smith 1999).

On the other hand, some theorists have not been concerned with behavior but changes in the ways in which people understand experience or conceptualize the world around them and this became another trend named as cognitivism (Ramsden 1992: 4 cited in Smith 1999:2).

It is a well known fact that some of the psychologists and educationists classify learning theories into two main groups. These are mainly; the “behaviorist learning theories” that try to explain learning by means of stimulus - response relationship and “cognitive learning theories” that focus on the way which human mind thinks and learns (Senemoğlu 2005).

Yet, another view has evaluated learning as a social process. According to social constructivists, learning does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces. However, meaningful learning occurs when individuals are engaged in social activities (McMahon 1997 cited in Kim 2001).

As it is clearly seen, there are some various divisions and sub-divisions of theories of learning as it is stated above. Nevertheless, Smith (1999) points out that all these categorizations that focus on different orientations are a bit arbitrary and there are various ways in which the orientations overlap and draw upon each other. However, each learning theory explains a different learning type in the best way yet, any learning theory is not capable of explaining all learning types or responding all questions related to learning. Therefore, learning-teaching process should utilize the fundamentals of each theory of learning that is related to learning types, student

features, and the kind of learning material (Senemoğlu 2005). On this account, Pollard (1997) maintains that most of these theories depend upon an element of important mentality. However, each has both strengths and weaknesses. In addition to this, Pollard (1997) suggests that this complex field can be simplified by identifying three main theories of leaning which has a particular influence on schools. They can be classified as follows:

1. Behaviorist models
  2. Constructivist models
  3. Social Constructivist models
- (Pollard 1997: 119)

As it is stated beforehand, the categorization of the theories of learning is somewhat arbitrary since they explain different aspects of learning. Therefore, the categorization of the models of learning is also arbitrary to some extend. For example, Pollard (1997) points out that the categorization above is a result of considering and investigating some of the ways in which learning occurs in primary schools. On this account, it is possible to argue that models of learning can be classified according to the objectives.

To sum up, the main reason for different definitions of learning is due to different explanations of learning process by various currents. These various currents come under separate headings in relevant literature (e.g. behaviorism, cognitivism constructivism, social constructivism, etc.). However, only behaviorist, constructivist and social constructivist models of learning and their relations with third persons will be discussed in this study. The reason why only these three models are considered in this study is Pollard's (1997) assumption that the categorization of these three models overlaps the ways in which learning occurs in primary schools. Moreover, these three models of learning also depend on the existing practices that use three simple analytic models of classroom learning models. Thus, considering that the participants of this survey are 6<sup>th</sup> and 8<sup>th</sup> graders and their parents, it becomes possible to say that this categorization is highly suitable for the objectives of this survey.

### 2.2.1 Behaviorist models and third persons

Behaviorist theorists have defined learning as acquisition of new behavior and search for the observable aspects of learning and discuss mental activities (Amelingmeyer 2002; Guldenberg 2001 cited in Kutzschenbah 2006). Behaviorist model of learning was developed on the basis of the ideas of early learning theorists who tried to explain all learning in terms of conditioning (Williams and Burden 1997). Kutzschenbah, (2006) defines these two different types of conditioning, each yielding a different behavioral pattern: classical conditioning, and operant conditioning.

Classical conditioning depends upon the stimulus – response relationship. The most popular example is Pavlov’s observation on dogs. Pavlov’s observation demonstrates that dogs give a response (e.g. salivation) to a stimulus (e.g. food) and that could be produced by introducing a second stimulus (e.g. bell) at the same time. On the other hand, for operant conditioning behavior occurs when a response is reinforced to a stimulus (Williams and Burden 1997; Kutzschenbah 2006).

Kutzschenbah (2006) discusses operant conditioning as a simple feedback system. According to the operant conditioning, when reinforcement follows the response to a stimulus, then the response may probably occur again in the future (Williams and Burden 1997; Kutzschenbah 2006; Pollard 1997). On this account, Smith (1999) claims that the result was the generation of stimulus – response model for behaviorist models of learning and the environment was seen as providing stimuli to which individuals develop responses. Smith (1999:13) also provides three key assumptions supporting this view:

- Observable behavior rather than internal thought processes are the focus of study. In particular, learning is manifested by a change in behavior.
- The environment shapes one’s behavior; what one learns is determined by the elements in the environment, not by the individual learner.

- The principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process.

Even if behaviorism is an approach to psychology it had strong bonds with teaching and eventually with language teaching (Williams and Burden 1997). Skinner (1957) draws four key features that have the tracks of behaviorist learning theories on teaching-learning process. He suggests that:

- teachers should make explicitly clear what is to be taught;
- tasks should be broken down into small, sequential steps;
- students should be encouraged to work at their own pace by means of Individualized learning programmes;
- learning should be 'programmed' by incorporating the above procedures and providing immediate positive reinforcement based as nearly as possible on 100 per cent success.

(Skinner, 1957 cited in Williams and Burden, 1997: 9-10)

Hartley (1998) also provides four simple key principles in terms of learning:

- Activity is important. Learning is better when the learner is active rather than passive (learning by doing is to be applauded).
- Repetition, generalization, and discrimination are important notions. Frequent practice- and practice in varied contexts- is necessary for learning to take place. Skills are not acquired without frequent practice.
- Reinforcement is the cardinal motivator. Positive reinforcers like rewards and successes are preferable to negative events like punishment and failures.
- Learning is helped when the objectives are clear. Those who look to behaviorism in teaching will generally frame their activities by behavioral objectives (e.g. 'By the end of this session participants will be able to...')

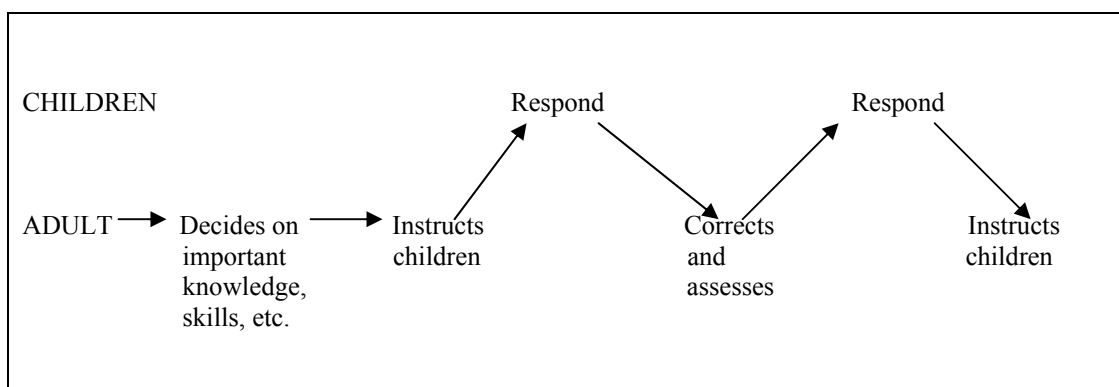
(Hartley 1998 cited in Smith 1999: 14)

The influence of behaviorist theory in education was immense in the early part of the previous century and it provided the foundations of work on a 'science of teaching' based on whole-class, didactic approaches through which knowledge and skills were to be taught.

The effects of behaviorist views of learning can apparently be seen on the development of audio-lingual approach to language teaching (Williams and Burden 1997). In the audio-lingual approach, language is seen as a behavior to be taught. Language tasks are given as small, sequential steps to learners, and in addition to this, teacher presents a small part of the foreign language, as a structural pattern which is

presented as a stimulus to which the learner responds and finally this is followed by reinforcement by the teacher. Consequently, learning a language is seen as acquiring a set of habits, moreover the role of the teacher is to develop good language habits in learners by means of pattern drills, memorization of dialogues, or choral repetition of structural patterns (Williams and Burden 1997).

Despite of the fact that each learning model owns the pros and cons together in itself, it is a real must to study each learning models and its related factors that define how learning takes place in teaching-learning process. In this context, it is apparent that, behaviorist learning theory draws a relatively passive role for learners. On the other hand, selection and evaluation of the learning activities belong to the teacher (Williams and Burden 1997; Pollard 1997). Pollard (1997) states that this process adopts a high degree of adult control in which adult stands for primary school teachers. The roles of children and adult in behaviorist-influenced teaching and learning process are presented in Figure 1.



**Figure 1. A behaviorist model of roles in the teaching- learning process (Pollard 1997: 120)**

As it is clearly seen behaviorist learning not only render a passive role to the learner but also it does not take into account the factors related to learner and learning environment that has a direct impact on learning process. Consequently, third persons only stand for teachers in behaviorist learning models. Furthermore, when classroom teaching-learning processes are considered, it is not possible to see a third actor apart from the learner and the teacher.

### 2.2.2 Constructivists models and third persons

Constructivist learning theory has its roots in cognitive approaches to learning. According to Brown (2000) cognitive approach tries to discover psychological principles of functioning instead of focusing on mechanical stimulus-response relationship. Kutzschenbah (2006) notes that cognitive learning theories put stress on human learning and try to understand internal processes of acquiring, understanding and retaining knowledge. He further draws attention to the fact that cognitivism places more emphasis on factors related to the learner and less emphasis on factors related to the environment compared with behaviorism.

Unlike some cognitive psychologists, constructivists argue that all human being construct their own versions of reality and so, multiple constructing ways of knowing and describing are legitimate. On the other hand, Spivey (1997 cited in Brown 2000) describes this perspective as an emphasis on active process of construction [of meaning], attention to texts as a means of gaining insights to those processes, and an interest in the nature of knowledge and its variations, including the nature of knowledge associated with membership in a particular group.

In this context, Pollard (1997) points out that constructivist learning theory argues that people learn thorough an interaction between thought and experience, and thorough the sequential development of more complex cognitive structures. Piaget was the most significant constructivist theorist and he tried to create a 'genetic epistemology' that represents an understanding of the origin of knowledge based on the interaction between people and their environment. Piaget's theory asserts that when people face a new experience they both 'accommodate' their existing thinking to it and 'assimilate' aspects of the experience. Thus, they go beyond one state of mental 'equilibration' and restructure their thoughts to create another (Pollard 1997: 121). Consequently, people gradually construct more detailed and complex understandings of the phenomenon they experience.

In the light of these discussions, it is possible to state that constructivist learning theory defends the understanding that every individual tries to construct personal meaning that is their own understanding gained from their experiences (Williams and Burden 1997). That is to say, everybody makes their own sense of the world surrounding them (Williams and Burden 1997). In addition to this, constructivist learning models put the emphasis on the learner as an active maker of meaning (Williams and Burden 1997; Atherton 2005; Kutzschenbah 2006).

Similarly, when the reflections of the theory to the practice is considered, Pollard (1997) maintains that constructivist learning theories give a very active and independent role to the learners; furthermore they leave the selection and the evaluation of the activity to the learner's negotiation. Akhras and Self (2000) also state that constructivist theories of learning provide an autonomous role for the learners who construct their own understandings by means of interacting in an environment. In addition to this, Akhras and Self (2000: 344) emphasize that "the focus of the learning process is on the process thorough which the learners experience the environment and interpret their experiences rather than on the acquisition of previously defined target domain knowledge".

According to Akhras and Self (2000: 345-346) constructivist theories of learning emphasize four holistically coexisting aspects in any learning process:

- *Context* – an essential part of what is learned is the situation, in which learning takes place, which refers to the physical as well as to the social environment in which the learner is engaged in activity, and might include physical entities, tools and other people.
- *Activity* – all knowledge is constructed by the learners through actively interacting in situations in which they experience a domain and interpret their own experiences.
- *Cognitive structures* – previously constructed knowledge influences the way learners interpret new experience and affects their thinking and acting.
- *Time-extension* - the construction of knowledge occurs over time from the learners' attempts to connect their previously developed experiences to the new ones.

Akharas and Self (2000) further add that these four aspects should be taken into consideration in a holistic way in order to understand the strong bond between

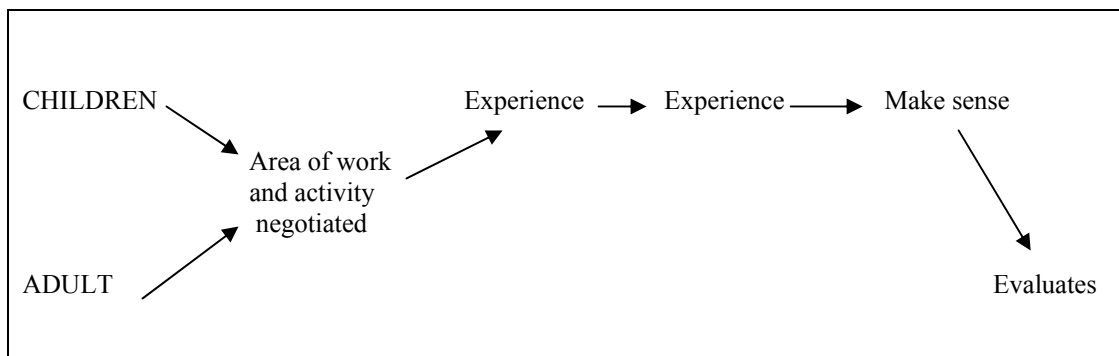


context, physical and psychological phenomena and experience to understand learning.

On the other hand, constructivist learning principles share the same characteristics for all different fields of education. For example, in the field of language teaching constructivists argue that language is learned in an active process of making sense and creating an understanding of the target language rather than memorizing some grammatical rules (Williams and Burden 1997). On the basis of this understanding, Williams and Burden (1997:23) highlight some central aspects and key features of constructivist learning-teaching period for language teachers:

“When learners learn a new language, they are actively involved in making their own sense of the language input. Thus, it is important for teachers to help and encourage learners in this process, rather than seeing them as passive receiver of the language...care should be taken to match the requirements of any task to the cognitive level of which the learner is capable”.

Above all, learning notion is not only limited to the learner or teacher in constructivist models of learning in terms of its relation with the third person. In addition to this, it is a fact that constructivism has commonly influenced contemporary teaching methods that particularly related with play and early-years education (Pollard 1997). However, this influence of constructivism is greatly reflected in the process in which teacher interact with learner-children (Pollard 1997). Pollard (1997) distinguishes the roles of child (learner) and adult (teacher) in teaching and learning processes that conduct constructivism in the Figure 2 below:



**Figure 2. A constructivist model of roles in the teaching- learning process (Pollard 1997: 123)**

As the figure clearly depicts, constructivist models of learning cast a more active role to the learner in contrast with the behaviorist models of learning. However, teaching- learning is demonstrated as a process that is only confined to the teacher and learner. At this point, Pollard (1997) comments on the issue stating that constructivist models of learning put an excessive emphasis on learner as an individual and on the other hand, ignore the vital role of social context in which the learning takes place. Williams and Burden (1997) similarly maintain that Piaget emphasized individual development, yet this caused him to override the importance of social structure for learning. Consequently, constructivist learning models underestimate the supportive effects of teachers, other adults such as parents, and other children such as peers in learning-teaching periods (Pollard 1997).

### **2.2.3 Social constructivist models and third persons**

The cognitive-developmental tradition was principally concerned with human's cognitive abilities in the second half of the previous century. However, it was gradually concerned with the human's social development during last few decades (Vasta, Haith and Miller 1995; Brown 2000). Parallel to this development in the field of educational psychology, the relation between the influence of cognitive process on social experiences and the influence of social interactions on cognitive development has become more apparent (Vasta et al. 1995). In addition to this, 'behavior' has been considered to be a result of the interactions of individual with the

environment. Thus, on this account, 'learning' has also been considered to be a natural result of the individuals' interactions with his/her environment (Smith 1999). This new understanding has given rise to social constructivist theory of learning that posits a cognitive approach to learning and strongly emphasizes the significance of learning in a social context interacting with others (Vasta et al. 1995; Pollard 1997; Williams and Burden 1997; Smith 1999).

Social constructivist theory views learning as a social process. Moreover, learning does not take place within an individual and it is not a passive development of behaviors that are shaped by external forces. Besides, the theory maintains the understanding that meaningful learning occurs when individuals are engaged in social activities (McMahon 1997 cited in Kim 2001). Similarly, Spivey argues (1997 cited in Brown 2000) that social constructivism focuses on the individuals who are engaged in social practices, collaborative groups, or a global community. In addition to this, he highlights that the active process of construction of meaning requires the nature of knowledge related with membership in a particular group.

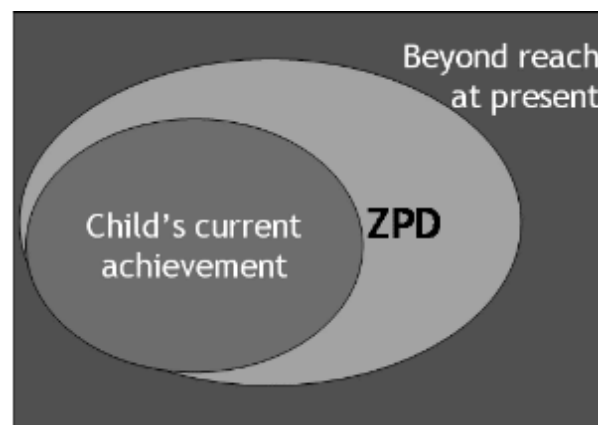
On the other hand, Shepard (2000 cited in Pilcher 2001) points out that social constructivist approach integrates cognitive, constructivist, and socio-cultural theories. Furthermore, she discusses that social constructivist models are contemporary understandings about learning that are separate from the views of the traditional paradigm:

“From cognitive theory we have learned that existing knowledge structures and beliefs work to enable or impede new learning, that intelligent thought involves self monitoring and awareness, about when and how to use skills, and that expertise develops in a field of study as a principled and coherent way of thinking, and representing problems, not just as an accumulation of information ...[From Vygotsky (1978) we learn] that cognitive abilities are ‘developed’ thorough socially supported interactions” (Shepard 2000: 6 cited in Pilcher 2001: 3).

At this point, Atherton (2005) states that the most significant bases of social constructivist learning theory were established by Vygotsky on the essence of the theory of ‘Zone of Proximal Development’ (the ZPD). This is:

“The distance between the actual developmental level (of the child) as determined through problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky 1978: 86 cited in Pollard 1997: 125).

Vygotsky observed that children rarely did the tasks when they were on their own as well as when they were working in collaboration with an adult. It was by no means the case that the adult was teaching them how to perform the task, but the process of engagement with the adult enabled them to refine their thinking or their performance to make it more affective. In this context, it is possible to explain that the ZPD refers to children’s potential to make sense and when they are supported with appropriate, meaningful assistance by more capable others they can develop a more advanced understanding further than they could reach alone. Atherton (2005) provides a simple presentation of the ZPD in Figure 3 below.



**Figure 3. Zone of Proximal Development (Atherton 2005: 3)**

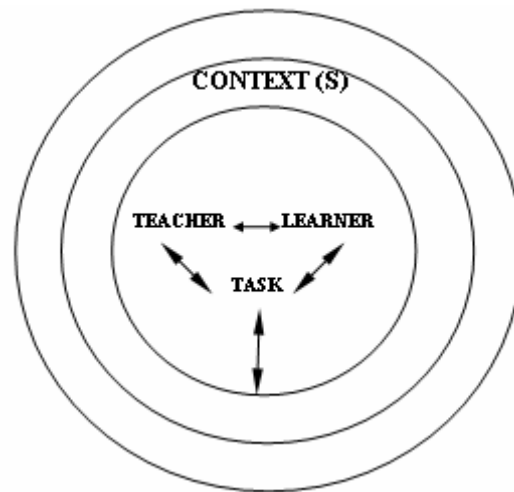
Bruner (1990 cited in Pollard 1997) states that the role of culture and the social context of the learner which has a direct influence on learner’s understanding was Vygotsky’s second concern. This influence originates in the birth of learner in informal ways and continues by the interactions with parents and family, experiencing the language and forms of behavior of their culture and finally results with the assimilation of particular cognitive skills, strategies, knowledge and understanding (Richards and Light 1986; Dunn 1988 cited in Pollard, 1997). Thus, all these arguments put one more time the fact that learning is social as well as individual. Furthermore, social constructivist theory of learning adopts a social

interactionist framework; that is, learning occurs through social interactions within a social environment.

Without doubt, this theory was effective in teaching-learning processes during the late decades of the 20<sup>th</sup> century. Moreover, some models of learning have been shaped on the basis of this theory and they have been grounded on a social interactionist viewpoint.

In this context, Shunk (2000 cited in Kim 2001) emphasizes that social constructivist learning models adopt reciprocal teaching, peer collaboration, cognitive apprenticeship, problem based instruction, and other methods that require learning with others. Williams and Burden (1997) draw attention to the fact that social constructivist learning models highlight the dynamic nature of interplay between teachers, learners and tasks and hence learning never takes place in an isolated atmosphere. Thus, these models automatically stress the value of learning environment or context in which learning occurs.

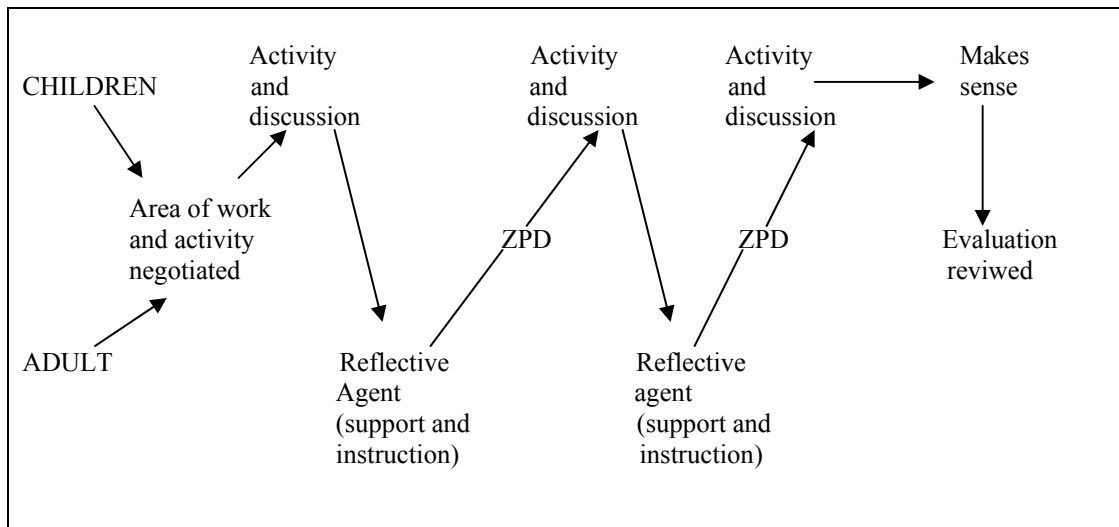
In addition to this, four factors are identified as teachers, learners, tasks and contexts that interact as a part of a dynamic and affect learning process. All these factors are closely related to each other thus any change in one factor can easily influence the others (Williams and Burden 1997). These factors are illustrated in Figure 4.



**Figure 4. A social constructivist model of the teaching- learning process (Williams and Burden 1997: 43)**

In this model, teachers choose the proper tasks and learners interpret these tasks in meaningful ways thus the task stands as an interface between the teacher and the learner. Teacher, task and learner elements represent a dynamic equilibrium. Learning takes place in the context and context is vital for what happens in it. However, considering the term ‘social’, the interactions between the individuals gain a specific importance, and the ‘learning context’, constituent of the dynamic nature of this model, normally refers to the third persons besides many other variables in itself. Moreover, it embraces the emotional environment such as trust and belonging, the physical environment, the whole school community, the wider political and social environment and the cultural setting (Williams and Burden 1997).

Rowland (1987 cited in Pollard 1997) likewise provides a social constructivist model of roles in the teaching learning process that is figured out in Figure 5.



**Figure 5. A social constructivist model of roles in the teaching-learning process (Rowland 1987 cited in Pollard 1997: 126)**

Pollard (1997) argues that the figure above represents some key features of social constructivist process in classroom setting. Negotiation is followed by activity and discussion by learner nevertheless, the teacher acts as a reflective agent who makes a constructive intervention.

It is very obvious that social constructivist models of learning accept a holistic view to the teaching-learning period. Moreover, they bring a social point of view to teaching-learning activity. Williams and Burden (1997) point out the fact that social interaction is the most crucial reason of effective learning. At this point, social constructivist model of learning cast a very active role to the learners compared with the behaviorist or constructivist models of learning.

Depending upon all the arguments above it could be concluded that social constructivism draws a very strong stress on the importance of third persons in teaching-learning processes. That is why social constructivist theory of learning adopts a social interactionist framework in which learning occurs through social interactions within a social environment. On this account, when learning is considered as a natural result of social interactions, family is viewed as the first starting point of this long-lasting chain of interactions because it is a representative of

the society as it the minimal unit of it. Therefore, in a social interactionist point of view, family comes on the scene as a major constituent of learning process where the prior personal interactions begin. For that reason, parents have an essential role as being their children's first and the most important teachers when the significance of learning in a social context interacting with others is considered. Furthermore, social constructivist models demonstrate teaching- learning as a process that is not only confined to the teacher and learner. Besides, the vital role of social context in which learning takes place is strongly stressed. On this account, these models put a considerable stress on parents and parental involvement to the teaching-learning process as they are the most striking components of a social interactionist learning.

As a result, in a broader sense, social constructivism enlightens the fact that human beings can never be analyzed as isolated beings because of their own social nature neither does every phenomenon related with human being.

### **2.3 Summary**

This chapter started with a general description of learning and tried to define some related factors. Then, theories of learning were explained. In the light of all these descriptions and explanations, three learning models and their relations with third persons were explained and discussed in detail.



## **CHAPTER THREE**

### **PARENTS IN THE LANGUAGE PROCESS**

#### **3.0 Introduction**

This chapter aims to describe the vital role of parents in their children's learning process. In addition to this, the issues such as the importance of parental involvement, some models of parental involvement and barriers for parental involvement are discussed in this chapter. Finally, it is concluded by analysing the role of parental attitudes in learning process and overviewing different studies on parental involvement.

#### **3.1 Parental involvement**

Contemporary studies have clearly shown that learning is a very natural result of social phenomenon and it cannot be taken in hand as an isolated matter. When children's education process is considered, studying it in the context of family and community becomes important since reciprocal parent-child interaction is a key element of child development (Pelletier and Brent 2002). In the light of this view, thus, parental involvement in child's learning period appears to be a very significant factor that affects learning process.

As it is known, school, student and parents are the inconvertible components of a trinity in education process. They are stick to each other. However, each of them can show differences in principles during the time. There have been important changes in the partnership of home and school over time in the western world (Epstein 2001). Parents and community had a considerable control on the actions of school in the early 19<sup>th</sup> century, in the late 19<sup>th</sup> century and early 20<sup>th</sup> century schools

began to distance themselves from home by emphasizing the teachers' special knowledge of subject matter and pedagogy. During the 1980s and 1990s, home-school relations changed one more time as a response to increased demands of both better educated and less educated parents who want a good education for their children and request schools to keep them informed by involving them in their children's education (Epstein 2001).

The changes in the relations between schools and parents have always been due to the changes in demographics, family structures and policies (Caplan 1995). In today's world, the school is changing into an organization asked to support the family in child learning from being an institution that is responsible for developing the cognitive skills of children. In this context, school is seen as a partner to the family rather than a substitute for the family. The term 'parental involvement' is maintained as a way to strengthen schools and promote academic achievement (Caplan 1995). Contemporary educationists draw attention to the issue that parental involvement in schools is one of the most prominent issues in contemporary education, and parents significantly contribute to school effectiveness and students' success (Caplan 1995; Huss-Keeler 1997; Epstein 2001; Fullan 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002).

### **3.1.1 The importance of parents in learning process**

Today, many researchers define learning as the result of social interactions (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2002). However, each individual is an inseparable part of a social system and sometimes these systems have clearly defined boundaries, e.g. schools, classroom groups, families (Williams and Burden 1997). Therefore, individual relationships and interactions in learning process gain a more specific emphasis in a social context since they all interact with each other. (Plas 1986 cited in Williams and Burden 1997). Considering all these facts and the fact that family is the microcosm of the

social system, the important role of parents in learning process becomes more apparent because learning is not a single phenomenon and it must be viewed holistically.

Family is the first effective social factor for personality development and educational direction (Çetin 1990). Moreover, considering the fact that school is not the only institution for education, the student and his/her success could not be regarded as separated from his/her family and environment. Therefore, parent factor with an effective parental involvement naturally becomes a critical component of good education (Bronfenbrenner 1979 cited in Pelletier and Brent 2002). As a result, today parental involvement is not only considered as desirable but essential to effective schooling (Pelletier and Brent 2002).

Huss-Keeler (1997) likewise points out that parents' involvement in their children's education is considered as a cornerstone to children's success at school. On this account, traditional parent involvement such as participating at school and supporting children's learning at home facilitates student success in schooling that includes positive attitudes towards schooling enhances learning abilities. Moreover, parent involvement also has positive effects on parents' abilities on assisting their children's learning (Epstein 1995 cited in Huss-Keeler).

Similarly, Coleman (1998 cited in Fullan 2001) stresses the necessity and benefits of parental involvement moreover he calls "power of three" referring to the parent-student-teacher collaboration. At this point it is necessary to underline the importance of teachers in parent-school relations. For example, according to Pollard (1997) teachers should consider parents as their partners in education process. On the other hand, the results of an Epstein's research on parental involvement reveal the fact that "parents whose children were in classroom of teachers who emphasized parents involvement tended to be more positive about school than other parents" (Epstein 2001: 157). In this context, student commitment in schooling is primarily shaped by parents, yet this parent involvement is an alterable variable which can be influenced by school and teacher practices. Therefore, it is possible to examine the

considerable role of parents in their children's learning process with respect to parents' relations with their children, school and teachers.

In the light of all these discussions, it becomes more apparent that parents are their children's first educators and they have the knowledge of their children that is not available to any one. Consequently, parents provide a basis for their children's learning period so they are one of the indispensable components of parent-school-student trinity. In this context, studies about parents' role in teaching- learning period have increased in number in last three decades. At this point, Fullan (2001:198) stresses that the results of various research studies show that "the closer the parent is to the education of the child, the greater the impact on child development and educational achievement".

It is clearly seen one more time that learning process cannot be viewed as a single act. Therefore, it is impossible to view parents as a unique element of parental involvement in learning process. However, involvement of parents in their children's education has been considered as essential to positive childhood development and school success (Powel 1989 cited in Griffith 2000; US Department of Education 1994 cited in Griffith 2000). In accordance with this, active parental involvement can conduct to improved parental knowledge about child development, parenting skills and can be a reason for the quality of parent-parent, parent-child, parent-teacher relations and interactions (Epstein 1992 cited in Naftchi-Ardebili 1995).

### **3.1.2 Barriers for parental involvement**

Parents, as their children's first and the most important teachers, provide the experiences that advance life skills, abilities and attitudes that provide a base for the children's school success (Pelletier and Brent 2002). On this account, parents' personal features and their life contexts are as important as their relations with school and teachers in participating their children's learning period. For example, the elements of parents' life contexts can be classified as their socioeconomic status,

limited parental education, parents' knowledge, skills time and energy (Hower-Dempsey et al 2005).

The terms like personal features or life context may seem to be a bit relative at first sight, yet those results of a number of research studies on parental involvement make this issue more understandable. At this point, parents' life context may stand for their family background and life standards. According to the results, parents whose employment involves relatively inflexible scheduling, parents who work at more than one job, tend to be less involved, especially at school, than parents with more flexible jobs and more reasonable work hours. On the other hand, parents with multiple child-care, elder-care or related family responsibilities may also be less involved, again perhaps most notably at school (Walker and friends 2000; Hower-Dempsey et al 2005). Thus, parents' life context may stand as a barrier for an efficient involvement process.

On this account, parents' former experiences give shape to parents' personal features that may also stand as a barrier for parental involvement. For example, parents who have negative school experiences are not mostly willing to get involved in their children's learning process (McNergney and McNergney 2004).

On the other hand, the most significant reflection of limited parental education can be said to be 'efficacy'. Dweyer and Hecht (1992) state that sometimes parents may feel that they do not possess the skills to help their children. In other words, parents develop behavioural goals for their involvement based on their approval of their capabilities in the situation (Bandura 1989 cited in Hower-Dempsey et al 2005). Many researchers state that parents with high self-efficacy tend to be more actively engaged in their child's education; further more, they generally insist on facing the challenges or obstacles and get successful outcomes through difficulties during their child's education period (Huss-Keeler 1997; Walker et al. 2000; Pelletier and Brent 2002; Hower-Dempsey et al 2005). In this context, the following findings show the characteristics of those parents with high self-efficacy. They:

- believe that they have the ability to effectively and positively influence the development and behavior of their children and engage in positive parenting behaviors
  - are more responsive to the needs of their children
  - engage in direct interactions with their children
  - exhibit active coping strategies
  - perceive fewer behavioral problems in their children
- (Coleman and Karraker 2000 cited in Pelletier and Brent 2002: 46)

It is likely to correlate parent's sense of efficacy with his/her education level; on this account more educated parents are likely to be more involved both at home and school with their children (Dauber and Epstein 1993 cited in Huss-Keeler 1997). On the other hand, parents with little education could not or would not help their children with learning activities at home (Epstein 2001: 162).

It is quite obvious that parents are not the only side of the involvement process. Thus, parents' personal features are not enough to exemplify the barriers for parental involvement. Shartrand (1994) defines teachers and school principles as other barriers for involvement. For instance, when teachers do not systematically encourage parents' involvement, parents do not always participate when they are encouraged to do so (Shartrand 1994). On the other hand, working with parents is thought to be an addition to their long list of responsibilities by teachers. The unwillingness of many teachers to accept parent's knowledge about their own children is one of the reasons for lack of parental involvement (Cassity and Harris 2000).

Another barrier for involvement is school climate. Qualities of the school climate including school structure and school management may facilitate some forms of parent-school relationship such as parent's knowledge that they are welcomed in the school, parent's being well informed about student learning and progress, and the reciprocal relations with the school personnel who is respectful to the parents, their concerns and suggestions (Shartrand 1994; Caplan 1995; Griffith 2000; Epstein 2001; Hower-Dempsey et al 2005).

However, school climate may discourage parental involvement because of lack of time and training of teachers and principals and a dominant understanding in the schools that sets a low value on parents' views or participations (National Task Force on School Readiness 1991 cited in Shartrand 1994). In addition to this, especially school principals who do not provide a solid ground for meaningful parental involvement may be a barrier themselves. Similarly, Caplan (1995) underlines the significant role of school principals by stating that the principals who do not provide the essential leadership and support a positive environment for effective parental involvement stand as a barrier themselves. Unfortunately, today, many teachers and principals stick to a traditional philosophy by largely focusing on the needs of children, with little regard for their family life and circumstances. Therefore this kind of attitudes of teachers and principals may contribute to lower levels of parental involvement (Burton 1991 cited in Shartrand 1994).

As a result, parents' decisions about becoming involved in their children's learning period are undoubtedly influenced by other related factors such as parents' life contexts, parents' former experiences, and school climate and so on (Epstein 2001).

Above all, it is observed at first sight that there is not a considerable amount of work on parental involvement in the related literature. Thus, this may also stand as a barrier itself. However, taking into consideration the existing literature it becomes more apparent that the importance of parental involvement has not been emphasized enough. It is to say that parents are considered to be an inevitable component of good education in theory but they do not actually take part in education process in practice. However, the issues of parents and parental involvement are naturally becomes a part of child education in some cases due to the need of parents in practice, especially in several subfields such as disabled child education or second language education. For example, it is reported that American Ministry of Education commands teachers to work with parents, but fail to provide the needed time, communication proficiencies, training for developing leadership skills and so on (Caplan 1995).

On the other hand, in Turkey, parents are not still taken into consideration as a part of good education. Nevertheless, parental involvement is observed to be limited with parent-teacher assembly or some end of the year parties. However, Turkish Ministry of Education has shown improvement in a positive manner in the last few years. For example, in-service training program of 2007 provides an opportunity of a couple of seminars for the teachers who wanted to be a training coordinator of family and child aged 0-6 years training programs. Although these programs are generally limited to young learners and their parents, some other attempts about primary and secondary education exist. For instance, it is hopeful that a significant space is provided to inform ELT teachers about the necessities of parental cooperation in the English Language Curriculum for Primary Education. Furthermore, it is suggested for all ELT teachers that parental support would solve many problems that many teachers face during teaching process (English Language Curriculum for Primary Education 2006).

Besides governmental attempts, it is also possible to mention about nongovernmental organizations in Turkey. For example, ACSEV (Mother-Child Education Foundation) has a critical mission and plays an active role in emphasizing parent factor as an indisputable element of a meaningful education. Today, AÇEV provides many education programs, conduct research studies, publish reports about this important issue.

Related with all these discussions above, another and the most important side of this argument is the fact that a very limited training in parental involvement is lectured in teacher education programmes at undergraduate level (Shartrand et al. 1994; Caplan 1995). Furthermore, the findings show that in today's world majority of the counties do not refer to parentals involvement in teacher certification requirements (Shartrand et al. 1994). Similarly, most of teacher education programs at universities do not offer an effective parent involvement training in Turkey either. Epstein (1992 cited in Shartrand 1994) discusses the need for teacher preparation in parent involvement as follows:



“The future of school and family partnership rests on improving teacher and administrator education and training ... Needed are designs and evaluations of alternative approaches in preservice, in-service, advanced education, and experience in practice teaching, internship, and other forms of teacher and administrator education” .

Consequently, it is a fact that preparing well informed teachers will be an inevitable need for all departments of education at universities and in a sense; this will help to create a parental involvement process free from barriers.

All these findings related to parental involvement process prove the fact one more time that learning is a multidimensional process and it requires a holistic point of view. Overall, when countries and schools motivate parental involvement, they support parents’ effectiveness in helping their children and similarly, when school systems encourage teacher and principal participation, they support schools’ effectiveness in educating children (Hover-Dempsey et al 2005).

As a conclusion, for the effective education of all citizens nothing is more important than strong school and community efforts that enable parental participation in their children’s educational success (Hower-Dempsey et al 2005). In a broader sense, when parental participation becomes an important matter of education throughout the world, then a holistic point of view will be entirely adopted by the sustainable education policies.

### **3.2 Models for parental involvement**

Many contemporary studies underline the fact that students whose parents or other relatives are actively involved in their learning are likely to become more successful than the others (Smith 1998). Thus, the rising emphasis on the benefits and needs of parental involvement has caused some changes in educational understanding. In addition to this, some models for parental involvement are developed due to the popularity of this matter.

On this account, a couple of models seem to be notable considering the related literature especially in western culture in the last three decades. On the other hand, beside various classifications, all those models are considered to be neither the first nor the last. Each parental involvement model has the pros and cons in itself, yet some of them are mostly referred in the literature such as Hoover-Dempsey's model and Epstein's typology.

However, models of parent involvement are identified to be useful in representing some type of activities that might be incorporated in parent involvement programs and can be used as a framework for developing, evaluating and redesigning parent involvement programs in schools (Lunenburg and Irby 2002). As a result, all models with the strengths and weaknesses in themselves have been developed and executed in sake of coordinating and sustaining parent-school-community partnership.

### **3.2.1 An overview of models for parental involvement**

The issue of parental involvement has been the focus of interest in the last three decades and this interest has given way to different understandings and interpretations. Therefore, a category system has been developed in order to classify and describe the ways how parents are supposed to be involved in promoting the social, emotional and academic growth of children (Lunenburg and Irby 2002). Consequently, a couple of different models for parental involvement process exist today as a result of this categorization.

Some of these models deal with different phases of education process such as preschool education (e.g. Honig's Early Childhood Education Model). Therefore, an exact number of these models could not be mentioned here. On this account, only a small number of models could be discussed briefly whiles overviewing the models for parental involvement.

First of these models is ‘Gordon’s Systems Approach’ that is developed by Ira Gordon as a useful way of describing parent involvement (Lunenburg and Irby 2002). Gordon classifies four levels of parental involvement in his social system that reminds Bronfenbrenner’s analysis of the learning environment in three different phases. According to this classification the ‘microsystem’ (e.g. child and family) is strongly influential on the development and school success of the child but requires enormous effort and energy to change. On the other hand, the ‘mesosystem’ represents the neighbourhood institutions such as schools, recreation, stores, etc. The nature and quality of these affect the family and the child in less direct ways. Nevertheless, the ‘exosystem’ consists of an examination of local policies. For example, family leave of policy of employers, the availability of social services from a community agency, etc. have an influence on the quality of the family life. Gordon’s final system is the ‘macrosystem’ and it represents the major social, economic, and political aspects of the larger society. Changes at this level have the potential of affecting large numbers of children and families (Lunenburg and Irby 2002: 4).

However, Lunenburg and Irby (2002) claim that Gordon’s system model creates a paradox in the priorities of parents due to four different but interrelated levels of parental involvement. Furthermore, these four categories cast some other role categories to parents such as classroom volunteer, decision maker, adult educator and etc. However, these categories narrow the focus to roles that parents can play when they interact with school.

On the other hand, another model is named as ‘System Development Corporation’ (SDC) that depends on a research conducted in the United States. SDC determines six categories: home-school relations, home based instruction, school support, instruction at school, parent education, and advisory groups (Lunenburg and Irby 2002). Furthermore, the most distinguishing side of SDC is that it is a kind of a categorization of how parents are actually involved in schools rather than a well developed model for involvement process. However, today, many parental involvement programs in the United States continue to use the range of activities

provided in the SDC study because SDC provides easy and effective parental involvement process with its six categories (Lunenburg and Irby 2002).

Another model for parental involvement is ‘Chavkin and Williams’ Parent Involvement Roles’ that also depends on a research study as SDC (Lunenburg and Irby 2002). However, this model is similar to SDC on account of the fact that it also defines some roles for parents rather than providing a well rounded model. In this context, parents’ interests and priorities in their children’s education process have been considered as defining seven roles that are: paid school staff, audience, decision maker, program supporter, advocate, home tutor and co-learner. As a result, this model also heavily depends on parent activities like others, yet it does not also put any stress on parent involvement process as a multidimensional and social phenomenon.

On the other hand, even if some effective models exist, Lunenburg and Irby (2002) deal with ‘Epstein’s Typologies’ in detail. Epstein presents six typologies of parent involvement that are non-hierarchical types of involvement for which schools can implement activities in order to reach variety of goals for student achievement and school improvement. Epstein’s (1995 cited in Lunenburg and Irby 2002: 9-11) types of involvement are briefly defined below as follows:

***Type 1 Parenting:*** Parenting refers to schools helping to improve parents’ understanding of adolescent development, parenting skills, and the conditions at home for learning...activities include home visits, family support groups, social services, providing information to parents about teens, and providing parenting skills.

***Type 2 Communication:*** *Communication* refers to basic obligations of schools to improve the communications between home and school about school programs and student success...

***Type 3 Volunteering:*** School practices include volunteer activities (parents help other parents, call about attendance, talk about their career), and increasing family attendance at school events.

***Type 4 Learning at Home:*** *This type* refers to improving family involvement in learning activities at home. Activities and ideas include helping parents to help students set goals, select courses and conducting career transition programs.

***Type 5 Decision Making:*** Type 5 refers to parents and other community residents in advisory, decision making, advocacy roles in parent associations, advisory committees, and school improvement or school site councils...

***Type 6 Collaborating with the Community:*** Type 6 refers to involvement of the any of the community organizations or institutions that share same responsibility for children's development and success...

It is possible to say in brief that the most striking feature sets apart Epstein's types of involvement from the rest of other models is that it is a departure from the descriptive categories for parent involvement in schools found in other models. Today, these typologies are a major construct of the centre on families, communities, schools and children's learning. In addition to this, the loud criticism for the other models of parental involvement is that they did not concern what schools might do to encourage a comprehensive parental involvement yet Epstein's models lay stress on this issue (Lunenburg and Irby 2002).

As a result, considering parents as a part of good education has a short history throughout the world so the studies in this field show improvement every other day. Finally, some new classifications for parental involvement process will surely take its place in literature in the forthcoming years.

On the other hand, all these definitions and discussions clearly show that most of the studies, theories and models for parental involvement heavily belong to western culture and its literature. However, these kinds of studies are quite new for Turkey compared to the studies that have been conducted in the western world over past thirty years. Thus, as a reason of this case, classification or model for parental involvement does not exist in Turkey.

### **3.2.2 Hoover-Dempsey and Sandler's model of parental involvement process**

A decade ago Hoover-Dempsey and Sandler offered a model for parental involvement process based on the understanding why parents become involved in their children's education and how this involvement affects student learning (Hoover-Dempsey et al 2005). This theoretical model of parental involvement was developed

on the basis of theory and research in psychology, sociology and education (Reed et al 2000). The constructs of this model focus on parents' motivation for involvement (Reed et al 2000; Walker et al 2000; Hoover-Dempsey et al 2005). These constructs include (Hoover-Dempsey et al 2005: 106):

- a) an active role construction for involvement (i.e., parents believe that they should be involved) and a positive sense of efficacy for helping the child learn
- b) perception of invitations to involvement from school, teacher and student
- c) important elements of parents' life context that allow or encourage involvement

Hoover-Dempsey and Sandler's model defines two belief systems that motivate parental involvement as role construction for involvement, and sense of efficacy for helping the child succeed in school (1995; 1997 cited in Hoover-Dempsey et al 2005).

First, role construction stands for parents' beliefs about what they are expected to do about their children's education and forms of parental behaviour that pursue these beliefs (Walker et al 2000; Hoover-Dempsey et al 2005). Role construction is composed of three elements (Hoover-Dempsey and Sandler 1997 cited in Reed et al 2000: 5). They are:

- a) parental values, beliefs, goals, and expectations for the child's behaviour
- b) parental beliefs and behaviours related responsibility for the child's day to day education
- c) parental beliefs and behaviours related to responsibility for common conflicts or major decisions in the child's education

Hoover-Dempsey and Jones (1997; 2000 cited in Reed et al 2000:5) underline the fact that these ideas are empirically examined in a small group of public elementary school families, and as a result, systematic links were determined among the three hypothesized components of role construction and between the role construction and child achievement.

Hoover-Dempsey and Sandler's model for parental involvement argues that the second motivator of parental involvement is self-efficacy, in other words, one's beliefs about his/her abilities for producing essential outcomes (Hoover-Dempsey et al 2005). Bandura defines self-efficacy as a significant factor in decisions about the goals one chooses to pursue as well as effort and persistence in working toward the accomplishment of that goals (1997 cited in Hoover-Dempsey et al 2005:108). He also adds that parents' own specific aims about involvement base on their value of their capabilities. Hoover-Dempsey and Sandler (1997) elaborate on the issue and explain that parents with high self-efficacy are likely to have more active role in their child's education when compared to parents with low self-efficacy. It is a very significant observation that parents with high self-efficacy believe that they can positively influence their child's attitudes and behaviours and they generally have positive parenting manners (Coleman and Karraker 1998 cited in Pelletier and Brent 2002). On the other hand, Wells-Parker et al (1990 cited in Pelletier and Brent 2002) draw attention to the fact that parents with low self-efficacy report higher stress levels. Similarly, Teti and Gelfand (1991 cited in Pelletier and Brent 2002) point out that these kinds of parents also tend to have higher rates of depression. And furthermore, some researchers point out that parents with low self-efficacy adopt a passive role in coping with difficulties, feel helpless in the role of parent, and use more punitive disciplinary methods (Pelletier and Brent 2002). Consequently, it is apparent that there are positive links between parents' efficacy and parental involvement for their children's learning process. In addition to this, parental efficacy influences involvement because it is related to important parent attributes that also influence student learning, including aspirations for the child and confidence in the child's ability and success.

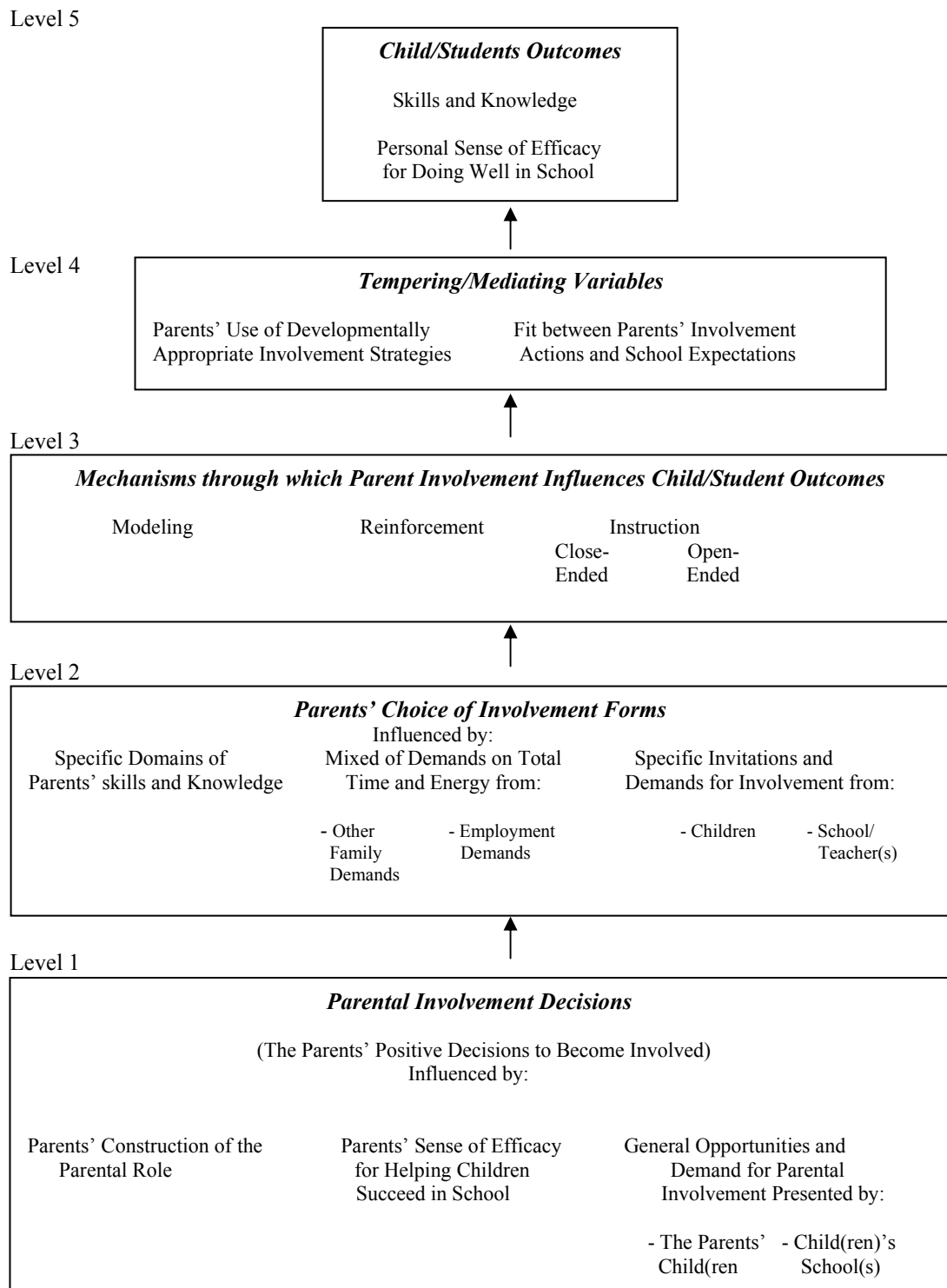
On the other hand, the second construct of Hoover-Dempsey and Sandler's model is that parents' perception of general invitations to involvement represents the invitations from school, teacher and children and these invitations may function as a significant factor in parents' considering about their involvement process (Reed at al 2000). Hoover-Dempsey et al (2005) emphasize that invitations to involvement from others play a key role for motivating parents when deciding to become involved. It is

certain that strong role construction and efficacy facilitate involvement. On the other hand invitations from the members of the school community are also very important because their invitations for involvement is a suggestion to parents that their participation in the child's learning is highly valuable and expected by the school community (Hoover-Dempsey et al 2005). Hoover-Dempsey et al. (2005) maintain three sources for invitations to involvement as the most important ones. These are; the school in general (school climate), teachers and students.

The constructs of Hoover-Dempsey and Sandler's model also focus on parents' life context suggesting the elements of parents' life context function as the third motivator for parents' decision about involvement. The model defines some vital elements of parents' life contexts such as; family socioeconomic status, parents' knowledge, skills, time and energy, and family culture (Hoover-Dempsey et al 2005: 113).

Hoover-Dempsey et al. (2005) point out the fact that the relation between family socioeconomic status and parental involvement has often been examined. However, the findings of these research studies were relatively different. Similarly, Bandura (1997 cited in Pelletier and Brent 2002) asserts that family socioeconomic status has an indirect effect on student's achievement. On the other hand, White stresses this important finding that "the stress and lack of social support to parents in poor families may affect parents' support for school success, and thus, children's intellectual development. Poor families are likely to live in poor school districts with fewer resources to offer their students (National Commission on Children 1991 cited in White 2001: 31). Similarly, Hoover-Dempsey et al (2005) points out that parents' time and energy for involvement are mostly affected by their socioeconomic status considering the fact that lower socioeconomic status parents often have inflexible work hours. Besides, they conclude that these life context variables may possibly influence parents' motivation for involvement such as role construction and efficacy and they may directly limit or increase parents' involvement options. Reed et al (2000) and Walker et al (2000) provide that Hoover-Dempsey and Sandler's model suggests five levels in parental involvement process as outlined in Figure 6 below.





**Figure 6. Hoover-Dempsey and Sandler's model of parental involvement process (Reed et al 2000: 17; Walker et al 2000: 17)**

As it is seen in the figure, the model suggests several levels in parental involvement process by which parents choose to become involved or select particular forms of involvement that are generally; modeling, reinforcement, and instruction. In addition to this, it expounds how can parents use these involvement strategies and influence their children's educational outcomes (Reed et al 2000).

On this account, Hoover-Dempsey et al (2005) suggest specific strategies in order to enhance parents' capacities to be involved effectively. They state that all these "strategies focus on explicit school support for parents' active role construction, positive sense of efficacy, and positive perceptions of school and teacher invitations to involvement" (Hoover-Dempsey et al 2005: 119). A sample of these strategies is presented in Figure 7 below.

**Communicate clearly that all parents have an important role to play in children's school success:**

- Create explicit, positive school assumptions about the importance of parents' contributions to students' success.
- Emphasize that all parents, regardless of education level, can support student school success.
- Note that even when student learning tasks surpass parents' knowledge, parents' interest in child's schooling, encouragement, reinforcement for learning, and modeling continue to support student learning and school success.
- In all communications (including those below), offer information in multiple formats (e.g. Written information that is clear, succinct, in appropriate languages; meetings at schools or community centers; by phone); give clear ideas about where to get more or repeated information.

**Give parents specific information about *what* they can do to be involved:**

- Offer information about what parents do when they are involved, emphasizing the wide range of activities different families employ (e.g. talking about the value of education, discussing the school day, communicating with teachers, coming to school, offering positive reinforcement for learning effort and accomplishment, attending child's school events, creating home practices that support student's school work)
- Listen to parents' ideas about involvement and offer encouragement for those likely to be helpful with the particular child or developmental/grade level
- Give parents suggestions for helping their children targeted to current assignments and learning goals
- Offer time-limited suggestions and learning assignments that require or encourage parent-student interaction; where possible, target suggestions to parents' knowledge, skills, time, and energy
- Draw on published programs of interactive homework (e.g., TIPS: Epstein et al 1995) in making homework assignments

- Draw on families' "*funds of knowledge*" (e.g., Mool et al 1992) in creating home learning tasks; create assignments for "*homemade homework*" that focus on family routines and tasks (Epstein and Van Voorhis 2001)
- Seek support for parent workshops that offer training and practice in how to help children learn

**Give parents specific information about the general effects of involvement on students learning:**

- Offer information about the behavioral effects of parental involvement (e.g., students spend more time on school tasks, are more attentive in class, pay increased attention to homework and related assignments, do better in school)
- Offer information about the attitudinal effects of parental involvement (e.g., students have more positive attitudes about learning, have a sense of personal ability to learn, are more likely to believe that learning outcomes are related to their effort and work)
- Ask parents for feedback on their perceptions of their involvement activities' influence on their child (e.g., influence on child's behavior, attitudes, learning content, or processes in assignments)

**Give parents specific information on how their involvement activities influence learning:**

- Encouragement supports student's motivation for schoolwork
- Communication about the value and importance of education models parents' commitment to schooling
- Positive reinforcement gives information about expected learning behaviors and outcomes
- Creating home practices that support student homework encourages more focused attention to learning tasks

**Give parents specific information about curriculum and learning goals:**

- Offer information (by grade or course level) on learning goals for a specific period; this enables parents to know what is expected of their children and offers a context for understandings links between learning tasks and learning goals
- Allow time for parent-teacher interactions that clarify learning goals (by phone, in meetings, in conferences); hear parents' concerns, ideas, and goals for children

**Offer parents positive feedbacks on the effects of their involvement:**

- Focus on individual parent activities and steps in student progress
- Create multiple opportunities for success (begin with small steps, offer clear notes and comments of thanks for parental help; express clearly that parents' activities are making a difference for the students)

**Create and support parent and parent-teacher networks in school:**

- Seek and share information on school, grade-level learning goals
- Share ideas about parent involvement activities that have worked
- Interact in ways that support the development of trust among parents and school staff.

**Figure 7. Strategies to enhance parents' capacities for effective involvement (Hoover-Dempsey et al 2005: 120)**

In general, the school strategies for enhancing parents' capacities for involvement can be more effective when based on a powerful school-teacher interaction for involvement (Hoover-Dempsey et al 2005).

In conclusion, it is important to note that Hoover-Dempsey and Sandler's model for parental involvement primarily adopts a psychological perspective in theory and practice (Hoover-Dempsey et al 2005). It becomes more apparent that learning is a multidisciplinary phenomenon considering the fact that education owns many kinetic and interrelated factors in itself. In accordance with this, Hoover-Dempsey et al (2005) maintain that parents' role in their child's education process should be studied with a deep respect for other disciplinary perspectives such as educational, sociological and anthropological.

### **3.3 Parents in the learning process and attitudes**

According to Cassity and Harris (2000) one of the factors that affects parental involvement in children's learning period is their positive or negative attitudes. Wheeler (1992 cited in Cassity and Harris 2000) also underlines the importance of attitudes for involvement process. Therefore, negative attitudes towards school and school atmosphere as an obstacle for their involvement. Considering parents' interactions with their children's school and teacher(s) for taking an active role in their children's learning, attitudes become more important for parent, school, teacher and children relationship. On this account, attitudes can shape individual's behaviours and actions (Gardner 1985; Carlson 1988; Franzoi 1996; Kağıtçıbaşı 1999; Arkonaç 2001; Tavşancıl 2002).

Beside the fact that there is not a certain definition of attitude, several different definitions of attitude exist. For example, Thurstone defines attitude as "positive or negative intensity ranking and gradation related to a psychological object" (1967 cited in Tavşancıl 2002: 65). According to Smith (1968 cited in

Arkonaç 2001: 158) attitude is the “tendency of an individual that shapes his/her thoughts and behaviors related to a psychological object”. Furthermore, Zana and Rampel (1988 cited in Kağıtçıbaşı 1999: 106) state that “attitudes are the positive or negative evaluations of an object”. Therefore, considering all these definitions of attitude and their common points, attitude could be defined as one’s positive or negative thoughts and behaviors related to an object.

Pelletier and Brent (2002) state that parents are the children’s first teachers and they provide some experiences that promote attitudes to ensure school success. As it is stated above, parental attitudes towards learning field are highly important as well as their attitudes towards their children’s school and teachers. Today, several research studies have shown that positive parental attitudes towards child’s learning enhance the learning process (Gardner 1985; Çetin 1990; Padilla and Sung 1997; White 2001; Lao 2004). Consequently, it is an obvious fact that positive parental attitudes affect learning in a positive manner in all fields of education.

On this account, considering all these explanations and discussions above, parents’ positive or negative attitudes towards FLL or SLL likely affect their children’s attitudes. According to Hammer (2001) students are mostly affected by the attitudes of people around them. Similarly, English language learners’ motivation is also affected by the attitudes of many people who share the same environment with them (Hammer 2001). At this point, the attitudes of learners’ parents’ gain a vital significance because naturally parents are the closest people to their children (Hammer 2001).

Today, there are many studies that underline the important role of parents in the field of education (see e.g. Caplan 1995; Huss-Keeler 1997; Pollard 1997; Reed et al 2000; Walker et al 2000; Epstein 2001; Fullan 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002). However, studies about the role of parental attitudes in education process are much more limited in number considering it is a more specific issue (see e.g. Gardner 1985; Çetin 1990; Padilla and Sung 1997; White 2001; Lao 2004). Furthermore, despite limited number of studies on parental attitudes towards

foreign language learning in literature, there are several studies that analyze parental attitudes towards second language learning.

Gardner (1985 cited in Cook 2001) emphasizes that motivation is one of the main factors that is highly effective in language learners' success and he points out that attitude is one of the main constructs for motivation. In addition to this, Cook (2001) maintains that for student success in second language learning, it is not possible to concern only the attitudes of students themselves but also those of their parents or the entire society, in the broader sense.

Gardner (1985: 108) states that "parents are the major determiners of children's attitudes, at least initially". He distinguishes two potential roles of parents in language learning process and identifies them as "active role" and "passive role". He further informs that "parents play an active role when they encourage their children to do well, when they monitor their language learning performance, and when they reinforce any success identified by the school" (Gardner 1985: 108). On the other hand, passive role is considered to be more difficult to analyze because parents may be unaware of it. It is the one which is related to parents' attitudes towards the second language community. He further argues that "to the extent that parents had positive attitudes toward the community, they would serve to support an integrative motive in student. Parents with negative attitudes, on the other hand, would inhibit the development of such positive attitudes, even in situations where they might actively promote second language achievement" (Gardner 1985: 110).

In addition to all these, Gardner reports the results of his researches about parental attitudes towards second language acquisition:

"Parents are clearly important socializing agents, but they present their children with a vast array of message about the importance of language study, their expectations concerning performance, their own feelings about the other language community, etc. Parents who feel that the instrumental value of language study is most important tend also to feel that they provide the most encouragement, but it is the parents with favourable attitudes toward the other community and language learning that promote cultural exchanges" (Gardner 1985: 122).

To sum up, parental attitudes towards learning interact with children's attitudes as parents are the closest people to their children. Thus, it is inevitable that parents' positive attitudes towards learning subject and learning process affect children's in a positive way. However, the studies on parental attitudes in learning process are still in a very limited number in the related literature, yet they emphasize the importance of parents' positive attitudes in their children's learning.

### **3.4 Studies on parental involvement**

White (2001) points out that many politicians and educational psychology researchers have presently different opinions about the issues of how to improve educational process and how to raise educational standards. However, they both agree on the central role of parents in the process of education (White 2001).

According to Fullan (2001) it is observable that the schools are losing their boundaries, they gradually become more transparent that was a result of an inevitable development. Related with this development some different aspects of the issue came into scene. However, one of the most important of them is that the community, parent, and school collaboration. In this way, parent-school-community collaboration has been the question of many researches and books in last three decades. Many different studies are conducted about different aspects of parent collaboration and participation. In addition to this, most of the research results conclude that parental participation in education process cause a positive effect on the child development and educational success. Even all these research and studies have various results and implications; the common point is same that parental involvement is an indisputable component of education process.

Similarly, Gümüşeli (2004) states that parent-school cooperation is an indisputable fact on child success. For this reason, in recent years, most of the studies on the field of education or on improving school success question the role of parents

in education. In this context, Dweyer and Hecht (1992) primarily point out that parent involvement programs and the needs of school and parents should be overlapped to some extent in order to provide the greatest benefits for parent-school collaboration. They also assert it is questionable that all involvement strategies increase the effectiveness of parental involvement; however that depends on the program planners (Dweyer and Hecht 1992).

Naftchi-Ardebili (1995) carried out a study in which parents' views of their involvement with their children was investigated. In spite of the noticeable results, Naftchi-Ardebili (1995:18) strongly argues that "the impact of parental involvement is evident from various research findings, but more attentions should be given to the process through which parental involvement affects children's development".

Likewise, Smith (1998) has examined the effects of home-school collaboration and different forms of parental involvement on reading achievement. Smith (1998) explains that some differences came onto the scene when specific parental involvement programmes were examined. She states that there was an eminent relationship between the degree of parent's homework involvement and student achievement despite the negative relationship between the level of parental support and reading achievement.

On the other hand, Reed et al. (2000) have examined the motivational factors that effect parents' decisions to become involved in their children's learning process by testing the first level of Hoover-Dempsey and Sandler's model of the parental involvement process. According to the results, parent-focused role construction, partnership-focused role construction, and perceptions of teacher invitations were the most significant variables that are directly related to parental involvement (Reed et al. 2000). Reed et al. (2000:3) also underlines that:

"The results provide empirical confirmation of the theoretical prediction that role construction, efficacy and perception of teacher invitations influence parents' involvement decisions. Post hoc analyses suggested that parental role construction appears to be a mechanism through which efficacy influences parent involvement activities".



As Reed et al. underlines the importance of teacher invitations, Griffith (2000), Rosenblatt and Peled (2002) also drive attention to school climate, especially to school principles. According to the results of Griffith's (2000) study; the effectiveness of principal roles depend on the needs and life circumstances of school populations, related with this, one principal role will not provide the same results and same effects for all schools. Consequently, it is not possible to mention about a unique role for school principles as well as for teachers. On the other hand, Rosenblatt and Peled (2002) explored the association between the school ethical climate (characterized by values of caring, rules and professional code) and two types of parental involvement that are cooperation-based and conflict-based. Rosenblatt and Peled (2002) conclude that research results provided some evidence to the link between school ethical environment and parental involvement. Additionally, they state: "results showed that an ethical environment characterized by highly regarded laws, rules, professional code and caring values was related to parental involvement through the mediating effects of parents' perceived influence and trust" (Rosenblatt and Peled 2002: 365).

Walker et al. (2000) have brought another aspect to the issue and studied the links between children's invitation and parents' level of involvement in children's homework activities. They reported that lower child performance and higher difficulty with homework is specifically related with higher levels of parental involvement. It is highly considerable that Walker et al. (2000:11) also inform:

"Children who reported more parental involvement in interviews also recorded more explicit valuing of parental help ... As a group, the children tended to assume their parents would help them, and tended to be quite positive about that help. All children offered positive comments about parents' help and clear reasons for their positive attitudes".

At this point, Pelletier and Brent (2002:56) points out that "parents are key to the educational process". They further state that well prepared involvement programs can promote this act referring them as a teacher model. Consequently, children who have the opportunity to live the school environment with all its components may have

a greater chance of being ready for further academic achievement (Pelletier and Brent 2002).

On account of the fact that various studies on parental involvement exist in the world and Turkey, similar studies are observed to be very limited in the field of language teaching. Moreover, most of these studies are related to second language or bilingual education rather than foreign language education.

For example, Huss-Keeler (1997) conducted an ethnographic study in the field of ESL (English as a Second Language). She examined the influence of teacher perception of Pakistani ESL parent involvement and interest in their children's education. Huss-Keeler (1997) points out that the results of the study revealed that the ESL parents were very interested in their children's learning. She explains that many of the problems arise because of teachers being unfamiliar with the ESL parents' culture and language and lack of communication cause prejudice about Pakistani families that have negative consequences for the children's education. On this account, Huss-Keeler (1997) strongly suggests that teachers should assume from the start that all ESL parents are interested in their children's learning and they should behave in an appropriate manner for this goal.

Similarly, Cassity and Harris (2000) surveyed possible motivators and inhibitors to parental involvement in an ESL summer program. First of all, they underline that their research indicates that parental involvement profits the whole school community. Consequently, the result of the survey revealed that the opportunity to ask about their child's behavior was the most significant factor in motivating parental involvement. Other factors were reported to be parents' desire to demonstrate their commitment to their children's education, to learn course information, and to meet teachers. Depending on the results, they further maintain that school principles should identify factors that prevent parental involvement and try to overcome them by preparing programs that contain some features in order to motivate parents and provide a productive involvement process.

The implications of Lao's (2004) survey are also important in terms of stressing parent factor in the field of bilingual education. The study was conducted with the parents who registered their children in a Chinese-English bilingual preschool in San Francisco. In this very recent study, Lao (2004: 99) points out the implications of the study that "schools need to work in concert with parents to establish more effective home-school partnership to meet different language needs and expectations of the parents and students and to provide students with the necessary language and literacy experiences in a meaningful way".

A significant, well-rounded study on less commonly thought languages was conducted by Padilla and Sung (1997) in California. Fourteen related projects were lasted four years to be fulfilled and funded by California Department of Education. Even if the study was highly diverse in terms of its objectives the main aim was teaching students the four language skills (listening, speaking, reading, and writing) in the target language as well as cultural knowledge (Padilla and Sung 1997). The results of study indicate that parents' attitudes towards foreign language learning were significantly higher among parents elementary and middle school language programs than parents of high school students. Furthermore, parents' involvement in their child's' language study was found to be significantly related with school level and middle school parents showed the higher involvement (Padilla and Sung 1997). Beside, in terms of gender differences mothers were reported to have more positive attitudes towards foreign language learning rather than fathers. Finally, Padilla and Sung (1997) conclude that the variable of parental involvement to child's foreign language learning was found to be highly effective in learning process in comparison with the other variables such as, motivation, class, gender, ethnicity and outside classroom language practice.

On the other hand, in Turkey, studies on parents' role in education process or parental involvement also emphasize the importance of parents. Despite the fact that these studies are in a very limited number, Çetin (1990) provides a unique survey on parental involvement in Turkey. She investigated parental attitudes towards foreign language learning and the reflections of these attitudes on student success in EFL

(English as a Foreign Language) in her study. Beside the many other findings and implications of the study, Çetin (1990) insists on this noticeable finding that parents' general attitudes towards foreign language education are highly effective on their children's motive for learning foreign language and their academic success.

According to Utku (1999) the issue of parental involvement has become important in recent years in Turkey. An experimental study was conducted by Kağıtçıbaşı (1991 cited in Utku 1999) throughout four years in which the participants were preschool students and their parents. As a result, it is observed that experimental group whose parents were exposed to a special training program showed more positive attitudes towards schooling and education period and in comparison with the control group (Kağıtçıbaşı 1991 cited in Utku 1999).

Another study was fulfilled by Utku (1999) that sheds a light on the effects of a parental involvement program on the academic and social development of 6<sup>th</sup> grade children and their parents. She also points out that the results did not show any significant difference between the experimental and control groups, however it is observed that program positively effects children's social skills development and improvement of self esteem (Utku 1999).

Today, it is observable that Turkish Ministry of Education also emphasizes the significant place of parents in all fields of education. A significant space is provided to inform ELT teachers about the necessities of parental cooperation in the English Language Curriculum for Primary Education. It is suggested for all ELT teachers that parental support would solve many problems that many teachers face during teaching process (English Language Curriculum for Primary Education 2006).

In addition to all these findings and implications, the vital issue is to prepare teachers for parental involvement in education process. At this point, Shartrand et al. (1994: 4) informs that "most teacher education programs do not offer substantial parent involvement training". They further state that according to findings, majority of states do not refer to parent involvement in teacher certification requirements

(Shartrand et al. 1994). It is a fact that preparing well informed teachers will be an inevitable need for all departments of education at universities.

Research studies all over that world, it becomes more apparent that students can not be examined as a single component of learning period. Learning does not exist in an isolated atmosphere and on the contrary, it occurs as a result of all social interactions. Due to the fact that social interaction period of a child primarily starts at home and this affects child's leaning period in direct or indirect ways, parents gain a special importance because of this cause and effect relationship. Consequently, as a matter of fact, more diverse data about the important role of parents in education process must be obtained and analyzed.

### **3.5 Summary**

This chapter started with a general definition of parental involvement and general features of it. The importance of parents and barriers for their partnership were underlined. Moreover, different models of parental involvement process were explained in brief. The distinction was made between these models and Hoover-Dempsey and Sandler's model in terms of their strengths and weaknesses. Finally, the chapter informed about the studies on parental involvement in the World and Turkey.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.0 Introduction**

This chapter presents the methodology applied in the study in the light of the research questions. Firstly, the rationale for the study is discussed and the research design is drawn in detail. Then, the objectives and the research questions is stated. This chapter continues with the presentation of the data analysis of the pilot study. Finally, a detailed description of the methodology in the main study is presented.

#### **4.1 Rationale for the study**

This study has been designed as a survey research. Therefore, it is a descriptive study. The participants of the study consist of two groups, namely parents and students as the aim is to describe parental attitudes towards English language learning and students' perceptions of these attitudes.

First of all, it is necessary to state that survey is the most commonly used descriptive method in educational research. The purpose of a survey is to obtain information that can be analysed and a comparison made between the extracted patterns (Bell 1993). Nunan (1992: 140) explains that surveys aim to obtain a snapshot of conditions, attitudes or events at a single point in time. On this account, it is possible to emphasize that the research design of this study corresponds to the main objective which is to find out parental attitudes towards English language learning.

In addition to this, it is necessary to point out that educational research has adopted two approaches named as quantitative and qualitative. While quantitative research is obtrusive, controlled, objective, generalisable, and outcome oriented (Nunan 1992). Quantitative researchers collect facts and study the relationships between these facts Bell (1993). Furthermore, these researchers use scientific techniques and produce quantitative, if possible, generalisable conclusions. On the other hand, qualitative research assumes that all knowledge is relative and there is a subjective element in all knowledge or research. Thus, qualitative studies are holistic, subjective and ungeneralisable. Qualitative researchers are more concerned to understand individuals' perceptions of the world so they have an insider perspective. In concluding, qualitative researchers seek insight while quantitative researchers seek statistical analysis.

However, these two different approaches have naturally different data collection methods, yet no approach depends on merely on one method because it is labelled 'quantitative' or 'qualitative'. Notwithstanding, some approaches heavily depend on some data collecting method but not entirely. For example, it can be assumed that a study making use of a questionnaire is inevitably quantitative, but it may also have some qualitative features. Besides, even if the case studies are generally assumed to be qualitative studies which use qualitative data collecting methods, they may also use a wide range of methods including quantitative techniques (Bell 1993). Consequently, different methods can be selected which correspond to the aim of the research and the data required for the research.

On the other hand, in surveys, data is obtained from a representative selection of the population. However, at this point the researcher should be sure about their sample is a representative of population. In survey studies data are collected through questionnaires, interviews or observations and the findings of the study are presented as being representative of the whole population. Moreover, participants of a survey study are asked the same questions in the same circumstances, yet question wording is very important and a careful piloting is necessary in order to ensure that all questions mean the same to all participants (Bell 1993).

In this context, 'questionnaire' is used as a data collecting method that is appropriate both for the aim and survey design of this descriptive study. On the other hand, McMillan and Schumacher (1993) points out the fact that questionnaires are the most widely used data collecting technique because of their advantages. For instance, questionnaires collect certain types of data quickly and cheaply compared to the other techniques. Moreover, it should be emphasized that questionnaires can be administrated simultaneously to large groups and they make the questions to reach the participants more efficiently than it is possible with any other technique. Additionally, questionnaires are commonly used to investigate individual differences such as attitudes, motivation, learner strategies and so on (Oppenheim 1992 cited in Demir 2005).

Finally, on these grounds, the most suitable research design is survey and the most suitable data collecting technique is by no means questionnaire for this study. Thus, researcher aims to reach a larger sample group. In this context, questionnaires are the only way to reach a number of sampling that is large enough to allow statistically analysis of the results and obtain the reliability of these results.

#### **4.2 Objectives and research questions of the study**

The objective of this study is to find out the parental attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders towards English language learning and students' perception of these attitudes.

Therefore, with this aim in mind, this study tries to find answers to the following research questions:

***RQ 1: a) What are the general attitudes of parents towards learning English as a foreign language?***

***b) What are the general attitudes of parents towards English?***



**RQ 2:** *Is there a difference between parents' gender and their attitudes towards learning English as a foreign language?*

**RQ 3:** *Is there a difference between parents' educational background and their attitudes towards learning English as a foreign language?*

**RQ 4:** *Is there a difference between parents' income level and their attitudes towards learning English as a foreign language?*

**RQ 5:** *Is there a difference between parents living in the city centre and parents living in the village in terms of their attitudes towards learning English as a foreign language?*

**RQ 6:** *Is there a difference between parents who know a foreign language and parents who do not know a foreign language in terms of their attitudes towards learning English as a foreign language?*

**RQ 7:** *Is there a difference between the 6<sup>th</sup> graders' parents and 8<sup>th</sup> grader's parents in terms of their attitudes towards English language learning?*

**RQ 8:** *What are the students' perceptions of their parents' attitudes towards learning English as a foreign language?*

**RQ 9:** *Is there a relation between the attitudes of parents towards learning English as a foreign language and students' perceptions of these attitudes?*

### **4.3 Methodology of the study**

This study consists of one pilot and one main study. The details of these two studies are explained in the following sections.

### **4.3.1 Pilot study**

There are several reasons why a pilot study was conducted prior to the main study in the research. First of all, the pilot study was carried out in order to determine the possible problems and difficulties that could be faced during the main study and to avoid making the same mistakes. Additionally, it was thought that a pilot study would test the reliability and validity of the data collection instruments.

In addition to this, it would be possible to make necessary corrections for the main study. Another aim for conducting a pilot study was to find out the average time for participants to finish the instrument completely. Furthermore, the researcher would get new ideas about the research and formulate a well-prepared questionnaire by means of participants' questions and different interpretations.

Finally, the pilot study was believed to be useful to see the reactions of the student participants and redesigning the main study by taking these reactions into consideration.

#### **4.3.1.1 Setting**

The pilot study was carried out at three state primary schools in Çanakkale. They were carefully chosen; so that they had the same characteristic features with the schools which would take place in the main study.

On these grounds, Ömermart Primary School from the city centre, Gökçebayır Primary School and Uluköy Primary School from Ezine district seemed to be the most suitable primary schools in terms of the number of students and the similar backgrounds of the students and similar socioeconomic status and education levels of the parents. The main reason for choosing two village schools was to increase the participant number and increase the reliability of the pilot study.

The first school for the pilot study was Ömermart Primary School. While the study in the city centre was carried out on 3<sup>rd</sup> of November 2006, the one in the villages was carried out on 5<sup>th</sup> of November.

The participants of 8<sup>th</sup> and 6<sup>th</sup> graders were really interested in the study in each school. However, it was so obvious that the 6<sup>th</sup> and 8<sup>th</sup> graders of Ömermart Primary School were already experienced in filling in a questionnaire.

In each school the teachers of the classes were present during the application of the study; they introduced the researcher and assisted her in a helpful manner.

#### **4.3.1.2 Participants**

The pilot study was carried out with 381 participants in total. 155 of 381 participants were primary school students and 226 were parents. 91 8<sup>th</sup> grade students and 64 6<sup>th</sup> grade students were given “students’ perceptions of their parents’ attitudes towards learning English questionnaire” (SPPATEQ). In addition to this, each student was given 2 more “parental attitudes towards learning English questionnaire” (PATEQ) to be answered by his/her parents. Unfortunately, all parent questionnaires did not return as expected but the final number of the returned questionnaires was satisfactory.

There were two groups of 6<sup>th</sup> graders and two groups of 8<sup>th</sup> graders from two village schools whereas there were only a group of 6<sup>th</sup> graders and a group of 8<sup>th</sup> graders from the city centre. These six groups were selected in order to reach the intended number of participants for the pilot study. 69 6<sup>th</sup> graders and 86 8<sup>th</sup> graders participated in this study.

Total number of the participants of the pilot study and the distributions of 6<sup>th</sup> and 8<sup>th</sup> graders and their parents are shown in the following tables.

**Table 1. Distribution of learners and parents participated in the pilot study according to the places they live in**

		Numbers of participants
<b>Learners</b>	<i>City centre</i>	71
	<i>Village</i>	84
<b>Parents</b>	<i>City centre</i>	98
	<i>Village</i>	128
	<b>Total</b>	<b>381</b>

**Table 2. Distribution of learners in the pilot study according to their schools, grades and the places they live in**

	Schools	6 <sup>th</sup> Graders	8 <sup>th</sup> Graders
<b>City centre</b>	<i>Ömermart Primary School</i>	32	39
<b>Village</b>	<i>Uluğköy Primary School</i>	20	35
	<i>Gökçebayır Primary School</i>	17	12
	<b>Total</b>	<b>69</b>	<b>86</b>

#### 4.3.1.3 Instruments and procedures

In the pilot study, two different questionnaires were used to collect data from the participants:

One of them was “parental attitudes towards learning English questionnaire” (PATEQ), and the other one was “students’ perceptions of their parents’ attitudes towards learning English questionnaire (SPPATEQ).

All the items were closed-ended and the participants were asked to respond to them using the *Likert Scale*, including the statements from “that is very suitable for me” to “that is not suitable for me at all”.

The questionnaire for the parents was prepared with the aim of analyzing their attitudes towards English language learning. This questionnaire was composed of three parts. The first part that includes 16 items aimed to find out parents' general view about English language and English language learning. The second part of the questionnaire was designed to determine parents' attitudes towards their children's English language learning as a foreign language and this part includes 24 items.

Some of the items of first and second parts of the Parent Questionnaire were inspired by several different studies that could provide a limited amount of data (Çetin 1990; Padilla and Sung 1997; Gardner 1985; Jacqueline Norris-Holt 2002; Demir 2005; Özek 2000 cited in Demir 2005). On this account, some of the items were converted and some new items were formulated in accordance with the aim of this study. However, those items taken from different studies are in a limited number and some of them resemble to each other. For that reasons, only a limited number of item and their original versions are shown with their places in part one and part two in PATEQ in Table 3 and Table 4 below.

**Table 3. The original versions of some of the items in part I in PATEQ**

Item no	Original version	Changed version
4	I respect my friends who can speak English (Norris-Holt 2002). (İngilizce konuşabilen arkadaşlarıma saygı duyarım.)	İngilizce bilen insanlara saygı duyarım. (I respect people who speak English.)
3	It is easy to learn English (Özek 2000 cited in Demir 2005). (İngilizce öğrenmek kolaydır.)	İngilizce öğrenmek zordur. (It is difficult to learn English.)
7	English is necessary (Demir 2005).	İngilizce öğrenmek gereksizdir. (Learning English is unnecessary.)

**Table 4. The original versions of some of the items in part II in PATEQ**

Item no	Original version	Changed version
9	I try to help my child with his/her Japanese homework (Padilla and Sung 1997).	Çocuğuma İngilizce ödevlerinde yardımcı olmaya çalışıyorum. (I try to help my child with his/her homework.)
11	My parents really encourage me to study French (Gardner 1985).	Çocuğumun İngilizce öğrenmesi için onu yüreklendiriyorum. (I encourage my child to study English.)
21	I would not take English if it were not a compulsory subject at school (Norris-Holt 2002).	Eğer İngilizce zorunlu bir ders olmasaydı çocuğumun İngilizce dersini almasını istemezdim. (I would not want my child to take English if it were not a compulsory subject at school.)

Finally, the third and last part of the questionnaire was designed to get information about parents' socio demographical characteristics.

The other questionnaire was the "students' perceptions of their parents' attitudes towards learning English questionnaire" (SPPATEQ). Student Questionnaire was composed of two parts. The first part aimed to find out how students' perceive their parents' attitudes towards English language learning. The second part of the SPPATEQ contained several questions related to their socio demographical characteristics.

After preparing the first drafts of the questionnaires, firstly expert ideas were taken from the lecturers at the ELT department of COMU (Çanakkale Onsekiz Mart University). Then, considering their feedback, certain adjustments related to wording were made. After this initial stage, the questionnaires were piloted with different participants. Prior to the application of the pilot questionnaires the class teachers

were briefly informed about the aim of the research and instruments for data collection. Similarly, the participants were informed by the researcher about the study and how they would fill in the questionnaire. Especially, they were told to be honest and sincere in filling in the questionnaires because the names of the participants would be anonymous.

During the questionnaire filling procedure, the participants asked a few questions about the questionnaire. Their questions were answered and noted down in order to analyse the unclear items or words.

Finally, each student was given two “parental attitudes towards learning English questionnaire” (PATEQ) to be given their parents. The researcher asked the students to bring the parent questionnaires back in a week.

#### **4.3.1.4 Analysis**

##### **a. Wording of the instruments**

There was not a noticeable problem during the pilot study of parent questionnaires because the researcher was not with the parents during the filling procedure. The only problem was that the researcher could not get all the distributed parent questionnaires back. However, the number of the returned parent questionnaires was highly satisfactory.

310 questionnaires were given initially and 226 of them returned. Table 5 below shows the details of given and returned PATEQ:

**Table 5. The distribution of the given and returned PATEQ**

	Schools	Number of questionnaires given	Number of questionnaires returned
City centre	<i>Ömermart Primary School</i>	142	98
Village	<i>Uluğköy Primary School</i>	110	94
	<i>Gökçebayır Primary School</i>	58	34
	<b>Total</b>	<b>310</b>	<b>226</b>

On the other hand, 155 student participants took part in total. All participants were really impatient and helpful. The researcher had the opportunity of observing student participation during the pilot study. 155 SPPATEQ questionnaires were given initially and they all returned without any loss. Table 6 below shows the details of given and returned SPPATEQ:

**Table 6. The distribution of the given and returned SPPATEQ**

	Schools	Number of questionnaires given	Number of questionnaires returned
City centre	<i>Ömermart Primary School</i>	71	71
Village	<i>Uluğköy Primary School</i>	55	55
	<i>Gökçebayır Primary School</i>	29	29
	<b>Total</b>	<b>155</b>	<b>155</b>

Consequently, the total numbers of the participants and their contribution were adequate as it was expected. In total, 69 6<sup>th</sup> graders, 86 8<sup>th</sup> graders, and 226 parents willingly took part in this pilot study. Distribution and details about the total number of the participants are shown in Table 7 below:



**Table 7. The distribution of the total number of 6<sup>th</sup> and 8<sup>th</sup> grader participants and their parents in three schools**

	Schools	6 <sup>th</sup> Graders	8 <sup>th</sup> Graders	Parents
City centre	<i>Ömermart Primary School</i>	32	39	98
Village	<i>Uluğköy Primary School</i>	20	35	94
	<i>Gökçebayır Primary School</i>	17	12	34
	<b>Total</b>	<b>69</b>	<b>86</b>	<b>226</b>

Before starting the filling in procedure, the participants were asked to express their questions and feelings about the questionnaire. Some minor problems occurred during the piloting process in general, but none of them was serious. However, it was observed that some of the items of the questionnaire caused confusion among the participants.

The 8<sup>th</sup> graders nearly had no remarkable problems with the questionnaire items. However, the 6<sup>th</sup> graders were observed to have some minor problems due to the wording of some of the items. Considering the questions of the 6<sup>th</sup> graders and by the help of the notes taken related to the piloting of the student questionnaire, the researcher decided to rewrite some of the items.

It is noted that especially the 6<sup>th</sup> graders were not capable of understanding some words or phrases of Turkish. Taking into account their cognitive development, first, the wordings of some items were changed with their more contemporary equivalents. Besides, this situation was the same both in city schools and village schools. As Table 8 shows, some words and phrases have been changed with their contemporary usage.

**Table 8. Changed versions of the word of phrases**

Item no	Original words/phrases not understood	Changed version
7	...teşvik ediyor...	...yönlendiriyor...
11	...yüreklendiriyor...	...cesaretlendiriyor...
12	...inanmıyor...	...düşünmüyor...
19	...cesaretlendirmez...	...desteklemez...
21	...zorunlu ders...	...seçmeli ders...

Furthermore, one of the items was reported to be too long (see Table 9). This item has been shortened without distorting its original meaning.

**Table 9. Changed version of the long item**

Item no	Original version	Changed version
20	Annem ve babam İngilizce öğrenirken bana nasıl yardımcı olabilecekleri konusunda İngilizce öğretmenimden yardım alır.	Anne ve babam İngilizce dersinde bana yardımcı olmak için İngilizce öğretmenimden yardım alır.

On the other hand, an example item was decided to be added to the front page of SPPATEQ as it was in PATEQ. Consequently, piloting study was especially helpful for rearranging some of the items and making them more comprehensible both for the participants.

### **b. Reliability of the instruments**

This survey aims to analyze the parental attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders towards English language learning and students' perception of these attitudes. Moreover, a descriptive methodology is used in order to analyze this survey study. In this context, questionnaire was the most suitable data collection technique with its pros and cons as it gives the aimed number of the participants of this research. On the

other hand validity and reliability were considered to be two important concepts that cannot be ignored.

Therefore, besides checking the working of the items on the questionnaires, a reliability analysis of them was also carried out by SPSS (Statistical Package for Social Sciences) for Windows (ver.13.0).

### **i. Parent questionnaire (PATEQ)**

As it was stated beforehand, the pilot study was carried out at a primary school in the city centre and two village primary schools and the total number of the parent participants were 226 (n=226).

PATEQ was composed of three parts. The first part aimed to find out parents' general views about English language and English language learning as the second part of the questionnaire was designed to determine parents' attitudes towards their children's English language learning as a foreign language. For both parts reliability analysis was carried out.

After the initial statistical analysis, the 16 items of the first part of the questionnaire were reduced to 12 items and the reliability analysis conducted over these 12 items revealed a significant reliability of the instrument (see Table 8).

As for the second part of the questionnaire which is related to parents' attitudes towards their children's English language learning as a foreign language the same procedures were done. The initial 24 items were analysed and as a result the questionnaire was found highly reliable (see Table 10).

**Table 10. Alpha values of the PATEQ**

PATEQ	Reliability	
	Alpha	Standardized item alpha
<i>Part I</i>	.8061	.8143
<i>Part II</i>	.8114	.8248

**ii. Student questionnaire (SPPATEQ)**

The other questionnaire of the pilot study was the “students’ perceptions of their parents’ attitudes towards learning English questionnaire” (SPPATEQ). Unlike the parent questionnaire, the student questionnaire was composed of two parts. The first part aimed to find out how students’ perceive their parents’ attitudes towards English language learning. However, the reliability analysis was carried out only for the first part of the SPPATEQ since the second part was designed to collect data on students’ socio demographic characteristics.

Additionally, 6<sup>th</sup> and 8<sup>th</sup> graders were separately taken into consideration. The 6<sup>th</sup> graders were 69 in total and reliability analysis was accomplished over n=69 (see Table 11).

**Table 11. Alpha values of the SPPATEQ for 6<sup>th</sup> graders**

SPPATEQ 6 <sup>th</sup> graders	Reliability	
	Alpha	Standardized item alpha
<i>Part I</i>	.7489	.7587

Similarly, the reliability analysis for part I was carried out for 8<sup>th</sup> graders (see Table 12).

**Table 12. Alpha values of the SPPATEQ for 8<sup>th</sup> graders**

SSPATEQ Questionnaire 8 <sup>th</sup> graders	Reliability	
	Alpha	Standardized item alpha
<i>Part I</i>	.7489	.7587

Consequently, the tables above present the results of reliability analysis of both questionnaires (PATEQ and SPPATEQ), and as a result, the questionnaires of this study were found reliable.

Taking all these findings into consideration, the final versions of the PATEQ (see Appendix A) and the SPPATEQ (see Appendix B) were designed.

#### **4.3.1.5 Implications for the main study**

The findings of the pilot study revealed some possible problems that may occur during the main study and on this account it was quite beneficial.

According to the results of the pilot study, five words/phrases were rewritten due to the fact that especially 6<sup>th</sup> graders had some problems in comprehending those words. Besides, an item was found to be too long and it was shortened without destroying its meaning. Considering the fact that, student and parent participants who live in the village did not experience filling in a questionnaire and not participated in a research study before, it was determined that specific attentions should be given to them. However, both parent participant groups who live in the village and in the city centre were observed to face no problems with the questionnaire.

Furthermore, the pilot study showed that especially 6<sup>th</sup> graders should be informed about how to fill in the questionnaire in spite of the example item provided on the front page of SPPATEQ.

Finally, the order of the items was decided to be changed and more simple items were placed in the beginning of the questionnaire.

Consequently, the results of the pilot study indicate that both of the questionnaires (PATEQ and SPPATEQ) are suitable to collect reliable and valid data relating to parental attitudes towards English language learning and students' perceptions of their parents' attitudes. Therefore, the pilot study was quite useful in defining the possible problems and avoiding the same problems in the main study.

### **4.3.2 Main study**

#### **4.3.2.1 Setting**

The main study was conducted in five state primary schools in Çanakkale. One of these schools was located in the city centre of Çanakkale and the other four schools which share the same characteristic features were located in Ezine district of Çanakkale.

On these grounds, Gazi Primary School from the city centre, Pınarbaşı, Mahmudiye, Üvecik, and Geyikli Primary Schools from Ezine district seemed to be the most suitable primary schools in terms of the number of students and the similar backgrounds of the students and similar socioeconomic status and education levels of the parents. The main reason for choosing four village schools was to reach a larger sample group and increase the reliability of the main study. In addition to these, these four villages are all in Ezine district for this reason they resemble to each other in terms of their socio-demographic features such as life conditions, job opportunities,

educational facilities and so and so forth. Furthermore, it is very important that the researcher of this study is also the English teacher of two of these village schools. Thus she has the opportunity of observing the villages in all their aspects.

The main study was carried out over three weeks during the last month of 2006. In each school the teachers of the classes were present during the application of the study; they introduced the researcher and assisted her in a helpful manner. Furthermore, it was observed by the researcher that in each school the school managers and the class teachers helped the researcher motivate the participants and they were really helpful in the process of taking parent questionnaires back.

#### **4.3.2.2 Participants**

The main study was carried out with 926 participants in total. 338 of 926 participants were primary school students and 588 were parents. On the other hand, 155 8<sup>th</sup> grade students and 183 6<sup>th</sup> grade students took in part in the main study. They were given “students’ perceptions of their parents’ attitudes towards learning English questionnaire” (SPPATEQ). In addition to this, after the main study applied to the students, each student was given 2 more “parental attitudes towards learning English questionnaire” (PATEQ) to be answered by his/her parents. The students were limited with one week for bringing the parent questionnaires back. However, all parent questionnaires did not come back, yet the final number of the returned questionnaires was sufficient.

On the other hand, there were two groups of sixth and eight graders (6A/B, 8A/B) in Gazi and Geyikli Primary schools, these four classes were considered as two classes. All student participants were observed to be really interested in the study in each school and the researcher faced no problems during the main study. However, it was observed that the sixth and eight graders at Gazi Primary School were already experienced in filling in a questionnaire.

The total number of the participants of the main study and the distributions of 6<sup>th</sup> and 8<sup>th</sup> graders and their parents are shown in the following tables.

**Table 13. Distribution of learners and parents participated in the main study according to the places they live in**

		Numbers of participants
<b>Learners</b>	<i>City centre</i>	156
	<i>Village</i>	182
<b>Parents</b>	<i>City centre</i>	285
	<i>Village</i>	303
	<b>Total</b>	<b>926</b>

**Table 14. Distribution of learners in the main study according to their schools, grades and the places they live in**

	Schools	6 <sup>th</sup> Graders	8 <sup>th</sup> Graders
<b>City centre</b>	<i>Gazi Primary School</i>	86	70
	<i>Pınarbaşı Primary School</i>	18	12
<b>Village</b>	<i>Mahmudie Primary School</i>	20	17
	<i>Üvecik Primary School</i>	14	16
	<i>Geyikli Primary School</i>	45	40
	<b>Total</b>	<b>183</b>	<b>155</b>

In addition to this, certain socio demographic characteristics related to parent participants were also tried to be determined. Table 15 and Table 16 below shows the frequency results of PATEQ part III of the parent participants who live in the city centre and in the village.



**Table 15. Frequency results of PATEQ part III of the parent participants who live in the city centre**

	<i>6th Graders</i> <i>N= 145</i>		<i>8th Graders</i> <i>N= 140</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
<b>Respondent</b>				
• father-mother	136	93.8	138	98.6
• others	9	6.2	2	1.4
<b>Child</b>				
• girl	76	52.4	89	63.9
• boy	69	47.6	51	36.4
<b>Age</b>				
• 25 and under	2	1.4	---	---
• 26-35	36	24.8	36	25.7
• 36-45	77	53.1	81	57.9
• 46 and above	30	20.7	23	16.4
<b>Knowledge of English</b>				
• Yes	89	61.4	100	71.4
• No	56	38.6	40	28.6
<b>Level of English</b>				
• Elementary	35	24.1	45	44.6
• Intermediate	37	25.5	41	40.6
• Advanced	17	11.7	14	10.0
<b>Education</b>				
• Literate	1	0,7	1	0,7
• Primary/Secondary school	33	22.7	34	24.3
• High school and above	111	76.5	105	75
<b>Employment</b>				
• yes	113	77.9	125	89.3
• no	32	22.1	15	10.7
<b>Income</b>				
• 500 TL and under	10	6.9	9	6.4
• 501-1000 TL	34	23.4	41	29.3
• 1001-1500 TL	43	29.7	28	20.0
• 1501-2000 TL	33	22.8	36	25.7
• 2001 and above	25	17.2	26	18.6

As it is clearly seen in both tables, ninety percent in average was mothers or fathers when a very small number of the participants were categorized as others (e.g. grandparents, brother, aunt, etc.) Thus, it can be stated that the data was gathered directly from the mothers and fathers of the students both in the village and the city centre (see Table 15-16). Consequently, the data can be said to be more reliable

considering the fact that parents are closest people to their children and they know their children's learning process better than every one.

**Table 16. Frequency results of PATEQ part III of the parent participants who live in the village**

	<i>6th Graders</i>		<i>8th Graders</i>	
	<i>N= 145</i>		<i>N= 140</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
<b>Respondent</b>				
• father-mother	151	98.7	146	97.4
• others	2	1.4	4	2.6
<b>Child</b>				
• girl	68	44.4	73	48.7
• boy	85	55.6	77	51.3
<b>Age</b>				
• 25 and under	1	0.7	1	0.7
• 26-35	37	24.2	34	22.7
• 36-45	102	66.7	93	62.0
• 46 and above	13	8.5	22	14.7
<b>Knowledge of English</b>				
• Yes	20	13.1	19	12.7
• No	133	86.9	131	87.3
<b>Level of English</b>				
• Elementary	13	8.5	10	6.7
• Intermediate	7	4.6	8	5.3
• Advanced	---	---	1	0.7
<b>Education</b>				
• Illiterate	1	0.7	3	2.0
• Literate	5	3.3	---	---
• Primary/Secondary school	114	74.5	111	74
• High school and above	33	21.6	36	24
<b>Employment</b>				
• yes	81	52.7	74	49.9
• no	72	47.1	76	50.7
<b>Income</b>				
• 500 TL and under	78	51.0	80	53.3
• 501-1000 TL	50	32.7	45	30.0
• 1001-1500 TL	16	10.5	16	10.7
• 1501-2000 TL	9	5.9	5	3.3
• 2001 and above	---	---	4	2.7

On the other hand, the distribution of socio demographic characteristics of the parent participants of this study clearly displays the frequencies of some important variables like knowledge and level of English, education, employment, and income.

#### **4.3.2.3 Procedures for data collection**

In the main study, the data were collected with the questionnaire as the data collecting instrument.

Before meeting the students the school managers and English teachers were both briefly informed about the content, objectives, and procedures of the study. Furthermore, they were informed about the data collecting instruments before meeting the participants.

Similarly, the participants were informed by the researcher about the study. After giving the questionnaires to the students, they were given some instructions about how they would fill in the questionnaire. Especially, they were told to be honest and sincere in filling in the questionnaires by reminding them that the names of the participants would be anonymous, the data obtained from the questionnaire would be kept secret, and they would not be used for assessment by their teachers.

Finally, each student was given two “parental attitudes towards learning English questionnaire” (PATEQ) to be given their parents. In addition to this, all the students were informed about how they would help their parents in case of need and the researcher asked the students to bring the parent questionnaires back in a week.

#### **4.3.2.4 Procedures for data analysis**

In the light of the research questions, the data was analysed by using various procedures for analysis. Frequencies, percentages, and means were calculated. Also

ANOVA, T-Test, Correlational Statistics were carried out via SPSS 13.0 for Windows.

#### **4.4 Summary**

This chapter presented the methodology applied in this study. First, the rationale for the study was explained in detail. Then, the objectives and the research questions of the study were presented and explained in the methodology of the pilot study in detail. Finally, the last section presented the methodology for the main study.

The next chapter will concern with analyses of the data obtained from the main study.

## **CHAPTER FIVE**

### **FINDINGS AND DISCUSSIONS**

#### **5.0 Introduction**

This chapter deals with the findings of the statistical analysis of the main study in detail and the research questions are explain with reference to the findings. In addition to this, the findings are discussed in this chapter.

#### **5.1 Findings of the main study**

The aim of this study is to find out the attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders' parents towards English language and learning English as a foreign language. In addition to this, students' perceptions of their parents' attitudes are also aimed to find out.

The data were analysed by using various procedures for analysis. Frequencies, percentages, and means were calculated. Also Annova, t-test, correlational statistics were carried out via SPSS (Statistical Package for the Social Sciences for Windows) program.

##### **5.1.1 Results from the Parental attitudes towards learning English questionnaire (PATEQ)**

The first research question has two sub questions related to the data obtained from the PATEQ. Since PATEQ has two sub components, Part I and Part II aimed to find out and determine the parental attitudes towards English and their children's learning English. Therefore, these two sub questions will be dealth with separately below.

**5.1.1.1 RQ 1: a) What are the general attitudes of parents towards learning English as a foreign language?**

The descriptive statistics results of 588 parent participants show that all parents have modest attitudes towards their children's learning English in general (mean: 3.95) (See Table 17).

**Table 17. Descriptive statistics of general attitudes of parents towards learning English as a foreign language**

	N	$\bar{X}$	SD
<b>attitudes of parents towards learning English as a foreign language</b>	588	3.95	0.62

**b) What are the general attitudes of parents towards English?**

The other sub question of RQ 1 aimed to find out general attitudes of parents towards English language. On this account, the descriptive statistics results display that all parent participants have moderate attitudes towards English (mean: 3.96).

**Table 18. Descriptive statistics of general attitudes of parents towards English**

	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	588	3.96	0.58

Table 17 and Table 18 clearly show that there is no difference between the attitudes of parents towards English (Part I) and their children's learning English (Part II) (mean: 3.95, mean: 3.96 respectively).

In addition to this, a further descriptive statistical analysis was carried out in order to find out the items of PATEQ showing higher or lower attitudes. Some

specific items from both Part I and Part II are provided in Table 19, yet there is not enough space to display all items. The mean values of all 36 items are illustrated in (Appendix E).

**Table 19. Descriptive statistics results of the items of PATEQ (N=588)**

	Item no	items	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	4.67	0.61
	2	In today's world it is compulsory to learn at least one foreign language.	4.54	0.72
	4	I think speaking English is necessary for everyone.	4.42	0.87
	8	It is difficult to learn English.	2.29	1.06
	10	Learning English is boring.	1.94	1.05
	12	Learning English is not important.	1.62	0.93
<b>attitudes of parents towards their children's learning English as a foreign language</b>	1	I'd like my child's English to be as good as possible.	4.58	0.72
	2	I am proud of my child when she/he gets high marks from English.	4.57	0.83
	4	Learning English is important for my child to find a job more easily in the future.	4.55	0.81
	6	I encourage my child to ask for help from her/his English teacher whenever necessary.	4.44	0.83
	8	I encourage my child to learn English.	4.29	0.96
	10	Whenever I go to my child's school I contact with her/his English teacher	3.78	1.24
	11	I contact my child's English teacher regularly.	3.70	1.28
	12	I buy books, magazines, CDs etc. necessary for my child to learn English.	3.65	1.29
	13	I try to help my child with her/his English homework.	3.52	1.41
	23	I have not met my child's English teacher.	1.69	0.91

Considering the mean values of Part I and Part II, it is clearly seen that the general attitudes towards English is highly positive for all 12 items. As it is seen, the

necessity of learning English is has been acknowledged by the parents (mean: 4.67). Consequently, it is possible to say that parents show very positive attitudes in affective context.

Similarly, considering the mean values of the items of the second part, parents can be said to have positive attitudes towards their children's learning English in general. However, some of the items such as 'I contact my child's English teacher regularly' or 'I try to help my child with her/his English homework' are recorded to have lower values. Thus, considering all the items in Part I and Part II, it may be possible to say that parents have lower attitudes in behavioral context.

However, especially items 11, 12, 13 in Part II reflect relatively less positive attitudes. This might be due to the different life contexts of the participants. As it was explained in chapter 3, parents' life context may stand for their life standards that include some features like where they live, their educational level or income level. Thus, parents' life context may cause some differences in their attitudes and involvement in their children's learning process (Walker and friends 2000; Hower-Dempsey et al 2005). On this account, the relatively lower means for items 11, 12 and 13 may be due to these differences in parents' life context.

On the other hand, all parent participants of the 6<sup>th</sup> and 8<sup>th</sup> graders' were analyzed separately regarding their attitudes towards both English language and their children's learning English as a foreign language. Table 20 displays the descriptive statistics results.



**Table 20. Descriptive statistics of general attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders' parents towards English and learning English as a foreign language**

		N	$\bar{X}$	SD
<b>6<sup>th</sup> graders' parents</b>	<b>attitudes of parents towards English</b>	298	4.18	0.56
	<b>attitudes of parents towards learning English as a foreign language</b>	298	3.98	0.60
<b>8<sup>th</sup> graders' parents</b>	<b>attitudes of parents towards English</b>	290	3.73	0.51
	<b>attitudes of parents towards learning English as a foreign language</b>	290	3.66	0.55

The table clearly shows that 6<sup>th</sup> graders' parents have more positive attitudes compared to the 8<sup>th</sup> graders (mean: 4.18/ 3.98; mean: 3.73/ 3.66 respectively).

As it could be detected in the table above, there is a slight difference between the mean values of 6<sup>th</sup> graders' parents in terms of their attitudes towards English (mean: 4.18) and towards their children's learning English as a foreign language (mean: 3.98). As for the 8<sup>th</sup> graders' parents, they can be said to have modest attitudes. However, their attitudes towards English (mean: 3.73) are more positive than their attitudes towards learning English as a foreign language (mean: 3.66).

The difference between the attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders' parents may be due to OKS (High School Placement Exam). The reason for choosing 6<sup>th</sup> and 8<sup>th</sup> graders as the participants of this study was to analyze whether there is a difference between their attitudes. At this point 8<sup>th</sup> graders were chosen on purpose to see if the forthcoming OKS exam affects parents' attitudes in a negative way. Consequently, Table 20 above presents that there is a clear difference between the attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders' parents. The parent questionnaire does not contain any items that directly ask parents whether OKS exam has a direct effect on their children's

learning English or not. However, considering that both 6<sup>th</sup> and 8<sup>th</sup> graders' parents are examined under the same circumstances, the possibility of another factor that cause the difference between the attitudes of those two groups gets stronger. It is not possible to say that the only the only factor is the OKS exam that might have caused this difference in attitudes. Therefore, a further discussion is needed to determine whether such a case exists or not.

Consequently, all in all it would be said that, parents of the 6<sup>th</sup> and 8<sup>th</sup> graders have positive attitudes towards their children's learning English as a foreign language. This finding also supports the findings of the studies carried out in Turkey which report similar results (Çetin 1990; Demir 2005; Özek 2000 cited in Demir 2005). For example, Demir (2005) informs that most of the students had reported that their parents encourage and support their language learning. Thus, this behaviour patterns could be assumed as the reflections of positive attitudes of Turkish parents. Similarly, Çetin (1990) points out that parents tend to have positive attitudes towards their children's learning English in general.

#### **5.1.1.2 RQ 2: Is there a difference between parents' gender and their attitudes towards learning English as a foreign language?**

After determining the general attitudes of parents, Independent Samples T-Test was carried out in order to find out whether there is a difference between parents attitudes towards English, and their children's learning English as a foreign language and their gender. Table 21 reports the findings.

**Table 21. Independent Samples T-Test results of parental attitudes towards English and towards learning English as a foreign language in terms of their gender**

	Gender	N	$\bar{X}$	SD	t	df.	f	Sig.
attitudes of parents towards English	Mother	290	3.95	0.60	-0.400	569	0.722	<b>.689</b>
	Father	281	3.97	0.58				
attitudes of parents towards learning English as a foreign language	Mother	290	3.98	0.64	0.936	569	1.136	<b>.349</b>
	Father	281	3.93	0.60				

Considering the T-Test results, it is possible to say that there is no difference between the parents' attitudes towards English and their children's learning English as a foreign language in terms of their gender ( $p > .05$ ).

The mean values displays that, there is a slight difference between mothers' attitudes (mean: 3.98) and fathers' attitudes (mean: 3.93) towards their children's learning English as a second language.

On the other hand, when the mean values are considered, their attitudes towards English language are nearly similar to each other and they have positive attitudes both towards English and learning English without considering their gender.

However, a change in attitudes would be detected as measured by two components of PATEQ in relation to the parents' gender. That is why mother have less positive attitudes towards English.

In addition to this, the 6<sup>th</sup> and 8<sup>th</sup> graders' parents were analyzed separately regarding their attitudes towards both English language and their children's learning English as a foreign language. To find out whether there is a difference between the attitudes of fathers' and mothers', an Independent Samples T-Test was carried out.

Table 22 figures out the means and T-Test results for gender differences in parents' attitudes.

**Table 22. Independent Samples T-Test results of 6<sup>th</sup> and 8<sup>th</sup> graders' parents' attitudes towards English and towards their children's learning English as a foreign language in terms of their gender**

		Gender	N	$\bar{X}$	SD	t	df.	f	Sig.
6 <sup>th</sup> graders' parents	attitudes of parents towards English	Mother	147	4.19	0.58	0,258	285	8.66	.797
		Father	140	4.17	0.55				
	attitudes of parents towards learning English as a foreign language	Mother	147	3.99	0.63	0,221	285	2.163	.825
		Father	140	3.98	0.57				
8 <sup>th</sup> graders' parents	attitudes of parents towards English	Mother	143	3.70	0.50	-1,057	282	1,739	.291
		Father	141	3.76	0.53				
	attitudes of parents towards learning English as a foreign language	Mother	143	3.62	0.53	-,994	282	1,620	.321
		Father	141	3.69	0.57				

As the table shows, the 6<sup>th</sup> graders' parents have more positive attitudes compared to 8<sup>th</sup> graders, yet this difference has connection with the results of RQ 1. As for 6<sup>th</sup> graders' parents, mothers are seen to have more positive attitudes for both English and their children's' learning it when compared to fathers, whereas this is vice versa for 8<sup>th</sup> graders' parents. However the differences are not statistically significant ( $p > .05$ ). Similarly, Çetin (1990) draws attention to the finding that there is no difference between mother and fathers in terms of their attitudes towards the success and failure of student in foreign language class.

**5.1.1.3 RQ 3: Is there a difference between parents' educational background and their attitudes towards learning English as a foreign language?**

In order to answer the research question above, a One-way ANOVA, and a post Hoc LSD Test were conducted. Firstly, mean scores of each group are reported Table 23 below illustrates these mean values.

**Table 23. Means of attitudes among parents from different educational backgrounds**

Educational background	N	attitudes of parents towards learning English as a foreign language	
		$\bar{X}$	SD
<b>Group I</b> - <i>Illiterate</i>	5	3.78	0.51
<b>Group II</b> - <i>Literate</i> - <i>Dropped out from primary school</i> - <i>Primary school</i>	207	3.70	0.59
<b>Group III</b> - <i>Dropped out from secondary school</i> - <i>Secondary school</i>	91	3.87	0.60
<b>Group IV</b> - <i>Dropped out from high school</i> - <i>High school</i>	162	4.12	0.53
<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	123	4.35	0.51

Parents' educational backgrounds were asked in detail in order to make a clear distinction (See Appendix B). However, all these items were merged during the analyzing process. Therefore, each category above contains some subcategories that are representatives of certain education levels.

According to the mean table, it is possible to say that parents from higher education levels have more positive attitudes. It is possible to notice the difference between all five groups at first sight. There is a gradual rise in the mean values of parents' attitudes towards English as the education level rises.

Next, a One-way ANOVA analysis was conducted in order to understand whether these differences among the groups are statistically significant or not. Table 24 illustrates the findings of the analysis.

**Table 24. One-way ANOVA: Parental attitude differences according to their educational background**

		Sum of squares	df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	2.368	4	.592	1.756	.136
	Within groups	196.539	583	.337		
	Total	198.907	587			
attitudes of parents towards learning English as a foreign language	Between groups	38.458	4	9.615	31.490	.000
	Within groups	178.002	583	.305		
	Total	216.460	587			

As it is seen in the table above, there is no statistical difference between the groups' attitudes towards English. However, the difference in the attitudes of parents towards their children's learning English as a foreign language is recorded to be highly significant ( $p < .001$ ). Thus, a post Hoc LSD Test was done in order to understand where the differences were. Table 25 below displays the differences between the parental attitudes regarding their educational backgrounds.

**Table 25. Post Hoc LSD Test results of the differences between parental attitudes towards their children's learning English in terms of parents' educational background**

Dependent Variable	(I) Educational background	(J) Educational background	Mean Difference (I-J)	Sig.
attitudes of parents towards their children's learning English	Group I - Illiterate	Group II - Literate - Dropped out from primary school - Primary school	8.688E-02	.728
		Group III - Dropped out from secondary school - Secondary school	-8.2051E-02	.747
		Group IV - Dropped out from high school - High school	-0.383	.178
		Group V - University/ MA - Dropped out from university	-0.5704	<b>.024</b>
	Group II - Literate - Dropped out from primary school - Primary school	Group I - Illiterate	-8.876E-02	.728
		Group III - Dropped out from secondary school - Secondary school	-0.1689	<b>.015</b>
		Group IV - Dropped out from high school - High school	-0.4252	<b>.000</b>
		Group V - University/ MA - Dropped out from university	-0.6573	<b>.000</b>
	Group III - Dropped out from secondary school - Secondary school	Group I - Illiterate	8.205E-02	.747
		Group II - Literate - Dropped out from primary school - Primary school	.1689	<b>.015</b>
		Group IV - Dropped out from high school - High school	-0.2563	<b>.000</b>

		<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	-0.4883	<b>.000</b>
	<b>Group IV</b> - Dropped out from high school - High school	<b>Group I</b> - <i>Illiterate</i>	0.3383	.178
		<b>Group II</b> - <i>Literate</i> - <i>Dropped out from primary school</i> - <i>Primary school</i>	0.4252	<b>.000</b>
		<b>Group III</b> - <i>Dropped out from secondary school</i> - <i>Secondary school</i>	0.2563	<b>.000</b>
		<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	-0.2321	<b>.000</b>
	<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	<b>Group I</b> - <i>Illiterate</i>	0.5704	<b>.024</b>
		<b>Group II</b> - <i>Literate</i> - <i>Dropped out from primary school</i> - <i>Primary school</i>	0.6573	<b>.000</b>
		<b>Group III</b> - <i>Dropped out from secondary school</i> - <i>Secondary school</i>	0.4883	<b>.000</b>
		<b>Group IV</b> - <i>Dropped out from high school</i> - <i>High school</i>	0.2321	<b>.000</b>

Significant differences were found between parents with different educational background and their attitude towards their children's learning English except group I which includes those parents who are illiterate. In conclusion, high values of attitude have close relation with high education levels.

Afterwards, in order to find out the possible differences between 6<sup>th</sup> and 8<sup>th</sup> graders' parents, further statistical analyses were conducted.

Firstly, the frequency analysis of the 6<sup>th</sup> graders' parents' educational background was done. Table 26 below shows the findings.



**Table 26. Frequency results 6<sup>th</sup> graders' parents' educational backgrounds**

	<i>6<sup>th</sup> Graders Parents</i> <i>N= 298</i>	
	<i>f</i>	<i>%</i>
<b>Group I</b>		
- Illiterate	1	0.3
<b>Group II</b>		
- <i>Literate</i>		
- <i>Dropped out from primary school</i>	110	36.9
- <i>Primary school</i>		
<b>Group III</b>		
- <i>Dropped out from secondary school</i>	43	14.4
- <i>Secondary school</i>		
<b>Group IV</b>		
- <i>Dropped out from high school</i>	81	27.2
- <i>High school</i>		
<b>Group V</b>		
- <i>University/ MA</i>		
- <i>Dropped out from university</i>	63	21.1

As it is seen, 110 of 298 participants belong to the Group II that is a representative of primary school education. However, a considerable number of parents belong to Group IV and Group V that are representatives of a higher education.

A Crosstabulation analysis was conducted on behalf of displaying the educational status of the parents living in the city centre and the parents living in the village separately (See Table 27).

**Table 27. Crosstabulation analysis of 6<sup>th</sup> graders' parents according to their educational background and where they live**

<b>Location</b>	<b>Educational background</b>					<b>total</b>
	<i>Group I</i>	<i>Group II</i>	<i>Group III</i>	<i>Group IV</i>	<i>Group V</i>	
<i>City centre</i>	--	18	16	53	58	145
<i>Village</i>	1	92	27	28	5	153
<b>total</b>	1	110	43	81	63	298

These results are the best indication of the fact that parents living in the city centre have higher education levels compared to the parents living in the city centre (See Table 27). Parents living in the city centre have higher education levels and those parents have more positive attitudes.

To better understand the attitudes of 6<sup>th</sup> graders' parents, a One-way ANOVA analysis was conducted. According to the results there is significance difference between parents' attitudes towards both English language and their children's learning and their educational backgrounds ( $p < .001$ ). Table 28 illustrates the One-way ANOVA analysis results.

**Table 28. One-way ANOVA analysis results parental attitude differences of 6<sup>th</sup> graders' parents according to their educational background**

		Sum of squares	Df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	9,901	4	2.475	8,708	.000
	Within groups	83,284	293	0.284		
	Total	93,185	297			
attitudes of parents towards learning English as a foreign language	Between groups	17,987	4	4.497	15.047	.000
	Within groups	87,564	293	0.299		
	Total	105,551	297			

However, a Post Hoc LSD Test could not be conducted because there was only one illiterate participant in the 6<sup>th</sup> graders parents yet, the mean scores of each group are reported in Table 29.

**Table 29. Means of attitudes among 6<sup>th</sup> graders' parents from different educational backgrounds**

Educational background	N	attitudes of parents towards English		attitudes of parents towards learning English as a foreign language	
		$\bar{X}$	SD	$\bar{X}$	SD
<b>Group I</b> - <i>Illiterate</i>	1	4.00	--	4.04	--
<b>Group II</b> - <i>Literate</i> - <i>Dropped out from primary school</i> - <i>Primary school</i>	110	3.99	0.61	3.71	0.60
<b>Group III</b> - <i>Dropped out from secondary school</i> - <i>Secondary school</i>	43	4.05	0.43	3.87	0.51
<b>Group IV</b> - <i>Dropped out from high school</i> - <i>High school</i>	81	4.36	0.50	4.14	0.51
<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	63	4.37	0.48	4.32	0.51

When the means of attitudes among the 6<sup>th</sup> graders' parents from different educational backgrounds are considered, as the educational level goes up the attitudes of parents also become more positive. Thus, there seems to be a parallelism. Furthermore, the table below displays that only one parents is illiterate and his/her attitude is highly positive (mean: 4.00), yet this value of attitude does not provide a healthy result since the participants number of Group I is only one.

In addition to all these analyses above, a One-way ANOVA, and a post Hoc LSD Test were conducted in order to understand the 8<sup>th</sup> graders' parents' attitudes

towards English and their children' learning English. First of all, mean scores of 8th graders' parents' attitudes are calculated as follows (See Table 30).

**Table 30. Means of attitudes among 8<sup>th</sup> graders' parents from different educational backgrounds**

Educational background	N	attitudes of parents towards English		attitudes of parents towards learning English as a foreign language	
		$\bar{X}$	SD	$\bar{X}$	SD
<b>Group I</b> - <i>Illiterate</i>	4	3.46	0.31	3.39	0.36
<b>Group II</b> - <i>Literate</i> - <i>Dropped out from primary school</i> - <i>Primary school</i>	97	3.92	0.50	3.88	0.52
<b>Group III</b> - <i>Dropped out from secondary school</i> - <i>Secondary school</i>	48	3.69	0.55	3.63	0.58
<b>Group IV</b> - <i>Dropped out from high school</i> - <i>High school</i>	81	3.69	0.55	3.61	0.58
<b>Group V</b> - <i>University/ MA</i> - <i>Dropped out from university</i>	60	3.51	0.34	3.40	0.37

As it is seen above, Group II (mean: 3.92/ 3.88) has the highest values compared to the others, yet Group V (mean: 3.51/ 3.40) has relatively lower mean values. At this point, it is possible to question the notion of perceived values that might have given way to positive attitudes of a definite group of participants of this study. The 8<sup>th</sup> graders' parents have more positive attitude towards English than towards their children's learning English.

After these preliminary analyses, in order to find out whether these differences in attitudes of parents with different educational backgrounds are

statistically significant or not, a One-way ANOVA analysis was undertaken (See Table 31)

**Table 31. One-way ANOVA analysis results Parental attitude differences of 8<sup>th</sup> graders' parents according to their educational background**

		Sum of squares	df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	6.934	4	1.734	7.154	.000
	Within groups	69.066	285	0.242		
	Total	76.001	289			
attitudes of parents towards learning English as a foreign language	Between groups	9.000	4	2.250	8.295	.000
	Within groups	77.308	285	0.271		
	Total	86.308	289			

As it clearly seen the table, there is difference for both parental attitudes towards English and their children's learning English as a foreign language ( $p < .001$ ). In order to see between which groups there are significant difference, a Post Hoc test was done (See Table 32).

**Table 32. Post Hoc LSD Test results of the differences between 8<sup>th</sup> graders' parents' attitudes towards their children's learning English in terms of parents educational background**

Dependent Variable	(I) Educational background	(J) Educational background	Mean Difference (I-J)	Sig.
attitudes of parents towards English	Group I - Illiterate	Group II	-0.4643	.066
		Group III	-0.2326	.365
		Group IV	-0.2320	.358
		Group V	-5.4167E-02	.831
	Group II - Literate - Dropped out from primary school - Primary school	Group I	0.4643	.066
		Group III	0.2317	<b>.008</b>
		Group IV	0.2324	<b>.002</b>
		Group V	.4102	<b>.000</b>
	Group III - Dropped out from secondary school - Secondary school	Group I	0.2326	.365
		Group II	-0.2317	<b>.008</b>
		Group IV	6.430E-04	.994
		Group V	0.1785	.062
	Group IV - Dropped out from high school - High school	Group I	0.2320	.358
		Group II	-0.2324	<b>.002</b>
		Group III	-6.4300E-04	.994
		Group V	0.1778	<b>.035</b>
	Group V - University/ MA - Dropped out from university	Group I	5.417E-02	.831
		Group II	-0.4102	<b>.000</b>
		Group III	-0.1785	.062
		Group IV	-0.1778	<b>.035</b>
attitudes of parents towards learning English as a foreign language	Group I - Illiterate	Group II	-0.4890	.067
		Group III	-0.2424	.372
		Group IV	-0.2242	.401
		Group V	-1.6667E-02	.951
	Group II - Literate - Dropped out from primary school - Primary school	Group I	0.4890	.067
		Group III	0.2466	<b>.008</b>
		Group IV	0.2648	<b>.001</b>
		Group V	0.4723	<b>.000</b>
	Group III - Dropped out from secondary school - Secondary school	Group I	0.2424	.372
		Group II	-0.2466	<b>.008</b>
		Group IV	1.824E-02	.848
		Group V	.2258	<b>.026</b>
	Group IV - Dropped out from high school - High school	Group I	.2242	.401
		Group II	-0.2648	<b>.001</b>
		Group III	-1.8238E-02	.848
		Group V	0.2075	<b>.020</b>
	Group V - University/ MA - Dropped out from university	Group I	1.667E-02	.951
		Group II	-0.4723	<b>.000</b>
		Group III	-0.2258	<b>.026</b>
		Group IV	-0.2075	<b>.020</b>

According to the results of Post Hoc test for the differences between the 8<sup>th</sup> graders' parents' attitudes towards English and their children's learning English in relation to the parents' educational background, significant differences were found. For both types of attitudes as the educational level goes up, the attitudes become less positive if those parents' attitudes who are illiterate are ignored. However, for 6<sup>th</sup> graders parents, this relation is vice versa. That is 6<sup>th</sup> graders' parents have more positive attitudes compared to the 8<sup>th</sup> graders' parents.

As it is seen in the table above, all the differences are significant for the group II, III, IV and V. One explanation to these differences could be that as 8<sup>th</sup> graders' parents are more aware of the forthcoming OKS exam, their priorities may have been changed. It is to say that, children are asked about other subjects except English in this placement exam. Therefore, English might not be in parents' priority ranks. However, this priority rank may change after a few years so parents may change their views.

Secondly, it is very likely that people from lower education levels are more open to be affected from other people or events around them, yet people from high education levels are likely to keep themselves more distant to those kind of factors that may affect their attitudes.

It is possible to say that parents' educational background may contribute to their children's learning. At this point, Hoover-Dempsey et al (2005) discuss that parents' life context may stand a barrier for their effective contribution to their children's education process, and the elements of parents' life contexts can be classified as their socioeconomic status, limited parental education, parents' knowledge, skills time and energy.

It should be noted that there are a number of studies that underline the role of parents' educational background in their children's' learning period. For example, a research study done with children' mathematics learning points out the same issue. White (2001) reports that parents' educational level does impact students'

achievement. She further argues that her study supports the research in that the parents' educational level significantly impacted each of the maths achievement scores. Moreover, the parents' educational level also impacted students' attitudes towards mathematics.

On the other hand, Çetin (1995) draws attention to the results of her research study on FLL. According to the results, parents' attitude towards their children's learning English as a foreign language is highly positive, yet there is not a direct proportion with parents' positive attitudes and their educational backgrounds.

As a result, to make a clear distinction between the parental attitudes and their educational backgrounds may heavily depend on the other close factors that are interrelated to each other. Above all, it is a fact that a high educational level is considered to be one of the elements of high socioeconomic status. In today's world, many schools and school systems have accepted it as a fact that in order to educate a student and breakdown the barriers in front of learning, it is necessary to reach out parents and do everything possible to involve and educate them (Funkhouser & Gonzales 1997 cited in White 2001).

#### **5.1.1.4 RQ 4: Is there a difference between parents' income level and their attitudes towards their children's learning English as a foreign language?**

In order to answer the research question 4, a One-way ANOVA, and a post Hoc LSD Test were carried out. Descriptive statistics analysis concerning the attitudes of parents from different income levels revealed the mean values which are shown in Table 33.



**Table 33. Means of attitudes among parents from different income levels**

Income level	N	attitudes of parents towards English		attitudes of parents towards learning English as a foreign language	
		$\bar{X}$	SD	$\bar{X}$	SD
500 TL and below	177	3.88	0.53	3.61	0.56
501-1000 TL	170	3.99	0.56	3.94	0.55
1001-1500 TL	103	4.11	0.58	<b>4.18</b>	0.55
1501-2000 TL	83	3.90	0.67	<b>4.16</b>	0.66
2001 TL and above	55	3.88	0.63	<b>4.36</b>	0.48

As displayed above, towards English all income level groups have positive attitudes. However, when the means showing parents' attitudes towards their children's learning English are taken into account, it is seen that the higher the income level the more positive their attitudes become.

In addition to this, a One-way ANOVA procedure was carried out in order to see whether the above mentioned differences carry any significance (See table 34).

**Table 34. One-way ANOVA: Parental attitude differences according to their income level**

		Sum of squares	df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	4.361	4	1.090	3.268	<b>.012</b>
	Within groups	194.545	583	.334		
	Total	198.907	587			
attitudes of parents towards learning English as a foreign language	Between groups	39.011	4	9.753	30.539	<b>.000</b>
	Within groups	186.188	583	.319		
	Total	225.200	587			

It is obviously seen that there is a significant difference between parents' income level and their attitudes towards both English ( $p < .05$ ) and their children's learning English ( $p < .001$ )

Table 34 indicates the results of One-way ANOVA analysis and the difference between parents' income level and their attitudes towards learning English as a foreign language. However, the significance is more obvious for Part II that reflects the parental attitudes towards their children's learning when it is compared to Part I that reflects parental attitudes towards English.

At this point, it possible to say that this difference between two groups is due to the fact that the items of Part II is more related to parents' behavioural attitudes and attitudes can be effected by parents income level at a behavioural context. Therefore, the significance is more obvious for parental attitudes towards learning.

In addition to this, with reference to income level and parental attitudes towards English and learning English, a further post Hoc LSD Test was conducted to investigate where the differences were. Table 35 illustrates the results of LSD Test.

**Table 35. Post Hoc LSD Test results of the differences between parental attitudes towards English and their children's learning English in terms of parents' income level**

<b>Dependent Variable</b>	<b>(I) Income level</b>	<b>(J) Income level</b>	<b>Mean Difference (I-J)</b>	<b>Sig.</b>
<b>attitudes of parents towards English</b>	500 TL and below	501-1000 TL	-.1113	.073
		1001-1500 TL	-.2329	<b>.001</b>
		1501-2000 TL	-2.1192E-02	.873
		2001 TL and above	3.142E-03	.972
	501-1000 TL	500 TL and below	.1113	.073
		1001-1500 TL	-.1216	.092
		1501-2000 TL	9.006E-02	.245
		2001 TL and above	.1144	.202
	1001-1500 TL	500 TL and below	.2329	<b>.001</b>
		501-1000 TL	.1216	.092
		1501-2000 TL	.2117	<b>.013</b>
		2001 TL and above	.2360	<b>.015</b>
	1501-2000 TL	500 TL and below	2.119E-02	.783
		501-1000 TL	-9.0060E-02	.245
		1001-1500 TL	-.2117	<b>.013</b>
		2001 TL and above	2.433E-02	.809
	2001 TL and above	500 TL and below	-3.1416E-03	.972
		501-1000 TL	-.1114	.202
		1001-1500 TL	-.2360	<b>.015</b>
		1501-2000 TL	-2.4334E-02	.809
<b>attitudes of parents towards learning English as a foreign language</b>	500 TL and below	501-1000 TL	-3361	<b>.000</b>
		1001-1500 TL	-57.41	<b>.000</b>
		1501-2000 TL	-.5523	<b>.000</b>
		2001 TL and above	-.7486	<b>.000</b>
	501-1000 TL	500 TL and below	.3361	<b>.000</b>
		1001-1500 TL	-.2380	<b>.001</b>
		1501-2000 TL	-.2162	<b>.004</b>
		2001 TL and above	-4126	<b>.000</b>
	1001-1500 TL	500 TL and below	.5741	<b>.000</b>
		501-1000 TL	.2380	<b>.001</b>
		1501-2000 TL	2.182E-02	.794
		2001 TL and above	-.1745	.065
	1501-2000 TL	500 TL and below	.5523	<b>.000</b>
		501-1000 TL	.2162	<b>.004</b>
		1001-1500 TL	-2.1817E-02	.794
		2001 TL and above	-.1964	<b>.046</b>
	2001 TL and above	500 TL and below	.7486	<b>.000</b>
		501-1000 TL	.4126	<b>.000</b>
		1001-1500 TL	.1745	.065
		1501-2000 TL	.1964	<b>.046</b>

As it is clearly seen in the table below, the Post Hoc analysis results obviously display that the difference between the income groups can be seen in the second part that presents parents' attitudes towards their children's learning. Moreover, the significance is more observable at '500 TL and below' and '501-1000 TL' levels more than the others when only the second part of the questionnaire is taken into consideration.

Again, when the items in the part of the Attitudes Questionnaire are considered, such as the items "I buy books, magazines, CDs etc. necessary for my child to learn English" (mean: 3.01) or "Learning English is important for my child to find a job more easily in the future." (mean: 4.47) the reactions given to these items are related to financial possibilities.

On the other hand, all these statistical analyses above were also conducted for 6<sup>th</sup> and 8<sup>th</sup> graders' parents in order to find an answer to the question whether there is a difference between the 6<sup>th</sup> and 8<sup>th</sup> graders' parents' income level and their attitudes towards learning English as a foreign language.

Descriptive statistics concerning the attitudes of parents from different income levels revealed the mean values as illustrated in Table 36.

**Table 36. Means of attitudes among 6<sup>th</sup> graders' parents from different income levels (N=298)**

Income level	N	attitudes of parents towards English		attitudes of parents towards learning English as a foreign language	
		$\bar{X}$	SD	$\bar{X}$	SD
500 TL and below	88	3.92	0.55	3.67	0.55
501-1000 TL	84	<b>4.24</b>	0.48	3.98	0.51
1001-1500 TL	59	<b>4.36</b>	0.54	<b>4.26</b>	0.54
1501-2000 TL	42	<b>4.30</b>	0.58	<b>4.12</b>	0.66
2001 TL and above	25	<b>4.27</b>	0.56	<b>4.21</b>	0.58

In a broader sense, all 6<sup>th</sup> graders parents' can be said to have positive attitudes regardless their income levels.

To see the significance between groups a One-way ANOVA analysis was carried out. Table 37 illustrates the findings of this analysis.

**Table 37. One-way ANOVA: Parental attitude differences of 6<sup>th</sup> graders according to their income level**

		Sum of squares	df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	9,050	4	2,262	7.879	,000
	Within groups	84.135	293	0.287		
	Total	93.185	297			
attitudes of parents towards learning English as a foreign language	Between groups	15.316	4	3.829	12.433	,000
	Within groups	90.234	293	0.308		
	Total	105.551	297			

According to the table, the difference between income groups is highly significant regarding their attitudes ( $p < .001$ ). Thus, a Post Hoc analysis was carried out in order to see where the difference is. Table 38 illustrates the Post Hoc test results of 6<sup>th</sup> graders' parents according to their income level.

**Table 38. Post Hoc LSD Test results of the differences between 6<sup>th</sup> graders' parents' attitudes towards English and their children's learning English in terms of parents' income level**

<b>Dependent Variable</b>	<b>(I) Income level</b>	<b>(J) Income level</b>	<b>Mean Difference (I-J)</b>	<b>Sig.</b>
<b>attitudes of parents towards English</b>	500 TL and below	501-1000 TL	-0.3194	<b>.000</b>
		1001-1500 TL	-0.4421	<b>.000</b>
		1501-2000 TL	-0.3810	<b>.000</b>
		2001 TL and above	-0.3567	<b>.004</b>
	501-1000 TL	500 TL and below	0.3194	<b>.000</b>
		1001-1500 TL	-0.1226	.179
		1501-2000 TL	-6.1508E-02	.544
		2001 TL and above	-3.7222E-02	.761
	1001-1500 TL	500 TL and below	0.4421	<b>.000</b>
		501-1000 TL	0.1226	.179
		1501-2000 TL	6.114E-02	.572
		2001 TL and above	8.542E-02	.505
	1501-2000 TL	500 TL and below	0.3810	<b>.000</b>
		501-1000 TL	6.151E-02	.544
		1001-1500 TL	-6.1138E-02	.572
		2001 TL and above	2.429E-02	.858
	2001 TL and above	500 TL and below	0.3567	<b>.004</b>
		501-1000 TL	3.722E-02	.761
		1001-1500 TL	-8.5424E-02	.505
		1501-2000 TL	-2.4286E-02	.858
<b>attitudes of parents towards learning English as a foreign language</b>	500 TL and below	501-1000 TL	-0.3092	<b>.000</b>
		1001-1500 TL	-0.5913	<b>.000</b>
		1501-2000 TL	-0.4540	<b>.000</b>
		2001 TL and above	-0.5400	<b>.000</b>
	501-1000 TL	500 TL and below	0.3092	<b>.000</b>
		1001-1500 TL	-0.2821	<b>.003</b>
		1501-2000 TL	-0.1448	.168
		2001 TL and above	-0.2308	.069
	1001-1500 TL	500 TL and below	0.5913	<b>.000</b>
		501-1000 TL	0.2821	<b>.003</b>
		1501-2000 TL	0.1373	.221
		2001 TL and above	5.130E-02	.699
	1501-2000 TL	500 TL and below	0.4540	<b>.000</b>
		501-1000 TL	0.1448	.168
		1001-1500 TL	-0.1373	.221
		2001 TL and above	-8.5992E-02	.540
	2001 TL and above	500 TL and below	0.5400	<b>.000</b>
		501-1000 TL	0.2308	.069
		1001-1500 TL	-5.1299E-02	.699
		1501-2000 TL	8.599E-02	.540

The results of the Post Hoc test reveal that there is a significant difference between those parents with any of income level than 500 TL and below per month and those the parents with different income. However, this difference is not remarkable for other income levels. This may be due to fact that lower income level means lower socioeconomic life standards and those lower life standards are likely to cause lower attitudes towards learning. When Maslow's theory of hierarchy of needs is taken into consideration, it can be more understandable that certain basic needs need to be satisfied before higher needs. Therefore, learning a FL can be naturally considered as a higher need. Thus, it is probable that parents with poor life standards have more urgent needs than their children's learning a foreign language.

A final crosstabulation analysis was conducted to see the distribution of the 6<sup>th</sup> graders' parents living in the city centre and village and their educational backgrounds.

**Table 39. Crosstabulation analysis of 6<sup>th</sup> graders' parents according to the places they live in and their income levels**

Location	Educational background					Total
	500 TL and below	501-1000 TL	1001-1500 TL	1501-2000 TL	2001 TL and above	
<i>City centre</i>	10	34	43	33	25	145
<i>Village</i>	78	50	16	9	--	153
<b>Total</b>	88	84	59	42	25	298

This table above displays 6<sup>th</sup> graders' parents' income levels one more time with regard to the place they live in. In the present case, the findings of the ANOVA and Post Hoc LCD tests can be discussed once again considering the latest findings of the Crosstabulation analysis.

In the early beginning of this research study, village was chosen on purpose that the parents who live in villages represent lower socioeconomic level and so they naturally have lower income levels. Table 39 above gives this hypothesis. As it is evident, 25 of 298 parents have rated themselves from the income level 2001 TL and above, and all of those parents are recorded as living in the city centre. On this account, the Post Hoc table becomes more meaningful when it is studied under the light of Crosstabulation analysis results. Thus, it becomes clear one more time that there is a positive correlation between the positive attitudes of parents and high income level.

However, those results above only reflect the 6<sup>th</sup> graders' parents' attitudes and their income level. All these analyses were also conducted for the 8<sup>th</sup> graders' parents in order to get more specific data from the result of the statistical analysis. In view of all these findings and discussions above, descriptive statistics, One-way ANOVA and a Post Hoc LSD Test were carried out.

**Table 40. Means of attitudes among 8<sup>th</sup> graders' parents from different income levels (N=290)**

Income level	N	attitudes of parents towards English		attitudes of parents towards their children's learning English as a foreign language	
		$\bar{X}$	SD	$\bar{X}$	SD
500 TL and below	39	3.84	0.51	3.78	0.53
501-1000 TL	86	3.75	0.54	3.68	0.57
1001-1500 TL	44	3.78	0.45	3.70	0.49
1501-2000 TL	41	3.50	0.45	3.40	0.51
2001 TL and above	30	3.55	0.46	3.44	0.50



Table 40 displays the descriptive statistics of the 8<sup>th</sup> graders' parents in terms of their attitudes towards English and their children's learning English as a foreign language. It is seen at first sight that the 8<sup>th</sup> graders' parents show lower mean values compared to the 6<sup>th</sup> graders' parents mean values, yet they have moderate attitudes for both English and their children's learning it. As it was said before, the reason for their attitudes being lower than the 6<sup>th</sup> graders' may be due to the forthcoming OKS exam. On the other hand, the higher the parents' income goes the less positive their attitudes become. For example, the parents with 500 TL and below income level have more positive attitudes (mean: 3.84) compared to the parents 2001 TL and above (mean: 3.55).

To find out whether the above mentioned differences carry any statistical significance, a Oneway ANOVA procedure was carried out. The result of the ANOVA analysis is presented in Table 41. As it is clearly seen in the table below, the difference between income groups is highly significant regarding the 8<sup>th</sup> graders' parents' attitudes ( $p < .001$ ).

**Table 41. One-way ANOVA: Parental attitude differences of 8<sup>th</sup> graders according to their income level**

		Sum of squares	df	Mean square	f	Sig.
attitudes of parents towards English	Between groups	4.590	4	1.147	4.579	.001
	Within groups	71.411	285	0.251		
	Total	76.001	289			
attitudes of parents towards learning English as a foreign language	Between groups	6.181	4	1.545	5.496	.000
	Within groups	80.127	285	0.281		
	Total	86.308	289			

In addition to this a further Post Hoc LCD test was carried out to see where the significance is (See Table 42).

**Table 42. Post Hoc LSD Test results of the differences between 8<sup>th</sup> graders' parents' attitudes towards English and their children's learning English in terms of parents' income level**

<b>Dependent Variable</b>	<b>(I) Income level</b>	<b>(J) Income level</b>	<b>Mean Difference (I-J)</b>	<b>Sig.</b>
<b>attitudes of parents towards English</b>	500 TL and below	501-1000 TL	9.166E-02	.227
		1001-1500 TL	6.048E-02	.513
		1501-2000 TL	0.3486	<b>.000</b>
		2001 TL and above	0.2973	<b>.005</b>
	501-1000 TL	500 TL and below	-9.1662E-02	.227
		1001-1500 TL	-3.1184E-02	.737
		1501-2000 TL	0.2570	<b>.007</b>
		2001 TL and above	0.2057	<b>.054</b>
	1001-1500 TL	500 TL and below	-6.0478E-02	.513
		501-1000 TL	3.118E-02	.737
		1501-2000 TL	0.2882	<b>.008</b>
		2001 TL and above	0.2369	<b>.047</b>
	1501-2000 TL	500 TL and below	-0.3486	<b>.000</b>
		501-1000 TL	-0.2570	<b>.007</b>
		1001-1500 TL	-0.2882	<b>.008</b>
		2001 TL and above	-5.1287E-02	.670
	2001 TL and above	500 TL and below	-0.2973	<b>.005</b>
		501-1000 TL	-0.2057	<b>.054</b>
		1001-1500 TL	-0.2369	<b>.047</b>
		1501-2000 TL	5.129E-02	.670
<b>attitudes of parents towards learning English as a foreign language</b>	500 TL and below	501-1000 TL	0.1138	.157
		1001-1500 TL	9.629E-02	.325
		1501-2000 TL	0.4019	<b>.000</b>
		2001 TL and above	0.3624	<b>.001</b>
	501-1000 TL	500 TL and below	-0.1138	.157
		1001-1500 TL	-1.7490E-02	.859
		1501-2000 TL	0.2881	<b>.005</b>
		2001 TL and above	0.2486	<b>.028</b>
	1001-1500 TL	500 TL and below	-9.6295E-02	.325
		501-1000 TL	1.749E-02	.859
		1501-2000 TL	0.3056	<b>.008</b>
		2001 TL and above	0.2661	<b>.035</b>
	1501-2000 TL	500 TL and below	-0.4019	<b>.000</b>
		501-1000 TL	-0.2881	<b>.005</b>
		1001-1500 TL	-0.3056	<b>.008</b>
		2001 TL and above	-3.9468E-02	.757
	2001 TL and above	500 TL and below	-0.3624	<b>.001</b>
		501-1000 TL	-0.2486	<b>.028</b>
		1001-1500 TL	-0.2661	<b>.035</b>
		1501-2000 TL	3.947E-02	.757

According to the results of Post Hoc LCD Test for the differences between the 8<sup>th</sup> graders' parents' attitudes towards English and their children's learning English in terms of parents' income level, some significant relationships are found at 500 TL and below level and 1501-2000 TL and 2001 TL and above levels.

It might be assumed that parents from 500 TL and below income level show less positive attitudes, yet a negative relation is recorded between the 8<sup>th</sup> graders' parental attitudes and their income levels at the means of attitudes (See Table 42). As it was discussed before, that negative relation may be assumed as a very simple effect of OKS exam on the 8<sup>th</sup> graders' parents' attitudes towards learning English.

On the other hand, considering the Crosstabulation analysis results of the 8<sup>th</sup> graders' parents, there seems to be a relationship between the variables of income level and educational background (See Table 43). That is, high income level may be assumed as high educational level. Therefore, these variables can be taken as the indicators of a socioeconomic status.

**Table 43. Crosstabulation analysis of 8<sup>th</sup> graders' parents according to their educational backgrounds and income levels**

Income	Educational background					Total
	<i>Group I</i>	<i>Group II</i>	<i>Group III</i>	<i>Group IV</i>	<i>Group V</i>	
500 TL and below	3	52	18	14	2	89
501-1000 TL	1	30	16	26	13	86
1001-1500 TL	--	10	6	15	13	44
1501-2000 TL	--	3	4	17	17	41
2001 TL and above	--	2	4	9	15	30
<b>Total</b>	4	97	48	81	60	290

One of the limitations of this study is that the social classes are not classified subtly by the help of a social status scale. However, it is a well known fact that economic issues are the primary concerns for many people. Therefore, it is very likely for the people who struggle with lower income that they can not contribute to their children's learning process and this gives way to less positive parental attitudes.

Although the aim of this particular research study does not include how parental attitudes influence students' academic achievement, it should be noted that the former affects the later. A number of studies have suggested that parents of higher socioeconomic status involve in their children's education more than the parents of lower socioeconomic status. This, in turn, fosters more positive attitudes towards school, improves studying habits and enhances academic achievement of children (Gardner 1985; Çetin 1990; Padilla and Sung 1997; Epstein 2001; White 2001; Lao 2004). Similarly, Ellis (1994) points out that those students from higher socioeconomic group have more positive attitudes towards learning. In a broader sense, those positive attitudes may be assumed as their parents' positive attitudes considering that attitudes of people who live in the same environment interact each other. Consequently, it is an obvious fact that positive parental attitudes affect learning in a positive manner in all fields of education.

In EFL context, Demir (2005) explains the results of his study that the findings related to the relation between socioeconomic status and attitudes revealed that students from higher socioeconomic group have the most positive attitudes. At this point, those positive attitudes may be regarded as their parents' positive attitudes.

As it obviously seen one more time that parents from higher socioeconomic level tend to be more positive about their children's learning. As a result, the findings related to the 6<sup>th</sup> graders support that parents with high income levels (socioeconomic status) have more positive attitudes towards English and their children's learning English as a foreign language. When the 8<sup>th</sup> graders' parents' attitudes are considered, it might be assumed that the negative correlation might be due to several factors as discussed above. Therefore, these particular findings call for the research on this issue.

**5.1.1.5 RQ 5: Is there a difference between parents living in the city centre and parents living in the village in terms of their attitudes towards learning English as a foreign language?**

To understand the difference between the attitudes of parents who live in the city centre and the parents who live in villages, an Independent Samples T-Test was carried out. Table 44 presents the T-Test results of the parental attitudes towards English and learning English with regard to the places they live in.

**Table 44. Independent Samples T-Test results of parental attitudes towards English and towards learning English as a foreign language in terms of the places they live in**

	Place	N	$\bar{X}$	SD	t	df.	f	Sig.
attitudes of parents towards English	City centre	285	3.90	0.64	-2.45	586	31.43	.014
	Village	303	4.01	0.52				
attitudes of parents towards learning English as a foreign language	City centre	285	4.26	0.56	13.13	586	0.97	.000
	Village	303	3.67	0.53				

The table below reveals a significant difference between the parental attitudes in terms of the places they live in. Considering the parental attitudes towards English, parents living in village (mean: 4.01) are seen to have more positive attitudes when compared to the parents living in the city centre (mean: 3.90). However, this finding is observed to change considering the attitudes of parents towards their children's learning English as a foreign language. At this point, parents living in city centre (mean: 4.26) are reported to have more positive attitudes than the parents living in village (mean: 3.67).

As a consequence, a significant difference between two groups of parents is recorded in terms of parental attitudes towards English language ( $p < .05$ ) and learning English as a foreign language ( $p < .001$ ).

Certainly, living conditions in villages and city centres in Turkey should be taken into consideration when they are compared. The difference observed in those parents attitudes living in the villages towards English and their children's learning English might be the result of their limited life conditions, their upbringing, past experiences etc.

Once more Independent Samples T-Test was carried out in order to understand the significance relationship between 6<sup>th</sup> and 8<sup>th</sup> graders' parents and their attitudes towards English and learning English with regard to the places they live in. Table 45 presents the T-Test results for the parental attitudes.

**Table 45. Independent Samples T-Test results of 6<sup>th</sup> and 8<sup>th</sup> graders' parents' attitudes towards English and towards learning English as a foreign language in terms of the places they live in**

		Place	N	$\bar{X}$	SD	t	df.	f	Sig.
6 <sup>th</sup> graders' parents	attitudes of parents towards English	City centre	145	4.36	0.54	5.484	296	0.466	<b>.000</b>
		Village	153	4.01	0.53				
	attitudes of parents towards learning English as a foreign language	City centre	145	4.28	0.53	9.609	296	0.094	<b>.000</b>
		Village	153	3.70	0.52				
8 <sup>th</sup> graders' parents	attitudes of parents towards English	City centre	140	3.42	0.28	-11,977	288	41,381	<b>.000</b>
		Village	150	4.01	0.51				
	attitudes of parents towards learning English as a foreign language	City centre	140	3.32	0.31	-12,714	288	35,775	<b>.000</b>
		Village	150	3.97	0.53				

Taking into consideration the T-Test results of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents, it is clearly seen that the difference between the groups are highly significant ( $p < .001$ ). On the other hand, the reason for this significant difference becomes more visible considering the mean values presented on the table. The 6<sup>th</sup> graders' parents have higher positive attitudes towards English (mean: 4.36/ 4.01) and their children's learning it (mean: 4.28/ 3.70) than the 8<sup>th</sup> graders' parents'. The 8<sup>th</sup> graders' parents are observed to have less positive attitudes towards both English (mean: 3.42/ 4.01) and their children's learning it (mean: 3.32/ 3.97) and especially parents who live in the city centre have even less.

In addition to this, Table 45 presents that the parents living in the village are recorded to have more positive attitudes compared to parents living in the city centre regardless their children's grades. Nevertheless, 8<sup>th</sup> graders' parents living in the village are also recorded to have lower attitudes compared to the 6<sup>th</sup> graders' parents living in the city centre. Therefore this difference between the 6<sup>th</sup> and 8<sup>th</sup> graders parents living in the village may also stand as another proof for the negative effects of OKS exam on parents' attitudes.

Additionally, a descriptive statistics analysis of the items of the PATEQ was carried out separately for both groups of parent participants. Descriptive statistics results of the items of PATEQ of the parents living in the village are illustrated in Table 46 and the results of parents living in the city centre are illustrated in Table 47.

**Table 46. Descriptive statistics results of the items of PATEQ of the parents living in the village (N=303)**

	Item no	Items	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	4.52	0.67
	2	In today's world it is compulsory to learn at least one foreign language.	4.44	0.79
	3	I respect people who can speak English.	4.41	0.79
	6	I think learning English is more important than learning other foreign languages.	3.89	1.03
	12	Learning English is not important.	1.61	0.79
<b>attitudes of parents towards learning English as a foreign language</b>	1	I am proud of my child when she/he gets high marks from English.	4.58	0.74
	2	Learning English is important for my child to find a job more easily in the future.	4.47	0.81
	11	I contact my child's English teacher regularly.	<b>3.08</b>	1.24
	12	I get assistance from my child's English teacher to help her/him with her / his English lesson.	<b>3.03</b>	1.28
	13	I buy books, magazines, CDs etc. necessary for my child to learn English.	<b>3.01</b>	1.28
	14	I try to help my child with her/his English homework.	<b>3.00</b>	1.38
	16	I do not reward my child when she/he gets high marks from English.	2.37	1.11
	23	If English were an optional lesson I wouldn't want my child to take it	1.80	0.89
	24	I think learning English is not important for my child's future school life.	1.79	0.92



**Table 47. Descriptive statistics results of the items of PATEQ of the parents living in the city centre (N=285)**

	Item no	Items	N	$\bar{X}$	SD
attitudes of parents towards English	1	It is necessary to learn English.	285	4.82	0.50
	2	In today's world it is compulsory to learn at least one foreign language.	285	4.65	0.61
	3	I think speaking English is necessary for everyone.	285	4.58	0.82
	7	I think learning English is more important than learning other foreign languages.	285	4.27	0.90
	12	Learning English is not important.	285	2.89	1.60
attitudes of parents towards their children's learning English as a foreign language	1	I'd like my child to be able to be in oral and written communication with foreign people.	285	4.70	0.62
	2	I'd like my child's English to be as good as possible.	285	4.70	0.63
	3	I direct my child to learn at least one foreign language.	285	4.67	0.66
	9	I contact my child's English teacher regularly.	285	<b>4.35</b>	0.94
	10	I buy books, magazines, CDs etc. necessary for my child to learn English	285	<b>4.33</b>	0.90
	12	I try to help my child with her/his English homework.	285	<b>4.08</b>	1.20
	15	I do not reward my child when she/he gets high marks from English.	285	2.36	1.25
	17	I and my child do not talk about what they do in their English classes.	285	2.05	2.76
	20	I do not follow my child's English marks.	285	1.89	1.03
	21	I think learning English is not important for my child's future school life.	285	1.79	1.09
	22	I do not support my child to practice English.	285	1.69	0.89
	23	If English were an optional lesson I wouldn't want my child to take it.	285	1.67	0.98
	24	I have not met my child's English teacher.	285	1.51	0.80

As it is clearly seen in the mean tables, the priorities are nearly the same for both groups of parents living in the village and in the city centre. For example, all parents seem to agree upon the necessity of knowing English regardless of the places

they live in. However, those mean values are observed to be changed regarding parents' attitudes towards their children's learning English. The mean scores for parental attitudes towards their children's learning process highly differs from each other considering the variable where the parent participants live in.

Considering the tables above it is obviously seen that the mean values of the same items differs from each other. At this point, parents' life context may be one of the factors that may affect parents' attitudes. For example, parents living in the city centre have more positive attitudes (mean: 4.33) for the item 'I buy books, magazines, CDs etc. necessary for my child to learn English' than the parents living in the village (mean: 3.01) in Table 47. Similarly, those parents living in the city centre have scored a higher value (mean: 4.35) for the item 'I contact my child's English teacher regularly' compared to the score of parents living in the village (mean: 3.08).

Consequently, these results reveal that there is a difference between parents living in the city centre and parents living in the village in terms of their attitudes towards learning English as a foreign language. Second, the attitudes of the 6<sup>th</sup> graders parents differ from the attitudes of the 8<sup>th</sup> graders' parents in a positive way regardless the place they live in. Third, both 6<sup>th</sup> and 8<sup>th</sup> graders' parents have more positive attitudes towards English rather than their children's learning it regardless the place they live in.

#### **5.1.1.6 RQ 6: Is there a difference between parents who know a foreign language and parents who do not know a foreign language in terms of their attitudes towards their children's learning English as a foreign language?**

In order to analyze and compare the attitudes of parents who knows English and who do not know English Independent Samples T-Test was carried out.

The following table indicates the results of the parents who know English and parents who do not know English in terms of their attitudes towards English and their children's learning it.

**Table 48: Independent Samples T-Test results of parental attitudes towards English and towards learning English as a foreign language in terms of their knowing English**

	Knowing English	N	$\bar{X}$	SD	t	df.	f	Sig.
attitudes of parents towards English	Yes	226	3.95	0.63	-.071	586	24.03	<b>.943</b>
	No	362	3.96	0.55				
attitudes of parents towards learning English as a foreign language	Yes	226	4.28	0.51	11.05	586	14.78	<b>.000</b>
	No	362	3.75	0.60				

The results clearly show that there is no difference between parental attitudes in terms of their knowing English ( $p > .05$ ), yet these results are observed to have changed for their attitudes towards their children's learning. That is, the attitudes of parents towards their children's learning differs significantly ( $p < .001$ ).

Regarding the attitudes towards English, there is no difference between the parents who know English (mean: 3.95) and parents who do not know English (mean: 3.96) ( $p > .05$ ). According to the results of Table 48, the difference between the attitudes of parents towards their children's learning English is highly significant ( $p < .001$ ). On the other hand, it can be noted for both groups that they both have moderately positive attitudes towards English and learning English.

Moreover, a further Independent Samples T-Test was carried out in order to understand whether there is a significant difference between the 6<sup>th</sup> and 8<sup>th</sup> graders' parents and their attitudes towards English and their children's learning English with regard to their knowing English. Table 49 illustrates the T-Test results for the parental attitudes of different graders.

**Table 49: Independent Samples T-Test results of 6<sup>th</sup> and 8<sup>th</sup> graders' parents' attitudes towards English and towards learning English as a foreign language in terms of their knowing English**

		Knowing English	N	$\bar{X}$	SD	t	df.	f	Sig.
6 <sup>th</sup> graders' parents	attitudes of parents towards English	Yes	107	4.38	0.54	4.777	296	0.125	<b>.000</b>
		No	191	4.07	0.54				
	attitudes of parents towards learning English as a foreign language	Yes	107	4.26	0.52	6.292	296	2.324	<b>.000</b>
		No	191	3.83	0.58				
8 <sup>th</sup> graders' parents	attitudes of parents towards English	Yes	119	3.57	0.44	-4.440	288	8.322	<b>.000</b>
		No	171	3.84	0.53				
	attitudes of parents towards learning English as a foreign language	Yes	119	3.47	0.48	-4.931	288	6.771	<b>.000</b>
		No	171	3.78	0.56				

T-Test results of 6<sup>th</sup> and 8<sup>th</sup> graders' parents display that difference between the groups are highly significant ( $p < .001$ ). On the other hand, the reason for this significant difference becomes more visible considering the mean values presented on the table. The 6<sup>th</sup> graders' parents have more positive attitudes towards English (mean: 4.38/ 4.07) and their children's learning it (mean: 4.26/ 3.83) regardless their knowing English, yet the 8<sup>th</sup> graders' parents are recorded to have less positive attitudes for both English (mean: 3.57/ 3.84) and their children's learning it (mean: 3.47/ 3.78). As it was observed many times beforehand, the 6<sup>th</sup> graders parents' display more positive attitudes compared to the 8<sup>th</sup> graders'. Therefore, the results of each research question seem to support the idea that OKS exam affects parental attitudes towards English in a negative way. In addition to this, it is not surprising that the 6<sup>th</sup> graders' parents who know English have more positive attitudes compared to the ones that do not know English. However, it is strange that this relation is vice versa for the 8<sup>th</sup> graders parents. On this account, it is possible to explain this difference considering the perceived values of parents that the parents

who do not know English are more open to other peoples' opinions so that they may have positive attitudes towards English.

Additionally, a Crosstabulation analysis was decided to be carried out in order to see the number of parents knowing English with regard to the place they live in. According to the results, most of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents who know English live in the city centre (See Table 50).

**Table 50. Crosstabulation analysis of 6<sup>th</sup> and 8<sup>th</sup> graders' parents according to their educational background and where they live**

Location	Knowing English					
	6 <sup>th</sup> Graders' Parents			8 <sup>th</sup> Graders' Parents		
	<i>Yes</i>	<i>No</i>	<i>Total</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>City centre</i>	87	58	145	100	40	140
<i>Village</i>	20	133	153	19	131	150
<b>total</b>	<b>107</b>	<b>191</b>	<b>298</b>	<b>119</b>	<b>171</b>	<b>290</b>

On this account, some factors may be discussed to be effective for parental attitudes. For example, as it is stated before in Chapter 3, parents' past experiences and their sense of efficacy may possibly shape their attitudes towards their children's learning or their decisions about being involved in the this learning process of child (Hoover-Dempsey et al 2005). McNergney and McNergney (2004) also point out to that parents' former experiences give shape to parents' personal features that may also stand as a barrier for parental involvement. They further explains that parents who have negative school experiences are not mostly willing to get involved in their children's learning process. On the other hand, parents' sense of efficacy may also be another factor that affects their contributions to leaning process or their attitudes towards learning subject. Dweyer and Hecht (1992) state that sometimes parents may feel that they do not posses the skills to help their children. In other words, parents develop behavioural goals for their involvement based on their approval of their capabilities in the situation (Bandura 1989 cited in Hower-Dempsey et al 2005).

Many researchers state that parents with high self-efficacy tend to be more actively engaged in their child's education; further more, they generally insist on facing the challenges or obstacles and get successful outcomes through difficulties during their child's education period (Huss-Keeler 1997; Walker et al. 2000; Pelletier and Brent 2002; Hower-Dempsey et al 2005).

In this context, parents' attitudes towards their children's learning a foreign language may also change related to their knowing a FL or their past experiences in learning FL.

As a consequence, the results of this research question simply show that parents have very moderate attitudes towards English. Moreover, this may be a simple result of their intrinsic and extrinsic motivations or their positive bias/prejudice against English and learning English.

#### **5.1.1.7 RQ 7: Is there a difference between the 6<sup>th</sup> graders' parents and 8<sup>th</sup> grader's parents in terms of their attitudes towards learning English as a foreign language?**

After determining the general attitudes of parents regarding their gender, educational background, income level, the place they live in and their knowing English, a Paired Samples T-Test was carried out in order to find out whether there is a difference between 6<sup>th</sup> graders' parents and 8<sup>th</sup> graders' parents attitudes towards English and learning English as a foreign language. The Table 51 illustrates the results of the Independent Samples T-Test.

**Table 51. Independent Samples T-Test results of 6<sup>th</sup> and 8<sup>th</sup> grader's parents in terms the difference between their attitudes towards learning English as a foreign language**

	Gender	N	$\bar{X}$	SD	t	df.	f	Sig.
attitudes of parents towards English	6 <sup>th</sup> grader's parents	298	4.18	0.56	10.146	586	0.706	.000
	8 <sup>th</sup> grader's parents	290	3.73	0.51				
attitudes of parents towards their children's learning English as a foreign language	6 <sup>th</sup> grader's parents	298	3.98	0.60	0.936	586	1.323	.000
	8 <sup>th</sup> grader's parents	290	3.66	0.55				

According to the results, there is a significant difference between the attitudes of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents ( $p < .001$ ). The mean values reveal that the 6<sup>th</sup> graders parents attitudes towards English (mean: 4.18) is higher than 8<sup>th</sup> graders' parents attitudes English (mean: 3.73). On the other hand, when parental attitudes towards their children's learning English as a second language is considered, the results do not seem to have changed in favour of the 8<sup>th</sup> graders' parents. It is to say that the 6<sup>th</sup> graders' parents have also more positive attitudes towards their children's learning process (mean: 4.98) compared to 8<sup>th</sup> graders' parents attitudes (mean: 3.66).

In addition to this, a descriptive statistic analysis of the items of PATEQ was carried out separately for both groups of parent participants. Descriptive statistics results of the items of PATEQ of the 6<sup>th</sup> graders' parents are illustrated in the Appendix H and the mean values of 8<sup>th</sup> graders parents PATEQ are illustrated in the Appendix I.

According to the results, there are not very significant differences between the same items in general. However, the mean values of some items that determine

the behavioural attitudes are observed to be more positive in favour of the 6<sup>th</sup> graders' parents.

As it is obviously seen in the results there is a significant difference between the mean values of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents. Therefore, there should have been another variable that cause a significant differences between these two groups of parent participants.

In other words, this study is based on a number of assumptions at the beginning. One of them was the assumption that there is a difference between the attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders parents caused by OKS exam. Thus, these two groups of parents were chosen on purpose. For this purpose, each research question was also analyzed regarding the difference between those two groups. However, the results are clearly seen to have been same in favour of the 6<sup>th</sup> graders' parents so far.

Consequently, the results of this research question support the findings of the other research questions that both 6<sup>th</sup> and the 8<sup>th</sup> graders' parents have positive attitudes towards learning English, yet there is a significant difference between the attitudes of the 6<sup>th</sup> graders' parents and 8<sup>th</sup> graders' parents. At this point, it can be said that the 6<sup>th</sup> graders parents have positive attitudes towards English and their children's' learning it regardless the difference among them like educational level, income level, the place they live in. However, the 8<sup>th</sup> graders' do not have as positive attitudes as the 6<sup>th</sup> graders, although the conditions are nearly the same for both the 6<sup>th</sup> and 8<sup>th</sup> graders' parents.



## 5.1.2 Results from the “students’ perceptions of their parents’ attitudes towards learning English questionnaire” (SPPATEQ)

### 5.1.2.1 RQ 8: What are the students’ perceptions of their parents’ attitudes towards English language learning?

After analysing parental attitudes towards English and their children’s learning English as a second language, a Descriptive statistics analysis was carried out in order to find out the students’ perceptions of their parents’ attitudes towards English language learning. The following table presents the mean values of students’ perceptions of their parents’ attitudes towards English language learning.

**Table 52. Descriptive statistics of general students’ perceptions of their parents’ attitudes towards English language learning**

	N	$\bar{X}$	SD
students’ perceptions of their parents’ attitudes towards English language learning	338	3.72	0.79

According to the results, the mean value of the students’ perception is 3.72. Therefore, students’ general perception of their parents’ attitudes towards English language learning is at a moderate level.

In addition to this, another Descriptive statistics analysis was conducted to find out the students’ perceptions of their parents’ attitudes regarding the places students live in (See Table 53).

**Table 53. Descriptive statistics of general students' perceptions of their parents' attitudes towards English language learning with regard to the place they live in**

	Location	N	$\bar{X}$	SD
students' perceptions of their parents' attitudes towards English language learning	<i>City centre</i>	156	4.14	0.63
	<i>Village</i>	182	3.36	0.74

The results clearly show that the students living in the city centre perceive their parents attitudes very positively (mean: 4.14). However, the students living in the village perceive their parents' attitudes moderately (mean: 3.36). The reason of this difference between these two groups of students may be due to their awareness level. In other words, the students living in the city centre are naturally more exposed to a range of different interactions so they may be more aware of the things happening around them. On the other hand, those students living in the village may have more limited communication with their parents compared to the students living in the city centre and this may stand as a cause for their being unaware of their parents' attitudes about their learning.

In addition to this, a descriptive statistics analysis of the items of SPPATEQ was carried out separately for the 6<sup>th</sup> grader and 8<sup>th</sup> grade students (See Table 54).

**Table 54. Descriptive statistics of general students' perceptions of their parents' attitudes towards English language learning with regard to the place they live in**

	Grade	N	$\bar{X}$	SD
students' perceptions of their parents' attitudes towards English language learning	<i>6<sup>th</sup> Grade</i>	183	3.81	0.73
	<i>8<sup>th</sup> Grade</i>	155	3.61	0.75

The table above displays the results that the students' perception of their parents' attitudes towards English language learning is at a moderate level. As can be

seen, the 6<sup>th</sup> graders have more positive perception level (mean: 3.81) than the 8<sup>th</sup> graders (mean: 3.61), yet it is not at a high level.

At this point, the difference between the 6<sup>th</sup> and 8<sup>th</sup> graders' parents' attitudes towards their children's learning should be taken into consideration again (See Table 20). The 6<sup>th</sup> graders' parents have been recorded to have more positive attitudes towards their children's learning (mean: 3.98) than the 8<sup>th</sup> graders' parents' attitudes (mean: 3.66). In the same way, their children have the similar perception values. Therefore, the reason for the 8<sup>th</sup> graders having lower perception values may be their parents having lower attitudes towards learning English than the 6<sup>th</sup> graders' parents. As it was discussed many times before, OKS exam has a highly noticeable effect on the 8<sup>th</sup> graders' parents' attitudes. Thus, it is highly probable that the students perceive their parents' attitudes at a moderate level.

Considering the 6<sup>th</sup> and 8<sup>th</sup> graders and their attitudes, it is observable that all conditions are nearly the same for both 6<sup>th</sup> and 8<sup>th</sup> graders' parents beside a few exceptions. At this point, it is possible to say that there are several factors that may affect parental attitudes. Firstly, parents' priorities may change with regard to their children's grades. That is, it is very natural that the needs or the priorities of the 6<sup>th</sup> and 8<sup>th</sup> grade students differ from each other so do their parents'. At this point, the OKS exam may be one of the factors that determine the priorities of parents. Thus, this may give way to the less positive parental attitudes because that exam does not require students' knowledge of English. Secondly, students' academic performance may decrease as their grade levels increase. It is quite likely that a majority of the 8<sup>th</sup> graders are not very successful in English. Therefore, this case may have an effect on parental attitudes towards English and students' perceptions of those attitudes.

In addition to all these, a descriptive statistics analysis of the items of SPPATEQ was carried out in order to see the difference between the mean values the items of PATEQ and SPPATEQ. Table 55 illustrates the descriptive statistics results of student perceptions of parental attitudes.

**Table 55. Descriptive statistics results of students' perceptions of parental attitudes**

	Item no	items	N	$\bar{X}$	SD
<b>Students' perceptions of their parents' attitudes towards learning English as a foreign language</b>	1	My parents are proud of me when I get high marks from English.	338	4.46	1.02
	2	It makes my parents happy if I can communicate in oral and written English.	338	4.35	0.99
	3	My parents want my English to be as good as possible.	338	4.33	1.03
	4	My parents think that learning English is necessary for me to find a job more easily in the future.	338	4.29	1.15
	5	My parents encourage me to ask my English teacher for help whenever I need to.	338	4.12	1.20
	6	My parents want me to be in oral and written communication with foreign people.	338	3.98	1.35
	7	My parents encourage me to learn English.	338	3.90	1.33
	8	My parents direct me to learn at least one foreign language.	338	3.70	1.51
	9	My parents talk to my English teacher whenever they come to my school.	338	3.60	1.28
	10	My parents contact my English teacher regularly.	338	3.54	1.34
	11	My parents try to help me with my English homework.	338	3.36	1.58
	12	My parents buy books, magazines, CDs etc. I need to learn English.	338	3.31	1.54
	13	My parents think that I have lessons more important than English.	338	3.29	1.34
	14	My parents get assistance from my English teacher on how they can help me in my English learning process.	338	2.86	1.43
	15	My parents don't reward me when I got high marks from my English lesson.	338	2.65	1.51
	16	My parents don't contact my English teacher except for the parents' day.	338	2.55	1.43
	17	My parents don't think that I should spare more time to learn English.	338	2.55	1.33
	18	I and my parents don't talk about what we do in English lessons.	338	2.45	1.46
	19	If I spare much time for English my parents become worried.	338	2.29	1.25
	20	My parents have never met my English teacher.	338	2.21	1.44
	21	My parents think that learning English is not important for my future school life.	338	2.17	1.45
	22	My parents don't follow my marks I get from English.	338	2.15	1.39
	23	If English weren't compulsory my parents wouldn't want me to take English course	338	2.09	1.33
	24	My parents don't encourage me to practice English.	338	2.09	1.28

Likewise, Table 55 clearly displays the similarities between the same items of the parent and student questionnaires in terms of the mean values. For example, the item 'I'd like my child's English to be as good as possible' (mean: 4.58) is an item that stands for the affective attitudes and it has a high mean value (See Appendix E). Similarly, the corresponding item in student questionnaire 'My parents want my English to be as good as possible' (mean: 4.33) has also a high mean value. However, some other items in the parent questionnaire such as 'I buy books, magazines, CDs etc. necessary for my child to learn English' (mean: 3.65) or 'I try to help my child with her/his English homework' (mean: 3.52) has lower values. Besides, the corresponding items of the student questionnaire that are; 'My parents buy books, magazines, CDs etc. 'I need to learn English' (mean: 3.31) and 'My parents try to help me with my English homework' (mean: 3.36) show similar mean values with their corresponding items in parent questionnaire, although they are lower than what parents have reported.

Additionally, two other descriptive statistic analyses was carried out in order to find out the 6<sup>th</sup> grade students' perceptions of their parents' attitudes towards English language learning (See Appendix J) and 8<sup>th</sup> grade students' perceptions of their parents' attitudes towards English language learning (See Appendix K).

As a result, the findings of this research question point out that the students' general perceptions of their parents' attitudes are at a moderate level. However, there are some differences and similarities when the descriptive statistics results of the parents' attitudes and students' perceptions questionnaires are considered. Furthermore, the findings also show that the 6<sup>th</sup> graders have a more positive level of perception. Therefore, it is possible to say that the difference between the parents' attitudes is the difference between their affective and behavioral attitudes. In other words, what parents feel and know differs from what they do.

### 5.1.2.2 RQ 9: Is there a relation between the attitudes of parents towards learning English and students' perceptions of these attitudes?

In order to analyze the possible relation between the attitudes of parents towards learning English and students' perceptions of these attitudes a Descriptive statistics and a Correlation analysis were conducted. The descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes are presented in Table 56 and the Correlation analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes are presented in Table 57.

According to the results of the descriptive statistics, parents' attitudes towards learning English as a foreign language (mean: 3.98) are a bit higher than their children's perceptions of these attitudes (mean: 3.72).

**Table 56. Descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes**

	N	$\bar{X}$	SD
<b>Parents' attitudes towards learning English as a foreign language</b>	588	3.95	0.62
<b>Students' perceptions of their parents' attitudes towards English language learning</b>	338	3.72	0.74

On the other hand, correlation analysis results display that there is not a significant relation between the parental attitudes towards learning English and students' perceptions of these attitudes.

**Table 57. Correlation analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes**

		<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Students' perceptions of their parents' attitudes towards English language learning</i>
<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Pearson Correlation</i>	1	.002
	<i>Sig. (2-tailed)</i>	.	.983
	<i>N</i>	298	183
<i>Students' perceptions of their parents' attitudes towards English language learning</i>	<i>Pearson Correlation</i>	.002	1
	<i>Sig. (2-tailed)</i>	.983	.
	<i>N</i>	183	183

Second, some further analyses were carried out in order to see the relation between the parental attitudes and student perceptions regarding their grade level. Below is the table illustrating the mean values of the 8<sup>th</sup> graders' parents' attitudes and the children's perceptions of them.

**Table 58. Descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of their grade (8<sup>th</sup> graders)**

	<i>N</i>	$\bar{X}$	<i>SD</i>
<b>Parents' attitudes towards learning English as a foreign language</b>	290	3.66	0.55
<b>Students' perceptions of their parents' attitudes towards English language learning</b>	155	3.61	0.75

According to the results the parental attitudes and students' perception of their parents' attitudes are both at a moderate level. Moreover, the correlational statistics results illustrate that there is an obvious significance in the relation between

the parental attitudes towards learning English and students' perceptions of these attitudes ( $p < .001$ ). The Table 59 displays this significance.

**Table 59. Correlation analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of their grade (8<sup>th</sup> graders)**

		<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Students' perceptions of their parents' attitudes towards English language learning</i>
<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Pearson Correlation</i>	1	.354
	<i>Sig. (2-tailed)</i>	.	.000
	<i>N</i>	290	155
<i>Students' perceptions of their parents' attitudes towards English language learning</i>	<i>Pearson Correlation</i>	.354	1
	<i>Sig. (2-tailed)</i>	.000	.
	<i>N</i>	155	155

This result clearly shows that the way the students perceive their parents' attitudes is similar to what parents reported about their attitudes.

A further analysis was carried out for the 6<sup>th</sup> graders in order to analyze the relation deeply. At this point, a Descriptive statistics analysis and a Correlation analysis were conducted. Table 60 illustrates Descriptive statistics results.

**Table 60. Descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of their grade (6<sup>th</sup> graders)**

	<i>N</i>	$\bar{X}$	<i>SD</i>
<b>Parents' attitudes towards learning English as a foreign language</b>	298	3.98	0.60
<b>Students' perceptions of their parents' attitudes towards English language learning</b>	183	3.81	0.73



The results display that the 6<sup>th</sup> graders' parents have positive attitudes towards their children's learning English (mean: 3.98) and students' perceptions of their parents' attitudes are also at a moderate level (mean: 3.81). However, according to the correlational statistics results, there is not a significant relation between the attitudes of the 6<sup>th</sup> graders' parents and students' perceptions of their parents' attitudes ( $p > .001$ ) (See Table 61). In other words, what parents report about their attitudes and what children perceive those attitudes do not correlate.

**Table 61. Correlation analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of their grade (6<sup>th</sup> graders)**

		<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Students' perceptions of their parents' attitudes towards English language learning</i>
<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Pearson Correlation</i>	1	.002
	<i>Sig. (2-tailed)</i>	.	.983
	<i>N</i>	298	183
<i>Students' perceptions of their parents' attitudes towards English language learning</i>	<i>Pearson Correlation</i>	.002	1
	<i>Sig. (2-tailed)</i>	.983	.
	<i>N</i>	183	183

This difference between the 6<sup>th</sup> and the 8<sup>th</sup> graders perception may be due to the difference of their cognitive developments. That is, the 8<sup>th</sup> graders students are cognitively more developed compared to the 6<sup>th</sup> graders students. Thus, they can perceive their parents attitudes better than the 8<sup>th</sup> graders.

Apart from these analyses, some further analyses were carried out to see the relation between parental attitudes and students perceptions of these attitudes with regard to the place they live in. To this end, a Descriptive statistics analysis and a Correlation analysis were carried out for both participants groups living in the village and the city centre.

According to these analyses, Table 62 presents the descriptive statistics results of the attitudes of parents living in the village and the perceptions of the students living in the village.

**Table 62. Descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of the place they live in (village)**

	participant	N	$\bar{X}$	SD
Parents' attitudes towards learning English as a foreign language	<i>Parents living in the village</i>	303	3.62	0.53
Students' perceptions of their parents' attitudes towards English language learning	<i>Students living in the village</i>	182	3.36	0.64

The results show that parents have moderate attitudes towards leaning English (mean: 3.62) and besides students' perception of these attitudes are at a moderate level too (mean: 3.36). Correlation analysis results clearly displays that the relation between parental attitudes and students' perception are not at a significant level ( $p > .001$ ).

**Table 63. Correlation analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of the place they live in (village)**

		<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Students' perceptions of their parents' attitudes towards English language learning</i>
<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Pearson Correlation</i>	1	.104
	<i>Sig. (2-tailed)</i>	.	.162
	<i>N</i>	303	182
<i>Students' perceptions of their parents' attitudes towards English language learning</i>	<i>Pearson Correlation</i>	.104	1
	<i>Sig. (2-tailed)</i>	.162	.
	<i>N</i>	182	182

In this context, results are nearly the same for the parents and students living in the city centre. Table 64 the descriptive statistics results below.

**Table 64. Descriptive statistics results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of the place they live in (city centre)**

	participant	N	$\bar{X}$	SD
Parents' attitudes towards learning English as a foreign language	<i>Parents living in the city centre</i>	285	4.26	0.55
Students' perceptions of their parents' attitudes towards English language learning	<i>Students living in the city centre</i>	156	4.14	0.63

According to the descriptive statistics, those parents living in the city centre have positive attitudes towards their children's learning English (mean: 4.26). Besides, students' perceptions of their parents' attitudes are also at a high level (mean: 4.14). However, Table 65 clearly displays that there is not a significant correlation between the parents' attitudes and the students' perception ( $p > .001$ ).

**Table 65. Correlations analysis results of the parental attitudes towards learning English and students' perceptions of these attitudes in terms of the place they live in (city centre)**

		<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Students' perceptions of their parents' attitudes towards English language learning</i>
<i>Parents' attitudes towards learning English as a foreign language</i>	<i>Pearson Correlation</i>	1	.038
	<i>Sig. (2-tailed)</i>	.	.635
	<i>N</i>	285	156
<i>Students' perceptions of their parents' attitudes towards English language learning</i>	<i>Pearson Correlation</i>	.038	1
	<i>Sig. (2-tailed)</i>	.635	.
	<i>N</i>	156	156

In the light of all these findings, it is possible to say that parental attitudes and students' perceptions of these attitudes are very similar regarding their grade level or the place they live in. However, a significant relationship is only observable between the attitudes of 8<sup>th</sup> graders' parents towards learning English and 8<sup>th</sup> grade students' perceptions of those attitudes.

At this point, the conclusion of this research question should be drawn over the factor of age difference between these two student participant groups without regarding any other factor (variable) like the place they live in. First of all, it is possible to assume that the cognitive developments of the 8<sup>th</sup> grade students are at a higher level compared to the 6<sup>th</sup> graders'. Therefore, they may perceive their parents' attitudes better than the 6<sup>th</sup> graders do. Besides, the parents of the 8<sup>th</sup> grade children may tend to communicate with their children in a more direct way. Thus, those parents may share all their opinions about their children's learning process or share their concerns about their further academic career more directly compared to 6<sup>th</sup> graders' parents. In this context, it may also be possible to point out the effects of OKS exam again. The 8<sup>th</sup> grade of the primary education has a significance importance both for parents and the students in Turkey because an exam (OKS) gives way to students' future academic life. Therefore, it is very likely that parents and their children have a closer communication because of their very common concern compared to the students and parents of lower grade levels.

As a clear conclusion, students' perceptions of their parents' attitudes towards their learning English may depend on students' cognitive development. Besides, the forthcoming OKS exam may have a direct or indirect affect on students' perception.

### **5.3 Summary**

This chapter presented the statistical analysis of the data obtained from the main study. Then in the light of the findings, the research questions were discussed in detail.

## **CHAPTER SIX**

### **CONCLUSIONS AND IMPLICATIONS**

#### **6.0 Introduction**

This chapter aims to draw the conclusions of the study and present the pedagogical and methodological implications. Finally, suggestions for further research are presented.

#### **6.1 Conclusions**

The main objective of this study was to find out the parental attitudes of 6<sup>th</sup> and 8<sup>th</sup> graders towards English language learning and students' perception of these attitudes. The study also aimed to find more about parental attitudes towards their children's learning English and students' perceptions of these attitudes. In this context the study addressed 9 research questions.

The data were collected by means of two different questionnaires designed for parents and students and were analyzed by means of certain statistical techniques in relation with the aims of this study.

First of all, the findings of the study revealed that the general attitudes of parents towards English and their children's learning English are positive. However, their attitudes towards English language were recorded to be more positive than their attitudes towards their children's leaning English as a foreign language.

The data were further analyzed for the parental attitudes of the 6<sup>th</sup> and 8<sup>th</sup> graders' parents regarding their attitudes towards both English language and their children's learning English as a foreign language. It was found out that the 6<sup>th</sup> graders' parents have more positive attitudes compared to the 8<sup>th</sup> graders' parents. Moreover, both the 6<sup>th</sup> and 8<sup>th</sup> graders' parents were recorded to have more positive attitudes towards English than learning English. In this context, it is assumed that the difference between the parental attitudes towards English language and their children's learning English is due to the difference between their affective and behavioral attitudes. In addition to this, when the 8<sup>th</sup> graders and their parents are considered, it is possible to say that the forthcoming OKS (High School Placement Exam) may have a negative effect on parents' attitudes.

It is also found out that there is not a significant difference between parents' gender and their attitudes towards learning English as a foreign language. This result is also in agreement with those reported by an early study in Turkey (Çetin 1990).

The study also investigated the difference between parents' educational background and their attitudes towards learning English as a foreign language. Parents' educational backgrounds were asked in detail in order to make a clear distinction. Consequently, the findings of the study obviously revealed that high values of attitude have close relation with high education levels. Once again the data were analyzed to see whether the 6<sup>th</sup> and 8<sup>th</sup> graders' parents' attitudes are different regarding their educational background. For the 8<sup>th</sup> graders parents with lower education levels are reported to have more positive attitudes towards English and their children's learning English compared to the parents with higher education levels. However, for the 6<sup>th</sup> graders parents, this relation is reported to be vice versa. On the other hand, it was also found out that the 6<sup>th</sup> graders' parents have more positive attitudes compared to the 8<sup>th</sup> graders parents. The factors that affect 8<sup>th</sup> graders' parents' attitudes are not same as the factors that affect 6<sup>th</sup> graders' parents' attitudes. At that point, the variable that may affect 8<sup>th</sup> graders parents' attitudes is discussed to be the OKS exam. Consequently, the results suggest that parental attitudes and their educational backgrounds may heavily depend on the other close

factors that are interrelated to each other. Furthermore, it is a fact that a high educational level is considered to be one of the elements of high socioeconomic status.

At this point, parents' income level is considered as one of the indicators of socioeconomic status. Therefore, the study tried to find an answer to the question whether there is a difference between parents' income level and their attitudes towards learning English as a foreign language. This research question was analyzed with regard to some other variables such as participants' grades, the place they live in, parents' educational background. As a general result, the findings of this research question support the assumption that parents with high income levels (socioeconomic status) have more positive attitudes towards English and their children's learning English as a foreign language. However, it was found that this case is vice versa for the 8<sup>th</sup> graders parents.

On the other hand, parental attitudes were also analyzed with regard to the places the participants live in (i.e. the city centre or the village). The results of this study revealed that there is a difference between parents living in the city centre and parents living in the village in terms of their attitudes towards learning English as a foreign language. Moreover, it is found out that the attitudes of the 6<sup>th</sup> graders' parents differ from the attitudes of the 8<sup>th</sup> graders' parents in a positive way regardless the place they live in. Besides, both 6<sup>th</sup> and 8<sup>th</sup> graders' parents are recorded to have more positive attitudes towards English rather than their children's learning it regardless the place they live in. However, it was again observed that the 8<sup>th</sup> graders' parents have less positive attitudes.

The study also tried to find out whether there is a difference between parents who know a foreign language and parents who do not know a foreign language in terms of their attitudes towards learning English as a foreign language. According to the results, no difference is recorded between parental attitudes towards English in terms of their knowing English, yet these results are observed to have changed for parental attitudes towards their children's learning English. That is, what parents feel

and know differs from what they do. On the other hand, the 6<sup>th</sup> graders parents' are found out to have more positive attitudes than the 8<sup>th</sup> graders' parents regardless their knowledge of English.

After determining the general attitudes of parents regarding their gender, educational background, income level, place they live in and their knowing English, a further analysis was carried out in order to find out whether there is a difference between the 6<sup>th</sup> graders' parents' and the 8<sup>th</sup> graders' parents' attitudes towards English and learning English as a foreign language. The results of this research question support the findings of the other research questions in that both the 6<sup>th</sup> and the 8<sup>th</sup> graders' parents have moderate attitudes towards learning English, yet there is a significant difference between the attitudes of the 6<sup>th</sup> graders' parents and the 8<sup>th</sup> graders' parents. Considering the 6<sup>th</sup> and 8<sup>th</sup> graders and their attitudes, it is observable that all conditions are nearly the same for both 6<sup>th</sup> and 8<sup>th</sup> graders' parents beside a few exceptions. At this point, it is possible to say that there are several factors that may affect parental attitudes. Firstly, parents' priorities may change with regard to their children's grades. That is, it is very natural that the needs or the priorities of the 6<sup>th</sup> and 8<sup>th</sup> grade students differ from each other so do their parents'. At this point, the OKS exam may be one of the factors that determine the priorities of parents. Thus, this may give way to the less positive parental attitudes because that exam does not require students' knowledge of English. Secondly, students' academic performance may decrease as their grade levels increase. It is quite likely that a majority of the 8<sup>th</sup> graders are not very successful in English. Therefore, this case may have an effect on parental attitudes towards English and students' perceptions of those attitudes.

Another topic that this study investigated was the students' perceptions of their parents' attitudes towards English language learning. At this point, the results show that students' general perception of their parents' attitudes towards English language learning is at a moderate level. Moreover, some further analyses were conducted to find out the students' perceptions of their parents' attitudes regarding the places students live in and their grade. It is found that students living in the city



centre perceive their parents' attitudes more positively when compared to the students living in the village. The reason of this difference between these two groups of students is assumed to be their awareness level. On the other hand, it is revealed that the 6<sup>th</sup> graders perceive their parents' attitudes more positively than the 8<sup>th</sup> graders do.

The study finally investigated whether there is a relation between the attitudes of parents towards learning English and students' perceptions of these attitudes or not. Significant relationship is only observable between the attitudes of 8<sup>th</sup> graders' parents towards learning English and 8<sup>th</sup> grade students' perceptions of those attitudes. These results may indicate that students' perceptions of their parents' attitudes towards their learning English may depend on students' cognitive development. Besides, the forthcoming OKS exam may have a direct or indirect affect on students' perception.

Consequently, this study revealed significant results in terms of parental attitudes towards their children's learning English and students' perceptions of these attitudes.

## **6.2. Implications**

The implications of this study can be discussed in four categories: implications for the teachers, implications for the parents, implications for the Ministry of Education, implications for the ELT departments of the faculties.

### **6.2.1 Implications for teachers**

The study has certain implications for teachers and especially for the language teacher. The primary concern of this study is to investigate the important place of

parents in good education and than inform the teachers about the findings of the study.

First of all, all teachers should see parents as their inevitable partners for an effective teaching and learning process.

On the other hand, practicing teachers who are directly affected by parents' attitudes are given many useful clues related to parental involvement. For example, some issues that are discussed in this study such as different models or barriers for parental involvement will provide different ideas and inspirations for practicing teachers. Especially, ELT teachers will find several answers related to parental attitudes towards English language learning.

Secondly, it is observed that school-parent relations are only restricted into parent-teacher association in Turkey. The findings and suggestions of this study could shed light on the possible parent involvement programs that may be applied by the teachers and the school principles.

### **6.2.2 Implications for parents**

Although the aim of this study did not include finding out the effects of parental involvement on students' academic achievement, several other studies as mentioned in the literature review of this study, stress the fact that there is a direct relation between them. Therefore, the parents should consider that their involvement in their children's learning process directly affects the academic success of the children. This study stands as an emphasis on the importance of parental contribution and cooperation in their children's academic career. At this point, the study has a number of implications for the parents. First of all, parents should always be willing to take part in their children's learning. Moreover, they should be open to the developments in the field of education and see themselves as an inevitable part of good education. On the other hand, the strongest implication of the study is that

parents should see themselves as a component of their children's language learning process and they should never forget that their positive attitudes towards their children's learning English directly affects children's positive attitudes and success.

### **6.2.3 Implications for Ministry of Education**

In the present day, it is observable that the Turkish Ministry of Education emphasizes the significant place of parents in all fields of education, yet the studies and the programs for parental involvement are still in a very limited number. However, it is also observed there are a few nongovernmental organizations that have a critical mission and play an active role in emphasizing parent factor as an indisputable element of a meaningful education.

The results of the study clearly show, in the ELT context, that OKS exam may stand as a reason for negative parental attitudes towards their children's learning English and this negative attitude is likely to affect students' attitudes. Therefore, this negative interaction may cause some possible future problems for student's further academic carrier. It should be considered again that today there are four English classes per week, yet any word of English is not asked during that placement exam. Most importantly, this may stand a as a barrier for future education policies.

In addition to this, the results of this study underlines parents factor in education and offer the Ministry of Education to provide various education programs, conduct research studies, publish reports about this important issue and develop in-service training programs for the teachers and school principles.

Consequently, the findings and suggestions of this study could shed light on the possible parent involvement programs and ELT curriculum that may be developed by the ministry of education or private institutions in future.

#### **6.2.4 Implications for ELT departments of the faculties**

One of the significant findings of this study is that a very limited training in parental involvement is lectured in teacher education programmes at undergraduate level. Similarly, most of teacher education programs at universities do not offer an effective parent involvement training in Turkey either. In addition to this, it is observed that there is not any lecture on parental involvement in the ELT departments of the faculties. Therefore, one of the main implications of this study is for the ELT departments of the faculties and the lecturers. It could be embedded in this, the lecturers may enhance their own knowledge about the importance of parental involvement.

Consequently, the study emphasizes the importance of parental involvement in learning process and it is a source of information for university lecturers, pre-service and in-service teachers.

#### **6.2.5 Methodological implications**

This study was carried out as a survey study among sixth and eighth grader students of EFL and their parents. The number of the participants was high for such a survey. Nevertheless, it can be suggested that a further research for a similar topic might be conducted with a larger number of the participants. It might provide more significant results.

It is assumed that the four villages chosen for the main study were homogeneous in terms of their searched characteristics. Also, the school in the city centre was assumed to reflect some different socio-economic features in terms of its student and parent participants when compared to the village schools. On this account, an attitude scale was developed by the researcher as data collecting

instrument. The attitude scale of this study was just an attempt. However, further research might use a more developed attitude scale and a socioeconomic status scale.

### **6.3 Suggestions for further research**

This study described the parental attitudes towards learning English as a foreign language and students' perceptions of these attitudes. Moreover, the study underlined the significant place of parents in their children's foreign language learning process. Further research may deal with the different aspects of parental role in different areas of language learning. For example, a further study may investigate different parental involvement programs.

In addition to this, a further research may investigate the effects of parental attitudes on English language learners' achievement performances with a longitudinal study.

Furthermore, a further research study may investigate the issue of parental attitudes towards leaning English in a broader context. Therefore, the further research may use a more developed attitude scale with a socioeconomic status scale.

Additionally, there is a need to study the effective ways of increasing parental contribution to the learning process and related with this, direct parents to have positive attitudes towards their children's English language learning. For this reason, a further study may involve training programs of parental contribution.

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## APPENDICES

**Appendix A:** Parental attitudes towards learning English questionnaire (PATEQ)  
(Original Version)

**Appendix B:** Parental attitudes towards learning English questionnaire (PATEQ)  
(English Version)

**Appendix C:** Students' perceptions of their parents' attitudes towards learning  
English questionnaire" (SPPATEQ) (Original Version)

**Appendix D:** Students' perceptions of their parents' attitudes towards learning  
English questionnaire" (SPPATEQ) (English Version)

**Appendix E:** The descriptive statistics results of the items of PATEQ

**Appendix F:** Descriptive statistics results of the items of PATEQ of the parents  
living in the village

**Appendix G:** Descriptive statistics results of the items of PATEQ of the parents  
living in the city centre

**Appendix H:** Descriptive statistics results of the items of PATEQ of the 6<sup>th</sup>  
graders' parents

**Appendix I:** Descriptive statistics results of the items of PATEQ of the 8<sup>th</sup>  
graders' parents

**Appendix J:** 6<sup>th</sup> grade students' perceptions of their parents' attitudes towards  
English language learning

**Appendix K:** 8<sup>th</sup> grade students' perceptions of their parents' attitudes towards  
English language learning



## APPENDIX A

Değerli Anne ve Babalar;

Bu anket siz ebeveynlerin öğrencilerin İngilizce öğrenmelerine ilişkin gözlemlerini almak amacıyla hazırlanmıştır. Bu değerlendirmenin öğretim programlarının ve süreçlerinin geliştirilmesine katkıda bulunması beklenmektedir. Bu nedenle sorulara vereceğiniz yanıtların eksiksiz ve içten olması çok önemlidir. Yanıtlarınız araştırmacı dışında başka hiç kimse tarafından okunmayacak ve sadece araştırma amacıyla kullanılacaktır.

Aşağıdaki ifadeleri dikkatlice okuduktan sonra size en uygun seçeneği (X) işareti koyarak yanıtlayınız. Lütfen işaretlenmemiş hiçbir ifade bırakmayınız. Anket formunun üzerine adınızı ve soyadınızı yazmayınız ve kimliğinizi belirtecek herhangi bir işaret koymayınız. Zaman ayırdığınız ve bu araştırmaya katkıda bulunduğunuz için teşekkür ederim.

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### Örnek:

Aşağıdaki ifadeyi dikkatle okuyarak size en uygun ifadeyi (X) ile işaretleyiniz

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1	Çocuğumun İngilizce öğrenmesini çok istiyorum			X		

Yukarıda örnek bir ifade bulunmaktadır. Bu örnekte anketi yapan kişi 1 numaralı ifade ile ilgili görüşünü (X) ile işaretlemiştir. Lütfen siz de anketteki diğer ifadeleri okuyarak size en uygun olacak şekilde işaretleyiniz.

## BÖLÜM I

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1	İngilizce öğrenmek gereklidir.					
2	Çağımızda en az bir yabancı dil bilmek şarttır.					
3	İngilizce öğrenmek zordur.					
4	İngilizce bilen insanlara saygı duyarım.					
5	Herkes İngilizce öğrenebilir.					
6	İngilizce kulağa hoş gelen bir dildir.					
7	Türkçe dışında başka bir dile katlanamıyorum.					
8	İngilizce öğrenmenin diğer yabancı dilleri öğrenmeye göre daha önemli olduğunu düşünüyorum.					
9	İngilizcedeki sesler bana komik geliyor.					
10	İngilizce öğrenmek sıkıcıdır.					
11	İngilizce bilmenin herkes için önemli olduğunu düşünüyorum.					
12	İngilizce öğrenmek önemsizdir.					

## BÖLÜM II

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1	Çocuğumun İngilizce öğretmeni ile düzenli olarak görüşüyorum.					
2	Çocuğumun İngilizce dersinden aldığı notları takip etmiyorum.					
3	Çocuğumun İngilizce öğrenmesi için gerekli kitap, dergi, CD vs. alıyorum.					
4	Çocuğum İngilizce dersinden iyi notlar aldığı zaman onu ödüllendirmiyorum.					
5	Çocuğumun en az bir yabancı dil öğrenmesi için onu yönlendiriyorum.					
6	Çocuğumun İngilizce dersinden daha önemli dersleri olduğunu düşünüyorum.					
7	Çocuğuma İngilizce ödevlerinde yardımcı olmaya çalışıyorum.					
8	Çocuğumla İngilizce derslerinin nasıl geçtiği hakkında konuşmayız.					
9	Çocuğumun İngilizce öğrenmesi gelecekte daha kolay iş bulabilmesi için gereklidir.					
10	Çocuğumun İngilizce öğrenmesinin onun gelecekteki okul hayatı için önemli olmadığını düşünüyorum.					
11	Çocuğumun İngilizce öğrenmesi için onu cesaretlendiriyorum.					
12	Çocuğumun İngilizce öğrenmek için daha fazla zaman ayırması gerektiğini düşünmüyorum.					
13	Çocuğumun yabancılarla sözlü ve yazılı iletişim kurabilmesini isterim.					
14	Çocuğum İngilizce dersinden iyi not aldığı zaman onunla gurur duyuyorum.					

No	İfadeler	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
15	Çocuğumun İngilizce çalışmaya fazla zaman ayırması beni endişelendirir.					
16	Çocuğumun İngilizceyi sözlü veya yazılı olarak kullanabilmesi beni mutlu eder.					
17	Veli toplantıları dışında çocuğumun İngilizce öğretmenini ile görüşmem.					
18	Bu ifadeyi boş bırakınız.					
19	Çocuğumun mümkün olduğu kadar iyi derecede İngilizce öğrenmesini isterim					
20	Çocuğumu İngilizce pratik yapması konusunda desteklemem.					
21	İngilizce dersinde çocuğuma yardımcı olmak için onun İngilizce öğretmeninden yardım alırım.					
22	Eğer İngilizce seçmeli bir ders olsaydı çocuğumun İngilizce dersini almasını istemezdim.					
23	Çocuğumun okuluna her gittiğimde İngilizce öğretmenini ile de konuşurum.					
24	Çocuğumun İngilizce öğretmenini ile hiç tanışmadım.					
25	Çocuğumu gerektiğinde İngilizce öğretmeninden yardım istemesi konusunda yüreklendiririm.					

**BÖLÜM III**

**Aşağıda size kişisel bilgilerinizi içeren sorular sorulmuştur. Lütfen bu soruları dikkatlice okuyup size en uygun cevabı (X) ile işaretleyiniz.**

1- Anketi cevaplayan kişi:

Anne     Baba     Diğer (Lütfen belirtiniz .....)

2- Çocuğunuz:

Kız     Erkek

3- Yaşınız:

25 yaş ve altı

26 – 35 yaş

36 – 45 yaş

46 yaş ve üstü

4- Yaşadığınız yer:

Şehir merkezi     Köy

5- İngilizce biliyor musunuz?

Evet     Hayır

6- 5. soruya yanıtınız evet ise, İngilizce düzeyiniz:

Temel     Orta     İleri

7- Eğitim durumunuz:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Okuryazar değil | <input type="checkbox"/> Ortaokul terk üstü | <input type="checkbox"/> Üniversite ve/ya da Lisans |
| <input type="checkbox"/> Okuryazar       | <input type="checkbox"/> Ortaokul           | <input type="checkbox"/> Üniversite terk            |
| <input type="checkbox"/> İlkokul terk    | <input type="checkbox"/> Lise terk          |   |
| <input type="checkbox"/> İlkokul         | <input type="checkbox"/> Lise               |   |

8- Çalışıyor musunuz?

- Evet  Hayır

9- Her ay evinize giren toplam geliriniz:

- 500 ytl ve altı  
 501 ytl – 1000 ytl  
 1001 ytl – 1500 ytl  
 1501 ytl – 2000 ytl  
 2001 ytl ve üstü

10- Çocuğunuz:

(Eğer birden fazla çocuğunuz var ise lütfen bir çocuğunuz için işaretleme yapınız.)

6. sınıf  8. sınıf

## APPENDIX B

Dear Parents;

This questionnaire aims at finding out your observations about students' English learning processes. This research is expected to contribute to the development of teaching programmes and processes. Thus; it is vitally crucial that your answers should be accurate and sincere. Your answers will not be read by anyone except the researcher and it will only be used for scientific purposes.

Please mark the most appropriate choice according to you with (X) sign, after reading the statements below carefully. Please make sure you mark all the statements. Do not write your name and surname or any mark that may signify your identity. Thank you for sparing your time and contributing to this research.

SEYDO DEMİRTAŞ

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### Example:

Read the statement below carefully and mark (X) the choice that best reflects your idea.

No	Statement	Very Appropriate to me	Appropriate to me	I am Uncertain	Not appropriate to me	Not appropriate
1	I want my child to learn English very much.	X				

There is an example statement above. The participant in this example marked (X) her/his idea about the first statement. Please read the statements in the questionnaire and mark the choices that best describe your ideas.

## PART I

No	Statement	Very Appropriate to me	Appropriate to me	I am Uncertain	Not appropriate to me	Not appropriate to me at all
1	It is necessary to learn English.					
2	In today's world it is compulsory to learn at least one foreign language.					
3	It is difficult to learn English.					
4	I respect people who can speak English.					
5	Everyone can learn English.					
6	English is a melodious language.					
7	I cannot put up with any language except for Turkish.					
8	I think learning English is more important than learning other foreign languages.					
9	The sounds of English sound funny to me.					
10	Learning English is boring.					
11	I think speaking English is necessary for everyone.					
12	Learning English is not important.					



## PART II

No	Statement	Very Appropriate to me	Appropriate for me	I am Uncertain	Not appropriate to me	Not appropriate to me at all
1	I contact my child's English teacher regularly.					
2	I do not follow my child's English marks.					
3	I buy books, magazines, CDs etc. necessary for my child to learn English.					
4	I do not reward my child when she/he gets high marks from English.					
5	I direct my child to learn at least one foreign language.					
6	I think my child has more important lessons than English.					
7	I try to help my child with her/his English homework.					
8	I and my child do not talk about what they do in their English classes.					
9	Learning English is important for my child to find a job more easily in the future.					
10	I think learning English is not important for my child's future school life.					
11	I encourage my child to learn English.					
12	I do not think that my child should spare more time for learning English.					
13	I'd like my child to be able to be in oral and written communication with foreign people.					
14	I am proud of my child when she/he gets high marks from English.					

No	Statement	Very Appropriate to me	Appropriate to me	I am Uncertain	Not appropriate to me	Not appropriate to me at all
15	I become worried if my child spares more time studying English.					
16	It makes me happy if my child can use English in oral and written communication.					
17	I do not contact my child's English teacher except for parents' days.					
18	Leave this statement unmarked.					
19	I'd like my child's English to be as good as possible.					
20	I do not support my child to practice English.					
21	I get assistance from my child's English teacher to help her/him with her / his English lesson.					
22	If English were an optional lesson I wouldn't want my child to take it.					
23	Whenever I go to my child's school I contact with her/his English teacher.					
24	I have not met my child's English teacher.					
25	I encourage my child to ask for help from her/his English teacher whenever necessary.					

**PART III**

**There are some questions asking you about your personal information. Please read the questions carefully and mark (X) the most appropriate answer for you.**

**1-** The person filling in this questionnaire:

Mother     Father     Other (Please specify .....)

**2-** Your child:

Female     Male

**3-** Your age:

25 years old and below

26 – 35 years old

36 – 45 years old

46 years old and above

**4-** Residence:

City centre     Village

**5-** Can you speak English?

Yes     No

**6-** If your answer to the 5th question is yes, your level of English is:

Basic     Intermediate     Advanced

**7-** Your educational background:

- Illiterate
- Literate
- Dropped out from primary school
- Primary school diploma
- Dropped out from secondary school
- Secondary school diploma
- Dropped out from high school
- High school diploma
- University diploma and/or Master's degree
- Dropped out from university

**8-** Do you work?

- Yes     No

**9-** You total income per month:

- 500 ytl and below
- 501 ytl – 1000 ytl
- 1001 ytl – 1500 ytl
- 1501 ytl – 2000 ytl
- 2001 ytl and above

**10-** Your child:

(If you have more than one child at our school please mark here by considering only one of them.)

- 6th grader     8th grader

## APPENDIX C

Değerli Öğrenciler;

Bu anket ailelerinizin İngilizce öğrenimine ilişkin görüşlerini öğrenmek amacı ile hazırlanmıştır. Bu değerlendirmenin öğretim programlarının ve süreçlerinin geliştirilmesine katkıda bulunması beklenmektedir. Bu nedenle sorulara vereceğiniz yanıtların eksiksiz ve içten olması çok önemlidir. Yanıtlarınız araştırmacı dışında başka hiç kimse tarafından okunmayacağı gibi sadece araştırma amacıyla kullanılacaktır.

Aşağıdaki ifadeleri dikkatlice okuduktan sonra size en uygun seçeneği (X) işareti koyarak yanıtlayınız. Lütfen işaretlenmemiş hiçbir ifade bırakmayınız. Anket formunun üzerine adınızı ve soyadınızı yazmayınız ve kimliğinizi belirtecek herhangi bir işaret koyamayınız. Zaman ayırdığınız ve bu araştırmaya katkıda bulunduğunuz için teşekkür ederim.

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### Örnek:

Aşağıdaki ifadeyi dikkatle okuyarak size en uygun ifadeyi (X) ile işaretleyiniz

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1	Anne ve babam benim İngilizce öğrenmemi çok istiyor	X				

Yukarıda örnek bir ifade bulunmaktadır. Bu örnekte anketi yapan kişi 1 numaralı ifade ile ilgili görüşünü (X) ile işaretlemiştir. Lütfen siz de anketteki diğer ifadeleri okuyarak size en uygun olacak şekilde işaretleyiniz.

**BÖLÜM I**

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
1	Annem ve babam İngilizce öğretmenim ile düzenli olarak görüşüyor.					
2	Annem ve babam İngilizce dersinden aldığım notları takip etmiyor.					
3	Annem ve babam İngilizce öğrenmem için gerekli kitap, dergi, CD vs. alıyor.					
4	Annem ve babam İngilizce dersinden iyi notlar aldığım zaman beni ödüllendirmiyor.					
5	Annem ve babam en az bir yabancı dil öğrenmem için beni yönlendiriyor.					
6	Annem ve babam İngilizce dersinden daha önemli derslerim olduğunu düşünüyor.					
7	Annem ve babam bana İngilizce ödevlerimde yardımcı olmaya çalışıyor.					
8	Annem ve babam ile İngilizce derslerimin nasıl geçtiği hakkında konuşmayız.					
9	Annem ve babam İngilizce öğrenmemin gelecekte daha kolay iş bulabilmem için gerekli olduğunu düşünüyor.					
10	Annem ve babam İngilizce öğrenmemin gelecekteki okul hayatım için önemli olmadığını düşünüyor.					
11	Annem ve babam İngilizce öğrenmem için beni cesaretlendiriyor.					
12	Annem ve babam İngilizce öğrenebilmem için daha fazla zaman ayırmam gerektiğini düşünmüyor.					
13	Annem ve babam benim yabancılarla sözlü ve yazılı iletişim kurabilmemi ister.					

No	İfade	Bana çok uygun	Bana uygun	Kararsızım	Bana uygun değil	Bana hiç uygun değil
14	Annem ve babam İngilizce dersinden iyi not aldığım zaman benimle gurur duyuyor.					
15	İngilizce çalışmaya fazla zaman ayırmam annem ve babamı endişelendirir.					
16	İngilizceyi sözlü veya yazılı olarak kullanabilmem annem ve babamı mutlu eder.					
17	Veli toplantıları dışında annem ve babam İngilizce öğretmenim ile görüşmez.					
18	Bu ifadeyi boş bırakınız.					
19	Annem ve babam mümkün olduğu kadar iyi derecede İngilizce öğrenmemi istiyor.					
20	Annem ve babam İngilizce pratik yapmam konusunda beni desteklemez.					
21	Anne ve babam İngilizce dersinde bana yardımcı olmak için İngilizce öğretmenimden yardım alır.					
22	Eğer İngilizce seçmeli bir ders olsaydı annem ve babam İngilizce dersi almamı istemezdi.					
23	Annem ve babam okuluma her geldiğinde İngilizce öğretmenim ile de konuşur.					
24	Annem ve babam İngilizce öğretmenim ile hiç tanışmadı.					
25	Annem ve babam gerektiğinde İngilizce öğretmenimden yardım istemem konusunda beni yüreklendirir.					

**BÖLÜM II**

**Aşağıda size kişisel bilgilerinizi içeren sorular sorulmuştur. Lütfen bu soruları dikkatlice okuyup size en uygun cevabı (X) ile işaretleyiniz.**

**1- Cinsiyetiniz:**

Kız     Erkek

**2- Sınıfınız:**

6. Sınıf     8. Sınıf

**3- Yaşadığınız yer:**

Şehir merkezi     Köy



## APPENDIX D

Dear students;

This questionnaire aims at finding out your parents' opinions about learning English. This research is expected to contribute to the development of teaching programmes and processes. Thus, it is vitally crucial that your answers should be accurate and sincere. Your answers will not be read by anyone except the researcher and it will only be used for scientific purposes.

Please mark the most appropriate choice according to you with (X) sign, after reading the statements below carefully. Please make sure you mark all the statements. Do not write your name and surname or any mark that may signify your identity. Thank you for sparing your time and contributing to this research.

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### Example:

Read the statement below carefully and mark (X) the choice that best reflects your idea.

No	Statement	Very Appropriate to me	Appropriate for me	I am Uncertain	Not appropriate to me	Not appropriate to me at all
1	My parents want me to learn English very much.	X				

There is an example statement below. The participant in this example marked (X) her/his idea about the first statement. Please read the statements in the questionnaire and mark the choices that best describes your ideas.

**PART I**

<b>No</b>	<b>Statement</b>	<b>Very Appropriate to me</b>	<b>Appropriate for me</b>	<b>I am Uncertain</b>	<b>Not appropriate to me</b>	<b>Not appropriate to me at all</b>
1	My parents contact my English teacher regularly.					
2	My parents don't follow my marks I get from English.					
3	My parents buy books, magazines, CDs etc. I need to learn English.					
4	My parents don't reward me when I got high marks from my English lesson.					
5	My parents direct me to learn at least one foreign language.					
6	My parents think that I have lessons more important than English.					
7	My parents try to help me with my English homework.					
8	I and my parents don't talk about what we do in English lessons.					
9	My parents think that learning English is necessary for me to find a job more easily in the future.					
10	My parents think that learning English is not important for my future school life.					
11	My parents encourage me to learn English.					
12	My parents don't think that I should spare more time to learn English.					
13	My parents want me to be in oral and written communication with foreign people.					

No	Statement	Very Appropriate to me	Appropriate for me	I am Uncertain	Not appropriate to me	Not appropriate to me at all
14	My parents are proud of me when I get high marks from English.					
15	If I spare much time for English my parents become worried.					
16	It makes my parents happy if I can communicate in oral and written English.					
17	My parents don't contact my English teacher except for the parents' day.					
18	Leave this statement unmarked.					
19	My parents want my English to be as good as possible.					
20	My parents don't encourage me to practice English.					
21	My parents get assistance from my English teacher on how they can help me in my English learning process.					
22	If English weren't a compulsory lesson my parents would want me to take English lesson.					
23	My parents talk to my English teacher whenever they come to my school.					
24	My parents have never met my English teacher.					
25	My parents encourage me to ask my English teacher for help whenever I need to.					

**PART II**

**There are some questions asking you about your personal information. Please read the questions carefully and mark (X) the most appropriate answer for you.**

**1- Gender:**

Female     Male

**2- Grade:**

6<sup>th</sup> Grade     8<sup>th</sup> Grade

**3- Residence:**

City centre     Village

## APPENDIX E

	Item no	items	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	588	4.67	0.61
	2	In today's world it is compulsory to learn at least one foreign language.	588	4.54	0.72
	3	I respect people who can speak English.	588	4.44	0.82
	4	I think speaking English is necessary for everyone.	588	4.42	0.87
	5	Everyone can learn English.	588	4.24	0.96
	6	English language sounds good.	588	4.10	1.02
	7	I think learning English is more important than learning other foreign languages.	588	4.07	0.99
	8	It is difficult to learn English.	588	2.29	1.06
	9	The sounds of English sound funny to me.	588	1.98	1.04
	10	Learning English is boring.	588	1.94	1.05
	11	I cannot put up with any language except for Turkish.	588	1.93	1.08
	12	Learning English is not important.	588	1.62	0.93
<b>attitudes of parents towards learning English as a foreign language</b>	1	I'd like my child's English to be as good as possible.	588	4.58	0.72
	2	I am proud of my child when she/he gets high marks from English.	588	4.57	0.83
	3	I'd like my child to be able to be in oral and written communication with foreign people.	588	4.57	0.75
	4	Learning English is important for my child to find a job more easily in the future.	588	4.55	0.81
	5	It makes me happy if my child can use English in oral and written communication.	588	4.52	0.71
	6	I encourage my child to ask for help from her/his English teacher whenever necessary.	588	4.44	0.83
	7	I direct my child to learn at least one foreign language.	588	4.41	0.89
	8	I encourage my child to learn English.	588	4.29	0.96
	9	I do not support my child to practice English.	588	4.08	1.04

10	Whenever I go to my child's school I contact with her/his English teacher	588	3.78	1.24
11	I contact my child's English teacher regularly.	588	3.70	1.28
12	I buy books, magazines, CDs etc. necessary for my child to learn English.	588	3.65	1.29
13	I try to help my child with her/his English homework.	588	3.52	1.41
14	I get assistance from my child's English teacher to help her/him with her / his English lesson.	588	3.47	1.31
15	I think my child has more important lessons than English	588	2.22	1.10
16	I do not reward my child when she/he gets high marks from English.	588	2.21	1.08
17	I do not think that my child should spare more time for learning English.	588	2.14	1.08
18	I do not contact my child's English teacher except for parents' days.	588	2.13	1.05
19	I and my child do not talk about what they do in their English classes.	588	1.98	1.02
20	I become worried if my child spares more time studying English.	588	1.94	0.93
21	I do not follow my child's English marks.	588	1.94	0.98
22	I think learning English is not important for my child's future school life.	588	1.71	0.91
23	I have not met my child's English teacher.	588	1.69	0.91
24	If English were an optional lesson I wouldn't want my child to take it	588	1.67	0.84

## APPENDIX F

	Item no	Items	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	303	4.52	0.67
	2	In today's world it is compulsory to learn at least one foreign language.	303	4.44	0.79
	3	I respect people who can speak English.	303	4.41	0.79
	4	I think speaking English is necessary for everyone.	303	4.28	0.89
	5	Everyone can learn English.	303	4.15	0.99
	6	I think learning English is more important than learning other foreign languages.	303	3.89	1.03
	7	English language sounds good.	303	3.80	1.06
	8	It is difficult to learn English.	303	2.40	1.05
	9	Learning English is boring.	303	2.03	0.99
	10	I cannot put up with any language except for Turkish.	303	2.00	1.00
	11	The sounds of English sound funny to me.	303	2.00	0.95
	12	Learning English is not important.	303	1.61	0.79
<b>attitudes of parents towards learning English as a foreign language</b>	1	I am proud of my child when she/he gets high marks from English.	303	4.58	0.74
	2	Learning English is important for my child to find a job more easily in the future.	303	4.47	0.81
	3	I'd like my child's English to be as good as possible.	303	4.47	0.78
	4	I'd like my child to be able to be in oral and written communication with foreign people.	303	4.45	0.83
	5	It makes me happy if my child can use English in oral and written communication.	303	4.43	0.74
	6	I encourage my child to ask for help from her/his English teacher whenever necessary.	303	4.25	0.89
	7	I direct my child to learn at least one foreign language.	303	4.17	1.00
	8	I encourage my child to learn English.	303	4.02	1.04
	9	I do not support my child to practice English.	303	3.87	1.13

10	Whenever I go to my child's school I contact with her/his English teacher	303	3.42	1.26
11	I contact my child's English teacher regularly.	303	3.08	1.24
12	I get assistance from my child's English teacher to help her/him with her / his English lesson.	303	3.03	1.28
13	I buy books, magazines, CDs etc. necessary for my child to learn English.	303	3.01	1.28
14	I try to help my child with her/his English homework.	303	3.00	1.38
15	I do not think that my child should spare more time for learning English.	303	2.39	1.11
16	I do not reward my child when she/he gets high marks from English.	303	2.37	1.11
17	I do not contact my child's English teacher except for parents' days.	303	2.36	1.11
18	I think my child has more important lessons than English	303	2.26	1.13
19	I and my child do not talk about what they do in their English classes.	303	2.19	1.09
20	I do not follow my child's English marks.	303	2.14	1.08
21	I become worried if my child spares more time studying English	303	2.13	0.98
22	I have not met my child's English teacher.	303	1.89	0.99
23	If English were an optional lesson I wouldn't want my child to take it	303	1.80	0.89
24	I think learning English is not important for my child's future school life.	303	1.79	0.92



## APPENDIX G

	Item no	Items	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	285	4.82	0.50
	2	In today's world it is compulsory to learn at least one foreign language.	285	4.65	0.61
	3	I think speaking English is necessary for everyone.	285	4.58	0.82
	4	I respect people who can speak English.	285	4.46	0.85
	5	English language sounds good.	285	4.42	0.86
	6	Everyone can learn English.	285	4.34	0.91
	7	I think learning English is more important than learning other foreign languages.	285	4.27	0.90
	8	It is difficult to learn English.	285	3.16	1.33
	9	The sounds of English sound funny to me.	285	2.93	1.53
	10	I cannot put up with any language except for Turkish.	285	2.91	1.62
	11	Learning English is boring.	285	2.90	1.73
	12	Learning English is not important.	285	2.89	1.60
<b>attitudes of parents towards learning English as a foreign language</b>	1	I'd like my child to be able to be in oral and written communication with foreign people.	285	4.70	0.62
	2	I'd like my child's English to be as good as possible.	285	4.70	0.63
	3	I direct my child to learn at least one foreign language.	285	4.67	0.66
	4	I encourage my child to ask for help from her/his English teacher whenever necessary.	285	4.64	0.71
	5	Learning English is important for my child to find a job more easily in the future.	285	4.64	0.80
	6	It makes me happy if my child can use English in oral and written communication.	285	4.61	0.66
	7	I encourage my child to learn English.	285	4.58	0.76
	8	I am proud of my child when she/he gets high marks from English.	285	4.56	0.93
	9	I contact my child's English teacher regularly.	285	4.35	0.94

10	I buy books, magazines, CDs etc. necessary for my child to learn English	285	4.33	0.90
11	Whenever I go to my child's school I contact with her/his English teacher.	285	4.15	1.11
12	I try to help my child with her/his English homework.	285	4.08	1.20
13	I get assistance from my child's English teacher to help her/him with her / his English lesson.	285	3.94	1.16
14	I think my child has more important lessons than English	285	2.64	1.30
15	I do not reward my child when she/he gets high marks from English.	285	2.36	1.25
16	I do not think that my child should spare more time for learning English.	285	2.06	1.15
17	I and my child do not talk about what they do in their English classes.	285	2.05	2.76
18	I do not contact my child's English teacher except for parents' days.	285	2.04	1.08
19	I become worried if my child spares more time studying English	285	1.99	1.12
20	I do not follow my child's English marks.	285	1.89	1.03
21	I think learning English is not important for my child's future school life.	285	1.79	1.09
22	I do not support my child to practice English.	285	1.69	0.89
23	If English were an optional lesson I wouldn't want my child to take it.	285	1.67	0.98
24	I have not met my child's English teacher.	285	1.51	0.80

## APPENDIX H

	Item no	items	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	298	4.68	0.63
	2	In today's world it is compulsory to learn at least one foreign language.	298	4.56	0.72
	3	I think speaking English is necessary for everyone.	298	4.48	0.83
	4	I respect people who can speak English.	298	4.43	0.80
	5	Everyone can learn English.	298	4.19	0.99
	6	I think learning English is more important than learning other foreign languages.	298	4.08	0.99
	7	English language sounds good.	298	4.03	1.09
	8	It is difficult to learn English.	298	2.30	1.04
	9	The sounds of English sound funny to me.	298	1.84	0.89
	10	Learning English is boring.	298	1.82	0.95
	11	I cannot put up with any language except for Turkish.	298	1.74	0.93
	12	Learning English is not important.	298	1.47	0.71
<b>attitudes of parents towards learning English as a foreign language</b>	1	I am proud of my child when she/he gets high marks from English.	298	4.65	0.71
	2	I'd like my child's English to be as good as possible.	298	4.60	0.69
	3	I'd like my child to be able to be in oral and written communication with foreign people.	298	4.59	0.71
	4	Learning English is important for my child to find a job more easily in the future.	298	4.59	0.79
	5	It makes me happy if my child can use English in oral and written communication.	298	4.56	0.65
	6	I encourage my child to ask for help from her/his English teacher whenever necessary.	298	4.49	0.78
	7	I direct my child to learn at least one foreign language.	298	4.46	0.86
	8	I encourage my child to learn English.	298	4.39	0.85
	9	I do not support my child to practice English.	298	4.14	1.02

10	Whenever I go to my child's school I contact with her/his English teacher	298	3.73	1.18
11	I buy books, magazines, CDs etc. necessary for my child to learn English.	298	3.70	1.26
12	I contact my child's English teacher regularly.	298	3.58	1.27
13	I try to help my child with her/his English homework.	298	3.40	1.39
14	I get assistance from my child's English teacher to help her/him with her / his English lesson.	298	3.35	1.27
15	I think my child has more important lessons than English	298	2.31	1.12
16	I do not reward my child when she/he gets high marks from English.	298	2.24	1.12
17	I do not think that my child should spare more time for learning English.	298	2.17	1.11
18	I do not contact my child's English teacher except for parents' days.	298	2.06	1.02
19	I become worried if my child spares more time studying English.	298	1.92	0.94
20	I do not follow my child's English marks.	298	1.92	0.99
21	I and my child do not talk about what they do in their English classes.	298	1.91	1.01
22	I have not met my child's English teacher.	298	1.67	0.91
23	If English were an optional lesson I wouldn't want my child to take it	298	1.62	0.83
24	I think learning English is not important for my child's future school life.	298	1.59	0.84

## APPENDIX I

	Item no	items	N	$\bar{X}$	SD
<b>attitudes of parents towards English</b>	1	It is necessary to learn English.	290	4.66	0.59
	2	In today's world it is compulsory to learn at least one foreign language.	290	4.52	0.71
	3	I respect people who can speak English.	290	4.44	0.84
	4	I think speaking English is necessary for everyone.	290	4.37	0.90
	5	Everyone can learn English.	290	4.29	0.92
	6	English language sounds good.	290	4.17	0.93
	7	I think learning English is more important than learning other foreign languages.	290	4.06	0.99
	8	It is difficult to learn English.	290	2.29	1.08
	9	The sounds of English sound funny to me.	290	2.13	1.16
	10	I cannot put up with any language except for Turkish.	290	2.13	1.19
	11	Learning English is boring.	290	2.06	1.12
	12	Learning English is not important.	290	1.78	1.09
<b>attitudes of parents towards learning English as a foreign language</b>	1	I'd like my child's English to be as good as possible.	290	4.56	0.75
	2	I'd like my child to be able to be in oral and written communication with foreign people.	290	4.55	0.78
	3	Learning English is important for my child to find a job more easily in the future.	290	4.51	0.82
	4	I am proud of my child when she/he gets high marks from English.	290	4.49	0.94
	5	It makes me happy if my child can use English in oral and written communication.	290	4.48	0.76
	6	I encourage my child to ask for help from her/his English teacher whenever necessary.	290	4.39	0.87
	7	I direct my child to learn at least one foreign language.	290	4.36	0.91
	8	I encourage my child to learn English.	290	4.19	1.05
	9	I do not support my child to practice English.	290	4.02	1.07

10	Whenever I go to my child's school I contact with her/his English teacher	290	3.82	1.30
11	I contact my child's English teacher regularly.	290	3.81	1.27
12	I try to help my child with her/his English homework.	290	3.65	1.41
13	I get assistance from my child's English teacher to help her/him with her / his English lesson.	290	3.60	1.33
14	I buy books, magazines, CDs etc. necessary for my child to learn English.	290	3.60	1.33
15	I do not contact my child's English teacher except for parents' days.	290	2.20	1.08
16	I do not reward my child when she/he gets high marks from English.	290	2.17	1.03
17	I think my child has more important lessons than English	290	2.13	1.08
18	I do not think that my child should spare more time for learning English.	290	2.10	1.05
19	I and my child do not talk about what they do in their English classes.	290	2.06	1.02
20	I do not follow my child's English marks.	290	1.96	0.97
21	I become worried if my child spares more time studying English.	290	1.96	0.92
22	I think learning English is not important for my child's future school life.	290	1.84	0.96
23	If English were an optional lesson I wouldn't want my child to take it	290	1.72	0.85
24	I have not met my child's English teacher.	290	1.72	0.90

## APPENDIX J

	Item no	items	N	$\bar{X}$	SD
<b>Students' perceptions of their parents' attitudes towards learning English as a foreign language</b>	1	My parents are proud of me when I get high marks from English.	183	4.61	0.92
	2	My parents want my English to be as good as possible.	183	4.40	0.96
	3	It makes my parents happy if I can communicate in oral and written English.	183	4.39	1.01
	4	My parents think that learning English is necessary for me to find a job more easily in the future.	183	4.26	1.19
	5	My parents encourage me to ask my English teacher for help whenever I need to.	183	4.23	1.14
	6	My parents want me to be in oral and written communication with foreign people.	183	4.19	1.23
	7	My parents encourage me to learn English.	183	4.07	1.29
	8	My parents contact my English teacher regularly.	183	3.73	1.21
	9	My parents talk to my English teacher whenever they come to my school.	183	3.66	1.30
	10	My parents direct me to learn at least one foreign language.	183	3.60	1.57
	11	My parents try to help me with my English homework.	183	3.57	1.56
	12	My parents buy books, magazines, CDs etc. I need to learn English.	183	3.49	1.49
	13	My parents think that I have lessons more important than English.	183	3.13	1.43
	14	My parents get assistance from my English teacher on how they can help me in my English learning process.	183	3.04	1.45
	15	My parents don't reward me when I got high marks from my English lesson.	183	2.56	1.51
	16	My parents don't think that I should spare more time to learn English.	183	2.44	1.34
	17	My parents don't contact my English teacher except for the parents' day.	183	2.42	1.42
	18	I and my parents don't talk about what we do in English lessons.	183	2.33	1.41
	19	If I spare much time for English my parents become worried.	183	2.28	1.35
	20	My parents think that learning English is not important for my future school life.	183	2.28	1.53
	21	My parents have never met my English teacher.	183	2.17	1.45
	22	My parents don't encourage me to practice English.	183	2.08	1.31
	23	My parents don't follow my marks I get from English.	183	2.06	1,40
	24	If English weren't compulsory my parents wouldn't want me to take English course	183	2.03	1.30

## APPENDIX K

	Item no	items	N	$\bar{X}$	SD
<b>Students' perceptions of their parents' attitudes towards learning English as a foreign language</b>	1	My parents think that learning English is necessary for me to find a job more easily in the future.	155	4.32	1.09
	2	It makes my parents happy if I can communicate in oral and written English.	155	4.30	0.98
	3	My parents are proud of me when I get high marks from English.	155	4.28	1.11
	4	My parents want my English to be as good as possible.	155	4.25	1.11
	5	My parents encourage me to ask my English teacher for help whenever I need to.	155	3.98	1.26
	6	My parents direct me to learn at least one foreign language.	155	3.81	1.44
	7	My parents want me to be in oral and written communication with foreign people.	155	3.74	1.46
	8	My parents encourage me to learn English.	155	3.70	1.36
	9	My parents talk to my English teacher whenever they come to my school.	155	3.53	1.26
	10	My parents think that I have lessons more important than English.	155	3.48	1.21
	11	My parents contact my English teacher regularly.	155	3.30	1.43
	12	My parents buy books, magazines, CDs etc. I need to learn English.	155	3.11	1.59
	13	My parents try to help me with my English homework.	155	3.10	1.57
	14	My parents don't reward me when I got high marks from my English lesson.	155	2.75	1.51
	15	My parents don't contact my English teacher except for the parents' day.	155	2.70	1.43
	16	My parents don't think that I should spare more time to learn English.	155	2.67	1.30
	17	My parents get assistance from my English teacher on how they can help me in my English learning process.	155	2.65	1.38
	18	I and my parents don't talk about what we do in English lessons.	155	2.58	1.51
	19	If I spare much time for English my parents become worried.	155	2.30	1.13
	20	My parents have never met my English teacher.	155	2.26	1.44
	21	My parents don't follow my marks I get from English.	155	2.26	1.37
	22	If English weren't compulsory my parents wouldn't want me to take English course.	155	2.17	1.37
	23	My parents don't encourage me to practice English.	155	2.10	1.24
	24	My parents think that learning English is not important for my future school life.	155	2.05	1.36



