KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM

INVESTIGATING PARENTAL INVOLVEMENT STRATEGIES AND ROLES USED BY TURKISH PARENTS TO SUPPORT LEARNERS' EFL DISTANCE LEARNING PROCESS IN TERMS OF PARENTS' ECONOMIC, SOCIAL, AND CULTURAL CAPITALS: A MIXED- METHODS STUDY

MASTER'S THESIS

İbrahim ŞAHİN

FEBRUARY-2021

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Supervisor: Asst. Prof. Dr. Öznur SEMİZ

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APPROVAL

Upon the submission of the dissertation, **İbrahim ŞAHİN** has defended the study **"Investigating Parental Involvement Strategies and Roles Used by Turkish Parents to Support Learners' EFL Distance Learning Process in terms of Parents' Economic, Social, and Cultural Capitals: A Mixed- Methods Study"** in partial fulfillment of the requirements for Master's Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/ majority** vote on **05.04.2021.**

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Approval of the Graduate School of Social Sciences

Prof. Dr. Yusuf SÜRMEN

Director

DECLARATION OF ORIGINALITY

I, **İbrahim ŞAHİN**, hereby confirm and certify that;

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,

- this work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,

- no data or finding in the work has been falsified or embellished,

- this is a true copy of the work approved by my advisor and thesis committee at Karadeniz Technical University, including final revisions required by them.

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- I take full responsibility in case of non-compliance with the above statements in respect of this work.

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Date: 26.02.2021

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ÖZET

Çocuğun yabancı dil olarak İngilizce öğrenim sürecinde aile katılımı konusu, hala eğitim dünyasının en güncel ilgi alanlarından birisidir. Konunun önemi; uzaktan eğitim sürecinde ebeveynler öğretmenlerin ve okul personelinin tek önemli ortağı oldukları için daha da artmıştır. Teorik olarak Vygotsky' nin sosyokültürel teorisine, kavramsal olarak da Bourdieu'nun kapital konsepti üzerine temellendirilen bu çalışma, ortaokul seviyesindeki İngilizce öğrenen çocukların uzaktan eğitim İngilizce öğrenme süreçlerinde aile katılımının doğasını ve kapsamını üç temel açıdan incelemeyi hedeflemiştir. İlk olarak çalışma, aile katılım strateji ve rollerini ebeveynlerin kapitalleri (ekonomik, sosyal ve kültürel kapital) ile ilişkilendirmiş ve incelemiştir. İkinci olarak ebeveynlerin aile katılımına, İngilizce öğrenimine ve uzaktan eğitime karşı tutum ve inançları araştırılmak istenmiştir. Son fakat diğerleri kadar önemli olarak çalışma, çocukların İngilizce öğrenme sürecinde ebeveynlerin katılımını etkileyen muhtemel engelleri araştırmayı amaçlamıştır. Bu üç hedefi gerçekleştirmek için çalışma; içerisinde çevrimiçi aile katılım anketiyle elde edilen nicel veriyi ve aile katılım sürecinin doğası ve kapsamı hakkında daha detaylı bilgi edinmek için yapılan yarı yapılandırılmış görüşmeler yoluyla elde edilen nitel veriyi bir arada bulunduran karma metod araştırma yöntemi kullanılmıştır. Nitel veri 8 Türk ebeveynden elde edilirken, çalışmanın nicel bölümü 375 Türk ebeveynin oluşturduğu bir örneklem içermiştir. Bu noktada nicel veri SPSS v.16 programı ile nitel veri ise içerik analizi yöntemiyle analiz edilmiştir. Çalışma Erzurum ilindeki dört devlet ortaokulunu kapsamaktadır. Çalışmanın sonuçları, ebeveynlerin ekonomik, sosyal ve kültürel kapitalleri sergiledikleri aile katılım rol ve stratejilerini etkilediğini göstermektedir. Buna ek olarak, katılımcıların çoğu aile katılımına ve çocuklarının İngilizce öğrenimine karşı olumlu tutum ve inanışlara sahipken uzaktan eğitim sürecine karşı tutum ve tavırlarının çoğunlukla olumsuz olduğu gözükmektedir. Üstelik ebeveynlerin İngilizce dil yetersizlikleri, katılım süreçlerini engelleyen en büyük engel olarak durmaktadır. Çalışma; aile katılım sürecinin çok boyutlu yapısının sonraki çalışmalar için ilgi çekici olduğunu önermektedir. Aynı zamanda çalışma, daha verimli bir aile katılım sürecine götürecek bir aile-öğretmen-okul işbirliğini önermektedir. Ailelerden diğer paydaşlara öneriler de çalışmada sunulmaktadır.

Anahtar Kelimeler: Aile katılımı, İngilizce Öğrenimi, Kapitaller, Uzaktan Eğitim

ABSTRACT

The issue of parental involvement in a child's EFL learning process is still one of the most current concerns for today's world of education. Its significance has increased in distance education during the Covid-19 pandemic so that parents have become the sole partners of teachers and school staff for sustaining child education at home. Based theoretically on sociocultural theory of Vygotsky and conceptually on Bourdieu's concept of capital, the present study aimed to investigate the nature and scope of parental involvement in Turkish secondary school learners' EFL distance learning in terms of three basic aspects of involvement. First, parental involvement roles and strategies were investigated and associated with parents' capitals (i.e. economic capital, social capital, and cultural capital). Second, it was aimed to find out parental beliefs and attitudes towards parental involvement, child's EFL learning, and distance education. Last but not least, the study tried to investigate possible barriers to parental involvement in child's EFL learning process. In order to do these, the study used a mixed method design in which a parent online questionnaire was used to obtain quantitative data and semi-structured interviews were used to have more detailed information about the nature and scope of parental involvement in Turkish EFL context. The sample involved 375 Turkish parents for the quantitative part while qualitative data were collected from 8 Turkish parents. At this point, the former one was analyzed with SPPS v.16 program while the latter one was analyzed with content analysis. The setting involved four state secondary schools in Erzurum province. The results demonstrate that parents' economic, cultural, and social capitals influence their involvement strategies and roles used to support children's EFL distance learning. In addition, most of Turkish parents have positive beliefs and attitudes towards involvement and EFL learning; however, they have some negative beliefs and attitudes towards distance education. Furthermore, parents' lack of English proficiency is the most significant barrier affecting the participants' involvement process. The study suggests that the multidimensional nature of parental involvement seems attractive for further research. It also recommends a parent-teacher-school collaboration that may open door to efficient involvement. Further recommendations from parents to other stakeholders are also revealed.

Key Words: Parental Involvement, EFL Learning, Capitals, Distance Education

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LIST OF ABBREVIATIONS

COVID-19	:	Coronavirus disease
EBA	:	Eğitim Bilişim Ağı
EFL	:	English as a Foreign Language
ELL	:	English Language Learning
ESL	:	English as a Second Language
KTU	:	Karadeniz Technical University
MONE	:	Ministry of National Education
PC	:	Personal Computer
QUAN	:	Quantitative
QUAL	:	Qualitative
SES	:	Socioeconomic Status
SPSS	:	Statistical Package for Social Sciences
TV	:	Television
ZPD	:	Zone of Proximal Development

INTRODUCTION

Parental involvement is still one of the most attractive issues in academia and it has gained more importance currently as the recent educational studies have clearly shown that the impacts and power of parental involvement might be more than estimated. In view of the findings of those studies, one might argue that parental involvement can contribute to students' language learning process as this process is 'ubiquitous' and co-occurs in social and cultural contexts (Gao, 2006; Watson-Gegeo, 2004: 340). Parents can also help students develop positive attitudes towards language learning and they can support children's language learning process efficiently (Demircan and Erden, 2015; Dinç, 2016; Gao, 2006; Jeynes, 2012; Kim, 2002; Young, 1994; Poyraz, 2017). Moreover, Norton and Toohey (2001) regard language learners as good social networking designers who aim to support their learning outside the classroom.

Accordingly, parents' involvement into language learning might be seen in some different ways such as parent participation into foreign language programs and excursions, helping students homework, and encouraging them to read, write, and use the foreign language in family contexts as much as possible (Young, 1994). Moreover, as Bartram (2006) suggests, parental influence can support children's language learning by showing some positive attitudes, which provides positive outcomes for the language learning process. At this point, these findings imply that parents may act as a pivotal role in the process of learning a language, especially a foreign one. Furthermore, parents are generally seen as the first teachers in Turkish culture and therefore, their possible effects on child learning need further research (Şad, 2012), especially in EFL learning so that little is known about whether they involve in their child's EFL learning and in what ways this involvement occurs. Besides, learning second learning is considered "as an important objective in the new curriculum" for Turkish students, and therefore; there is a clear need of further research in the field of parental involvement in the Turkish EFL context (Ustunel, 2009: 271).

It is worth mentioning that parental involvement in its nature is a complex phenomenon so that it includes many different aspects in itself. In other words, parents' social, cultural and economic backgrounds might differ from family to family and even, each parent has its own agenda shaping his or her own world in terms of views, attitudes and beliefs, which naturally affects his or her children's lives. In this regard, parental involvement might be evaluated as an umbrella term covering "parental participation in the educational processes and experiences of their children" (Jeynes, 2007: 83). As a result, the literature has plenty of diverse definitions and explanations as signs of its broad scope (Bakker and Denessen, 2007).

To illustrate, Epstein (2001), a major prominent in this field, suggests a six-category classification for explaining the issue of parental involvement. These categories are parenting (referring to helping parents support for their children's learning at home and school), communicating (referring to effective communication between parents and school), volunteering (encouraging parents to be involved in educational process), learning at home (additional activities made at home by parent-student-teacher collaboration), decision-making (teacher and parent collaboration for helping students in making some decisions), and collaborating with the community (supporting parents to cooperate with the community for their students' education. That is to say, this framework defines parental involvement as a wide range of activities and tasks revealed by parent-teacher-school collaboration (Poyraz, 2017). Likewise, Anderson and Minke (2007) describe parental involvement as parents' active participation in school activities.

On the other hand, the range of involvement has extended from engaging with school- based activities into a more complex phenomenon involving expectations such as child success, effective communication, and parental roles and styles (Clinton and Hattie, 2013: 324). In addition, distance learning which has become more popular especially during the pandemic has extended this complexity to some extent by adding digital tools and technology into the participation. This extending range requires more research studies focusing on different aspects of parental involvement, which has motivated us to study this area.

As can be understood from the above-mentioned aspects, parents play a pivotal role in their children's education and may act as a 'shadow' teacher helping, supporting, and facilitating them; however, each parent or family member may not involve in the same way, with the same strategy, and at the same amount of time. Family backgrounds may not be the same for all of the students. That is to say, family income, marital status, level of literacy, social and cultural aspects, language exposure and psychological conditions may not be valid for all families (Kuru-Çetin and Taskın, 2016). As a result, their involvement types, strategies, and roles may differentiate from family to family and or from parent to parent as each family has its own capacity and sources of economic, social, and cultural concerns used to shape the nature of parental involvement. Therefore, trying to make all parents involve in the same conditions with the same activities or strategies may constrain exploring the secret nature of parental involvement and benefiting from it for schools and teachers (Gao, 2012). At this point, the present study tried to understand the issue of Turkish parents' involvement into child's EFL learning in terms of their economic, social, and cultural capitals as the sources behind their involvement process.

In the study conducted by Horvat et al. (2003) the findings have shown that social capital changes the nature of family-school interactions and middle-class parents dealt with problems more positively than low-income parents.

Kao and Rutherford (2007) also suggest that social capital affects educational outcomes. For them, social capital can be briefly defined as a whole process involving social interactions and relationships that open doors to cooperation with school and other parents or society members for student academic success. Moreover, parents are generally evaluated in terms of some cultural characteristics of the society as a cultural capital, that is, their perceptions might be understood when evaluated together with cultural aspects such as customs, norms and traditions.

In the light of the importance of these studies, this study aimed to investigate apparent and potential factors behind involvement and or non-involvement in accordance with social, economic, and cultural capitals, which might help us understand whether social, economic and cultural aspects of Turkish families directly and or indirectly affect the nature and scope of parental involvement. Moreover, this type of investigation might reveal what type of involvement strategies Turkish parents use for their children's EFL learning. Specifically, it might help us explore the possible linkage between parental involvement strategies and parents' social, economic, and cultural resources affecting the nature of involvement in children's EFL learning in the Turkish society. Last but not least, by doing so, we might also reveal whether those family backgrounds and parental resources affect their involvement process.

In addition to economic, social, and cultural differences, there might be some apparent and/ or potential factors influencing parental involvement. For instance, Al-Mahrooqi et al. (2016) have explored that the process of parental involvement may be influenced by teacher-related, parent-related, and or school- related factors. In this regard, trying to find out possible factors and barriers standing behind non-involvement may be a logical attempt for the field of parental involvement in EFL learning. So, this study also aimed to investigate possible sources of involvement in accordance with parental strategies and roles, parental attitudes towards involvement and EFL learning, family aspects and their relationship with involvement, and possible factors or reasons behind non- involvement in Turkish context.

The current life circumstances around the world have also increased the popularity of the issue of parental involvement for academia. The Novel Coronavirus disease (Covid- 19) pandemic broke out in late 2019 in Wuhan, a city of China, once again caught researchers' focus on the importance of parents' involvement in education by causing a global lockdown of schools and a shift from traditional face-to-face learning to distance learning at home in many countries around the world. As a result, the need of collaborating with parents in order to sustain child education at home has become one of the main educational attempts for the whole stakeholders.

A similar lockdown has also become valid for Turkey since March, 2020 and then; distance education has become the main alternative to traditional face to face learning for Ministry of National Education (MONE) (Özer, 2020).

To sustain education and decrease the possible effects of the pandemic on education, MONE has been using TV broadcasts and a digital education platform called as EBA (Eğitim Bilişim Ağı) that has already been in use since 2011-2012 academic years (Özer, 2020: 1126).

In fact, distance learning is not a new experience for the education world since it has been used nearly for two centuries but its scope has changed with the use of digital tools for online learning since the 1980s (Moore et al., 2011: 129). However, using distance learning as the main tool for going on educational processes throughout the whole country has revealed during the Covid-19 pandemic since March, 2020 in Turkey. In other words, learning at home via digital tools distant from school environment across the country is a new experience for Turkish children.

During the pandemic, parents' duties and responsibilities for their child's education have dramatically increased so that they have been playing a pivotal role for their child's distance learning at home. Since they are seen as the first teachers affecting their students' attitudes, goals and feelings, they have once again become one of the inevitable parts of education (Tezel-Şahin and Unver, 2005). Inspired by this situation, one might argue that the rising parental involvement in the context of Turkey may not be surprising, however, whether the power of parental involvement is also valid for distance EFL learning in the Turkish context seems a critical question tried to be answered by the present study.

To conclude, parents are generally seen as the first teachers in Turkish culture and therefore, their possible effects on the child's learning need further research (Şad, 2012), especially in EFL learning so that little is known about whether they involve in their child's EFL learning and in what ways this involvement occurs. So, this study aimed to deeply investigate possible sources of involvement in accordance with parental strategies and roles, parental attitudes towards involvement and EFL learning, family aspects and their relationship with involvement, and possible factors or reasons behind non- involvement in the Turkish context. In other words, this study tried to shed light on what might affect Turkish parents' involvement in EFL learning in terms of their sources of capital (e.g. economic, social and cultural capitals), and whether this effect might determine their beliefs and attitudes towards involvement via distance learning in addition to the possible barriers for involvement. At this point, one might argue that the introduction part briefly and clearly explains why parental involvement is significant and worth investigating in terms EFL language learning process during distance learning. It also suggests that the recent circumstances like the pandemic have proved that parents have always been one of the major actors of child education and their role has been gaining more importance currently, which shows the need of research like the present one in the field of parental involvement, especially in EFL contexts.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Background of the Study

One of the most fundamental issues of education is still to provide an effective parental involvement in children's learning process so that they can be regarded as the "shadow teachers" who help, facilitate and support the students' learning process (Young, 1994). Research has shown that this support is also valid for students' language learning process (Bartram, 2006; Gao, 2012; Kim and Barrett, 2019). In order to make the EFL learning process more effective, to benefit from the power of involvement seems logical; however, the nature and scope of involvement are not the same for all families and family members, which makes the issue worth investigating for the academic world.

The other assumption shaping the background of this study is mainly related to the nature of Turkish society. In Turkey, parents are seen as the first teachers of children and they play a pivotal role in their children's lives, attitudes and perspectives. As a result, it is expected that the level of parental involvement is quite high in this EFL context. In contrast, recent studies have shown that parents do not involve in children's learning process satisfactorily (Şaban, 2011). Inspired by this situation, we might conclude that obtaining and sustaining parental involvement are regarded as crucial issues by many teachers like me and even by parents who complain about the lack of parental involvement (Tezel Şahin & Unver, 2005).

Likewise, the problem of involvement is also valid for parents' involvement and support in a child's language learning. I as the researcher have been teaching English for six years at schools directed by the Ministry of National Education (MONE). During my teaching experiences, I have noticed that the students whose parents have closer contacts and follow-up in their children's educational processes have shown higher academic success, especially in English. It is a common view that learning a foreign language, especially in countries like Turkey where formal instruction is mostly seen enough and opportunities to practice it outside the class is quite limited, requires more practice, effort and time. The students have limited exposure to English and this exposure mostly starts and finishes at school. Therefore, they need more support and guidance in order to deal with this difficult process.

With this in mind, to make students develop positive attitudes towards EFL learning and help them in this difficult process may increase their motivation for learning and using English actively. In this regard, parents' more activeness may help students deal with this challenging process and support teacher-parent collaboration. However, the matter of how parents can be involved in students' EFL learning process is more complex for this context because of parents' limited English literacy and limited social support (Lee, 2008: 2). Parents' own experiences, beliefs, expectations and English proficiency affect the nature of involvement in an EFL context (Panferov, 2010). That is why more research studies focusing on parental involvement in language learning need to be conducted especially in EFL contexts like Turkey in order to understand this complexity.

The rising importance of parental involvement in child education has again come out during the Covid-19 pandemic all around the world. In many countries, life has nearly come to a stopping point and education in schools has been paused because of the lockdowns. As a result, the pandemic has dramatically affected education and therefore, distance learning has become the main alternative in order to continue educational processes at home during the pandemic (Özer, 2020: 135). Hence, parents have begun to take more initiatives for their children's education and thus, the issue of shared responsibility between parents and the school in terms of child education has been discussed more than before. Far more importantly, distance learning has clearly shown that parents are not only their children's "first teacher" but also "partners" of teachers (Fan and Chen, 2001; Keçeli-Kaysılı, 2008; Ökten, 2016).

Research has shown that "when parents and the educational system join together, positive benefits abound" (Butler et al., 2008: 114). In addition, parents' attitudes and beliefs for involvement may affect the power and efficiency of it on child learning (Kim and Barrett, 2019). This is also valid for parental involvement in distance learning since distance learning seems unusual especially for Turkish parents and online education via technological devices at home is a new experience for them. For instance, Dong et al. (2020) tried to understand Chinese parents' beliefs and attitudes towards online learning during the Covid-19 pandemic. Their study showed that Chinese parents had negative beliefs about online learning so that it lacks a learning atmosphere, causing some health problems for the children, and requiring more time and digital literacy. Far more importantly, the authors stressed that those beliefs and attitudes prevent their involvement in child education. Therefore, parental attitudes and beliefs for distance learning distant from school via technological devices widen the nature and scope of the issue of involvement, which requires more research. In fact, distance learning is not a new experience for the education world since it has been used nearly for two centuries but its scope has changed with the use of digital tools for online learning since the 1980s (Moore et al., 2011: 129).

Lastly, parental involvement is a complex phenomenon and it is affected by many factors such as economic, educational, social and cultural backgrounds (Bakker and Denessen, 2007; Arrazola and Bozalongo, 2015). It ranges from "being an active partner as a decision- maker to a passive supporter for educational goals of the school" (Göktürk and Dinckal, 2017). Therefore, the need for investigating parents' involvement process in terms of their social, cultural and economic backgrounds still attracts many researchers around the world. All of these assumptions have mainly shaped the background of this study and drawn our attention to this area of interest.

1.2. Theoretical and Conceptual Frameworks

Since the main purpose of this study was to investigate and analyze the involvement process in terms of parents' social, economic, and cultural backgrounds, it was theoretically based on sociocultural theory (Vygotsky, 1978), and conceptually based on the theory of capital (Bourdieu, 1986).

1.2.1. Sociocultural Theory

One of the two basic underpinnings for the present study in terms of explaining the relationship between language learning and social context is sociocultural theory created by Lev Vygotsky. The theory mainly suggests that language learning occurs by means of social interaction and therefore, it is constructed via learning experiences provided and supported by social group members. In other words, Vygostky (1978) emphasized that a child's language learning might be affected by the culture and social aspects of the context where he/she lives and whom he/she interacts with. That is to say, as a cognitive and social process, learning is influenced by family-related and socio-cultural factors since parents are the first teachers and it mainly takes place in the society via interaction (Tekin, 2011: 4).

As understood from its name, this theory mainly focuses on how a child's cognitive, social and learning skills are shaped and improved in their natural context and culture. As an important prominent of child development and psychology, Vygotsky pointed out that social and cultural interactions help human mind become mediated to contextual circumstances and develop itself cognitively and psychologically (Lantolf, 2000; Mehri et al., 2014). He also stated, "Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (1978: 89). In other words, "learners are active constructs of their own learning environment" and "can nurture and scaffold" their environment via social interaction (Behroozizad et al., 2014: 219).

In this regard, Panhwar et al. (2016: 184) point out that for this theory, a child's learning "begins with social interaction, goes on "internalising and processing of information and

knowledge" obtained by this interaction; and thus, social and internal or cognitive development becomes apparent concurrently. According to Lee (2008: 34), Vygotsky regarded the issue of child development in two levels: "the actual development and the highest level of development" which requires more support from others. In other words, the first type of development involves the child's own "biologically endowed abilities" while the second one reveals high cognitive and mental processes improved by co-occurrence of social, cultural and biological abilities by means of social interaction (Ellis, 2015: 213). He revealed, "the distance between these two levels are called "zone of proximal development" (ZPD) which is a "metaphorical location or site where child construct knowledge with the help of other people (Lightbown and Spada, 2010: 47).

Figure 1: Portrayal of ZPD

Upper limit: assisted or level of potential development (by a more capable other) determined by the ability to solve problems under adult guidance or in interaction with more capable peers.

ZPD

Lower limit: unassisted or actual developmental level, determined by independent problem-solving ability.
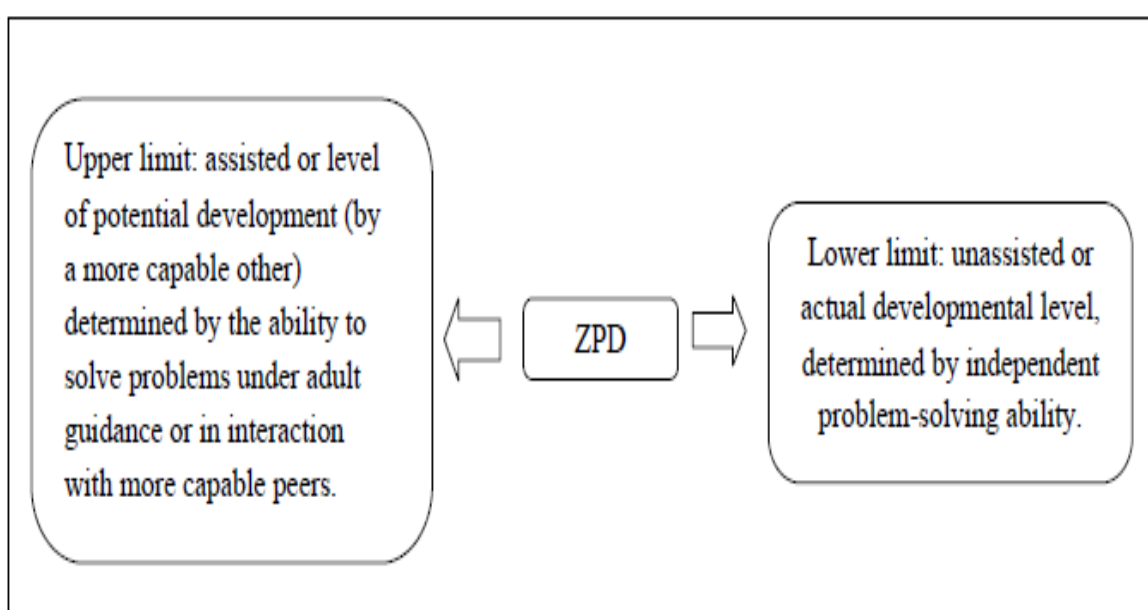
Source: Behroozizad et al., 2014: 221

As seen in Figure 1, the ZPD symbolizes the gap between a learner's actual knowledge and ability and his/her potential ability and possible knowledge that can be achieved by social and cultural support and highlights the critical importance of "cultural tools and social learning" (Behroozizad et al., 2014: 220). Panhwar et al. (2016: 184) suggest that the ZPD "fills the gap between learners' inability to perform independently and the outside help of the more experienced other". Furthermore; this environmental support, Folk (2015: 17) suggests, increases social interaction and thus helps a child's cognitive development; therefore, improves his or her ability to integrate into life. By focusing on this interaction and social support, Tekin (2011: 5) clarifies that child's independent developmental abilities and knowledge extend as he or she grows up in a supportive social life:

He claimed that children can learn and achieve by themselves at one level. However, he introduced another level that refers to the child's abilities when working under the guidance of an adult or a more able peer (Vygotsky, 1978). For example, riding a bicycle is a tool of the society and beyond the child—that is why it can be learned through working with more capable pers or an adult. Accordingly, by emphasizing interrelatedness and interdependence in learning and development, his theory supports the idea that a child's home life is of importance (Prior & Gerard, 2007) and parents contribute greatly to the development and academic achievement of a child.

Another critical aspect of sociocultural theory is scaffolding which is described as "the process of supportive dialogue which directs the attention of the learner to key features of the environment and which prompts them through successive steps of a problem" (Mitchell et al., 2013: 222). In other words, it can be referred to "a verbal guidance" revealed by an expert with aim of helping learners in while performing a difficult task (Saville-Troike, 2006: 113).

Figure 2: A Scaffolding Process in an EFL context
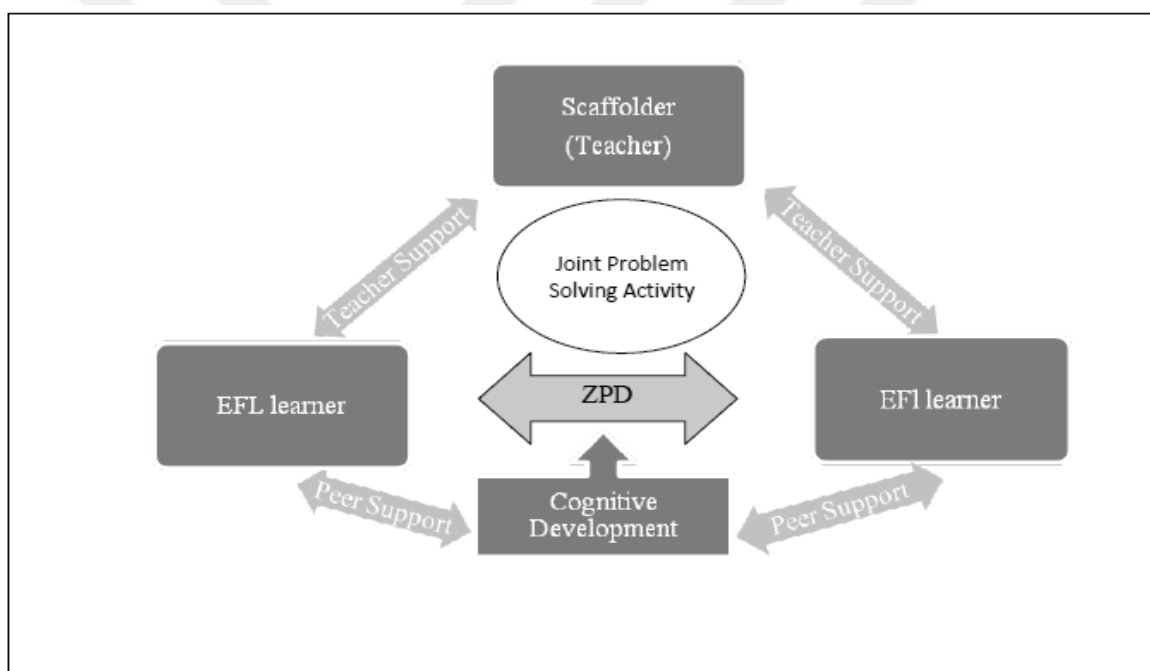
Source: Behroozizad et al., 2014: 222

As revealed in Figure 2, scaffolding in language learning process comprises of mutual interactions and supportive speech revealed in order to assist learners' language development by teachers or more proficient interlocutors. At this point, VanPatten and Benati (2010: 145) state that this sociocultural technique "may increase the salience of some aspects of language", make learners more active and engaged with language, and alert them to be aware of what they said. Moreover, this theory views language development as an inseparable part of this cognitive development. Lightbown and Spada (2010) seek to explain how social interaction is the source of thought and language for sociocultural theory as follows (p.47):

...Vygotsky's theory assumes that cognitive development, including language development, arises as a result of social interactions. Primary among these interactions are those between individuals. Unlike the psychological theories that view thinking and speaking as related but independent processes, sociocultural theory views speaking and thinking are tightly interwoven. Speaking (and writing) mediate thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others. Learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD)- that is, in a situation in which the learner is capable of performing at a higher level because there is support from an interlocutor.

Similarly, Saville-Troike (2006: 116) states that for this theory, language learning is a result of "socially mediated activities". Sociocultural theory suggests that the amounts of social interaction, social mediation, and social support together with a child's active participation and perceptions of interaction influence a child's development involving language learning as she claims. In other words, social interaction of human mind with the world via language "as a culturally constructed tool" constitutes the basis of human's cognitive, psychological and social development (Mehri et al., 2014). Furthermore, Gao (2006: 287) points out that "for sociocultural researchers, language learning and language learner development is a socialization process mediated by various social agents in contexts where language learning occurs". He also states that the rising importance of parental involvement studies on language learning is directly related to the popularity of sociocultural approach which sees language learning as " a socialization process mediated by various social agents in contexts where language learning occurs" (p.287).

Briefly, sociocultural theory clearly emphasizes the importance of social and cultural contexts where learners acquire a foreign or second language. As revealed earlier, parents are inevitable parts of learners' life contexts and therefore, their effect and even support seem quite natural for this theory when thought its main aspects (i.e. the ZPD, scaffolding and mediation). For this reason, in this study, sociocultural theory is used as one of the three basic theoretical underpinnings that try to understand possible relations of parental involvement with Turkish students' English language learning in an EFL context, plus possible effects of parents' social, cultural, economic situations.

1.2.2. Bourdieu's Concept of Capital

The other underpinning constructing the background of this study is Bourdieu's Concept of Capital (1986). According to this concept, the three main capital types, economic capital, cultural capital and social capital, refer to the main aspects of society. That is, each capital comprises of common features revealed and shared by a group of people. As stated before, each society has its own social, cultural, religious and ethical concerns, rules and perspectives that determine people's beliefs, attitudes and behaviors. In this regard, each family has its own social and cultural structure in which parents have their own agenda and this agenda naturally affects children's life styles, their points of views, and their perspectives. At this point, Boudieu stated that different capitals are the

main resources of these aspects of families. In this study, this framework was preferred in order to conceptualize parental strategies and roles and examine in terms of social, economic and cultural capitals with aim of understanding possible reasons and resources behind these strategies and roles.

The concept of capital defined by Pierre Bourdieu (1986), one of the most prominent scholars in the field of philosophy at first and sociology at then in the twentieth century, has been regarded as a fundamental framework for educational research studies, especially for focusing on school and family related issues (Kwok, 2015: 9; Serd-Hunyadvari, 2019: 9). Despite the fact that his sociological and anthropological views were influenced by other major social theorists (i.e. Marx, Weber and Durkheim), those views could be considered as more "eclectic" and rich in terms of conceptualization of humans' social lives (Laberge and Kay, 2002: 240). In other words, as Yüksek (2018: 1091) points out, his theory does not regard the economy as the sole reason behind societal classifications and power. Rather, it tries to explain these phenomena in terms of other capitals (i.e. social and cultural capital). Moreover, he suggests that these capitals are transformed into each other and takes into account sociological and symbolic resources behind human life (p.1092).

In his concept, a capital covers sociological, cultural and economic relations and norms shaping and constituting the basis of humans' beliefs, attitudes and behaviors in a transformable and transferable form transmitted from generation to generation as follows: (Bourdieu, 1986: 241)

> Capital, which, in its objectified or embodied forms, takes time to accumulate and which, as a potential capacity to produce profits and to reproduce itself in identical or expanded form, contains a tendency to persist in its being, is a force inscribed in the objectivity of things so that everything is not equally possible or impossible. And the structure of the distribution of the different types and subtypes of capital at a given moment in time represents the immanent structure of the social world, that is, the set of constraints, inscribed in the very reality of that world, that govern its functioning in a durable way, determining the chances of success for practices.

With this mind, Bourdieu's definition of social class comprises of "a group of social agents who share the same social conditions of existence, interests, social experience, and value system, and who tend to define themselves in relation to other groups of agents" (Laberge and Kay, 2002: 241).

For this framework, language is quite important so that it "functions as a tool for communication and an indicator of a culture's social realities and their manifestations (DeCapua and Wintergerst, 2004: 25). In other words, it is "a product of culture and a representation of culture, and culture is a product of language; and therefore it is "mutually interactive with social, economic, and symbolic forms of capital" (Ai et al., 2018: 274-275). As stated above, Bourdieu tried to explain "external factors" behind humans' actions in their social context by focusing on

three basic capitals: economic capital, social capital, and cultural capital (Rogosic and Baranovic, 2016:89).

1.2.2.1. Economic Capital

As understood from its name, economic capital mainly refers to humans' wealth and income. In Bourdieu's words, it is "immediately and directly convertible into money and may be institutionalized in the form of property rights" (1986: 242). According to his concept of capital, all capitals "derive from and are convertible to economic capital" (Jiang, 2009: 10). At this point, Omurtak (2019: 7) states that this fundamental aspect of the concept clearly shows the effects of Marxist capitalism on Bourdieu's views. However, she points out that Bourdieu's economic capital differs from the Marxist one since his analysis focuses on a broader investigation of economic capital with other capitals (i.e. social and cultural capitals (p.7). As Kwok (2015: 10) suggests, education may open door to a good career with high income and that clearly shows how cultural capital transforms into economic capital.

1.2.2.2. Social Capital

Social capital can be defined as connections and possible societal resources used by human beings with the aim of belonging to a society, providing mutual relationships in the society, and transferring cultural, economic and symbolic aspects into next generations (Bourdieu, 1986). That is to say, it is "the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu and Wacquant, 1992: 119). As Grossman (2013) suggests, it can be regarded as "the ability to mobilize the pre-existing resources in relationships with friends, acquaintances, school and business contacts" in order to obtain "personal and social goals" (p.30). In the light of importance of obtaining more support and information via social relationships as the concrete forms of social capital, Kim et al. (2020: 2) point out the critical association of social capital with economic and social development as follows:

> Many scholars view social capital as an invaluable social asset as they believe it creates a number of positive externalities. For instance, some scholars contend that social capital promotes economic development by reducing transaction costs and promoting trust and civic cooperation (Fukuyama, 2001; Knack & Keefer, 1997). In the political realm, most notably Putnam (1993, 1995) argues that social capital improves government performance, cultivates public-spirited citizenry, and thus makes democracy work. Numerous studies test and reaffirm the positive relationship between social capital and democracy cross-nationally (Boix & Posner, 1998; Keele, 2007; Krishna, 2002; Newton, 2001; Paxton, 2002; Seligson, 1999).

In addition to the democratic benefits of social capital, as they point out, this type of social interaction gives people the opportunities for reaching information from different sources of knowledge (p.2). Likewise, Beel and Wallace (2018: 4) define social capital as "the collective

value added to society from social networks" and they suggest that "cultural capital is circulated and reproduced through social capital".

1.2.2.3. Cultural Capital

As revealed earlier, Bourdieu's conceptual framework tries to understand the nature of society and human relations within the society in terms of social, cultural, and economic capitals as a whole (1986). In other words, cultural capital is a covering term involving social norms and values, and economic and cultural aspects that transferred from generation to another by social groups of people who aim to teach family-based, school-based, and society-based principles and norms consciously or unconsciously. Ince (2015: 330) explains this transferring process occurred in family and society as follows:

> According to Bourdieu (1996), a family's cultural capital lies at the center of any individual's academic achievement. *Cultural capital* refers to the socialization process that occurs in families and the experiences related to school life (Bourdieu 2006). In this sense, individuals from the society's upper class tend to have already acquired some of the social skills to be learned at schools before they even matriculate, largely due their *habitus*, which gives them the advantage of being one step ahead of their peers. This distinction between students furthermore generally persists throughout an individual's academic life by continuing to reproduce itself. As a result, some of the early advantages acquired during students' preschool years appear to significantly impact the rest of their lives (EOCD 1998; Carneiro and Hechman 2003).

In this regard, one might argue that families as the main source and tool for cultural and social transfer shape child's social and intellectual world. Social relationships and connections mostly provided by "family or parents" have been regarded as "the most central social networks where the transmission of cultural capital takes place" (Gao, 2012: 582). At this point, Omurtak (2019: 7) reveals that this transmission not only involves material aspects such as providing educational opportunities but also symbolic or abstract norms such as opinions, attitudes and ethical issues. Moreover, Baoyan and Minggang (2015: 429) suggest that children whose parents have a higher educational background and therefore have more cultural capital make easier contacts with teachers, which positively affects their academic outcomes.

As described by Bourdieu (1986) this capital becomes concrete in three forms: objectified, embodied, and institutionalized. The first form is related to "home physical resources that are indicative and supportive of the types of dispositions, values, perceptions, knowledge and skills that are valued by teachers in schools" (Tan, 2017: 2). This type of cultural capital can be seen in some social areas such as art works and books that require some special ability (Serd-Hunyadvarı, 2019: 42). The other form of cultural capital, embodied, refers to "connected to individuals in their general educated character- accent, dispositions, learning, etc." (Grenfell and James, 1998: 21).

Last, cultural capital "may be institutionalized in the form of education qualifications (Bourdieu, 1986: 242).

1.2.2.4. The Transformative Nature of Capitals

As can be understood from the nature of theory of capital, economic capital constitutes the basis of the other types of capital; however; it can reveal in the form of other capitals or it can be affected by the other result of societal and cultural aspects (Bourdieu, 1986). Even though the transforming effect of capitals seems abstract, their mutual interactions in terms of societal and cultural aspects of a context where human beings live can witness this type of transformation like this (Ai et al., 2018: 275):

> In linguistic studies, language is seen as power (Fairclough, 1989), and it can influence business communication and services. In the business world, language has become one's economic capital (Yuan, 2009), and it can be transferred into other forms of capital. Practically, a company's "linguistic assets" (Usunier & Shaner, 2002, p. 212) can be built into its brands either within its domestic business community or in a target business community. As such, if a language is used well by employees, it can become an effective means for such a company to promote its brands.

Figure 3: The Transformative Nature of Capitals
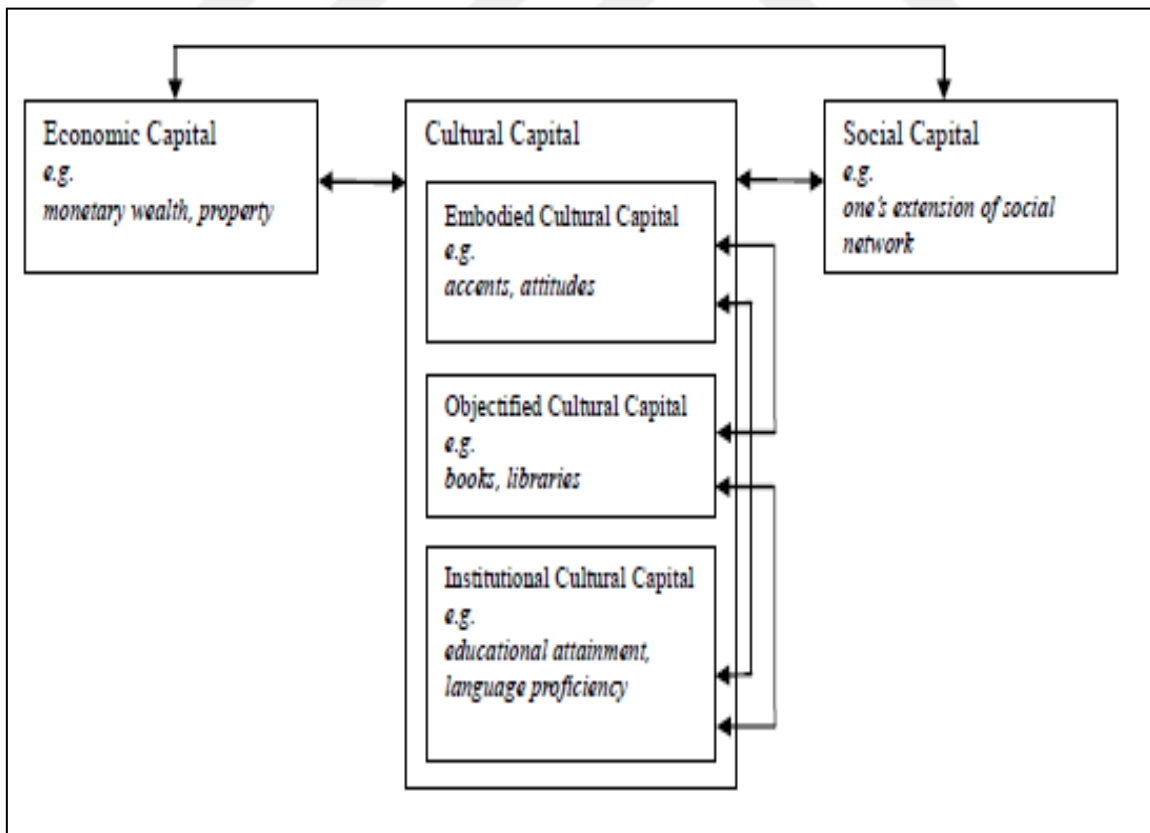
Source: Kwok, 2015:15

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According to Kwok (2015: 15), capitals can be "transmitted from one generation to another; that is, from parents to children". In view of the study focusing on possible effects of parental capitals on children's EFL learning, the author revealed that parents' income as a sign of economic capital, their educational background and language proficiency as a sign of cultural capital are " significantly related to each other" (p.126)

In other words, as can be seen in Figure 3, the interrelated nature of capitals may become apparent in what strategies and roles parents prefer using to support their children as follows:

> …parents with more formal education or a good command of English would have higher household monthly income than their counterparts and vice versa, but on the other hand, their good educational background or high monthly household income does not guarantee that they can have more social sources to obtain information or stay in touch with more social networks. However, parents who are proficient in English are more likely to have a wider coverage of social networks. Based on the results, it can be concluded that it is not a coincidence that parents' economic capital and cultural capital are significantly related to some parental strategies as these two types of parental capital are proven to be positively related to each other.

Similarly, Monkman et al. (2005: 26) also point out that "cultural resources, activated and transformed into cultural capital, and transmitted via social networks when social capital is activated". That is to say, "social networks operate as social capital that facilitate the development of cultural capital or vice versa" (Jiang; 2009: 14). Likewise, Waits (2012) aimed at investigating how parents' capitals influenced parental reasons for school choices and concluded that parents with high level of economic and cultural capital choose their children's school according to academic reasons. That is to say, "families with high levels of income, education and parental participation in both out-of-school and school-related activities are seeking schools that focus on strong academics as indicated by school test scores, the academic program or philosophy, or the student/teacher ratio" (p.71). The results can be evaluated as not only the interrelatedness of capitals but also as transmission of parents' capitalist aspects into children.

In its nature, the present study aimed to understand the issue of parental involvement in terms of parental sources that might have the potential of influencing parents' involvement strategies and roles, their beliefs and attitudes toward involvement in a child' education. In this regard, the researcher aimed to find out those parental sources in terms of familial concerns, i.e. social, economic, and cultural aspects in a family structure in the Turkish context. At this point, his assumption aimed to explain the involvement process in terms of the two basic theoretical underpinnings so that both of them critically highlight the importance of familial and sociocultural aspects for child education.

1.3. Statement of the Problem

It is undoubtedly that parental involvement and support gain more importance in an EFL context like Turkey where parents are seen as the first teacher and their social, cultural and economic characteristics that mostly affect their children's lives and their attitudes toward EFL learning. However, studies clearly reveal that there is no sufficient number of studies focusing on parental involvement in EFL teaching and learning (Forey et al., 2015: 2; Genc and Aydin, 2017: 36). Furthermore, most teachers like me complain about the lack of parental support or non-involvement in students' EFL learning process. There might be a number of reasons behind this problem. For instance, EFL teachers may not know how to involve parents or parents may not know how to be involved.

Another problem is related to the diversity in family structures so that each parent has a different life in terms of social, cultural and economic features. Or, parents may have some negative attitudes toward EFL learning and this may hinder their support and involvement process. Even, school administrations may not support parent-teacher-school collaboration. On the other hand, parental involvement can be made real in a secret way. That is, the involvement is only limited to home-based support by means of some secret involvement strategies. As stated before, these problems clearly show that the nature, scope and range of parental involvement is quite broad and therefore it requires further investigation, which constitutes the main background of this study.

The issue of involving parents into students' learning process has been debated increasingly in recent years. Especially in Turkey, MONE aims to make a continuous collaboration between parents and schools in order to improve educational processes outside the classroom, and therefore, some guidelines and legislations have been prepared with the aim of an active and effective collaboration (Şaban, 2011). This issue of collaboration is also valid for EFL learning process; however, how parental involvement becomes apparent in this process stands as a major problem.
In other words, since having proficiency of English in a foreign language context may be limited for Turkish parents, it is questionable about whether their involvement goes on smoothly.

To illustrate, Dinc's study (2016) clearly shows that parent-teacher collaboration and parental involvement positively affect EFL Turkish students' language learning process. She also suggests that parental involvement can change the nature of participation in language learning in a positive way and help the students develop positive attitudes towards EFL learning process. However, her study reveals that parents' educational, social and cultural backgrounds may affect the nature and scope of the involvement. According to the study, there needs further research, especially on how parents who do not know English or have low proficiency can be involved in this process (2016: 70). At this point, the possibility of barriers and factors affecting the nature of Turkish parents'

involvement into child's EFL learning process opens another door to investigate the issue of parental involvement in EFL contexts like Turkey.

Dinc's study (2016) clearly shows that parent-teacher collaboration and parental involvement positively affect EFL Turkish students' language learning process. She also suggests that parental involvement can change the nature of participation in language learning in a positive way and help the students develop positive attitudes towards EFL learning process. However, her study reveals that parents' educational, social and cultural backgrounds may affect the nature and scope of the involvement. According to the study, there needs further research, especially on how parents who do not know English or have low proficiency might become involved in this process (2016: 70). In this regard, as she suggests, parent-teacher-school collaboration might be a good tool for sharing the load and responsibility of child education, and overcoming possible barriers and negative factors influencing the nature of involvement.

Research has demonstrated that there are many other different factors affecting the nature of parental involvement such as socio-economic status, educational and socio-cultural backgrounds etc. The complexity of involvement requires more research studies focusing on different aspects of it. Therefore, to investigate the nature and scope of involvement will be a good attempt in terms of EFL learning. Furthermore, this great complexity requires much more information and research so that the nature of parental involvement has gained another dimension with the sudden shift from traditional face -to -face learning to distance learning during the pandemic. Thus, parents have become the inevitable partners of their child's education. On the other hand, new requirements such as digital literacy, following child's online learning, saving children from digital dangers and cooperation with school administration and teachers have become apparent for the academia. Therefore, today's teachers and school administrators need to understand and help from the power of parental involvement in child education.

In today's world, learning a foreign or second language is today's main concerns for the academia all around the world. To learn at least one foreign language is also one of the basic educational expectations in Turkish society, and it gains more importance increasingly (Çiçek, 2015). However, the success of EFL education in Turkey is still being discussed and it is not at the desired level (p.2780). Involving parents and benefit from the power of involvement can be a good solution for this problem, and therefore, this study shaped the research problem in this nature. In this regard, research has shown that parents can influence students' perceptions and attitudes to foreign languages (Butler, 2013).

Educational research clearly shows that parent-teacher-school collaboration is a good tool for sharing the load and responsibility of child education. However, as the literature clearly

emphasizes, there is a need of further research for understanding the multidimensional nature of parental involvement, which still stands as a significant problem for the stakeholders.

In the light of the above-mentioned issues, one might argue that parents' involvement types in terms of strategies and roles used for being involved and family sources standing behind those strategies and roles seem worth investigating, especially in Turkey as a significant EFL context, which constitutes the basis of the research problems in the present study.

1.4. Significance of the Study

Parents, one of the most fundamental parts of child education, can play a pivotal role in children's academic and social life. As a result, their involvement is not only limited to active involvement in school activities and or parent-teacher meetings. For instance, Gonzales-DeHass et al. (2005) point out that the involvement process has a wide range of activities "including but not limited to homework, engaging in student's extracurricular activities, assisting in the selection of student's courses, keeping abreast of student's academic progress" (p.108). They also suggest that effective involvement can act "as a resource for academic activities at home" and help students deal with school subjects (p.118). Moreover, Jeager and Holm (2007) define a home environment as a "learning lab" by providing students a number of different educational facilities and resources. Since the term involvement and its scope is wide, this study tried to find out parents' involvement activities, strategies and their roles in students' EFL learning process, and that would open door to an in-depth investigation of the issue, especially in Turkish context.

The other significant aspect of the study is related to the target audience, i.e. teachers, parents, school administrations and policy makers. As stated before, EFL teaching and learning process is challenging because of the limited exposure time, having a different nature from ESL (English as second language) and lack of parental support (Lee, 2008: 10). An in-depth investigation of the nature of family support and scope of involvement will help teachers, students and school staff benefit from the power of involvement in EFL teaching and learning process. Since involvement in EFL learning can occur outside the classroom, this type of investigation has the potential of extending child's exposure to English with the help of parents and other stakeholders. Therefore, Gao (2012) suggests that trying to explore how involvement occurs and in what ways will open door to an ongoing teacher-parent collaboration and further research will " reveal the gaps in the ways different families use different sources to support their children's learning efforts"(p.593).

Research has shown that parents can support students' language learning process and they can help them develop positive attitudes towards language learning. However, there is no sufficient number of studies, especially focusing on the effects of parental involvement on EFL learning

process in Turkey context (Ustunel, 2009; Dinç, 2016; Demirtaş, 2007). Therefore, the study will be attractive and supportive for new research studies and for researchers. Since the study focuses on one of the current problems of education, its results will be crucial for academia.

In addition, the nature and scope of parental involvement and its significance as a social and cultural capital have not been explored sufficiently. Therefore, the study aims to shed light on this problematic issue as much as possible. It also aims to help students, their parents, teachers and school staff deal with this difficult process of EFL learning. In addition, the Ministry of National Education wants schools to cooperate with parents and involve them in educational processes, and therefore, the results of this study will catch the education authorities' attention. The study is also significant so that the results may have the potential of opening door to new attempts for studying in this area.

Lastly, distance learning during the pandemic is not a new experience for the shareholders of education since it has already being used by many universities in Turkey as an alternative or a reinforcement tool for traditional learning (Gurbuz, 2014). Since 2012, the MONE has been using the EBA platform to sustain educational processes inside and outside the school for primary, secondary and high schools. With the outbreak of the Covid-19 pandemic, however, distance-learning platforms have become the main tool for maintaining educational processes because schools across the country have been closed in order to prevent spreading of the pandemic. Thus, distance learning involving online education has once more highlighted the critical importance of parents' partnership for child education. Moreover, attempting to investigate distance-learning experiences for the whole stakeholders seems to attract further research in the future.

As revealed earlier, this study tried to shed light on how parental involvement might occur in Turkish students' EFL distance learning process and what strategies and roles Turkish parents might use to support them in this process. In addition, it tried to investigate this issue in terms of their attitudes and beliefs for involvement in distance learning. When it is considered that parental involvement is more important than ever and its range and scope is quite broad, the significance of this study reveals so that it deals with the issue in terms of recent developments and life circumstances. The fact that new and further research on parental involvement is emphasized by the literature is also a sign for the significance of this study.

1.5. Purpose of the Study

The purpose of the study was to explore strategies and roles used by Turkish parents to support their students' EFL learning process. It also aimed to deeply investigate the nature and scope of parental involvement in terms of social, economic and cultural capital in Turkish society. Specifically, the study tried to find out how parental involvement strategies and roles could change

in accordance with parental factors. Last, it tried to investigate how Turkish parents perceive parental involvement in their children's EFL distance learning. In other words, the study also aimed to relate parental attitudes and beliefs for involvement during distance learning with their economic, social and cultural backgrounds. The last goal of the study was to investigate possible barriers influencing the nature and scope of involvement.

1.6. Research Questions

The current study tried to answer the following research questions with the aim of investigating parental involvement process in Turkish EFL distance learning in terms of parental roles and strategies.

- ✓ How can the nature and scope of Turkish parental involvement on child's EFL distance learning be explained in terms of parental strategies and roles with parents' social, cultural, and economic capitals?

- ✓ What are the possible barriers hindering Turkish parents' involvement in their children's EFL distance learning at a secondary school level?

- ✓ What are Turkish parents' beliefs and attitudes towards the issue of involvement, EFL distance learning, and distance education?

1.7. Limitations of the Study

Limitations of this study are mainly related to the sample and the setting. The sample is comprised of Turkish parents of EFL students at a secondary school in Erzurum province, a city in the East Anatolian Region of Turkey. The setting includes four secondary schools purposefully selected as the sample from the whole population. However, both the sample and the setting do not represent Turkish society completely. Therefore, the results cannot be generalized to whole parents in the country. The number of participants might be more and the setting might involve more schools in different cities of different regions in the country. Therefore, further research in different settings with a different and large number of participants would provide more detailed and accurate results.

1.8. Operational Definitions

1.8.1. Parental Involvement

This study stresses the complexity and multidimensionality of the term "parental involvement". So, it would be appropriate to explain what the study means by this term. In this study, we mean by the term parental involvement "parental actions, beliefs and attitudes to a child's language learning process. In other words, the term is defined as "fathers' and or "mothers' social, economic and cultural actions which are generally occurred at home with the aim of helping and supporting their children for learning a second language".

1.8.2. Distance Learning

Distance learning involves learning experiences occurred at home and outside the school. In this study, distance learning means the learning process designed for home-based learning because of the closure of schools during the pandemic. It covers teaching and learning activities carried outside the classroom without bounding to a definite time and place (Gurbuz, 2014). It also includes learning via technological devices and participating in live lessons and activities on the EBA platform and other digital applications.

1.8.3. EFL Learning

EFL (English as a foreign language) learning consists of learning English in a classroom setting. In Turkey, English is learnt and taught as a foreign language in Turkey. It means that English is not "generally spoken in the surrounding community" and generally used in formal education inside the schools (Yule, 2010: 187).

1.8.4. Social Capital

Bourdieu defines social capital as "social obligations (connections), which is convertible, in certain conditions, into economic capital and may be institutionalized in the form of a title of notability (1986: 243). In other words, it can be defined as "socially constructed knowledge" as a result of social interactions (Symeou, 2007: 474). In this study, social capital covers parents' relations with other people from community and their social contacts for helping children for educational processes such as connecting with teachers and school staff.

1.8.5. Economic Capital

In Bourdieu's definition, economic capital covers a human's income and sources of money (1986). He also suggests that other capitals (i.e. social and cultural capitals) "derive from and are convertible to economic capital (Jiang, 2009: 10). This study deals parents' monthly income and annual expenditure for their child's EFL learning with economic capital.

1.8.6. Cultural Capital

Cultural capital defined by Bourdieu (1986) as "the institutionalized form of educational qualifications" comprises of "the acquisition and misrecognition of the dominant culture and its values" (Lin, 2001: 15). Parents' educational backgrounds, their attitudes towards EFL learning, the involvement process and distance learning are evaluated in terms of cultural capital that stands behind their position in these issues.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Definitions of Parental Involvement

The issue of involving parents into educational processes and investigating their possible effects on children's learning has been one of the most ongoing debates in the literature. As a result, different interpretations and views have become apparent with a number of different conceptual and operational definitions (Gokturk and Dinckal, 2017: 2). Of these definitions revealed in the literature of these studies, the most apparent and common is that the term parental involvement is a multidimensional and complex process in which the nature and scope of it may show some changes in terms of parent, school and student related factors (Anderson and Minke, 2007: 317; Demircan and Erden, 2015: 210; Poyraz, 2017: 10). Georgiou (1997) emphasizes by stating that "it can range from an impersonal visit to school once a year to frequent parent-teacher consultations to active school governorship" (p.190).

For another definition stated by Kim and Barrett (2019: 19), parental involvement can be associated with two major types of supportive parental practices: school-based and home-based involvement. The first type of practices mainly includes parental contact with teachers and other school staff and active participation in school organizations or meetings, while the second type is related to helping children with educational and sociological issues. With the aim of investigating Korean parents' involvement types and degrees in their children's EFL learning, their research identified seven types of parental involvement: "Direct Assistance, Managing and Monitoring, Information Provision, Study Environment Promotion, Private Education Support, Parental Encouragement, and Parents' Questions." (p.21).The study showed that all of these types could help students' academic success and develop positive attitudes towards parental involvement.

Kalaycı and Öz (2018: 833) state that parental involvement is a result of an active engagement and interaction occurred between the three institutions: school, family and community. This collaborative interaction is regarded as the main factor in child socialization and education. Likewise, Arrazola and Bozalonga (2015: 326) stress the importance of involvement as a basic form of cultural capital promoting child learning and sustaining family-school collaboration, which facilitates creative teaching practices such as problem-solving and creative thinking skills.

Arrazola and Bozalonga (2015) also note that the definition, transmission and mutual understandings of cultural and social values of families, schools, and community can become more apparent via active and ongoing parental involvement so that families bridge between education and culture as a "natural resource" of culture. Far more importantly, their analysis highlights the importance of awareness of the potential of families, consideration of differences such as cultural, social and economic ones, school and teacher support and ongoing relationship with family in the process of parental involvement (p.337).

Apart from participation and assistance in school-based and home- based activities, active communication with school and teachers and high parental expectations and aspirations, Desimone (1999: 12) tries to highlight the critical importance of racial-ethnic and economic variations released in different family groups with different types of parental involvement. In her study, she conceptualized the term involvement "as a set of actions, beliefs, and attitudes that serve as an operational factor in defining categorical differences among children from different racial-ethnic and economic backgrounds." (p.11). The results showed that there were meaningful differences in the relationship between parental involvement and student academic success in terms of racial, ethnic and economic conditions , as well as in terms of measurement and involvement types. In addition, the study suggests that there is a need to examine the nature of involvement in terms of different family contexts so that the issue is not a clear-cut manner.

On the other hand, Castro et al. (2015: 34) define parental involvement as the main responsibility of families because of the social requirements that relate parent-school collaboration with children's educational processes. Their meta-analysis study revealed that high parental academic expectations are strongly associated with student educational outcomes, especially their basic skills such as reading. They emphasize the extensive range of issues covered by the term involvement in this way:

> In a very general sense, we could consider parental involvement as the active participation of parents in all aspects of their children's social, emotional and academic development. In a different dimension, parental involvement concerns a wide range of issues, such as parental expectations about their children's academic future, control over homework, the extent to which they become involved in helping children to learn for school assignments or to do the homework, or the frequency with which parents are physically present at school. Some of these concepts correspond to behaviors that can be promoted, or that depend on a personal parental decision. Others, such as expectations, are effects associated with third variables, which are the real causes, giving a spurious spin to the apparent correlation between parental involvement and educational achievement.

Kaplan-Toren and Seginer (2015: 812) describe the involvement process " as a multidimensional construct, including parental educational aspirations, future plans for their children, educational decision-making, and support with school work, parental knowledge and parental participation in the school (as cited in Beycioglu, 2016: 89). In addition, Clinton and Hattie (2013: 324) state that researchers have traditionally defined the term involvement as parents'

purposeful actions to be involved in school- related activities; however the current definition has a wider range of issues involving parenting styles and communication and parental expectations of child's educational outcomes.

Raffaele and Knoff (1999) points out that parental support and involvement in children's educational processes can occur in wide range of different supporting activities revealed by different parental roles, which makes the nature of involvement multidimensional:

> There are many ways in which parents support their children's education: participating in education in the school building (e.g., volunteering in the classroom, attending school concerts), supporting their child's educational development through home-based activities (e.g., helping their child with homework, reading to their child), keeping abreast of their child's educational progress (e.g., reviewing report cards, attending parent-teacher conferences), working cooperatively with educators to make decisions about the education of their children (e.g., through parent-teacher associations), and collaborating with school personnel to identify and develop programs or policies that meet the mutual needs of both home and school (p.449).

On the other hand, some studies clearly reported that the issue of involvement might be diversely defined and understood by teachers and parents. A study conducted by Gokturk and Dinckal (2017) to understand teachers' experiences and perceptions of effective parental involvement concludes that the term effective involvement does not have the same meaning for parents, teachers, and administrators (p.15). Teachers regard effective involvement with home-based activities to reveal parental support for child's learning while parents are defining it as attending school-related educational decisions (as cited in Kalaycı and Öz, 2018: 833). Therefore, a more holistic perspective covering discrepancies in life experiences and family resources used to support children will be more beneficial for understanding the complex nature and scope of effective parental involvement. That is to say, having a number of different variables affecting the involvement process requires a more comprehensive and holistic definition for involvement. In the light of importance of family resources and parental choices of involvement, Anderson and Minke (2007) clearly note that the multidimensional nature of involvement naturally affects parents' decisions for involving into educational processes and their relationship with teachers and school staff, which requires more practice and support for making them involve in these processes.

Apparently, parental involvement has a multidimensional meaning and multifunctional usages by including different parental behaviors and practices such as parental aspirations for child's academic outcomes, parental communication with children and teacher, participation in school-related activities, and parental roles and strategies used to support child's learning (Fan and Chen, 2001; Clinton and Hattie, 2013). This great complexity in understanding the issue of involvement seems to make this phenomenon more complex, worth investigating, and more appealing to researchers for further research, which became the initial aspect triggering us to study in this area.

2.2. Significance of Parental Involvement in Language Learning

It is a clear fact that parents are one of the most fundamental parts of child's educational process and they are regarded as the primary teachers of their children (Keçeli-Kaysılı, 2008; Ökten, 2016; Cheng and Chen, 2018). A joint view revealed from most of the recent studies is that parents may positively affect children's educational outcomes and their support may help them develop positive attitudes towards learning and school- related activities (Butler & Uline, 2008:114). According to Gokturk and Dinckal (2017), the literature emphasizes the significance of involvement for educational partners, i.e. schools, parents and children:

> In the literature, many studies associate parental involvement with numerous student, school, and parent related benefits. The benefits for students include increased academic success, psychological well-being, a high attendance rate, a positive attitude toward school, and greater educational aspirations. The benefits for the school include fewer disciplinary problems, greater respect from the community and an improved reputation. The benefits for parents include higher educational aspirations for their children and improved communication with them (Epstein, 1995; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Olsen & Fuller, 2008; Peña, 2000; Ule, Živoder, & du Bois-Reymond, 2015).

At this point, Ustunel (2009: 271) suggests that the importance of parental involvement is also valid for child's language learning since it happens in "family, community, workplace, and classroom" (Watson-Gegeo, 2004: 340). Moreover, Panferov (2010: 107) focuses on understanding social and parental factors on second language literacy by stating that parents may positively affect children's second language learning. Akamoglu and Dinnebeil (2015) state that "parents are knowledge about their children and daily routines, and therefore, can create language-rich environments for their children by embedding language and communication opportunities into daily routines and activities".

To illustrate, in her study, Butler (2015) tried to investigate how parental factors affect Chinese young learners' motivation to learn English as an FL (foreign language) and her study concluded that parents substantially influenced the learners' motivation, especially depending on their SES (socio-economic status) and their children's level. According to the results of the study, Chinese parents showed high parent oriented motivation to children's EFL learning, and the learners' intrinsic motivation could be effected by the SES and their self-perceived competence (p.188).

Another study focusing on the possible effects of parental involvement on child's language learning was conducted by Lee (2008) with aim of investigating Taiwanese parents' beliefs, values, and attitudes towards their children's English language learning, and their involvement strategies. The study concluded that parents are willing to support but need to be involved in educational activities designed by teachers and school staff. It also revealed nine parental strategies and activities used by parents to support their children's EFL learning. The study suggests that parents

can become active role in helping and supporting children's EFL learning process but an effective collaboration among parents, teachers, and school staff is very crucial for an effective parental involvement (p.169). Far more importantly, the author points out that parental involvement in EFL contexts require more research so that the nature and scope of EFL learning is so broad and worth investigating as follows (p.2):

> Furthermore, in an EFL context, learners may have limited exposure to English besides a few hours of English instruction in schools. The issue of how parents support their children's English language learning is further complicated in such contexts as parents usually are not proficient in the language and limited resources can be drawn from the larger societal context. Different practices of families in supporting children's language learning might exist. However, few studies have addressed the issues in EFL context and more information is needed to better understand such process.

The above- mentioned issues reveal that parents' involvement into a foreign or second language learning process may be more difficult than estimated since it requires some literacy and knowledge about that language in order to involve and support child.

Similarly, Castillo and Gamez (2013) conducted a study with the aim of understanding whether parents could help their young learners' EFL learning process and their language literacy. At first, as it was expected, the parents were not eager to involve so that they did not know English. However, a parent training program covering workshops, a website and guiding works for supporting and helping for their involvement not only increased parent-teacher-school collaboration and interaction but also triggered parent support at home (p.68). Furthermore, the children's EFL literacy and learning were positively influenced by this supportive environment. Therefore, the study clearly shows that schools and teachers may play the vital role for obtaining and sustaining parental involvement, especially for child's language learning process.

It is clear that parental involvement can be seen as a crucial factor affecting child's language learning process, especially in EFL contexts (Kim and Barrett; 2019: 19). For instance, Al Harthy (2020) tried to investigate Omani parents' influence on their children's EFL learning process. The study concluded that Omani parents showed positive attitudes towards EFL learning by using " direct" and " indirect" involvement activities; and thus, they positively influenced their children's EFL learning (p.126). Likewise, Sun (2013) tried to understand ten Chinese parents' beliefs, attitudes, involvement types and their challenges they face in while being involved in their children's early English learning. This qualitative study showed they voluntarily involved in their children as a financial supporter, guide and partner for their children's English language learning (p.111). Limited English knowledge, lack of societal support, time and money and regarding the educational programs as unsatisfactory revealed as the main obstacles for parental involvement (p.112).

Midraj and Midraj (2011) also tried to see possible effects of parent involvement on fourth-grade students' EFL learning and their study found out that home-based involvement activities positively influenced the students' EFL literacy and comprehension. Furthermore, the parents' educational and occupational backgrounds, private tutoring at home influenced the level and effect of involvement.

Many research studies have shown that parental involvement can influence students' academic English outcomes positively. However, parental involvement may not be "always better" (Kim and Barrett, 2019:19). That is to say, "parents' involvement may have costs for children if it is controlling, person focused, characterized by negative affect, or accompanied by negative beliefs". (Pomerantz et al., 2007: 388) In other words, parents' influence on child education may not always be apparent as expected. For instance, Genc and Aydin (2017)'s study revealed that "there was not a correlation between tertiary level EFL Turkish learners' attitudes and achievement and parental involvement variables" (p.42).

Apparently, the literature has demonstrated that parental involvement is still a big factor influencing students' language learning, especially EFL learning so that teachers and school administrators may help the power of involvement with collaboration. Even though English literacy and some other barriers may prevent parents from being involved, "parents who could not ride an L2 bike can support their children to learn to ride it" (Castillo and Gamez, 2013: 69)

2.3. Parental Involvement and Capitals

Some educational research studies have demonstrated that parental economic status may have some impact on children's academic outcomes. For instance, Baoyan and Minggang (2015) tried to find out whether family capital (i.e. parents' economic, social, and cultural capitals) affects Chinese students' academic outcomes. There were 1142 Chinese children graduated from urban and rural middle schools in 2010. In their study, economic capital was measured by parents' monthly income, and their children's expenses of life and school. For measuring cultural capital, the authors focused on the children's skills, habits, and attitudes (i.e. embodied cultural capital), their books, materials and study rooms (i.e. objectified cultural capital), and parents' educational background (i.e. institutionalized cultural capital). To measure social capital, they took into account the parents' educational expectations, their involvement activities, their attention to educational processes at school; and their support for children's academic success (p. 415). The results showed that Chinese children's academic success was affected directly and positively by the parents' educational background and their gender. In addition, the study reveals that economic capital has an indirect mediating effect on the children's performance while objectified cultural capital " has a moderating effect on the impact of economic capital" on success (2015: 412).

Another critical study was conducted by Torres and Castaneda-Pena (2016) to find out parental roles and perceptions in a Colombian EFL context. Participants of this qualitative study were 16 ninth-grade EFL students and "interviews, surveys, observations, and artefacts" were used to collect data (p.159). The results showed that the Colombian parents helped their children's EFL learning by taking the role of "information provider" as a form of social capital and supported them by providing materials and sources, and giving advice (p.160). In addition, they took the role of "providing experiential knowledge" for guiding their children in while learning EFL as a form of cultural capital (p.162). That is to say, they provided feedback for the children's home-based EFL learning processes and their tasks so that they felt "co-responsible" for the tasks (p.162). Far more importantly, this study suggests that parental involvement as a tool for transmitting capitals may help children develop positive attitudes to EFL learning and achieve more success with the help of school-parent collaboration (p.163).

In another study, Kwok (2015) tried to investigate Hong Kong Chinese parents' involvement in their children's EFL learning process by revealing what strategies and roles they use for supporting them in this process. The study also tried to reveal parents' capitals and their impacts on those parental strategies and roles. The results showed that economic and cultural capital had more impact on the parents' selections for the strategies and roles than social capital (2015: 107). In other words, as the researcher suggests, the participants determine their strategies on their own without social support and "usually do not only rely on the sources of information when choosing the English learning strategies" (p.119). However, because of the lack of parent-teacher- school collaboration they prefer getting help and " exchanging information" from other sources such as friends and neighbors as the impact of social capital (p.125). Far more importantly, the study suggests that parents can become a great partner supporting their children's EFL learning with the help of schools and teachers even if they have limited English proficiency (Kwok, 2015: 144).

As seen from these studies, investigating capitals as possible sources behind parental influence on child education, especially in Turkish context of EFL learning where the number of educational research studies in the field of parental involvement seems insufficient may be a good option for further research studies.

2.4. Parental Strategies and Roles

The literature related to parental involvement has demonstrated that strategies and roles revealed by parents can be explained in two broad contexts: school-based and home-based as Gokturk and Dinckal (2017: 3) point out:

Home based involvement forms consist of strategies such as engaging in educational activities at home, assisting with homework, exposing their children to educationally stimulating activities and experiences, having positive attitudes and expectations about school and education, conveying the enjoyment of learning, school support for parenting, parental reinforcement of learning at home, serving as advocates for the school throughout the community, and involvement between the school and community agencies. On the other hand, school based involvement forms include such strategies as communication between home and school, volunteering and being present in the school, attending school activities, parent-teacher conferences, assisting in the classroom, and participation in decision-making and other aspects of school governance.

In a similar way, their study reveals that "effective parental involvement" does not only include " communicating" with teachers and school administrators and " learning at home" as the participating teachers perceived in this study (p.12). In view of Epstein's framework the study suggests communicating with teachers to support child learning, willingness to be involved in every decision-making process related to his/her learning, and "collaborating with the community via "local trips and visits" as the main strategies.(p.11).

According to Epstein (2001: 13), a framework of six major types of involvement mainly constitutes the basis of this partnership, which opens door to develop more inclusive and comprehensive programs in which children's educational goals are supported via teacher-parent-school collaboration. As a result of this partnership, parental involvement can become apparent as the main five roles that can be explained as follows:

✓ **Type 1- Parenting:** Supporting parents to construct environments where children are helped in order to acquire cognitive skills via a set of positive reinforced home-based activities. It will help parents and their children improve positive attitudes to school and learning and awareness of involvement in educational processes, and therefore children will have positive beliefs, habits and values.

✓ **Type 2- Communicating:** Providing an 'effective two-way communication' between parents and school that will open door to benefit from the power of parental involvement. It consists of using communication technologies for raising student and parent awareness of school policies, educational decisions, and roles in partnership.

✓ **Type 3- Volunteering:** Encouraging parents to be a volunteer in children's educational processes via more flexible school programs in which parents are enabled to be involved. This type of volunteering foresees developing communication skills between children and parents, which increases learning skills and awareness of significance of involvement.

✓ **Type 4- Learning at home:** Informing and supervising parents in terms of home-based learning activities. A parent - teacher collaboration is aimed for making parents more active and responsible for partnership in child education.

✓ **Type 5- Decision Making:** Supporting parents to protect, advocate and represent student rights in while making decisions for their education in school contexts. In other words, schools and teachers take into account parents' feelings, expectations and support in order to improve child's learning skills.

✓ **Type 6- Collaborating with the community:** Cooperating with community members in order to develop more effective school programs. It involves partnership with community organizations and services in supporting parent-school collaboration, which helps children benefit from social and cultural facilitations.

A qualitative case study on home- based parental involvement was conducted by Bayne (2016) in order to investigate involvement strategies used by 12 Spanish -speaking parents of EFL Learners in California (p.49). The semi-structured interview revealed five major strategies used by the parents to support their children's of EFL learning in grades 3-5: attending conferences or workshops, supporting them via readings at night, Spanish conversations with them, preparing a schedule for home-based learning, and checking and helping their homework (p.142).

Another critical categorization of parental involvement strategies, especially in language learning was made by Gao (2012). His study based on investigating Chinese parents' involvement strategies in their children's EFL vocabulary learning suggests that the involvement strategies can be separated into three main categories: social support, discursive support, and material support strategies (p.585). The first category involves activating social networks, collaborating with teacher like a "shadow teacher", monitoring and controlling, tutoring, and providing facilities for learning English at home (p.586). Discursive support strategies consists of giving advice, motivating the children to learn English, positive reinforcement, and making effort for increasing language awareness (p.591). For the last type of strategies, the Chinese parents provided written English materials, spent money for video-recorded materials and used mass media like TV for improving their children's English language learning, which comprises of material support strategies (p.591). Furthermore, he sees cultural and social capitals as the main sources of those strategies:

> Family, or parents with their social networks, has emerged to be one of the most central social networks where the transmission of cultural capital takes place (Reay 2000). The centrality of family in the circulation of valued cultural capital underlies the explosion of educational and sociological studies on parental involvement in children's educational attainment and achievements, including their L1 literacy development and learning of foreign languages (see Bartram 2006; Dika and Singh 2002; Gregory 1998; Senechal and LeFevere 2002; Sung and Padilla 1998).

At this point, Gao (2012: 593) believes that new research studies with different families having different capitalist backgrounds from different contexts may reveal different types of strategies and roles so that every family has different agenda and social and cultural resources. Gao (2006) also revealed that parents could become involved in their children's language by taking some" direct" roles (i.e. "parents as advocates, facilitators, and collaborators") and " indirect" roles (i.e." parents as advisors, coercers, and nurtures") (p.285). In other words, they could design and provide opportunities that make the learning environment rich for learning a language as the facilitators, or collaborate with teachers, private tutors, and other familial networks. In addition, they may lead and guide their children to use some strategies to learn a language in accordance with their experiences. Even, parents might coerce them to determine some strategies or a program for learning it. Some of them might also prefer learning it together with their children in order to obtain and sustain involvement more efficiently (p.289). In this respect, he suggests that parents are potential assistants in a collaborative environment supported by teachers and school administrators as follows (p.296):

> If language teachers and researchers could pass on some of the wealth of knowledge about learner development in accessible forms to parents and other social agents, we would contribute to the creation of a wider social environment facilitating learners' language learning and development. If language teachers and researchers were able to support parents in optimizing what is available in particular settings, we would even help to create a more equitable learning context, where both poor and rich parents have their own means to assist their children's development as effective learners.

In Lee's study (2008) which was conducted with the aim of investigating possible effects of parental involvement in Taiwanese children's English language learning process. The participants were 19 Taiwanese parents who speak Mandarin and data was collected via in-depth interviews, archival data, teacher interviews, and classroom observation (p.40). The results revealed ten strategies used by the parents to support their children at home: "Assisting with homework, providing multi-media materials, providing written English resources, reading English and or bilingual books, doing activities with children, enrolling in exams, visiting libraries, travelling, and helping from other social relationships" (p.139). At this point, the author recommends that "societal and parental factors" have the impact on parental beliefs, attitudes, and parental strategies and roles in while being involved or uninvolved (p.153). Moreover, a good and efficient parent-teacher-school collaboration may help all stakeholders obtain and sustain parental involvement as Lee (2008: 161) points out.

2.5. Factors Influencing Parental Involvement

According to the literature, parental involvement has been gaining more importance gradually because of "educational reforms, the democratization of school, the accountability movement, the move to decentralization and the question about the responsibility of the child's

education" (Georgiou and Tourva, 2007: 474). However, this rising interest has also come up with another question: What does affect parents' decisions, strategies, roles, beliefs and attitudes towards involvement process at home and or school? Jafarov (2015: 37) points out that the literature has mainly dealt with answering this question by defining three basic factors: parental factors, school-based factors, and student-based factors.

2.5.1. Parental Factors

As defined in the previous sections, parental involvement is an umbrella term covering a wide range of activities, strategies, and roles revealed by parents, and parent-school-teacher collaboration in school-based and home-based contexts. Parents' self and inner world with their own experiences and life styles have regarded as one of the main factors influencing those strategies and roles.

For instance, Hoover-Dempsey and Sandler (1995) define parental involvement as a dynamic and long lasting process constructed by parent-related, school-related, child-related and societal factors (Butler and Uline, 2008: 115). In their model, parental involvement is dealt with five levels and each level links parents' psychological conditions into child's educational outcomes. These psychological conditions such as parental role construction and sense of efficacy encourage them to be involved in educational processes (Anderson & Minke, 2007: 312). Hoover-Dempsey et al. also recommends a positive educational context where parents are invited and welcomed to be involved and to have positive attitudes toward involvement (2005: 116). Their model briefly suggests that the involvement process is in nature a complex phenomenon affected by parents' beliefs and perceptions of becoming involved, their perceptions of encouraging and inviting contexts, and life-context variables such as time, knowledge and social status (2005: 123).

From this model of parental involvement, it can be revealed that the involvement process is initiated by parents' own feelings, beliefs, and expectations, which are affected by their self-efficacy and role construction. That is to say, parental role construction means that parents perceive whether their involvement is necessary or not, while self-efficacy is related to having positive perceptions for motivational beliefs. These motivational beliefs and perceptions are being shaped and supported by parent-school partnership and child invitations to being involved. As a result of this encouragement, parental involvement affects child's educational outcomes via modeling of appropriate school-related skills, reinforcement of child learning, and instructing when needed (Tekin, 2011: 9; as cited in Hoover-Dempsey et al., 2005). These mechanisms open the door to reveal parental strategies and roles used to support a child's learning, and so, parents become involved. In short, this framework tries to explain the involvement process in three aspects: " (1) why parents become involved in their children's education, (2) how parents choose specific types

of involvement, and (3) why parental involvement has positive influence on students' education outcomes" (as cited in Kalaycı and Oz, 2018: 833).

Parental influence on students' academic outcomes, as Lee and Bowen (2006: 201) suggest, can be explained and predicted via parents' demographic background (i.e. parental race, parental involvement in school practices, and parental socioeconomic and educational background). In other words, parents with a high level of social and cultural capitals reveal more positive involvement attitudes and divers involvement types such as more involvement and adaption to school culture, visiting school and more interaction with teacher (p.210). Therefore, the authors highlights the critical importance of parental factors on a child's academic outcomes and the need of further research, especially on different societal groups in order to provide a more effective school- parent partnership for child success (p.215).

Accordingly, Stacer and Perrucci (2013: 341) regard parents' SES (socioeconomic status) (i.e. social, economic, and educational conditions of a family), their attitudes towards school-parent partnership, and their racial and ethnic discrepancies as the main parental factors influencing the nature of involvement. Their study was based on the investigation of possible factors on the involvement and the results revealed that parents with higher SES and educational background could show more involvement in their children's education, which was valid for all ethnic groups (i.e. white, black, and Latino parents) (p.350). In addition, their perception of school-based activities planned for making them involved seemed positive as expected. The authors also pointed out that White parents' involvement at school was more than the other ethnic groups as a sign of racial differences in involvement, (p.352).

Likewise, Wigfield et al. (2007) deal with the issue of parental factors on child education in four headings: parents' demographic background, parental behaviors and characteristics, parents' general beliefs, and their specific beliefs and perceptions of child's own educational life. That is to say, they suggest that parents' SES, family structure, their marital status, cultural and ethnic specifications etc. may influence a child's motivation to learn directly or indirectly (p.970). Second, actions, strategies, and roles revealed by parents with the aim of providing a more supportive, motivating, and facilitating environment may open door to a positive impact on child's education as they state as follows (p.972):

> Families that provide a positive emotional environment are more likely to produce children who want to internalize the parents' values and goals and therefore want to imitate the behaviors being modeled by their parents. Consequently, children growing up in these homes are likely to develop a positive achievement orientation if their parents provide such a model and value those specific tasks, goals, and means of achieving one's goals valued by their parents.

In addition, they point out, parents' values, cultural and social aspects, and their educational and personal ideologies may affect child's educational goals and preferences (p.973). Last but not least, Wigfield et al. (2007: 973) suggest that parental specific beliefs, perceptions, and expectations about what children can achieve can be regarded as motivational "messages" received by children. At this point, Butler (2015: 165) states that these four parental factors "mutually influence the child outcomes" and "each other, directly and/ or indirectly". As understood from the literature, "socio-economic status, parents' educational background, teachers' and school administrators' attitudes, cultural influences were the main predictors of parental involvement" (Kalaycı and Öz; 2018: 833).

2.5.2. School-based factors

According to Jafarov (2015: 40), schools may hold a mediatory position between parents and teachers in order to obtain and sustain a more effective teaching and learning environment with the help of parents' involvement. In other words, they provide an essential platform that opens door to parent-teacher-school collaboration.

In this regard, Petridou and Karagiorgi (2018: 3) define the scope of school-based parental involvement as " contact with school (such as communicating and meeting with teachers, attending school events, volunteering at the school, participation in school governance), as well as trusting parent-teacher relationships". They also point out that "increased parental participation in school activities might come as a response to children's low performance (p.16). Likewise, Durisic and Bunijevac (2017) emphasize that invitation and mutual interaction provided by school administration and teachers may encourage parents to be involved in child' education eagerly, and this involvement is directly related to child's academic and social outcomes like this (p.144):

> Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. Specifically, if parents attend teacher conferences, accept phone calls from the school, and read and sign messages from school, their children will benefit academically more than children whose parents do none of the above. Furthermore, children excel even more when their parents assist them at home with their homework, attend school sponsored events, and volunteer at their children's schools (Suizzo, 2007; Weisz, 1990).

A sample study showing the possible effects of school related factors on parental involvement was conducted by Mapp (2002) with the aim of understanding eighteen O'Hearn parents' involvement process in terms of their socioeconomic and cultural background with possible social and school factors behind this process. The results showed that parents' involvement "is significantly influenced by a school environment that "feels like family" " (p.15). That is to say, "the language used by the eighteen parents interviewed for this study emphasizes relationship and trust factors as important influences on their involvement" (p.13).

Another critical study by Niehaus and Adelson (2014) tried to investigate how school support and parental involvement affect elementary school students' ELL (English Language Learning) process. The authors highlighted the critical importance of " schools" by revealing that the more school support may end up with more involvement in children's ELL process as follows:

> The present study showed that ELL parents were more involved in their children's education when schools offered more support and outreach services to ELL students and families. Results highlight the importance of the home-school mesosystem for ELL children (Bronfenbrenner, 1994, 2005) and suggest that if schools can obtain the financial and human resources that are needed to offer these types of support, parental involvement among ELL families increases.

In the light of the importance of these studies, it is worth mentioning that schools as one of the two main environments where teaching and learning take place may have some impact on parents' involvement choices, and their attitudes and beliefs towards being involved in child' s education. As revealed by the literature, schools should take responsibility for providing a more collaborative teaching-learning environment where the whole stakeholders regard the issue of education as a shared responsibility (Bartel, 2010).

2.5.3. Student- based factors

For Hornby and Lafaela (2011: 39), parents' involvement decisions and actions are influenced by four student-related factors: "age, learning difficulties and disabilities, gifts and talents, and behavioral problems". According to their statements, adolescents' parents may show less involvement actions; however, their willingness of independence may not always mean that they do not want parents' involvement entirely (p.43). The second factor comprises of children's unsuccessfulness as demotivating for parental eagerness to being involved. In other words, the more children become successful at school, the more parents become involved (Poyraz, 2017: 12).

The other student-related factor is related to students' being gifted and or talented; that is, if parents think their child is " academically gifted" or talented and this idea is not accepted by teachers, parents may feel less confident for being involved and some conflicts may occur between parents and teachers (2011: 43). Furthermore, the authors suggest, students' undesirable behaviors at school may decrease the level of their motivation for being involved in school-based educational issues (p.44).

2.6. Barriers to Parental Involvement in Language Learning

As stated previously, parental involvement and support may help children's process of learning a new language, especially a foreign one that requires more effort and support so that it has limited sources of usage in social context. On the basis of hindering factors for parents'

involvement in child's language education in the USA, Arias and Morillo-Campbell (2008) regard four main barriers that could be only tackled with parent-school-teacher collaboration in a positive and supportive school climate: school-based barriers, parents' language proficiency, their educational background, different perceptions between home and school involvement issues, logistical concerns. According to them, this positive and supportive climate may help parents involve more and children deal with possible difficulties in while learning a new language (p.9). In order to find out these possible barriers that hinder parental involvement in ELL (English Language Learning), they highlighted the critical importance of support provided by school administration and teachers by suggesting a categorization of barriers as follows (2008: 10):

Figure 4: Ways for Finding out and Dealing with Parental Involvement Barriers

Barrier	Promoting ELL Parental Involvement
Communication	- Provide home-school coordinator or liaison - Initiate home visits by teachers - Send out bilingual newsletters - Provide a multilingual telephone homework line - Schedule monthly meetings at a local community center
School/Parental Perceptions	- Acknowledge parents' cultural values - Incorporate community into curriculum - Invite extended family members to school activities
Logistics	- Modify meetings to accommodate parents work schedule - Provide child care to facilitate parental attendance at school functions - Arrange transportation to facilitate student involvement in school activities

Source: Arias and Morillo-Campbell, 2008: 9

As seen in Figure 4, schools should devise new opportunities that sustain mutual interaction and communication promoting parental involvement. In this regard, they should take into account parents' cultural, economic, and social backgrounds in while planning these opportunities. For dealing with their lack of language proficiency, they should provide more support with "bilingual materials" and special training (p.10). Since they may regard teachers as " experts", their motivation for being involved may be less than estimated; therefore, their beliefs and attitudes need to be taken into consideration during the planning stage by schools and teachers (p.10). Last, the researchers suggest that the involvement plans should also consider parents' social life conditions

(i.e. their workload, leisure times, home-specific concerns etc.) in order to obtain and sustain involvement (2008: 10).

A similar categorization of barriers has become apparent in Al-Mahrooqi et al.'s study (2016) which tried to investigate Omani parents' involvement in their children's EFL learning process. Their research study dealt the barriers of parental involvement with three basic areas: parent-related factors, teacher-related factors, and school-related factors (p.10). First, parent-related factors may involve parents' negative beliefs and attitudes towards involvement, their motivational reluctance, their life conditions, parental self-efficacy etc. The second category of non-involvement factors comprises reasons such as teacher workload, their lack of personal training for making parents involve, lack of their positive reinforcement for parents' involvement, and parental beliefs regarding teachers as experts for child education (p.8). Last, the authors suggest that schools may hinder involvement because of ineffective teaching programs, lack of support for parents, and some structural problems such as remoteness for parents and having big number of students (p.9). Even though the participants showed neutrality for these factors, the study implied that schools need to provide a more supportive and positive context where parent-teacher-school collaboration becomes more possible (2016: 11).

Another research conducted by Forey et al. (2015) aimed to investigate Hong Kong parents' involvement in their children's primary school EFL literacy learning process. The study concluded that Hong Kong parents involved in their children's EFL literacy learning via different strategies such as playing games, singing a song, and reading aloud (2015: 12). Far more importantly, it focused on parents' limited areas such as language proficiency, lack of time, interest, and resources, and knowledge (p.14). The results showed that lack of time, lack of knowledge for involvement, and language proficiency might result in parental non-involvement (p.15). That is to say, parents' perceived proficiency of English and lack of knowing and applying appropriate activities for supporting children at home might negatively affect their motivation for being involved in children's EFL learning, which requires more support and guidance provided by schools and teachers (p.24).

Apparently, parental involvement in a child's language education may be influenced and or hindered by some factors or barriers, and for Kauffman et al., (2001) educational researchers need to focus more on this part of the issue of involvement. In a similar way, they regard "time, work obligations, cultural and language barriers, and lack of self-confidence", and school jargon as the main barriers to parental involvement in children's second language learning by suggesting some alternatives for an effective involvement (p.8).

2.7. Parental Involvement Studies of EFL Learning in Turkey

In order to understand the scope and nature of parental involvement in Turkey as a foreign language context, reviewing previous studies on this area seems a logical attempt for the outline of the study. When investigated the studies conducted in Turkey, one might argue that they mostly have similar results and implications with other and previous studies in the literature.

In a very general sense, a critical study of literature review on the area of parental involvement was conducted by Yücetaş-Artan (2019) and this study comprised of an analysis of 144 related studies applied between the years of 2000 and 2018. This meta-analysis covers 72 articles, 63 master's theses, and 9 doctorate dissertations .The study concluded that most of the studies were conducted in the west of Turkey and the participants were mostly pre-school learners (p.54). In accordance with the literature, the study reveals that parental involvement generally have positive impacts on learners' education, far more importantly it suggest that further research on this area needs to be conducted with other types of audience in different contexts like the east of the country (p.62). This is one of the main motivations attracting us to conduct this educational research study in the area of parental involvement in Turkish context. The other attractive result for us is the limited number of parental involvement studies in the area of language learning. That is, only two of these 144 studies focus on the issue of involvement in child's language education (p.40).

In Şaban's study (2011), Turkish parents' levels and types of involvement in their elementary school children's learning process in terms of types of school, school grades, and parents' educational background, family structure, and their age and gender. According to the results, Turkish parents' level of involvement is high and the most preferred types of involvement are "parenting, communicating, and collaborating with community" (p.88). The study also revealed that as the school grade increases, the level of involvement decreases, and parents having higher educational background involve more (p.90). While Turkish parents' age, gender, and the number children show significant differences in the level of involvement, types of school (i.e. state school and private school) does not show any significant difference in the involvement process (p.90-91).

Specifically, Dinç (2016) tried to investigate how parental involvement influences Turkish EFL learners' language skills and development in a private school context of Istanbul. In addition, she aimed at finding out possible impacts of involvement as a tool for parent-teacher-school collaboration on Turkish EFL primary school learners' academic outcomes (p.3). According to the results of the survey, parent-teacher interviews, and classroom observation, she pointed out that parents could become involved and positively affect their learners' EFL learning with the help of supportive programs and plans designed by school and teachers (p.70). Moreover, Turkish parents' involvement helped their children develop positive attitudes such as self-confidence and taking

responsibility for their own learning (p.71). Last but not least, the author suggests that parent-teacher-student collaboration may open door to accelerate child's ELF learning provided that a positive climate and required plans suitable for parents' socio-cultural aspects that have the potentiality for changing the nature of involvement (2016: 71).

Another study was conducted by Demirtaş (2007) with the aim of revealing Turkish parents' attitudes towards their secondary school students' EFL learning process and evaluating these attitudes from the point of view of the students' perceptions. The results showed that Turkish parents mostly have positive attitudes towards language learning and English language (p.141). While their gender did not reveal any significant differences for their attitudes, high educational background, income, and the living conditions as the parts of their socioeconomic status revealed more positive attitudes towards EFL learning and English language (p.143). Furthermore, he concluded that some factors such as parental priorities, students' academic success and grade level may affect parents' attitudes positively or negatively. Last, the students had also modest attitudes towards parental involvement, and the author states that some cognitive, social and cultural factors may have the impact on their attitudes towards parental involvement (Demirtaş, 2007: 145).

Likewise, Poyraz (2017)'s study tried to understand the nature and scope of Turkish parental involvement in students' EFL learning in terms of home-based learning of English. The study revealed that parents have enough eagerness to be involved but they need more support by teachers and school since their English proficiency is low (p.108). On the other hand, they believe that parental involvement and assistance in children's EFL homework are not sufficient for academic success. Some parental (i.e. age, marital status, occupation, income, and educational background) and child-related factors (i.e. grade level) have had some impacts on parental involvement while some of them (i.e. parental gender and private tutoring) do not show significant difference in the process of involvement (p.109-110). At this point, Poyraz (2017) suggests that parent-teacher-school collaboration should design a more supportive and positive environment for involvement but parents should be more willing to be involved, support, and follow their children's ELL process (p.114).

Kalaycı and Öz (2018) also conducted a study focusing on Turkish parents' perceptions of their primary school children's EFL learning process in terms of their demographic background by means of a survey and a semi-structured interview. The results showed that parents are aware of the power of parental involvement and therefore, they have positive attitudes towards involvement in EFL learning (p.845). It also revealed that parents expect more guidance and support from teachers in order to be involved since they regard teachers as "experts". However, any significant differences on the parents' perceptions of involvement in terms of their demographic background such as age, gender and level of education were not seen at the end of the study (p.845).

Genc and Aydin (2017) also aimed at finding out possible motivational factors behind Turkish students' EFL learning attitudes and beliefs at tertiary level. According to the results, the students had mostly positive attitudes towards EFL learning in terms of their intrinsic and instrumental motivation (p.39). As the participating students stated, Turkish parents took an active in becoming involved by providing support for learning English, guiding, and stressing the importance of learning English (p.41). The results concluded that "for a considerable majority of the students there was positive correlation between their attitudes and their intrinsic motivation, instrumental motivation and parental involvement" (p.41). As can be inferred from these studies, parental involvement in EFL learning in Turkey is one of the most attractive research areas since it requires more and further research that approaches the issue from different points of view in different contexts with different audiences.

2.8. Distance Learning in Turkey

The Coronavirus (Covid-19) outbreak has been influencing human life nearly all around the world since 2020. Like many fields, education has also been reshaped because of the pandemic and distance education at all grade levels has become the main alternative to the school- based education as the schools have been closed (Özer, 2020). Because of this global impact, learning processes have begun to be conducted at home, and therefore parents have become the partners of children and teachers during the pandemic. This sudden shift from school education to distance education at home have required to focus on the issue of parental involvement in terms of parental involvement actions, parental beliefs and attitudes (Dong et al., 2020).

As technology improves, the nature of education has gradually changed and now, technology has become an inseparable part of human life and education (Şad et al.; 2016: 163). As a result, mode and nature of learning have been transformed from school-based traditional learning into distance education that overcomes possible limits of time and place for learning (Moore et al., 2011: 130). One of the new formats of learning is distance learning which means "the effort of providing access to learning for those who are geographically distant" (Moore et al., 2011: 129). According to Gurbuz (2014), this type of learning bridges learning conditions and learners at distant places outside the formal places like schools or universities by means of Internet and technology as follows (p.240):

> Distance learning is the most modern education system which is independent of time and distance, enables individualized education opportunities, and is implemented via information technologies and especially via Internet. (Baturay and Bay, 2009). The implementation of distance learning was first carried out via mail in 1728 and thanks to the developing information technologies today, it has become more qualified and available with teleconferencing and internet applications. Thanks to these distance learning applications, despite the fact that teachers and students are located remotely from each other, they are able to communicate effectively via videoconferencing and audio recordings (Isman, 2011).

Similarly, Beltekin and Kuyulu (2020) regard distance learning as specifically planned educational activities that become alternative to traditional face-to-face education mainly conducted in classes. They also classify it as two basic types in terms of its online nature (p.2):

> On digital platforms, instruction is divided into asynchronous (asynchronous or offline) and synchronous (synchronous or online). Distance learnıng is defined as asynchronous (asynchronous), when the student and the teacher are not in the same timeframe. The student can watch the lecture videos or read the lecture documents in the virtual environment at any time. In synchronous education, students and teachers are in different places, but the lesson is taught by coming together on a virtual platform at the same time. The teacher and the student are in mutual online communication. In synchronous education, lessons can be watched again from the recording as in asynchronous education (Arslan, 2019).

In Turkey, distance learning has been preferred as a supportive educational tool in addition to traditional learning for the last five decades (Zırhlıoğlu, 2006: 48). However, the rising spread of the Covid-19 pandemic all around the world and Turkey since March, 2019 has compulsorily changed the nature of life and education (Beltekin and Kuyulu, 2020).

In other words, schools and universities have been closed and distance education has been conducted since March 2020 in Turkey (Özer, 2020). Since then, MONE has been using EBA (Eğitim-Bilişim Ağı -Educational Informatics Network) platform for distance education for all grade levels, TV channels for all grade levels have been transmitting distance education, robotic assistances for helping and answering questions for all stakeholders (http://covid19.meb.gov.tr). At this point, "EBA has become the most visited educational website among the dates of 23rd March and 27th November with more than 10 billion hits (http://covid19.meb.gov.tr).

This platform has been used by teachers, schools, parents, and students as a supportive tool for school education since 2012; however, because of the pandemic, it is now the main tool for education at distant level and it provides many opportunities for the whole stakeholders (Kuloğlu and Bay, 2019: 331). Özer (2020: 1126) defines the platform as follows:

> EBA is a digital educational portal which is developed by MoNE and it is in service since 2011-2012 academic year. In this portal, various learning materials –including curriculum-based videos, documents, e-books, tests, activities- are provided to stakeholders of education from preschool to high school level. Students, teachers, and parents can access more than 5.000 books, hundred thousands of documentaries, cartoons and documentary in EBA portal. EBA is also a dynamic portal and gives diverse opportunities to students and teachers. Teachers can assign assessment tasks to students via EBA portal. In addition, the portal provides a tool to analyze the academic needs of students using data based on their responses to tasks. In this way, students can reach the materials based on their personal academic needs. Students can also select the topics which they want to focus on, and they can find the related online courses and assessments. Video recordings of courses can also be prepared and uploaded in EBA.

In addition, EBA gives the chance of planning and conducting live lessons for students from all grade levels with the help of technological devices and the Internet. Among the dates of 23

March and 27 November 2020, more than 62 millions of live lessons were conducted via EBA (http://covid19.meb.gov.tr). Özer (2020) also points out that distance education provided by MONE comprises of providing free access to the Internet, supporting students with additional material resources, helping students and parents with psychological support, and supporting teacher professional development (p.1127).

However, a current report published by MONE has revealed that Turkish parents and students mostly follow distance learning activities and lessons from EBA and EBA TV channels, but most of the parents prefer formal education in a face-to-face school context and they need more support from other stakeholders (http://covid19.meb.gov.tr). How parents perceive distance learning, how they support their children's distance learning at home, and whether their involvement occurs and in what ways are some questions that trigger further research in the area of parental involvement, especially in Turkey.

To sum up, the related review of literature comes up with some crucial recommendations for this study and further research. These can be revealed as follows:

- ✓ In its nature, parental involvement is an umbrella term covering multidimensional meanings and multifunctional usages by including different parental behaviors and practices revealed by different parental strategies and roles.

- ✓ Parental involvement is still a big factor influencing students' language learning, especially EFL learning so that teachers and school administrators may help the power of involvement with collaboration.

- ✓ Investigating capitals (i.e. transmitters of social and cultural aspects) as possible sources behind parental influence on child education, especially in Turkish context of EFL learning where the number of educational research studies in the field of parental involvement seems insufficient may be a good option for further research studies. Specifically, to investigate parental involvement in distance learning during the Covid-19 pandemic seems quite attractive for researchers.

CHAPTER THREE

3. METHODOLOGY

3.1. Research Design

In order to understand the parental involvement in the Turkish EFL context, this study combined qualitative and quantitative data in order to obtain an in-depth analysis, which is called as mixed research design. In other words, "mixed research is the class of research studies in which a researcher mixes or combines quantitative and qualitative research techniques into a single research study" (Johnson and Christensen, 2004: 409). Bryman (2001) suggests that using one type of method for conducting a study can be logical in terms of practical issues; however, the use of more than one method or technique can make the research more valuable and rich in achieving, analyzing, and interpreting data.

At this point, this study used the sequential triangulation as one of the main rationales for the mixed methods research design by collecting both quantitative and qualitative data and analyzing them together. This methodological combination of quantitative and qualitative research involves precedence of quantitative data to qualitative data (Bryman, 2006; Johnson et al., 2007). In other words, the present study was conducted in two phases: collecting quantitative data via quantitative research tools using and then collecting qualitative data via qualitative research tools. By doing so, it tried to obtain a more in-depth analysis of the issue of parental involvement in terms of parental roles strategies and roles used in children's EFL distance learning, and parental perceptions and beliefs revealed by parents in while supporting their children. This type of rationale "generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other (or conversely, the strength of one adds to the strength of the other)" (Creswell, 2009: 213).

To combine the two research traditions (i.e. quantitative and qualitative) may be beneficial for understanding the scope and main aspects of a research study in terms of some advantages. In this regard, Onwuegbuzie and Leech (2005) use the term "pragmatic researcher" who knows the importance of combining the two methodologies and they find out how being a pragmatic researcher is important and what provides us.

According to Onwuegbuzie and Leech (2005), pragmatic researchers view research from the holistic perspective; that is, they can combine empirical and descriptive aspect from the holistic perspective; that is, they can combine empirical and descriptive aspects of phenomena by looking at them from "bi-focal lens". By doing so, they can see the whole picture behind the study and this makes the study and the researcher more powerful in terms of defending the results.

Greene et al. (1989) also point out that there are the main five goals of conducting a mixed-methods study: collecting and analyzing data by using different techniques, corroboration of results from different methods, using the results for supporting each other, discovering paradoxes and contradictions to reformulate the research question, and expanding the depth of inquiry (p.270). The main goal in the light of these sub-goals is to see the whole picture in order to understand what, why, and how the study is conducted. According to Bryman (2008: 632), a mixed methods research study is basically designed in two aspects: *priority* (the dominance of a method, or equal importance of the two methods, i.e. quantitative and qualitative) and *sequence* (which method precedes the other in while collecting data) as follows:

> In this classification, upper case indicates priority—for example, QUAL indicates that the qualitative component was the main data-collection approach; lower case indicates a more subsidiary role—for example, qual. Arrows refer to the sequence—for example, QUAN→qual means that the collection of quantitative data was the main data-collection approach and that the collection of these quantitative data was undertaken before the qualitative data, which occupy a subsidiary role. The + simply means that the collection of the quantitative and the qualitative data was conducted more or less concurrently. One difficulty with this and related classifications that embellish it is that it is not always easy to establish issues of priority and sequence when reading the report of a study. However, it is useful as a way of thinking about fundamental aspects of the design of mixed methods studies.

Figure 5: Different Types of Mixed Methods Research Design

Note: Capitals and lower case indicate priority; arrows indicate sequence; + indicates concurrent.
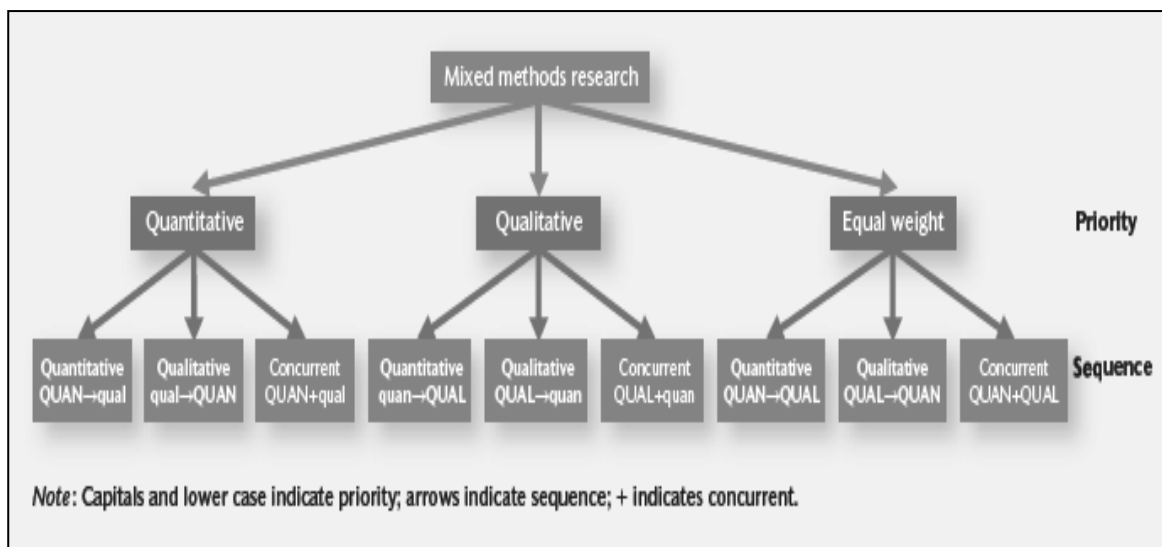
Source: Bryman, 2008: 632

It can be revealed from this classification in Figure 5 that researchers in the " equal status" may change the direction of their research in terms of the nature of their research study into a " qualitative dominant (i.e. QUAL + quan)" (Johnson et al. (2007: 123). Or, a researcher "relies on quantitative, postpositivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects", which can be "symbolized as QUAN + qual research (i.e. quantitative dominant (2007: 124). Furthermore, the researcher may approach equally for these two forms and give equal importance for quantitative and qualitative data (i.e. QUAN+QUAL) (Johnson and Christensen, 2004: 418). Determining the sequence of which data will be collected and analyzed at first in a mixed methods design also depends on what researcher aims to find out. (Creswell, 2009: 206). That is to say, "the exact mixture of that is considered appropriate will depend on the research questions and the situational and practical issues facing a researcher" (Johnson and Christensen, 2004: 30).

Since the present study mainly aimed to investigate the nature and scope of Turkish parental involvement in the child's EFL learning in terms of possible social, cultural, and economic impacts of parents' lives, their beliefs and attitudes, and their strategies and roles used in while being involved, designing a mixed-methods research was seen as the most logical preference for this study. As stated in the previous chapter, the literature is full of educational studies trying to understand the complex and multidimensional nature of parental involvement. Moreover, most of them clearly highlight the critical need and importance of further research with different designs so that it is a "value loaded term" (Bakker and Denessen, 2007: 188).

As previously stated, the present study was basically designed as a sequenced triangulation design with the aim of obtaining quantitative data to have general ideas on what parental strategies and roles were used in children's EFL distance learning and qualitative data to deeply investigate what perceptions and beliefs parent reveal in while supporting their children. In order to do this, this study used an online parental involvement questionnaire and telephone interviews to collect quantitative and qualitative data. Qualitative data were used to extend the results of the questionnaire in a deep investigation of the nature of parental involvement.

In other words, this study in nature has a dominant status of QUAN+qual in a sequential time orientation. That is to say, quantitative data were collected via the questionnaire and then qualitative data were collected via the semi-structured interviews with parents. The results were analyzed in two basic parts so as to obtain a more in-depth analysis that may help us understand the nature and scope of parental involvement in Turkish EFL context. The researcher hopes this type of research study will help the whole stakeholders understand the complex and multidimensional nature of parental involvement in Turkish EFL context.

3.2. Participants and Setting

The setting included four secondary schools in Erzurum province, one of the largest cities in the East Anatolian Region of Turkey. While choosing the sample, reaching more parents as much as possible was taken into consideration. Hence, the convenient sampling was preferred in this process. As Cohen et al. (2007: 102) point out, this type of sampling "involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained". Similarly, Dörnyei (2007: 98-99) suggests that convenient sampling involves participants who "meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer".

In this regard, an online questionnaire as a Google form link was sent to the parents from the four schools via the administrations in accordance with the required permissions (see Appendix 6) received by the governorship and the MONE. 375 volunteer parents were participated and filled the form of online questionnaire, which constituted the basis of quantitative data. That is, 272 Turkish mothers (%72,5) and 103 Turkish fathers(%27,5) participated in the present study. At the end of the questionnaire, the parents were cordially invited to participate in a telephone interview conducted with the aim of understanding parental strategies and roles, and parents' attitudes and beliefs for involvement in their children's EFL distance learning. Eight parents of them (six mothers and two fathers) accepted to participate in the interview, which revealed qualitative data.

For each process of data collection, the participants were informed that the participation was based on their voluntariness, and they could withdraw without making any excuse whenever they wanted (see Appendix 5). Far more importantly, they were guaranteed that their personal information would not be shared with anyone except the researcher, and the knowledge obtained from the study would be only used for this study.

3.3. Data Collection Tools

3.3.1. A Parental Involvement Questionnaire

For the quantitative part of the study, a questionnaire was selected as the main tool for collecting data so that it gives the chance of collecting a great amount of knowledge from a diverse range of participants in a short time by saving money and effort in terms of data collection and analysis (Dörnyei and Taguchi, 2010: 6). Moreover, Dewaele (2018: 284) points out that the popularity of online versions of questionnaires has been gradually increasing in applied linguistics, and second language acquisition in particular so that "a great way to obtain rich and abundant data while sitting behind one's desk" with the help of technology and the Internet.

Indeed, the questionnaire was designed as a paper format (see Appendix 1) and planned to deliver it to the parents with the students. However, schools have been closed and formal education has continued during the Covid-19 pandemic in Turkey since April 2020. And, the MONE has selected distance education so as to go on student education all around the country. For this reason, the online format of the questionnaire as a Google form was designed and delivered to the parents via Whatsapp (i.e. an application used for texting messages and making calls) school groups that are used to provide mutual interaction among parents, teachers, and school.

In order to collect quantitative data via the online questionnaire, necessary permissions were received from the governorship, the MONE and the school administrations separately (see Appendices 6 and 7). The questionnaire was adopted in accordance with the related studies in the literature (Kwok, 2015; Lee, 2008; Al-Mahrooqi et al., 2016; Yalkın-Şentuna, 2019). It was filled by 375 Turkish volunteer parents who have at least one student studying EFL at a secondary school level (i.e. 5th grade, 6th grade, 7th grade, and 8th grade levels).

The present study dealt with the issue of Turkish parental involvement in child's EFL distance learning in terms of three basic concerns: parental involvement strategies and roles, the impacts of parental capitals on those strategies and roles, and parental beliefs and attitudes towards parental involvement, EFL learning, and distance education. In order to do this, the first attempt was to investigate parental involvement strategies and roles used by Turkish parents in while supporting their children's EFL learning.

At this point, parents' economic capital was associated with their monthly income while social capital was measured by their collaboration and communication with English teacher, and by other social support provided by them to assist their children's EFL learning. The last capital, cultural capital, was associated with the parents' educational background and language proficiency. In addition, this data helped us inform about what possible barriers influenced Turkish parents' involvement process, which gives the chance of providing implications for the all stakeholders and further research. Furthermore, the questionnaire tried to find out parental beliefs and attitudes not only towards parental involvement and EFL learning but also towards the distance education that has been actively used as the main tool for sustaining educational processes outside schools during the Covid-19 pandemic in the context of Turkey. On the other hand, we determined the sample of the semi-structured interview by means of the questionnaire.

In order to shape the content of the questionnaire, first I made a comprehensive review of the literature and investigated the sample questionnaires (Kwok, 2015; Lee, 2008; Al-Mahrooqi et al., 2016; Yalkın-Şentuna, 2019 in the related studies. Second, my supervisor and I analyzed those questionnaires and then, we tried to shape the items in accordance with the aforementioned aspects

of the study. Last, I sent the online form of the questionnaire to some of my own students' parents and two colleagues of mine. After getting their feedbacks, we reshaped the content of the questionnaires. At the end of this process of revision, the items were defined under three basic parts.

As can be seen in Table 1, the questionnaire consists of 51 items in three main parts: part A (personal information) with 13 items, part B (parental involvement strategies and roles in child's distance EFL learning) with 20 items, and part C (parental perceptions and attitudes towards EFL distance learning) with 18 items.

Table 1: Related Items with Parts of the Questionnaire

Parts and Subparts	Number of items
PART A	
Parent-Specific Personal Information	1,2,3,4,5,6,9,13
Child-Specific Personal Information	7,8
Distance Learning - Specific Information	10,11,12
PART B	
Parental Involvement Strategies and Roles	14,15,16,17,18,19,21,24 25,26,27,28,29,30,31,32,33
Barriers to Parental Involvement	23
Self-Report of Parental Involvement	20,22
PART C	
Parental Attitudes and Beliefs towards Involvement	34, 35,36,37,43
Parental Attitudes and Beliefs towards EFL Learning	38,41
Parental Attitudes and Beliefs towards Distance Education	39,40,42,44,45,46,47,48,49,50,51

Cronbach's alpha was used to measue reliability of the questioonaire and it was found as .783. According to Cortina (1994), "the coefficient alpha is an internal consistency estimate, "which takes into account variance attributable to subjects and variance attributable to the interaction between subjects and items [on a test, or for our purposes here, judges]" (as cited in Larson-Hall, 2010: 170). At this point, Larson-Hall (2010: 171) suggests that the correlation coefficient with the level of 0,70 and above can be acceptable. In this regard, the result of the reliability analysis for this data collection tool was found as acceptable.

The first part comprises three subparts in itself: (1) *Parent-Specific Personal Information* (i.e. gender, age, occupation, monthly income, educational background, the number of siblings, and language proficiency), (2) *Child-Specific Personal Information* (i.e. child grade level and school

type), and (3) *Distance Learning-Specific Information* (i.e. additional familial support for child, child participation in EFL distance learning, learning tools used in distance learning, and child's usage of EBA). This part was comprised of 13 items used for obtaining information about the nature of involvement and demographic aspects of the participants.

The second part (i.e. Part B) investigated strategies and roles used by Turkish parents to support their child's EFL distance learning, plus finding out barriers to the involvement and the participants' self –reports of involvement and support from teacher and school. To do this, it covered a total of 16 items which was determined in accordance with three basic strategies (i.e. *social support, discursive support, and material support*) and six parental roles (i.e. *advocate, facilitator, collaborator, advisor, coercer, and nurturer*) which are revealed by Gao (2006: 290; 2012: 585).

In his studies, Gao (2006; 2012) and Kwok (2015) conceptualized the strategies and roles in terms of the participants' narratives. By taking their items and the participants' narrations into account, we constructed our items focusing on 15 basic parental involvement strategies and the related parental roles. In addition, this part also included an open-ended question (i.e. item 33) which aimed to find out any other parental strategies and roles used by Turkish parents to support their children's EFL distance learning. This subpart also included items focusing on barriers to involvement (i.e. item 23) and self-report of the involvement and teacher-school support (i.e. items 20 and 22).

The last part focused on parental perceptions and attitudes towards the involvement in EFL learning and distance education, and it covered 18 items. This part was designed in order to reveal their beliefs and attitudes to the issue of involvement and distance learning and to find out their possible positive or negative concerns that may open door to conduct new and further research, and implications for the whole stakeholders.

3.3.2. A Semi-Structured Interview

In addition to the parent online questionnaire, a semi-structured telephone interview (see Appendix 3) was designed and conducted with the volunteers from the participants of the questionnaire. While the questionnaire survey revealed some measureable data on this issue, a semi-structured interview gave the chance of an in-depth analysis of the issue from the points of view of the participants. In addition, it was used as the second data collection tool in order to increase the validity and decrease research bias as Bakker and Denessen (2007: 194):

An additional problem with the use of questionnaires is the content validity of ratings of the frequency of behaviours. It often is suggested that some behaviours, that are frequently shown by parents are indicators of high levels of involvement, although some predictors of indicators of involvement (such asthe frequency of teacher-parent contacts) are not located in the parents, but in the child or the child's school. It can be questioned whether the frequency of behaviour is the consequence of parents intentions. We suggest to use more qualitative methods for measuring parent involvement, for example by interviewing parents more in depth, after having assessed the frequency of their involvement-indicating behaviours, about their own accounts for their behaviours...By intensively interviewing parents we possibly could also detect the more hidden features of their involvement in their children's education.

Dörnyei (2007: 136) also regards the issue of conducting interviews as an important part of human life so that "we can hear interviews on the radio, watch people being interviewed on television, and we ourselves often participate in interviews of various types either as interviewers or interviewees". With this in mind, the present study specifically aimed at benefiting from the pros of a semi-structured interview that was conducted on the phone since the Covid-19 pandemic hindered the participants and the researcher from a face-to-face interaction.

Accordingly, Bloch et al. (2011: 184) define the telephone interview as an "efficient" technological way to make interview easier, more flexible in terms of time, place, in a less monitoring environment where answers may be more accurate so that participants feel more comfortable. However, as they suggest, the content and structure of questions should be well adjusted, especially in terms of comprehension for the participants.

Table 2: Related Questions with Categories of the Interview

Categories	Number of question
Parental Involvement Strategies and Roles	2,3,4,5,7
Parental Attitudes and Beliefs towards Involvement, and EFL Distance Learning	1,8,9,11,12
Barriers to Parental Involvement	6,10

The semi-structured interview included 12 questions designed in accordance with the basic aspects of the online questionnaire. As can be revealed from Table 2, 5 of them were aimed to reveal parental involvement strategies and roles used by Turkish parents to support their children's EFL distance learning while five questions tried to understand their perceptions of involvement and EFL distance learning. In addition, the tenth and the sixth questions focused on investigating possible factors hindering parental involvement.

3.4. Piloting

After the data collection tools were designed, another significant issue came into mind: piloting. In order to see understandability of the items and find out and check any deficiencies, first I formed the questionnaire into an online format and sent it to my own students of the school I have been working. I clearly explained the aim and content of the study and kindly asked them to make their parents fill in the questionnaire whenever they were available. By the way, I also kindly demanded from their parents a feedback about whether they had any problem they faced in while filling it, and or whether there was any problem of readability and comprehension while filling it. To send the link of the Google form of the questionnaire, I reached their parents via whatsapp application. This first step lasted for one week and eight parents filled the questionnaire. The feedbacks were gathered via Whatsapp.

In addition, I sent the questionnaire to my colleagues in order to check it. They are English teachers at state schools in Erzurum province. By taking into the account their feedbacks, my supervisor and I revised some of the items to increase the reliability and validity of the tool. To illustrate, we added an open-ended item (i.e. item 33) in accordance with the recommendations. We also added some other barriers that the parents expressed. The last evaluation was again made in accordance with those feedbacks by us. As the end of the required revisions and corrections, the last form was sent to the sample.

The same procedure was also applied to the semi-structured interview. That is to say, a draft version of it was conducted with three parents from the sample and then, some revisions were made and some questions were added to the interview. We again reevaluated the last version. At the end of the piloting process, it was agreed upon the idea that the two data collection tools could be used for the present study.

3.5. Data Collection Process

The data collection process of this study was conducted in two phases lasting nearly one month. In the first phase, the required permissions for conducting the online questionnaire in four secondary schools in Erzurum province were obtained. To do this, first, the researcher submitted the required documents for permission of study application to his own school (i.e. An Anatolian High School in Erzurum) and then, the school sent his application to Yakutiye District Directorate of National Education. After its approval, the directorate sent the application to the Provincial Directorate of National Education.

As stated before, the required permissions were given by this directorate with the approval of the governorship in the province (see Appendices 6 and 7). The permissions were presented to the four related school administrations and then, the online form of the questionnaire by means of Google Forms was sent to the parents via School Whatsapp Communication Groups used to sustain parent-school-student-teacher interactions during the pandemic. The aims of the present study were clearly told them, and they were cordially invited to fill in the questionnaire form. At the end of this process, 375 Turkish parents were participated in the study by filling the questionnaire form.

For collecting qualitative data, the online questionnaire involved a short subpart inviting the parents to participate voluntarily in an interview process that would last nearly 20 minutes via telephones at a time when they were suitable to do so at their convenience. This cordial request was answered by 20 parents who gave their personal information (i.e. name, surname, and telephone number) that would be necessary for conducting the telephone interview.

An informed consent (see Appendix 5) for the interview was sent to the parents via Whatsapp application, and they were informed about the goals of the study again. It was also emphasized that ethical concerns and their rights as the participants would be surely taken into consideration. In addition, they were guaranteed that their personal information would not be shared with anyone except the researcher and the supervisor. Then, a semi-structured interview with 12 questions was conducted for each of the participants and the interviews were recorded by another smart phone with the parents' permissions. This qualitative data collection procedure lasted nearly three weeks.

3.6. Data Analysis Procedure

The data analysis procedure involved both quantitative and qualitative data analyses in two separate parts. In other words, each part of the analysis procedure involved the results of the two data types with the aim of empowering the results of the study with the help of this mixed-methods analysis design. For the first part, an SPSS software program (i.e. Statistical Package for Social Sciences Version 16) was used to analyze the quantitative data. To do this, the results of the online questionnaire on a Google form were converted into Microsoft Excel results and then, they were entered into the SPSS program. The statistical analysis procedure was conducted together with the researcher and the supervisor who has been teaching statistics for years in the department of Applied Linguistics at Karadeniz Technical University (KTU).

For the qualitative data analysis, content analysis was used to analyze the semi-structured interviews. Content analysis is a technique used to analyze documents or texts in a systematic and replicable way in terms of categories (Bryman, 2012: 209). It is also defined as a tool for making inferences for objective and systematic analysis (Holsti, 1969: 14). Fraenkel and Wallen (2006:

483) also define content analysis as the analysis of contents involving texts of communication revealing and enabling to study human behavior. It also enables researchers to analyze human behaviors deeply in order to understand secret points behind the behaviors, especially in a qualitative research. That is why we preferred content analysis as the main data analysis technique.

The analysis of the contents gathered via the interviews was conducted in two phases. In the first phase, I transcribed the recordings into the tape scripts by listening to them and then, I read them repeatedly in order to have common codes related to the categories (see Table 2). The categories were determined in accordance with the three basic aspects of the study. After that, I translated the texts into English.

As stated before, the study tried to strengthen the quantitative results with the qualitative ones and therefore, I associated the codes with the aforementioned strategies and roles as the themes. That is to say, I used the three basic involvement strategies (i.e. social support, discursive support, and material support strategies) and the six main parental roles (i.e. facilitators, collaborators, nurturers, coercers, advisors, and advocates) as the themes so that I could associate the qualitative results with the former results, which constituted the basic design of the study in terms of obtaining an in-depth analysis of parental involvement.

Both quantitative and qualitative data were analyzed in accordance with the titles as parents' perceptions and attitudes towards EFL learning, involvement into EFL learning, and attitudes towards distance education plus, parental involvement influences on child EFL learning in terms of parents' economic, social, and cultural capitals.

4. FINDINGS AND DISCUSSION

This chapter included the analysis of both quantitative data and qualitative data gathered via gathered via an online parent questionnaire and semi-structured interviews respectively. Quantitative data were analyzed via the SPSSv.16 program while qualitative data were analyzed via content analysis. The findings of these two data were evaluated in accordance with the strategies and roles used by parents in their involvement with the children's foreign language learning process.

In addition, this chapter aimed to find out possible effects of economic, social, and cultural capital on parents' beliefs, attitudes, and their strategies and roles to support their students' EFL learning. Lastly, this chapter pointed out possible barriers to parental involvement in Turkish students' EFL learning, which revealed possible implications and suggestions for the next chapter.

4.1. Analysis of Quantitative Data

As revealed earlier, , the questionnaire consists of 51 items in three main parts: part A (personal information) with 13 items, part B (parental involvement strategies and roles in child's distance EFL learning) with 21 items, and part C (parental perceptions and attitudes towards EFL distance learning) with 18 items. Therefore, this part tries to find out results of the quantitative data gathered via the questionnaire by analyzing the three basic parts of it separately.

4.1.1. Parent Online Questionnaire-Part A

The sample of the present study for the quantitative part involved a total of 375 Turkish parents whose children study English at a secondary state school level in Erzurum province. 72,5% of the participants are Turkish mothers (i.e. 272 mothers) while 27,5% of them are Turkish fathers (i.e. 103 fathers) (see Table 3 on the next page). In order to understand the nature and scope of parental involvement in Turkish EFL learning, the first seven items tried to reveal the parents' personal information (i.e. gender, age, the number of children). At the beginning of the questionnaire, it was noticed that it should be filled by one of the parents (i.e. mother or father) who mostly care with his/her child for whom they filled in the items.

4.1.1.1. Part A (Parent-Specific Personal Information)

As stated before, at the beginning of the informed consent section of the questionnaire (see Appendix 5) it was pointed out that the questionnaire should be filled by the parent who takes care more with the student for his/her education. As seen in Table 3, most of the participants were mothers with the percentage of 72,5% whereas 27,5% of them were fathers. The percentage difference between fathers and mothers in Table 3 can be partly interpreted by the fact that mothers appear more engaged with their children's education when compared fathers.

One might argue that since education has been sustained at home because of the Covid-19 pandemic that has caused the lockdowns and closing of schools in many countries like Turkey, Turkish mothers have taken the pivotal role for monitoring and supporting their children's home-based EFL learning. However, it does not necessarily mean that fathers do not become involved and or support their children's EFL learning.

Table 3: Gender, Age, Occupation, and Monthly Income Parents Have

		Frequency	Percent
Gender of parents	Female	272	72,5%
	Male	103	27,5%
Age Groups (Average Age =39,70; ranging from 25 to 60)	Between 25 and 30	14	3,7%
	Between 31 and 35	79	21,1%
	Between 36 and 40	135	36%
	Between 41 and 45	84	22,4%
	Between 46 and 50	48	12,8%
	Between 51 and 55	10	2,7%
	Between 56 and 60	5	1,3%
Occupation	Housewife	239	63,7%
	Civil Servant	55	14,7%
	Worker	40	10,7%
	Craftsman	15	4%
	Farmer	2	0,5%
	Retired	5	1,3%
	Self-Employed	19	5,1%
Monthly Income	Between 0 TRY and1999 TRY	68	18,1%
	Between 2000 TRY and 3999 TRY	186	49,1%
	Between 4000 TRY and 5999 TRY	68	18,1%
	Between 6000 TRY and 7999 TRY	36	9,6%
	8000 TRY and above	17	4,5%

According to Table 3, most of the sample in the present study fall into the age 36-40 group (36%). The second highest rank of age is between 41 and 45 (22,4%). 84 participants expressed their age as the rank of between 31 and 35 (21,1%). On the other hand, only 5 parents have the ages between 56 and 60. The average age is 39,70.

As demonstrated in Table 3, most of the participants are housewives (63,7%), which shows that nearly all of the female participants defined their job as a housewife. The second highest type of occupation among the participants is being civil servant (14,7%). The least common two types of occupation are being retired and being farmer. As revealed earlier in the explanation of Table 3, it seems that Turkish mothers become more involved in their children's EFL distance learning. This assumption may also be explained in terms of the occupations of the parents so that most of them are housewives and therefore, they can have more chance to become involved in children's EFL learning which has been going on a home-based environment all around the country because of the Covid-19 pandemic.

In addition, Table 3 shows the participants' income status. According to the results, most parents state that their monthly income is at an average level (49,1%) when compared with the minimum wage of the year 2020 in Turkey (i.e. 2,324,70 Turkish Liras (TRY) (Asgari Ücret-2020, https://www.ailevecalisma.gov.tr/tr-tr/asgari-ucret/asgari-ucret-2020/). On the other hand, 68 (18,1%) parents classify their income less than the minimum wage. The same range is also valid for the participants who classify their income more than the average income (18,1%). 17 of them state that their salary is at the high level (4,5%). In other words, the monthly income for most of the participants is at moderate level (49,1%).

Similarly, Table 4 gives some valuable information about the parents' educational background, linguistic proficiency, and the number of child they have. As revealed by Table 4, most of the parents have two (30,1%) or three children (42,4%) while the minority has one child (%16) and or they have five and more children (4,3%). Since the present study also aims to find out possible barriers to the parents' involvement in their children's EFL distance learning, the researcher suggests that having more children may affect the efficiency of parental involvement. Therefore, the information revealed by Table 4 is evaluated with other personal information categories and the nature and scope of parental involvement as a whole.

		Frequency	Percent
The Number of Child	One child	22	5,9%
	Two children	113	30,1%
	Three children	159	42,4%
	Four children	65	17,3%
	Five children and above	16	4,3%
Educational Background	Non-graduate	4	1,1%
	Primary school diploma	106	28,3%
	Secondary school diploma	70	18,7%
	High school diploma	115	30,7%
	Vocational school diploma	18	4,8%
	Bachelor's degree	53	14,1%
	Master's- Doctorate degree	9	2,4%
English Proficiency	Non-proficiency	179	47,7%
	Little proficiency	126	33,6%
	Proficiency at middle level	55	14,7%
	Good proficiency	12	3,2%
	Advanced proficiency	3	0,8%

Similarly, Table 4 gives information about the participants' educational background, linguistic proficiency, and the number of child they have. As revealed by Table 4, most of the parents have two (30,1%) or three children (42,4%) while the minority has one child (16%) and or they have five and more children (4,3%). Since the present study also aims to find out possible barriers to the parents' involvement in their children's EFL distance learning, the researcher suggests that having more children may affect the efficiency of parental involvement.

In Turkey, education is generally conducted in six main levels: Pre-school, primary school (grades from 1 to 4), secondary school (grades from 5 to 8), high school (grades from 9 to 12), vocational school, bachelor's degree, and master's and doctorate degree (MONE, Türk Eğitim Sistemi ve Ortaöğretim, 2015: 18). By taking into account this educational categorization, the present study tried to find out the parents' educational background. As illustrated in Table 4, most of the parents are graduates from high school (30,7%). The second highest background belongs to the graduation level from primary school (28,3%). As stated by 70 of them, the school they graduated from is a secondary school (18,7%). 18 parents have a vocational school diploma (4,8%) while 53 of them have a university diploma (14,1%). 9 of the parents have a master's and or PhD

diploma, however, 4 of them stated that they have not graduated from any school so far . As it becomes clear from Table 4, most of the parents do not know English (47,7%), or they have little proficiency of English (33,6%). 55 of them regard their proficiency as middle-level while 12 parents have English proficiency at good level. On the other hand, 3 of them have advanced level of proficiency (0,8%).

4.1.1.2. Part A (Child-Specific Personal Information)

As clearly focused in the previous sections, the present study tried to deeply investigate how Turkish parents' involved into their children's EFL distance learning during the pandemic. In order to do this, the first part of the parent questionnaire tried to understand the nature and scope of parental involvement in terms of not just parents' personal information but also children's involvement related knowledge. In this regard, this subpart revealed parent's child-specific concerns (i.e. child grade level, school type, child's English academic success, additional familial support for children, and children participation in EFL distance learning).

As emphasized in the previous chapters, the participants in this study were parents whose children study English at secondary school level in four state schools in Erzurum province. According to Table 5, most of the students whose parents are the participants in this study are at 7th grade (27,2%). The percentage of students at other grade levels is close to each other as can be understood from the table.

Table 5: Students' Grade Level, and Their School

		Frequency	Percent
Grade Level	5th grade	99	26,4%
	6th grade	77	20,5%
	7th grade	102	27,2%
	8th grade	97	25,9%
School Type	School A	128	34,1%
	School B	82	21,9%
	School C	32	8,5%
	School D	133	35,5%

The schools were labeled as school A, B, C, and D for practical reasons. The total student population of these schools is nearly three thousands; however, this study only covers the volunteer parents whose children study in one of these schools. Therefore, our sample comprised 375 participants. As stated before, the schools were conveniently selected in terms of time and accessibility. The recent situation of the four schools was in such a way that they conducted three-

lesson weekly schedule for the 5th and 6th grades, and a four-lesson weekly schedule for the 7th and 8th grades. English is taught as a compulsory lesson for the all grades of these four schools in accordance with the curriculum designed by MONE (İlköğretim Kurumları Haftalık Ders Çizelgesi (2013). As seen in Table 5, most of the students of the parents are from School D (35,5%) while the second highest participation is from School A (34,1%). The third highest participation is from School B. On the other hand, the least participation is from School C (8,5%).

4.1.1.3. Part A (Distance Learning- Specific Information)

The first part of the questionnaire also involved some items related to the students' distance learning during the pandemic (see Appendix 4). With the help of the knowledge provided by the related items, some statements about the distance EFL learning might be explored. In addition, Part C in the questionnaire tries to understand the nature of involvement in distance learning during the Covid-19 pandemic in terms of the participants' perceptions and attitudes towards distance EFL learning.

Table 6: Additional Support for Children's EFL Distance Learning at Home

Is there anyone supporting your children in distance learning except you as parents?		
	Frequency	**Percent**
Sister	139	37,1%
No Additional Support	112	29,9%
Brother	78	20,8%
Relatives	33	8,8%
Private Tutoring and Courses	7	1,9%
Neighbors	6	1,6%
Total	375	100%

One of the most important findings of the questionnaire is that parental involvement does not only mean father' and or mother's involvement into a child education. In other words, parental involvement comprises parents' and other familial members' influence and support for the child's educational processes like EFL learning. As revealed in Table 6, in addition to the parents (i.e. fathers and mothers), other familial members such as brothers and sisters also support the students' EFL distance learning at home. Moreover, this family involvement also includes relatives (8,8%) and neighbors (1,6%). This social support taken by the parents to help their children's EFL distance learning also covers private teacher tutoring and language courses.

Table 7: Student Participation in Distance Education

How often has your child participated in distance education during the pandemic?		
	Frequency	**Percent**
Always	229	61,1%
Usually	92	24,5%
Sometimes	36	9,6%
Seldom	14	3,7%
Never	4	1,1%
Total	375	100%

Another critical finding related to student participation in EFL distance learning is demonstrated on Table 7. According to which, most of the students always participate in distance education and preferred as the main alternative to traditional face-to-face school education interrupted because of the Covid-19 pandemic in Turkey (61,1%). It may be inferred from Table 7 that the students adapted to the current alternative education system, and the last technological development and the wide usage of the Internet have paved the way for active participation and following-up educational processes even at home. On the other hand, 14 students seldom participated in distance EFL education (3,7%) while 4 of the students never participated (1,1%).

Table 8: Learning Tools Used by the Students to Sustain their EFL Distance Learning

Which devices has your child used for sustaining English learning during the pandemic?		
	Frequency	**Percent**
Participating in live lessons	336	%36,8
Doing homework and exercises on EBA	211	%23,1
Books and other written materials	160	%17,5
Using digital applications for learning English	101	%11,1
Watching EBA TV	89	%9,7
Learning has not continued	11	%1,2
Courses and private tutoring	6	%0,7
Total	375	%100

One of the fundamental reasons for non-participation might be the lack of technological devices and the Internet. Table 8 is related to learning tools used by the students to sustain their EFL learning at home during the pandemic. The twelfth item which is a multiple-responses item in nature asked the parents to select learning tools used by their children during the distance EFL learning at home, and the results of this item was presented in Table 8. According to Table 8, most of the students participated in live lessons on EBA and other platforms like zoom (36,8%). The

second most popular learning tool is doing homework and exercises on EBA (23,1%). Books and other written materials were preferred to get help for their own learning (17,5%). In addition, they used some digital applications designed for English language learning via smart phone, tablets, and computers (11,1%). Watching EBA TV channel was also used to follow English lessons which are broadcasted by MONE for each grade level for each school type (9,7%). 6 of the students, the parents stated, have been supported by private teacher tutoring and English courses while 11 of them have not sustained their EFL learning during the pandemic.

As stated in the previous sections, distance education has been selected as the main alternative to traditional school education during the pandemic by MONE. MONE has been using EBA platform to provide an interactive teaching and learning environment since 2011-2012 academic years in Turkey. In the process of distance education, this educational platform has been used as the main platform where live lessons and other educational processes have been conducted by teachers, students, and other stakeholders (i.e. administrators of schools and the MONE). Parents also use this platform in order to follow their children's education.

4.1.1.4. Part B (Parental Involvement Strategies)

Specifically, the present study tried to investigate parental involvement strategies used by the parents in while being involved in Turkish students' EFL learning process. In the light of the related studies (Kwok, 2015; Lee, 2008; Gao, 2012), 15 basic parental involvement strategies were defined and the second part of the questionnaire involved items focusing on those strategies. Table 9 reveals the strategies and the related items as follows:

Table 9: Parental Involvement Strategies and Related Items

		Item Number	Mean
Parental Involvement Strategies	Stressing the importance of learning English	24	4,04
	Controlling Homework	17	3,96
	Asking the child about what he / she learns in English lessons	16	3,83
	Following child's participation in distance education	21	3,62
	Coercing child to make a plan and study regularly	32	3,59
	Providing guidance in the light of experiences	30	3,44
	Providing written materials	28	3,05
	Assisting Homework	18	2,94
	Buying presents for child's success	25	2,88
	Enrolling in English courses	27	2,85

Table 9 (Continue)

		Item Number	Mean
Parental Involvement Strategies	Answering child's English related questions	19	2,59
	Learning English together with child	29	2,47
	Collaborating with English teacher	15	2,24
	Communicating with English teacher	14	2,12
	Providing multi-media materials	26	2,08

As can be seen from Table 9, the most preferred strategies used by the parents to involve in their children's EFL distance learning are stressing the importance of learning English, controlling homework, asking them about what they learn in English lessons, following their participation in live lessons, and coercing them to study English in a planned and regular way. On the other hand, providing multi-media materials, communicating and collaborating with their children's English teacher could be regarded as the least preferred parental strategies. Similarly, Table 10 demonstrates the frequencies and percentages of the involvement strategies, which gives detailed and descriptive information about the strategies.

Table 10: Parental Involvement Strategies

Parental Involvement Strategies	Never		Seldom		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Stressing the importance of learning English	8	2,1	26	6,9	60	16,0	129	34,4	**152**	**40,5**
Controlling Homework	16	4,3	30	8,0	76	20,3	84	22,4	**169**	**45,1**
Asking the child about what he / she learns in English lessons	8	2,1	51	13,6	80	21,3	91	24,3	**145**	**38,7**
Following the child's participation in distance education	15	4,0	50	13,3	103	27,5	99	26,4	**108**	**28,8**
Coercing the child to make a plan and study regularly	32	8,5	36	9,6	80	21,3	**130**	**34,7**	97	25,9
Providing guidance in the light of experiences	37	9,9	46	12,3	90	24,0	**116**	**30,9**	86	22,9
Providing written materials	64	17,1	76	20,3	75	20,0	**95**	**25,3**	65	17,3
Assisting Homework	67	17,9	75	20,0	**113**	**30,1**	53	14,1	67	17,9
Buying presents for the child's success	81	21,6	51	13,6	**127**	**33,9**	61	16,3	55	14,7
Enrolling in English courses	**102**	**27,2**	68	18,1	67	17,9	59	15,7	79	21,1

Table 10 (Continue)

Parental Involvement Strategies										
	Never		Seldom		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Answering the child's English related questions	90	24,0	94	25,1	**105**	**28,0**	51	13,6	35	9,3
Learning English together with child	**113**	**30,1**	85	22,7	95	25,3	47	12,5	35	9,3
Collaborating with English teacher	**229**	**61,1**	13	3,5	90	24,0	38	10,1	5	1,3
Communicating with English teacher	37	9,9	**285**	**76,0**	31	8,3	15	4,0	7	1,9
Providing multi-media materials	**162**	**43,2**	85	22,7	84	22,4	22	5,9	22	5,9

Given the findings, one might argue that Turkish parents are aware of the fact that English language learning is a significant aspect for child education and therefore, they try to highlight its critical importance in order to support and motivate their children in the process of EFL learning. Most parents are aware of the fact that English is a global language and it is necessary for their children's educational lives (40,5%). Therefore, they remind their children to learn English so that it will help them during their whole lives.

Another critical implication, as Table 10 suggests, is that doing homework is a significant requirement of EFL learning for the parents; therefore, controlling and assisting homework are among the signs of their involvement. Most of them always control the students' homework (45,1%) in order to follow children's learning outcomes. Only 16 of the sample expressed that they do not control the students' EFL homework (4,3%). However, assisting children's homework is not as much as popular as controlling homework and it may be because of the fact that most of the parents have limited proficiency of English.

Asking students what they learn in what ways during English lessons seems another significant involvement activity according to the results on Table 10. 38,7 % of the parents always ask their children how their English lessons are going on and what they learn from these lessons during the distance education. When the rates of frequency of this activity are considered, it can be inferred that the participants mostly use their interrelated contacts within their family in order not only to control their children's EFL learning but also to follow their process of learning even if they do not show enough collaborative and interactive actions with school and English teacher.

During the Covid-19 pandemic, following child participation in live lessons seems to become another critical involvement strategy for the parents according to Table 10. The majority of the participants always followed and controlled their children's distance learning process (28,8%) and

or, they usually followed this process (26,4%). On the other hand, a great number of the participants sometimes follow their children's distance learning. 50 of them state that they seldom follow this process (13,3%) while 15 of them do not show any follow-up actions (4%). Similarly, most of the parents emphasize the critical importance of planned study for English language learning. In this regard, in order to encourage their own learning, they often encourage them to study English regularly in a planned way during the distance education at home (34,7%).

Providing material support in the forms of written and multi-media English materials is another significant involvement type used by the parents according to the results in the presents study. Moreover, buying present to reinforce children in learning English is sometimes preferred by the parents as another involvement strategy (33,9%).

The previous results have shown that the parents' English proficiency is at low level and therefore, it is expected that they try to interact and collaborate more in order to support their children's EFL learning. However, the findings reveal that interaction and collaboration with English teacher are not among the common strategies. At this point, they imply that there is a clear need for parent-teacher-school collaboration, which may open door to active involvement for supporting child academic success. Similarly, as Table 6 suggests, children during the distance education seem to get support mostly from their own familial members (i.e. brothers and sisters) except their parents. It can be inferred that social support for the children during this process seems limited with parental and familial support. Likewise, the results imply that the participants mostly try to assist and support their children on their own. To illustrate, an attempt to support children in the light of parental experiences of educational life is one of the most common strategies used by the parents.

As stated in the review of literature, the range of involvement activities are quite broad. Therefore, In view of the related studies in the educational world, some basic involvement activities were taken into consideration while focusing on the nature of Turkish parental involvement in children's EFL learning. In this regard, a critical study was conducted by Gao (2012) with the aim of understanding Chinese parents' involvement strategies in while assisting their children's EFL vocabulary learning process. At this point, he suggests that parental involvement strategies could be categorized in three basic types of strategies: social support, discursive support, and material support strategies (p.586). For this definition, parents could become involved by using their social relationships, guiding as a source of motivation and beliefs, and by providing materials to facilitate the nature of learning (p.585).

In the light of this type of categorization, one might argue that parents in the present study mostly prefer discursive support and material support strategies when compared with social support

strategies. That is to say, most parents are aware of the fact that English is a global language and therefore, they try to make their children improve positive attitudes towards EFL learning. Their self-guidance and coercing to make them study in a planned way could also be regarded as their discursive support trials in while being involved. Moreover, providing written materials and buying presents could be seen as the impacts of parental material support. In order to find out any other parental involvement strategies used by the parents, the questionnaire also involved an open-ended item that was analyzed in the initial part of the qualitative analysis.

4.1.1.5. Capitals and Parental Involvement Strategies

In addition to the investigation of basic parental involvement strategies, the present study aimed to find out possible impact of parents' capitals (i.e. economic, social, and cultural capitals) on these strategies. Therefore, this subpart tried to explain this impact by focusing on parents' monthly income as the sign of economic capital, their social relationships (i.e. relationship with English teacher and providing additional social support for the child) as the signs of social capital, and their educational background and proficiency of English as the signs of cultural capital. The relationships between the strategies and the capitals were explained in terms of Spearman's rho correlation coefficient analysis.

Table 11: Parents' Economic Capital and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Answering the child's English related questions	,242
Providing guidance in the light of experiences	,228
Providing multi-media materials	,158
Learning English together with the child	,157
Stressing the importance of learning English	,152
Following the child's participation in distance education	,132
Asking the child about what he / she learns in English lessons	,121
Assisting Homework	,118

The first attempt was to find out whether parents' monthly income as the concrete sign of their economic capital had any impact on their involvement strategies used to support children's EFL distance learning. As Table 11 suggests, there is a statistically significant relationship among nine of these strategies and parents' monthly income. The highest score of correlation coefficient is between parents' monthly income and their frequency of answering their children's English related questions. Other related strategies are *providing multi-media materials, learning English together with children, stressing the importance of learning English, following children's participation in*

live lessons, asking children about what they learn in the lessons, and assisting their English homework. However, it does not necessarily mean that parents with low monthly income do not use these strategies and the other ones. On the other hand, it should be noted that the relationship among the economic capital and strategies is at a weak level, which means that parents' economic capital has an impact on their involvement strategies but this impact is not high according to the results.

In order to reveal the impact of parents' economic capital on children's EFL learning, the present study also tried to see possible relationship between parents' monthly income as the sign of their economic capital and parents' yearly expenditure for their children's EFL learning. Table 12 shows the correlation coefficient analysis between these two aspects as follows.

Table 12: Relationship between Parents' Monthly Income and Their Yearly Expenditure for Children's EFL Learning

		Parent monthly income	Yearly Expenditure for Child's EFL Education
Spearman's Rho	Parent monthly income (Correlation Coefficient)	1,000	,280
	Yearly Expenditure for Child's EFL Education (Correlation Coefficient)	,280	1,000

As Table 12 reveals, there is a statistically significant relationship between parents' income and expenditure for their children's EFL education. At this point, one might argue that parents with higher monthly income tend to spend more to support their children's EFL learning in such cases as private teacher tutoring and enrolling in special language courses. Therefore, it can be inferred that parents' economic capital influences both selecting parental involvement strategies and the amount of money spending for supporting children's EFL learning financially.

Table 13: Parents' Social Capital as Providing Social Support and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Enrolling in English courses	,378
Providing written materials	,346
Buying presents for child's success	,339
Coercing child to make a plan and study regularly	,338
Providing multi-media materials	,330
Stressing the importance of learning English	,327

Table 13 (Continue)

Parental Involvement Strategies	Correlation Coefficient
Learning English together with child	,306
Asking child about what he / she learns in English lessons	,285
Providing guidance in the light of experiences	,242
Following child's participation in distance education	,222
Controlling Homework	,214
Assisting Homework	,144
Communicating with English teacher	,128
Answering child's English related questions	,112
Collaborating with teacher	,071

Secondly, the study tried to understand the impact of parents' social capital on their involvement strategies. In order to do this, social capital was measured with three aspects covering parents' social relationships used to become involved and support their children's EFL distance learning process. Those aspects are getting social support from people who have English proficiency, communicating, and collaborating with English teacher as the basic types of social relationships used by parents to become involved. In this regard, the first Spearman's correlation analysis was conducted between parents' supply for social support and the involvement strategies.

As Table 13 suggests, there is a statistically significant correlation between the strategies and providing social support except collaborating with English teacher. Surprisingly, the table reveals that parents do not prefer from English teacher in order to involve and support their children in EFL distance learning process. Rather, they prefer building interrelated parent-child relationship inside the family by not only providing material support but also backing their children up as the source facilitator and helper. Another interesting finding is that enrolling children in courses is the most related strategy, which means that parents try to meet social support from other people rather than the children's English teacher. In this regard, the first sign implies that parents' social capital influences nearly all of the involvement strategies.

Table 14: Parents' Social Capital as Communicating with Teacher and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Controlling Homework	,267
Asking the child about what he / she learns in English lessons	,233

Table 14 (Continue)

Parental Involvement Strategies	Correlation Coefficient
Assisting Homework	,223
Following the child's participation in distance education	,223
Stressing the importance of learning English	,195
Learning English together with child	,183
Providing guidance in the light of experiences	,175
Answering the child's English related questions	,162
Providing multi-media materials	,160
Enrolling in English courses	,136
Providing written materials	,132
Coercing the child to make a plan and study regularly	,108
Buying presents for the child's success	,105
Collaborating with teacher	,074

The second aspect of social capital was parents' communication with their children's English teacher in while becoming involved. The findings, as Table 14 reveals, show that most of the involvement strategies except collaborating with teacher are statistically related to the parents' social capital in terms of communication with English teacher. The highest correlation coefficient score is between *communicating with English teacher and controlling homework* while the least score is between the former one and buying presents for child's academic English success. Far more importantly, it can be pointed out that communicating with parents does not have a significant impact on collaborating with English teacher for the parents, which means that the frequency of interaction between parent and English teacher may not increase the level of collaboration between these two stakeholders.

Table 15: Parents' Social Capital as Collaborating with English Teacher and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Providing guidance in the light of experiences	,160
Buying presents for the child's success	,152
Learning English together with the child	,131
Providing multi-media materials	,118
Providing written materials	,080

Table 15 (Continue)

Parental Involvement Strategies	Correlation Coefficient
Answering the child's English related questions	,072
Assisting Homework	,071
Asking the child about what he / she learns in English lessons	,065
Enrolling in English courses	,063
Coercing the child to make a plan and study regularly	,039
Controlling Homework	,025
Communicating with English teacher	,023
Following the child's participation in distance education	,016
Stressing the importance of learning English	-,021

Parents' social capital was also measured by their collaboration with English teacher and the findings on Table 15 demonstrate that the least related aspect of social capital with the involvement strategies is collaborating with English teacher. Only four of the strategies have statistically significant but weak relationships with parents' collaborating with teacher.

Since social capital mainly comprises social relationships in a social context, the findings imply that determining and using parental involvement strategies slightly influence from communication and collaboration occurred between parents and teacher. At this point, one might argue that communication and collaboration do not have the sufficient impact that will shape the nature and scope of Turkish parents' involvement into their children's EFL learning process. However, it does not necessarily mean that parents' choices of involvement strategies are never influenced by interaction and collaboration. Rather, it means that the participants in the present study shape their involvement process with the social support activated via their own interrelated familial relationships. That is to say, most of them play a pivotal role as supplying social support on their own and or get social support from other people (see Table 6).

Last, the present study aimed to find out whether parents' cultural capital influences the involvement strategies used by Turkish parents to support their children's EFL distance learning. In this regard, parents' educational background and their proficiency of English were taken as the concrete forms of the cultural capital and then, the relationships among these two aspects and the involvement strategies was revealed by Spearman's rho correlation and coefficient analysis. At this point, the first correlation analysis was made between parents' educational background and the involvement strategies.

Table 16: Parents' Cultural Capital as Parents' Educational Background and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Answering the child's English related questions	,375
Providing guidance in the light of experiences	,289
Learning English together with the child	,216
Providing multi-media materials	,208
Buying presents for the child's success	,172
Assisting Homework	,167
Stressing the importance of learning English	,156
Following the child's participation in distance education	,123
Providing written materials	,118
Collaborating with teacher	,087
Asking the child about what he / she learns in English lessons	,051
Controlling homework	,046
Enrolling in English courses	,024
Coercing the child to make a plan and study regularly	,006
Communicating with English teacher	-,016

As Table 16 suggests, nine of the involvement strategies are statistically related with the parents' educational background. The highest related strategy is answering the child's English related questions, which means that parents with higher level of educational background could answer their children's questions about their English learning process as much as possible. In other words, having high level of education might strengthen their hands in while trying to answer children's EFL related questions.

The second highest score is between the educational background and parents' guidance of children's EFL learning by taking into account their own experiences. One might argue that as the educational background extends parents' frequency of using their own educational experiences in order to assist and guide their children's EFL learning increases. Similarly, the level of educational background is also related to parents' attempt to learning English together with their children. The other related strategies are providing multi-media and written materials, buying presents, assisting homework, and following child's participation in distance education. On the other hand, six of the involvement strategies (i.e. *enrolling child in English courses, coercing child to make a plan and study regularly, asking child about what he/she learns in English, controlling homework, communicating, and collaborating with English teacher*) are not statistically related with parents'

cultural capital in terms of educational background. In the light of the related studies, the other aspect of cultural capital was defined as the parents' proficiency of English and Table 17 revealed the findings of the correlation analysis between parents' English proficiency and parental involvement strategies.

Table 17: Parents' Cultural Capital as Parents' English Proficiency and Its Relationship with Strategies

Parental Involvement Strategies	Correlation Coefficient
Answering the child's English related questions	,516
Learning English together with the child	,398
Assisting Homework	,315
Providing guidance in the light of experiences	,278
Following the child's participation in distance education	,274
Buying presents for the child's success	,235
Providing multi-media materials	,222
Controlling Homework	,206
Communicating with English teacher	,191
Asking the child about what he / she learns in English lessons	,190
Providing written materials	,151
Collaborating with English teacher	,119
Stressing the importance of learning English	,108
Enrolling in English courses	,089
Coercing the child to make a plan and study regularly	,062

The previous results demonstrated that most of the participants do not have proficiency of English and or, their level of proficiency is low. In the light of those findings, the study tried to find out how parents' English proficiency is related to parents' preferences of the involvement strategies. In this regard, findings of Table 17 reveal that the highest related strategies with language proficiency are *answering child's English related questions, learning English together with child, and assisting child's English homework*. It means that parents with higher level of proficiency might be regarded as advantageous while trying to become involved, especially by *answering questions, learning together, providing guidance, and providing material support*. Surprisingly, there is a slight relationship between parents' collaboration with English teacher, and the frequency of their stress on the significance of learning English. In addition, it may be inferred that 14 involvement strategies are positively related with parents' English proficiency; however, coercing children to study in a planned way and enrolling them in English courses are not statistically related with proficiency of English.

4.1.1.6. Transformative Nature of Capitals

As discussed in the review of the literature, capitals have a transformative nature in which they may influence each other, and they may be transmitted from family members to children. To illustrate, parents may become not just the source of social support that covers "by giving advice, encouragement, and models to follow" but also behave as a transmitter of cultural aspects and values obtained via social interactions (Torres and Castaneda-Pena, 2016: 162). That is to say, cultural and social capitals can be used together by parents for shaping the world of children. Moreover, Ince (2015) suggests that all types of capital need to be used in a transformative nature so that students' academic success become more reachable "when economic capital turns into social and cultural capital…because economic richness becomes meaningful when to supply educational resources for school" (p.335). At this point, this study also tries to understand how capitals influence each other by analyzing correlations among capitals.

The first interrelated correlation analysis was measured between parents' economic capital and social capital. As can be seen in Table 18, there is a statistical significant relationship between parents' monthly income and their social support for their children's EFL learning in terms of providing additional social support from other familial and societal members. However, the other two aspects of social capital (i.e. communicating and collaborating with English teacher) have not shown any statistical relationships with parents' income.

Table 18: Relationship between Economic and Social Capital

		Parent monthly income	Providing additional social support
Spearman's Rho	Parent monthly income (Correlation Coefficient)	1,000	,106
	Providing additional social support (Correlation Coefficient)	,106	1,000

The findings imply that when parents have higher income, they will more get social support from other societal members in order to give more support to their children. To illustrate, some parents who have a better status of income may provide private teacher tutoring for their children's EFL learning and or send them to private schools. By doing so, they get social support from other societal members and become more involved in their children's education. This type of social support can make parental involvement easier; however, it does not necessarily mean that this type of support can only be obtained via financial supports. At this point, the results imply that interrelated family-based relationships may be more efficient in while supporting children's EFL distance learning since communicating and collaborating with teacher are not statistically related

with economic capital. One reason for this implication may be related to distance education that has being conducted during the Covid-19 pandemic. During the distance education, parents and family members become the main supporters and partners of the children since the schools have been closed. Furthermore, the correlation score is too weak to claim that economic capital quite influences the nature of social relationships for the parents.

Table 19: Relationship between Economic Capital and Cultural Capital

		Parent monthly income	Parent educational background	Parent English proficiency
Spearman's Rho	Parent monthly income (Correlation Coefficient)	1,000	,540	,308
	Parent educational background (Correlation Coefficient)	,540	1,000	,555
	Parent English proficiency (Correlation Coefficient)	,308	,555	1,000

The second possible relationship was analyzed in terms of parents' economic and cultural capitals. As can be seen in Table 19, there is a statistical significant relationship between parents' monthly income and their educational background (,540), and between their monthly income and English proficiency (,308). It means that parents with higher monthly income have higher levels of educational background, and English proficiency. This statement implies that having a higher status of educational background may open door to have higher proficiency of English and a better job that may provide a better economic status.

In a similar way, Table 19 suggests that parents who have higher proficiency and educational background seem to provide more financial facilities for supporting and sustaining their children's EFL education. On the other hand, it does not necessarily mean that parents with low-level income and expenditure do not become involved and or support their children in while learning English.

Last, the present study tried to investigate the possible relationship between parents' cultural capital and social capital. According to results in Table 20, there is a statistical significant relationship between parents' English proficiency as the sign of economic capital and social capital as the signs of collaborating and communicating with English teacher.

Table 20: Relationship between Social Capital and Cultural Capital

		Parent English proficiency	Collaborating with teacher	Communicating with teacher	Providing additional support
Spearman's Rho	Parent English proficiency (Correlation Coefficient)	1,000	,119	,191	,030
	Collaborating with teacher (Correlation Coefficient)	,119	1,000	,023	,071
	Communicating with teacher (Correlation Coefficient)	,191	,023	1,000	,128
	Providing additional support (Correlation Coefficient)	,030	,071	,128	1,000

On the other hand, the study has not found any significant relationship between parents' educational level and their social support in the forms of parent-teacher interaction and collaboration, and of parent-other societal members' collaboration. In this regard, having English proficiency may influence the nature of social relationships as the results suggest. Furthermore, it can accelerate the interrelationships between parents and children in while assisting, guiding, and facilitating for their EFL learning.

To sum up, this subpart has shown that the three capitals may influence each other, which is another concern that makes the nature of parental involvement more complex since source of capitals changes and they are interrelated. The highest interrelated correlation scores were found between parents' economic and cultural capitals while the least scores were between parents' economic and social capitals. Though the correlation coefficient scores are not high, the findings imply that each capital influences each other, which necessitates the need of further research focusing on the issue of investigating capitals as the parental sources influencing the nature and scope of parental involvement.

4.1.1.7. Possible Barriers to Parental Involvement in Child's EFL Learning

The study also aimed to investigate possible barriers to Turkish parents' involvement into their children's EFL distance learning and therefore, the item 23 was added to the first part of the questionnaire. This item involved multiple responses of which the parents were asked to choose

more than one suitable response for them. In addition, the parents were asked to state any different barriers besides to these optional responses in an open-ended format.

The possible barriers were defined in accordance with the related studies, and with a multiple-choices item in an open-ended format. In other words, the barriers were determined in terms of three basic factors: parent-related (i.e. lack of time, proficiency, digital literacy, and money; the number of children, workload, and negative perceptions of involvement) child - related (i.e. lack of child interest), and school-related factors (i.e. lack of teacher and school support). Table 21 demonstrates the results of the last item of the first part of the questionnaire.

Table 21: Barriers to Parental Involvement

What are possible barriers hindering your involvement in your child's EFL learning?		
	Frequency	**Percent**
Lack of English proficiency	220	35,7%
There is no barrier to my involvement	68	11%
I have to care with other children	61	9,9%
Workload	60	9,7%
Lack of time	51	8,3%
Financial problems	47	7,6%
Teachers know the best	33	5,4%
Lack of digital literacy	33	5,4%
Lack of teacher and school support	22	3,6%
Involvement is unnecessary	19	3,1%
My child does not have enough interest for English	2	0,3%
Total	375	100%

According to Table 21, most of the participants regard their lack of English proficiency as the most significant barrier which negatively influences their involvement into their children's EFL distance learning (35,7%). The results are mainly associated with the previous results, especially parental involvement activities. In other words, as stated before, the participants' preferences of involvement activities are mostly shaped in accordance with their proficiency. As a result, some activities such as assisting homework and answering child's English lesson related questions were found as the less preferable activities used by them. Nevertheless, the clearly shows that they try to involve, help, support, follow, and control their children's EFL distance learning by doing other involvement activities like controlling homework in spite of the lack of proficiency.

The second most crucial factor influencing their involvement is the number of siblings (9,9%). That is to say, having more than one child makes their involvement more difficult so that they need to care with each of children. For the parents, workload (9,7%) ,lack of time (8,3%), money (7,6%), and lack of digital literacy (5,4%) are also the possible barriers hindering and or negatively influencing their involvement. In addition, some parents think that teachers know the best (5,4%), and or their involvement is not necessary for their children's EFL learning (3,1%), which gives us some clues about parental negative perceptions for being involved. On the other hand, some of them complain about the lack of teacher and school support for reinforcing their involvement (3,6%) while 68 parents do not face any barrier to their involvement in their children's EFL distance learning (11%).

From these results, it can be inferred that parent-related factors have more impact on the participants' involvement rather than child-related and school-related factors. Far more importantly, the results imply that designing more flexible and appropriate programs and activities may deal with most of the possible parent-related barriers. One might also argue that more parent-teacher-school collaboration may open door to tackle with these barriers and negative perceptions for active and efficient parental involvement that may positively influence children's EFL learning.

4.1.1.8. Self- Report of Involvement

One might argue that the lack of English proficiency is one of the main factors influencing the parents' choices for being involved in their children's EFL learning. In addition, insufficient interaction and collaboration with English teacher seem another significant factor affecting the nature of involvement in the present study. In contrast, most of the participants regard their involvement and support for their children's EFL learning as sufficient although they have the above-mentioned deficiencies, as seen in Table 22.

Table 22: Self-Report of Involvement

Do you think that you involve and support your child's EFL learning sufficiently?		
	Frequency	**Percent**
I agree	145	38,7%
I disagree	87	23,2%
Neutral	63	16,8%
I totally agree	61	16,3%
I totally disagree	19	5,1%
Total	375	100%

Even though the majority of them agree upon their sufficient involvement, the second highest percentage (23,2%) disagree about this issue. When analyzed with the previous results, the present study implies that their parental involvement requires more support, interaction, and collaboration with English teacher and school administrators.

Table 23: School and Teacher Support for Parents

Do you think the school administration and English teacher have provided enough support you in distance learning during the pandemic?		
	Frequency	**Percent**
I agree	164	43,7%
I totally agree	66	17,6%
Neutral	65	17,3%
I disagree	57	15,2%
I totally disagree	23	6,1%
Total	375	100%

In addition, the study tried to understand whether the parents have not taken enough support from their children's English teacher and their school administration in order to investigate the impact of social relationships. Table 23 demonstrated that nearly half of the participants have taken enough support in this process of EFL distance learning during the pandemic (43,7%). It shows that parental involvement has been influenced by other social relationships with other societal members, which concerns the impact of social capital on parental involvement. However, 65 parents do not have a certain idea (17,3%) and 80 of them state that they have not taken enough support from English teacher and the school administration (21,3%). The results imply that the support provided by English teacher and school administrators seems insufficient for some parents and therefore, the results suggest more interaction and parent-teacher-collaboration in a soft climate where involvement becomes more apparent.

In the light of the findings, even Turkish parents face with some problems and shortages in while trying to be involved in their children's EFL learning their perceived involvement and teacher and school support seem high, which could be evaluated as the two significant impacts for their involvement despite the problems they face.

4.1.2. Part C (Parental Beliefs and Attitudes)

The last part of the parent online questionnaire tried to investigate parental beliefs and attitudes towards parental involvement in children's EFL learning, and EFL distance education.

By doing so, the researcher aimed at not only understanding the issue of involvement in terms of parental beliefs and attitudes but also trying to give some suggestions for the stakeholders and further research. Therefore, this part specifically focused on parental beliefs and attitudes towards distance education preferred as the main alternative to traditional school-based education during the Covid-19 pandemic.

In this regard, the present study plans to investigate the nature of involvement in distance learning so that parents have taken the pivot role in this process and become the main partners of teachers and school administrators. Therefore, to investigate their attitudes and beliefs for this process seems logical especially for suggesting and encouraging further research in this area. In order to do this, this part involved 18 items, and Cronbach Alpha was measured as at an acceptable level (, 735). Table 24 shows the items and their related focusing areas.

Table 24: Subparts and Related Items

Subparts	Related Item Number
Beliefs for Involvement	35, 36,37,38,44
Attitudes to Child's EFL Learning	39,42
Attitudes to Distance Education	40,41,43,45,46,47,48,49,50,51,52

As clearly stated in the previous sections, this study aimed to investigate the nature of Turkish parental involvement in the context of EFL distance learning that was selected as the main alternative to school-based learning because of the Covid-19 pandemic.

Table 25: Parental Beliefs and Attitudes towards Involvement

Parental Beliefs and Attitudes towards Involvement										
	Totally disagree		Disagree		Neutral		Agree		Totally Agree	
	F	%	F	%	F	%	F	%	F	%
I believe that parental involvement will increase my child's academic success.	10	2,7	18	4,8	53	14,1	103	27,5	**191**	**50,9**
Parental involvement can help my child solve educational problems easier and more efficiently.	8	2,1	16	4,3	40	10,7	117	31,2	**194**	**51,7**
According to me, students whose parents become involved show more academic English success	7	1,9	16	4,3	38	10,1	112	29,9	**202**	**53,9**

Table 25 (Continue)

Parental Beliefs and Attitudes towards Involvement										
	Totally disagree		Disagree		Neutral		Agree		Totally Agree	
I think teachers know the best, so I do not think parental involvement is necessary.	**112**	**29,9**	107	28,5	72	19,2	37	9,9	47	12,5
I think family members should support child's education.	9	2,4	6	2,1	38	10,1	112	29,9	**208**	**55,5**

In accordance with this attempt, it was first tried to investigate parental beliefs for involvement with five items, and the results are revealed in Table 25. The results clearly show that most of the participants believe that parental involvement have positive impacts on child education. To illustrate, more than half of them believe parental involvement will increase child's academic success (50,9%). Similarly, most of them are aware of the fact that parents' involvement has the power of helping and supporting solution of child's educational problems (51,7%). For them, this positive impact is also valid for child's EFL learning. That is, they think that the more parents show involvement actions, the more their children show academic success in English lesson (53,9%).

Far more importantly, as Table 25 reveals, most of the Turkish parents do not regard teachers as the sole responsible for their children's education (29,9%). In other words, one might argue that they are aware of the fact that parents are one of the inevitable parts of child education. Moreover, in distance education, they are the most powerful and active partners of children, teachers, and school administrators so that education has being conducted at home since April 2020 in Turkey. Likewise, they also think that family members should become involved and support their children's education (55,5%). So, it can be clearly stated that most of the participants have positive beliefs about the issue of parental involvement in child's education, and EFL learning. They seem to be eager to be involved and support their children's educational processes.

Similarly, Table 26 demonstrates that the majority of the participants have positive attitudes towards child's EFL learning. Two items were used to understand their attitudes to their children's English education. One of them is reverse coded in order to have accurate results. According to Table 26, majority of the participants think that English learning is necessary for their children's educational lives (74,7%). The similar results were obtained via the reverse coded item.

Table 26: Parental Attitudes towards Child's EFL Learning

Parental Beliefs and Attitudes towards Child's EFL Learning										
	Totally disagree		Disagree		Neutral		Agree		Totally Agree	
	F	%	F	%	F	%	F	%	F	%
English education is necessary for my child.	4	1,1	5	1,3	21	5,6	65	17,3	**280**	**74,7**
I do not think learning English is significant for my child's future educational life.	**243**	**64,8**	55	14,7	17	4,5	10	2,7	50	13,3

From these results, it can be easily inferred that they mostly take into account the importance of learning English in the current digital and information era. In other words, they want their children to learn it so that it is one of the most significant global languages all over the world. So, one might argue that their positive attitudes to English learning is a major sign for their implicit encouragement for children.

Table 27: Parental Beliefs and Attitudes towards Distance Education

Parental Beliefs and Attitudes towards Distance Education										
	Totally disagree		Disagree		Neutral		Agree		Totally Agree	
	F	%	F	%	F	%	F	%	F	%
Distance EFL learning is more beneficial than traditional face-to-face education	**185**	**49,3**	77	20,5	63	16,8	18	4,8	32	8,5
Distance education provides more opportunities for EFL learning.	**141**	**37,6**	98	26,1	73	19,5	30	8,0	33	8,8
To me, distance learning does not have an exact nature of education.	57	15,2	50	13,3	75	20,0	72	19,2	**121**	**32,3**
My child shows more interest for distance learning than traditional face-to-face learning.	**152**	**40,5**	101	26,9	53	14,1	26	6,9	43	11,5
Distance education has less cost.	86	22,9	58	15,5	**102**	**27,2**	58	15,5	71	18,9
Distance education should be carried out together with traditional-face-to-face education.	56	14,9	34	9,1	71	18,9	81	21,6	**133**	**35,5**
With the help of distance education, I can follow my child's learning more closely	61	16,3	60	16,0	87	23,2	**88**	**23,5**	79	21,1
Distance education improves child-family relationships.	76	20,3	65	17,3	**104**	**27,7**	67	17,9	63	16,8

81

Table 27 (Continue)

Parental Beliefs and Attitudes towards Distance Education										
	Totally disagree		Disagree		Neutral		Agree		Totally Agree	
Thanks to distance education, I can become more involved in my child's educational processes.	48	12,8	74	19,7	74	19,7	**98**	**26,1**	81	21,6
I think distance education should go on after the Covid-19 pandemic.	**173**	**46,1**	54	14,4	53	14,1	38	10,1	57	15,2
Thanks to distance education, I could contact more with my child's English teacher and the school.	85	22,7	**101**	**26,9**	80	21,3	59	15,7	50	13,3

This subpart tried to find out how parents evaluate distance education and therefore, the subpart included 11 items, and the results are revealed on Table 27. According to Table 27, most of the participants do not agree that distance EFL learning is more beneficial than traditional face-to-face learning at school for their children (49,3%). Even, most of them prefer the latter one so that it provides more opportunities for child learning (37,6%). Another reason for why they do not have positive attitudes towards distance education is related to the nature of learning. That is to say, most of the parents complain that distance education does not provide an exact nature of learning at home (32,2%). So, they think child learning does not become apparent in distance education when compared with traditional face-to-face learning. Furthermore, they complain about their children's lack of interest for distance education (40,5%).

According to Table 27, as parents point out, their children show more interest to traditional school education, which may have affected negatively their attitudes to distance learning. On the other hand, the participants point out that distance education has enabled them to become more involved and follow their children's educational processes so that learning mostly occurs at home with the control of them (23,5%). One might argue that most of the participants in the present study are housewives and they have provided the chance of following their children's education more thanks to distance education. Therefore, this type of learning has become a good alternative for their following and controlling child education.

Another critical finding is that most of the participants demands that traditional school education and distance education should be conducted together (35,5%). In other words, they suggest an association between these two types of education for their children's educational lives. In accordance with the previous results, one might argue that they request this association in order

to involve, control, and follow their children's educational processes much more (26,1%). Or, they may want their children to benefit from pros of the digital and technological world; that is, their aim may be to make their children and themselves digital literate, which may positively affect child academic success in the 21st century. On the other hand, nearly half of them (46,1%) do not agree that distance learning should be continued after Covid-19 pandemic on its own. That is to say, they clearly desire opening of the schools that have been closed during the pandemic.

However, most of the participants have neutral thoughts on the issues that distance education has the positive impact on child-parent relationship (27,7%) and it is cost effective rather than school based learning (27,2%). Far more surprisingly, distance education has not influenced the relationships among most of the parents, English teachers, and school administrators (26,9%). As clearly discussed in the previous sections, these results also imply that more parent-school-teacher collaboration is one of the main suggestions for the stakeholders. In the previous sections, the participants have noted that they get necessary support from teachers and school administrators; however, it seems that this support and interaction is conducted in a one-sided way. In contrast to the expected results, parental interaction and collaboration have not increased during the distance education according to the results. Therefore, further research needs focusing on parent-school-teacher collaboration, especially in EFL distance learning in Turkish context.

To conclude, this subpart clearly shows that most of the participants have positive beliefs and attitudes towards involvement and children's EFL learning. They are also aware of the fact that their involvement may have positive impact on their children's academic success. At this point, they are also notice that they are one of the inevitable parts of child education. However, most of them have negative attitudes to distance education although it has enabled them to become more involved and closely follow their children's education at home. The lack of sufficient parent-school-teacher collaboration and mutual interaction may be among the possible factors affecting their attitudes. That is why their first preference is traditional face-to face education at schools. However, it does not necessarily mean that they do not consider the pros of distance education and therefore, they note that this type of education can be conducted together with face-to-face education.

4.2. Analysis of Qualitative Data

In accordance with the research questions, this analysis part of qualitative data focused on parental involvement strategies, parental beliefs and attitudes towards involvement, EFL learning, and distance education. Besides, qualitative data tried to focus on parental roles behind those strategies in order to have an in-depth investigation of the issue of parental involvement in EFL learning. The analysis of qualitative data begins with the analysis of the open-ended question (i.e.

item 33) in the parent online questionnaire designed for collecting quantitative data (See Appendix 3). This open-ended item asked the parents to indicate any other strategy they use to support their children's EFL learning. The results were revealed in Table 28 as follows:

Table 28: Additional Parental Involvement Strategies

Parental Involvement Strategies	Frequency
Memorizing English words	16
Providing additional written resources	11
Following his/her lesson plan	7
Sending the child to language courses	5
Solving test problems together	5
Advising him/her to search and use digital sources for learning English	4
Listening to and Singing an English song	3
Playing games together with child	3
Solving test problems together	5
Watching English movies	3
Reading English books together	2

Table 28 shows that memorizing English words is one of the most common additional strategies used by the participants to make their children learn English. The results are similar to the ones in Table 10. That is, the parents try to guide them to determine a learning strategy like memorizing vocabulary and coerce them to follow it. Another similar result is related to providing material support with reference books. For Turkish parents providing additional written resources seems as another common strategy used in while being involved and support children's EFL learning.

To conclude, Table 28 similarly reveals that the participants try to involve and support their children's EFL learning process as the facilitator for building a learning environment, as the coercer for determining and following some strategies, and as the nurturer trying to learn it together. The second part of the qualitative data analysis involves transcribing the interviews, reading the texts repeatedly, providing manuscripts, and analyzing in terms of themes and codes that give information about the relations with the strategies and frequencies of them.

4.2.1. Semi-Structured Interviews

The previous parts focused on the analysis of quantitative data. This second main part of this chapter tries to analyze qualitative data from the semi-structured telephone interviews used as the

main data collection tool for the qualitative part of the study. Due to the Covid-19 pandemic, the interviews were conducted on the phone at the time when the volunteer participants from the sample were available.

As the researcher clearly stated before, the interviewees were informed about the nature and goals of the study. They were also sent an informed consent via Whatsapp application by taking into account their rights as the participants, and ethical concerns for conducting a social research study. At the end of this process, the interviews were held with eight volunteer parents who participated in the survey study beforehand. The interviews involved eight main questions and four additional questions to have information about parental involvement roles and strategies, parental beliefs and attitudes, and possible barriers to parental involvement (See Table 2).

4.2.2. Parental Involvement Strategies and Roles

The first category was mainly based upon parental involvement strategies and roles. This category involved three main strategies and six roles as the themes. Codes defined with the analysis of the texts of the interviews were associated with those themes so as to relate this part of analysis with the former one (i.e. quantitative part of the study). With this in mind, the strategies and roles were defined in accordance with the related studies conducted by Gao (2006, 2012). In addition, the codes were associated with social support, discursive support, and material support strategies while the participants' statements were also evaluated in terms of six roles (i.e. advisor, collaborator, coercer, facilitator, advocate, and nurturer). In order to obtain information about the strategies, the telephone interviews included five interrelated questions (i.e. Questions 2,3,4,5, and 7) in order not only to deeply understand the involvement strategies and related roles but also to compare the results with the previous ones.

Table 29: Content Analysis of Parental Involvement Strategies

Category	Themes	Codes	Frequency
Parental Involvement Strategies	Social Support Strategies	- Memorizing words	4
		- Following live lessons and homework	8
		- Friend, neighbor, and relative support	5
		- Listening to English songs	1
		- Assisting homework	5
		- Teacher support	2
		- Answering questions	2
		- Private tutoring	1
		- Solving test problems	3

Table 29 (Continue)

Category	Themes	Codes	Frequency
Parental Involvement Strategies	Discursive Support Strategies	- Significance of learning English	8
		- Child life	8
		- Parent Experience	1
		- A Global Language	3
		- Child Interest	1
	Material Support Strategies	- Watching TV	1
		- Technological and networking support	8
		- Reference books and dictionaries	8

As can be seen in Table 29, qualitative data obtained via semi-structured telephone interviews with the volunteer parents reveal that Turkish parental involvement in children's EFL distance learning become apparent in terms of different types of strategies and roles as similar to the results of the previous sections. Table 29 primarily suggests that the participants prefer rehearsing social support strategies as the source of social support and discursive support strategies as the source of motivation and encouragement, in addition to facilitators of required and additional material sources to obtain and sustain their children's EFL distance learning. According to the results, the most preferred involvement strategies *are following child's education by focusing on homework and live lessons, emphasizing the critical importance of learning English, advising the children to learn it for their further life circumstances, and providing reference books for supporting child's EFL learning*. The other related discussions are represented in the following subsections.

4.2.2.1. Social Support Strategies

The previous discussions have revealed that the parents' lack of English proficiency is the biggest barrier to their involvement into children's EFL distance learning. However, the present study clearly demonstrates that it does not necessarily mean that their involvement does not occur and or they cannot support their children's EFL distance learning. To illustrate, the most preferred strategy is *following child's educational activities at home*. That is to say, the all participants follow and control whether their children participate in English live lessons conducted via EBA and other platforms like zoom, and whether their children do their homework on time.

P1: My child's EFL learning has continued during the distance learning by participating in live lessons. He has also done homework sent by his English teacher on Whatsapp and EBA. I try to follow this process from distant.

P2: I enabled her to participate in live lessons and followed her participation. I also try to follow posts on Whatsapp school group so that I could see her assignments and performance projects given by English teacher.

P3: I control my child's participation in live lessons. In addition, I follow what he has learnt by controlling his course books and notebooks. I also follow his performance on EBA, especially in tasks prepared and sent by English teacher. I want him to show me his homework when he has done it.

P4: I try to collaborate with my child's English teacher. I also try to keep in touch with English teacher. In addition, I control my child's homework. Moreover, I sometimes join the live lessons with my child to see what he learns.

P5: I follow the weekly schedule of distance learning and force my child to participate in live lessons. I control her homework and try to contact with English teacher on Whatsapp.

P6: I follow her participation in live lessons on EBA. I do not control her homework so that she is aware of her own responsibilities.

P7: I follow her participation in live lessons and ask whether she does her homework. Sometimes I join the lessons in order to see what she learns.

P8: I follow my child's education like a teacher. I have my own agenda and I take daily notes on what my children do for each day at home. Their participation and doing homework are among my focus points.

At this point, one might argue that the activities such as following the child's participation and controlling homework are the signs of the parents' social support shaping the nature of learning at home. When the role of parents as the first teacher of the children in the Turkish society is considered, this type of support seems usual. Besides, as the statements suggest, Turkish parents parents do get support from other societal and familial members in order to assist their children's EFL learning process as follows:

P2: One of my friends helps my child in her homework. Moreover, she and my child revise lessons together. I try to support my child in this way so that I do not know English and help my child sufficiently.

P3: My neighbor is an English teacher. I asked her for helping my child in while learning English. Since I do not have sufficient proficiency, I prefer supporting him in this way. She also provides additional materials and activities in order to help my child in this process.

P4: My child's cousins assist my child's EFL learning. When he has some difficulties in while learning it, they give instructions about how he can deal with those difficult issues.

P5: In distance learning, I get support from my neighbor who is an English teacher. Because the distance learning requires more support at home, we tried to make ease this process by getting help from her.
P7: When my child has some problems related to her lessons, I try to help her. Besides, her elder sister helps her solve the problems. Since I have limited English, I lead her to help from her sister.

As clearly understood from the expressions above, *getting social support from other societal and familial members in order to assist children's EFL learning* is a common strategy used by the parents to be involved. However, as similar with the quantitative findings, parents' social capital mostly covers familial support provided by the family members rather than teacher and school support. In other words, the findings reveal that parents' collaboration and interaction with English teacher and school do not occupy a significant place in their involvement process.

Another common strategy used by the participants is to assist the child's English homework. Five parents stated that they tried to be able to assist their children's English homework in spite of their limited proficiency of English. As the following statements reveal, technological devices and the Net are the significant assistants for the parents while trying to become involved:

P1: I provide assistance for my child's homework as much as possible as I could do.

P3: I try to help his homework in the light of course books and my own knowledge.

P5: I print materials and resources on the Net and try to help my child's homework in the light of these materials.

P7: I try to help her in while doing homework and solving test problems.

P8: I help my child's homework as much as possible.

They also give importance to memorizing the meanings of English words so that they think it will help their children's EFL learning. It can be inferred from that some of the participants focus on determining and following some styles for learning English by taking the role of coercers.

P1: I force my child to memorize three English words with their Turkish meanings for each day and share them with me. I think forcing him to follow this learning style positively influences his academic English success.

P4: I ask my child to memorize English words, and then I ask him the meanings of these words and he tries to answer my questions.

P7: She memorizes English words and then I ask Turkish meanings of the words to her.

P8: I try to learn Turkish meanings of English words together with my child. I also ask the words each other.

The other social support strategies used by the parents are providing private teacher tutoring, listening to English songs together, solving test problems together, answering questions, and private tutoring. In this regard, it is interesting to see that parents try to encourage their children to speak English and do the acitivities together with them. This type of encouragement may imply that they consider their children's improvement for communicating in English.

P3: I as his mother want him to listen to English songs and sometimes we listen together. I also try to support him by means of private teacher tutoring.

P4: We as parents try to make our child solve test problems and follow whether he solves tests related to each unit in English course books. We also try to answer my child's English related questions.

P5: I specifically ask my child to speak English at home. I encourage her to speak English when she asks for something and or say something at home.

P7: I try to solve test problems together with my child via English test books.

P8: I want my child to solve test problems of English and then I try to solve together with her. I also try to answer her English related questions, especially in simple topics such as numbers and colors.

The above-mentioned involvement activities have revealed that most of the parents try to be involved in their children's EFL distance learning by facilitating educational requirements for distance learning (i.e. Internet, technological devices, books), stressing the importance of learning English, and by taking social support from other societal and familial members, which implies the impact of social capital on their involvement process.

4.2.2.2. Discursive Support Strategies

The second major type of strategies covers parents' motivational beliefs and attitudes used with the aim of encouraging and or supporting child-specific concerns for learning English. At this point, all participants in the qualitative part of the present study have pointed out that English learning is significant for human life, and they advocate and advise the significance of it to their children as follows:

P1: Learning English is important and I advise my child to learn it well because nearly all of the written and verbal resources in the world are in English. So, if he learns English, he will have the potential of benefiting from those global resources.

P2: I regard learning English as necessary for my child's education. So, I encourage my child to learn it.

P3: Without English, it is quite difficult to achieve academic success.

P4: I think learning English is important and necessary for each area of human life.

P5: Learning English is necessary because if you learn it, you are one- step ahead.
P6: Simply, even user manuals are in English. This reality proves how English is significant for today's life.

P7: As a common proverb in our culture says " one language means one human being." So, English is necessary for child's education.

P8: " One language means one human being." It is a significant tool for improving human's life.

It is remarkable to see that learning English is a significant source of motivation for both the children and their parents in terms of academic success, cultural, and practical concerns. It seems that the participants regard it as an important part of their lives in Turkish society. Likewise, all of them highlight the critical importance of learning English for their children's further life. As clearly stated by them, they think that to know English will provide opportunities for their social, educational, business lives.

P1: Learning English may not be the first goal of my child's educational life, however, he should definitely learn it so that it has many different advantages like knowing the world and people from other countries.

P2: It is important for her academic success. I want her to be successful at school and further life. English is a tool for this aim.

P3: English is necessary for not just secondary school but also for high school, university, and business life. So, I support and encourage him to learn it efficiently. Moreover, if I had more opportunities, I would definitely support him with private tutoring and language courses as long as his educational life.

P4: If my child learns English, he will be more successful in other lessons too.

P5: Learning and using English will provide a better life for my child. So, I suggest her to learn it well.

P6: It is important for my child's occupation. It will help her in reaching information about her occupation.

P7: English will help my child's high school and university experiences.

P8: In her future life, she may go abroad to study and or visit foreign countries. In order to do this, learning English is necessary.

Likewise, one of the parents pointed out that she tried to encourage her children for learning English in the light of her own experiences while the other two were aware of the fact that her children showed more interest to English lesson and tries to foster this interest by giving

suggestions. Moreover, the latter one highlighted the critical importance of English as a global language (P4).

> *P2: I am aware of the fact that English is an inevitable part of our life in the light of my own experiences. When I was a shop assistant, a tourist came to buy something but we could not help the tourist. At that moment, I realized that to know English is very important in the current world. Therefore, I tell my own experiences to my child in order to encourage her willingness to learn English.*

> *P4: The main source of my involvement in my child's EFL learning is his own great interest for learning English. It attracts his attention, and therefore he enjoys participation and learning of English, which leads us to become more involved and care about his language learning process. I also try to support and motivate my child to learn English because it is globally used in all around the world. You can easily communicate with anyone from other countries in the world. It is generally used in every country.*

> *P6: English is a global language. Everyone around the world speaks it. It has become an inevitable part of our life.*

In the light of the sayings of the participants, one might argue that they try to motivate, encourage, and support their children's EFL learning so that they are aware of the fact that learning English is significant for their children's current lives. As similarly with the previous results in the qualitative part, the present study noticed that learning English is one of the greatest concerns of child education for parents.

4.2.2.3. Material Support Strategies

The last theme of the strategies revealed in the analysis of qualitative data suggested that *making children watch programs and films in English, providing technological and networking support for enabling them to participate in live lessons, and providing written materials such as reference books and dictionaries* are preferred by the participants in while being involved and support their children's EFL distance learning.

> *P1: I paid for broadcasting of a TV channel called as "English Club" which provides a great quality of programs, and I think it supports my children's English learning. I strongly advice and encourage them to watch it at home. I also provided them the opportunity of unlimited access to the Internet and technological devices that are necessary for distance education. Moreover, I regularly buy reference books, dictionaries, and storybooks for supporting their learning.*

> *P2: I try to support my child by providing reference books suggested by English teacher. They have become a necessity for us because teachers do not prefer following the course books. Even if the reference books require more cost, I try to buy them to support my child's learning. I also try to provide her to access the Internet in order to join the live lessons.*

P3: We buy some reference books in order to support my child's EFL learning. We also follow his learning and homework by means of them. In addition, we have provided unlimited access to the Net, and a tablet and a PC to make him participate in live lessons on the EBA platform.

P4: English teacher strongly suggests us to buy some English related reference books and storybooks. That is why we try to support his language learning process by providing these types of written materials. We also try to revise the units and topics from these resources. Moreover, we have provided the access of the Net and a smart phone for live lessons.

P5: There are lots of reference books and dictionaries at home. I lead my child to use them regularly. I think these resources are important for learning English because the course books given by MONE are not sufficient for EFL learning. In addition, she has the chance of free and unlimited access to the Net via technological devices such as tablet, PC, and smart phones at home.

P6: I bought a tablet and a PC. I also provided access to the Net for my children. I also buy English test books for supporting her learning.

P7: We did not have an access to the Net at home. As soon as distance education begins, I have provided this access and bought a PC for enabling her to participate in live lessons. Then, I have bought some English reference books suitable for her grade level.

P8: At the beginning of the distance education, my children had some difficulties, especially in participating live lessons because of the lack of access to the Net. However, after two weeks I provided the whole requirements for distance learning at home. I also bought books with the aim of assisting my child in while learning English.

It is worth mentioning that distance education has leaded the parents and their children to adapt into online home-based learning during the pandemic. Hence, all of them provided technical and material support mostly covering buying reference books and dictionaries. One of the main reasons for providing these types of written materials, as the P5 stated, they regard buying a additional books and materials as a necessity. At this point, the most striking finding is that teachers' material preferences and the quality of the course books given by MONE influence the parents' selection of strategies. Another critical point is related to the difficulties faced during the process of distance education. It seems that accessing the Net was a big problem for the children's distance education in Turkey.

The above-mentioned involvement strategies, which are similar and relevant to the previous results, have clearly shown that the participants have tried to provide additional materials and devices in order to sustain their children's EFL learning in while being at home and distant from schools. Far more importantly, as the previous results similarly suggest, providing reference books and other written materials, and technical and networking support can be regarded as the impacts of the participants' economic capital so that these material-based strategies require some cost.

Besides, reference books are regarded as the most important written materials for EFL learning, and this implies that they do not see the course books freely delivered by MONE as sufficient, or English teachers see them insufficient and force the parents and children to buy additional books for EFL education. As P2 implies, providing reference books requires more cost and this may negatively influence the motivation of parents in while being involved, which seems another interesting and worth investigating concern for further research.

4.2.2.4. Parental Involvement Roles

The present study also tried to understand what type of parental roles taken by the parents while using the involvement strategies discussed previously. By doing so, it was aimed to have a more clarification about the nature and scope of Turkish parental involvement in children's EFL distance learning during the pandemic. In this regard, the involvement strategies were associated with six main parental roles defined by Gao (2006) whose study investigated Chinese parents' involvement in their children's EFL learning. The roles are advocates, facilitators, collaborators, advisors, coercers, and nurturers (p.290). In the light of this significant study, the present study tried to associate the involvement strategies with these involvement roles.

Table 30: Content Analysis of Parental Involvement Roles

Category	Themes	Codes	Frequency
Parental Involvement Roles	Language Learning Advocates	- Significance of learning English	8
		- Child life	8
		- A Global Language	3
	Language Learning Facilitators	- Technological and networking support	8
		- Reference books and dictionaries	8
		- Watching TV	1
	Collaborators with Teacher and Others	- Interacting and collaborating with English teacher	2
		- Friend, neighbor, and relative support	5
		- Private tutoring	1
	Language Learning Advisors	- Memorizing words	4
		- Listening to English songs	1
		- Parent Experience	1
	Language Learning Coercers	- Controlling homework	8
		- Solving test problems	3
		- Following live lessons	8

Table 30 (Continue)

Category	Themes	Codes	Frequency
Parental Involvement Roles	Language Learning Nurturers	- Participating in live lessons	2
		- Listening to English sounds together with child	1
	Language Learning Nurturers	- Answering questions	2
		- Assisting homework	5

As Table 30 demonstrates, the most preferred involvement roles taken by the participants in the present study are *language-learning advocates, coercers, and facilitators* while the less preferred one are collaborators and advisors. In other words, all of them agree that learning English is significant and necessary for their children's future life. Similarly, they are aware of the fact that it is a global language and therefore, one of the main concerns in while involving their children's EFL learning is advocating the significance of EFL learning for supporting and motivating them to learn it. Having a foreign language, English in particular, is regarded as crucial for children's educational and occupational lives as can be understood from the statements as follows:

P3: Without English, it is quite difficult to achieve academic success.

P5: English is necessary for not just secondary school but also for high school, university, and business life. So, I support and encourage him to learn it efficiently.

In addition to stressing the critical importance of learning English, coercing children to learn English in terms of doing homework, solving test problems, and participating in live lessons. In similar with the quantitative results, controlling child's English homework is a common strategy used to force children to become engaged with English more and study regularly. Likewise, solving test problems especially for preparing exams is another coercing tool for children used by the parents. Besides, forcing children to participate in live lessons during the distance education is evident to parents' concern for English and therefore their reinforcement for active participation in EFL distance education.

During the Covid-19 pandemic, parents have transformed the nature of their homes into a suitable context for sustaining their children's education in a distant format by means of technological devices and the Internet. As a result, they have mostly taken the role of facilitators by providing necessary requirements for the distance education. Moreover, providing written materials (i.e. reference books and dictionaries) is another common facilitating strategy used by the parents. In addition to the written materials, one of the parents (P1) has pointed out that he facilitates multi-media materials (i.e. watching an English TV channel).

The least preferred parental roles are *nurturers and collaborating with English teacher and other people*. Gao (2006: 293) defines the former one as a close contact and involvement into children's English learning process to accelerate and widen their engagements with English. In other words, parents' attempt to learn English together with children comprises of the role of nurturing. To illustrate, more than half of the parents try to assist their children's homework while being involved. Similarly two of them have stated that they participate in live English lessons not only to control their children's participation but also to learn something in English as follows:

P7: Sometimes I join the lessons in order to see what she learns.

P4: Moreover, I sometimes join the live lessons with my child to see what he learns.

Likewise, one of the parents (i.e. P3) have stated that she both encourages her child to listen to English songs and sometimes listens to them together with her child in order to nurture his learning of English. In a similar way, one of them has revealed that she tries to learn English together with her child by memorizing words as follows:

P3: I as his mother want him to listen to English songs and sometimes we listen together.

P8: I try to learn Turkish meanings of English words together with my child.

The analysis of parental involvement roles has once again clearly showed that most of the participants do not prefer getting social support from their children's English teacher. That is to say, their collaboration and interaction with English teacher are at low level as revealed in the quantitative results. Rather, social support provided by parents' social relationships in the social context is obtained from familial and other societal members as follows:

P2: One of my friends helps my child in her homework. Moreover, she and my child revise lessons together. I try to support my child in this way so that I do not know English and help my child sufficiently.

P3: My neighbor is an English teacher. I asked her for helping my child in while learning English. Since I do not have sufficient proficiency, I prefer supporting him in this way. She also provides additional materials and activities in order to help my child in this process.

P4: My child's cousins assist my child's EFL learning. When he has some difficulties in while learning it, they give instructions about how he can deal with those difficult issues.

P5: In distance learning, I get support from my neighbor who is an English teacher. Because the distance learning requires more support at home, we tried to make ease this process by getting help from her.

P7: When my child has some problems related to her lessons, I try to help her. Besides, her elder sister helps her solve the problems. Since I have limited English, I lead her to help from her sister.

In this regard, one might argue that the shortage of parent-teacher collaboration and interaction is supplied by the parents by means of familial and other societal support, which reawakens the issue of parent-teacher-school collaboration for further research. On the other hand, the least preferred involvement role is language learning advisors defined as *providing guidance and suggestions* about how child should study English by Gao (2006:2 92). As Table 28 demonstrates, they try to guide their children's learning of English by suggesting word memorization, listening to English songs, and their own educational experiences.

To sum up, the above-mentioned involvement strategies and roles have revealed that most of the parents try to be involved in their children's EFL distance learning by taking the roles of *collaborator, facilitator, and coercer*, which shows the impact of social support provided by them. Moreover, motivating and encouraging them as *the advisor and advocators* of the significance of it can be regarded as the two ways of becoming involved as the parents. With respect to the capitals, these roles can be evaluated as the impact of the parents' cultural capital that covers motivational and behavioral concerns. In addition, providing written materials, and technical and networking support, and private teacher tutoring could be evaluated as the signs of parents' economic capital so that these strategies require some cost.

4.2.3. Parental Beliefs and Attitudes

The analysis of qualitative data also tried to focus on parental beliefs and attitudes towards parental involvement in EFL learning, and distance education in general. By doing so, the researcher aimed to strengthen the results of the quantitative data, parents' beliefs and attitudes in particular.

Table 31: Content Analysis of Parental Beliefs and Attitudes

Category	Themes	Codes	Frequency
Parental Beliefs and Attitudes	Beliefs and Attitudes to Parental Involvement	- Necessity	8
		- Consciousness	1
		- Source of support	6
		- Beneficial	4
		- Success	4
		- Motivation	1

Table 31 (Continue)

Category	Themes	Codes	Frequency
Parental Beliefs and Attitudes	Beliefs and Attitudes towads EFL Distance Learning	- Beneficial	3
		- Lack of feedback	1
		- Lack of motivation	3
		- Lack of social interaction	2
	Beliefs and Attitudes towards EFL Distance Learning	- Addiction	1
		- Inequality	1

Generally speaking, the participants have positive beliefs and attitudes to the issue of parental involvement in their children's EFL learning. According to Table 31, all of them regard the involvement process necessary, so that they consider themselves as a source of social support, and they state that this support will be beneficial for children's academic success and motivation to learn as follows:

P1: According to me, parents' involvement is a sine qua non for child's education. It is necessary not just for English but also for each lesson. The socioeconomic and psychological statuses of families directly influence child's academic success. Moreover, their level of consciousness determines the level of child's academic success. So, I regard it as a necessity.

P2: When family members support and encourage them, the children show more interest for lessons. Therefore, they study more regularly when they get this support from family. That is why I believe family members should be more involved.

P3: I think parental involvement is necessary because without me, my child does not interest with lessons and he does not show any academic success. Therefore, I see parents as a source of motivation.

P4: Following what children learn and in what ways is the most important responsibility for parents. So, child's academic success requires more parents' involvement and support. Therefore, it is significant and necessary for me.

P5: My family did not become involved and support my educational processes. So, I could not reach my goals. I do not want my child to have a life like mine. That is why I strongly believe that parental involvement is essential for child's life.

P6: Parental involvement is important because helping and following child's education increase academic success.

P7: Parental involvement is necessary but it depends on parents' educational background. The more you know, the more you can assist your child.

P8: It directly influences child's academic success. Parents shape children's behaviors and lives directly. They are the most important source of social support.

On the other hand, as Table 31 demonstrates, EFL distance education involves some pros and cons from the participants' points of views. To illustrate, nearly all of them have negative beliefs and attitudes towards distance EFL learning. They mostly prefer traditional face-to face school-based education to distance education since they believe that it does not provide necessary feedback and motivation for children's language learning process. They also point out that it has lack of social interaction necessary for child's social development. The lack of inequality for reaching each of the children in the country and causing addiction are among the other disadvantages for them.

P2: I do not think my child's process of learning has continued in distance education because she only listens to English teacher and her active participation is too little in lessons. I also think this type of education does not provide enough feedback for her revision of contents of the lessons. So, I strongly desire to return into the old system of education.

P3: I think this new system is less beneficial than the older one so that learning at home is not as much fertile and beneficial as learning at school. At school, children become more focused on the lessons. In addition, distance education is not appropriate for our traditions. We as Turkish people prefer social interaction and close contact more.

P4: Face-to face education is better than distance education because the latter one does not provide an exact nature of learning. Additionally, my child has run out of social interaction during the distance learning, which negatively affects my child's educational and social life.

P6: The life conditions are not the same for all of the human beings in our country. Some of children could participate and follow the educational processes while some of them did not have the chance of participation. Therefore, it has also come with up an inequality in the education.

P7: My child's motivation has decreased and we have had some Internet problems. It is also sometimes boring for my child. It also causes addiction to the Internet and technology. Therefore, I prefer school-based education.

P8: My child's academic success has been negatively affected by the distance education. So, I am looking forward to return to the old system of education.

However, it does not necessarily mean that distance education does not have any advantages, and or parents do not have any positive attitudes towards distance education. It is clear that most of them are looking forward to returning into school-based learning but three of the five participants have also emphasized some positive aspects of distance EFL education at home.

In the light of these sayings, one might argue that parents may support the idea of the togetherness of distance education and school-based education in order to obtain closer follow-up

and involvement in their children's education, which implies the critical need and importance of more parent-school-teacher collaboration and interaction.

P1: Distance education is beneficial so that it provides more self-discovery of their educational and inner world. They also have more time to be aware of their own interests. In this regard, they can shape their educational journey in accordance with those interests. Undoubtedly, adapting to distance education requires more time for children. In short, distance education has provided more opportunities to children for evaluating their own education and life.

P3: Firstly, I had some prejudgments about the efficiency of distance education. However, as time passes, I see my child has gradually adapting this new situation and he has begun to benefit from distance education.

P5: I think distance education is harmful for children but beneficial for parents. Thanks to distance education, I can become more involved and follow my child's education in a closer way than school-based education. I want to become more involved in her education, and distance education has given the chance of more involvement.

4.2.4. Possible Barriers to Parental Involvement

The qualitative part of the present study also aimed to find out possible factors influencing parents' involvement into children's EFL learning process. Similar to the quantitative results in the previous section, qualitative data analysis has revealed that parents' English proficiency and financial problems are regarded as the biggest barriers for their involvement, as it can be seen in Table 32.

Table 32: Content Analysis of Possible Barriers to Parental Involvement

Category	Themes	Codes	Frequency
Barriers to Parental Involvement	Parent Related Factors	- Lack of English Proficiency	7
		- Family-specific reasons	1
		- Financial problems	4
		- Number of child	1
	Teacher and school related factors	- Lack of interaction with parents	3
		- Focus on Reference Books	1
		- Lack of collaboration	3
	Child Related Factors	- Puberty	1
		- Lack of Motivation	3
		- Lack of interest	1

One might argue that the lack of English proficiency stands as a big barrier to parental involvement and negatively influences the nature of involvement.

P2: We as parents only support my child by means of books and technological equipments in this process. I would like to become more involved and take care with her education, however, I do not know English, and therefore I do not have enough knowledge about how to support her in this process.

P3: I try to become involved and support my child's EFL learning. If I had higher proficiency of English, I would help my child improve English more than the present.

P4: Since I have little proficiency of English, I try to get support from the Internet and other family members. I also try to interact with English teacher.

P5: My English proficiency is only enough for basic topics. More involvement requires more proficiency.

P6: For me, the most significant barrier to my involvement is my lack of English proficiency. As a result, I could not become involved and support my child's EFL learning.

P7: I am not a teacher. I also do not have enough information about English. This hinders my involvement.

P8: If I knew English, I could support my child more than the present.

Far more importantly, the results of the two data analyses have clearly shown that even if most of the participants do not have enough proficiency, they try to become involved, follow, and support their children's process of EFL learning. However, for them the lack of enough proficiency is still the biggest barrier hindering their more efficient involvement. Another significant barrier is related to their financial problems that may hinder them from being involved. Likewise, as they clearly point out, a more efficient involvement also depends on providing sufficient financial support for children. In other words, most of the parents stated that they would provide more support for their children's EFL learning if they had much money, which clearly demonstrates how their economic capital influences their involvement process, especially in terms of their perceptions of involvement.

P2: If had a higher status of monthly income, I would definitely support my child's EFL learning with private teacher tutoring. I would also buy more reference books. Since I had some financial problems, I could not show more involvement activities.

P3: I have some dreams and expectations from my child. So, if I had a better economic status, I would enroll my child in a private language course in order to make his proficiency stronger.

P4: I would like my child to participate in a language course; however, financial problems hinder this type of support.

P5: My economic status does not let me enroll my child to a language-specific course. So, I do not think I exactly involve and support my child's EFL learning.

Similarly, one of the participants noted that she had internet connection problems at the beginning of the distance education, which was evaluated as another interrelated barrier to her involvement .She also noted that distance education would be more efficient if they had better financial statuses, as follows:

P2: At the beginning of the distance education, I could not become involved and follow my child's education. Furthermore, my child could not participate in live lessons because of the lack of Internet. The main reason for these problems is my own economic status.

The other parent-related factors influencing the nature of involvement, as the content analysis suggests, are family-specific problems and the responsibility of other children.

P1: I do not think I exactly participate in my child's education and provide enough support for him because I have other children that need support and care except her. To look after and care with all of them is not easy. We as parents do not have the chance of close caring with them in every issue. So, I regard the number of child as a significant factor influencing our involvement process.

P2: I had some family-specific problems, especially with my ex- husband. These problems not only hindered my involvement and support for my child but also negatively influenced her education.

According to the analysis of the qualitative data, the other possible barriers are lack of collaboration and interaction between parents and English teacher, and too focus on the need of reference books, which can be categorized under the title of teacher-related factors.

P2: I expected more support from English teacher and school administrators during the distance education. It is hoped that parents' interaction and collaboration with teacher and school increase in this process; however, our frequency of interaction have not changed.

P3: Even if we want to interact and speak with our child's English teacher more often, it seems impossible. It is clear that the teacher and school administrators have provided support in this process but this interaction does not go on mutually.

P4: In fact, I want to become more involved and interact with teacher more often. However, I think we need more parent-teacher-school collaboration in order to make our students more successful. Teachers and school should give more opportunity for my involvement and following-up.

One might argue that both quantitative and qualitative results have some common implications on the need of parent-teacher- school collaboration and more interaction. All of the parents note that the frequency of interaction between English teacher and them has not shown any change during the pandemic on the contrary to the expected. In addition to the lacks of collaboration and interaction, one of the parents have complained about teachers' extreme focus on

the need of reference books, which was considered as an important factor negatively influencing her involvement into her child's EFL education, as follows:

> *P2: Teachers force us to buy some reference books for my child's education. According to them, using reference books is a sine qua non for academic success. I am not totally against to the use of these books; however they require some cost and that creates a pressure on us. When we do not provide these materials, teachers do not make our child involve in lessons. That is, our child' motivation decreases and therefore, I do not want to become involved and follow her education closely. Furthermore, most of teachers do not use and follow the main course books given by MONE freely. So, teachers' attitudes like this negatively influence my motivation to become involved.*

From these self-reports, it can be inferred that teacher-related factors can influence the nature of parental involvement and parents' motivation to become involved. They also imply that teachers should more take into consideration parents' specific conditions and views in while trying to make them involve and or trying to increase their motivation to follow and collaborate with school. In addition, the ways of making parents involve should also be selected carefully in accordance with their social, economic, and cultural aspects, which concerns more flexible and specific curriculum, and more collaborative lesson design.

Interestingly, some parents have pointed out that their children's puberty, their motivation for distance education, and their interest have also some impacts on their involvement process, which can be associated with child-specific factors.

> *P1: We do not prefer being more intervened in my child's education. Indeed, we only give suggestions for their educational processes because they are in the period of puberty and therefore, more intervention negatively affects our interrelationships in our family. Therefore, I mostly prefer taking the roles of advisor and facilitators to advocator and coercer for his distance learning at home.*

> *P2: My child does not have a close contact with English teacher so that she wants me not to interact with her English teacher very often. Indeed, the main reason for this behavior is her lack of interest in learning English. Since she does not show more interest for this lesson, she does not encourage my involvement, which decreases my motivation to become involved.*

> *P3: Students become more focused on school- based education rather than distance education, which decreases their motivation to learn. Since their motivation to participate in distance education is not high, my willingness to become involved decreases to some extent.*

> *P4: My daughter's level of motivation to learn has decreased in distance education during the Covid-19 pandemic. She misses being close contact with her friends and teachers at school. Social interaction is at very low level. All of these reasons negatively influence her motivation. The less she has motivation level to learn and participate, the less I want to become actively involved in her education.*

P7: My child's motivation has gone down during this process and therefore, her interest to distance EFL education has decreased. Hence, my willingness to be involved has been negatively affected.

In the light of the above-mentioned barriers, one might argue that the process of parental involvement has a multidimensional nature affected by many different factors. Moreover, it is clearly understood from the results that the present study highlights the critical importance of parent-teacher-school collaboration and more interaction besides more flexible curricula covering a wide range of parental involvement activities designed by stakeholders. Further recommendations are presented in the next subpart.

4.2.5. Recommendations from Parents

The semi-structured interviews also asked the participants parents for expressing recommendations about EFL Teaching and Learning in Turkey for the whole stakeholders (Question 12) (see Appendix 5). Their views are expressed in the followings:

P1: Turkish government and MONE should broadcast new TV channels focusing on English learning in addition to EBA TV. EBA TV is a very beneficial educational channel; however, there should also be other channels broadcasting documentaries, quiz shows, cartoons, and films. The programs should be subtitled in English.

P2: Free language courses should be made by schools. The courses should only focus on teaching English to children.

P3: The weekly schedule in schools should involve English lessons more. In addition, English teachers should provide more support for us to be involved.

P4: Secondary schools should have a one-year preparatory class designed for English. The weekly schedule should include more lessons of English. I also recommend that MONE should give English courses for our children more. In addition, the population of classes is too much to learn English well. So, new classes should be specifically designed for English lessons.

P5: I want to become more involved. That is why teachers and school administrators should let us become more involved and follow our children's education in close. I also regard the weekly English lesson program as insufficient for efficient learning of English. Therefore, the number of English lessons should be augmented.

P7: I strongly advise that time spent for EFL learning should be increased in order to make children become more engaged with English.

P8: If the schools open language courses, it will be more beneficial for the children.

One might argue that the participants desire to become involved, support, and follow their children's education and therefore, they need more support and encouragement provided by

teachers and schools. In addition, they regard their children's English education insufficient in terms of exposure time and learning environment.

Given these recommendations, the whole stakeholders need to design the nature of English language learning at state schools. Furthermore, they should more try to make parents become involved for benefiting from their powers as the partners of them and children outside the classroom. Since their perceptions of involvement and EFL education are mostly positive, teachers and other stakeholders should open door to their active involvement in their children's EFL learning process, which has the potential of affecting this process and child's academic success positively.

At this point, the present study has clear and consistent results in terms of Turkish parents' willingness and attempts to support this process of EFL learning even if they have some barriers hindering their involvement. It also demonstrates that parents' involvement process in nature has a multidimensional nature influenced by parents' capitals, which requires further research that still seems to attract other educational researchers in this area.

In conclusion, qualitative data, as similar to the results of the quantitative data, reveal that Turkish parents try to become involved and support their children's EFL distance learning. Even though they face with some significant barriers while being involved, they try to support their children's education by showing social, discursive, and material support strategies mainly in the roles of collaborators, advocates, advisors, facilitators. Moreover, they have mainly positive beliefs and attitudes towards parental involvement and children's EFL education. However, they have some negative perceptions for distance education that can be evaluated as a new experience for them. Far more importantly, their desire to become involved and closely follow their children's educational processes is clearly revealed in the qualitative part, and in the whole study. Furthermore, some of them regard distance education as a great opportunity for more involvement and close following-up child's education. In addition, the last analysis part has also shown that parents' social capital as the social and familial relationships, economic capital as the financial supports, and cultural capital as the motivational and behavioral concerns have the potential of influencing and shaping the nature of parental involvement.

CONCLUSION AND SUGGESTIONS

The present study aimed to investigate the nature and scope of Turkish parental involvement in Turkish secondary students' EFL learning process in terms of parental involvement strategies and roles. Specifically, it tried to understand how parents' economic, social, and cultural capitals influence this process of involvement. In addition, the study tried to focus on parental beliefs and attitudes towards parental involvement, EFL learning, and distance education. Last, the researcher tried to find out possible barriers and factors influencing Turkish parents' involvement process.

In its nature, this research study has a mixed method research design in which quantitative data were obtained via a parent online questionnaire and qualitative data were gathered via semi-structured interviews. The sample involved 375 Turkish parents for the quantitative part while eight of the parents voluntarily participated in the qualitative part of the study. Both quantitative and qualitative data were descriptively analyzed for the purpose of an in-depth analysis of the issue of parental involvement.

As discussed previously, the present study dealt with the issue of Turkish parental involvement in child's EFL distance learning in terms of three basic concerns: parental involvement strategies and roles, the impacts of parental capitals on those strategies and roles, and parental beliefs and attitudes towards parental involvement, EFL learning, and distance education. In order to do this, the first attempt was to investigate parental involvement strategies and roles used by Turkish parents in while supporting their children's EFL learning. In this regard, the quantitative data analysis found that the most preferred strategies used by the participants to involve in their children's EFL distance learning are stressing the importance of learning English, controlling homework, asking them about what they learn in English lessons, following their participation in live lessons, and coercing them to study English in a planned and regular way. On the other hand, providing multi-media materials, communicating and collaborating with their children's English teacher could be regarded as the least preferred parental strategies. Similarly, according to the qualitative data analysis, the most preferred involvement strategies are following child's education by focusing on homework and live lessons, emphasizing the critical importance of learning English, advising the children to learn it for their further life circumstances, and providing reference books for supporting child's EFL learning.

Likewise, language learning advocates, coercers, and facilitators are the most preferred involvement roles while nurturers, collaborators with teacher and others, and advisors are the least preferred involvement strategies. At this point, one of the most important findings was that most of the parents have little and or no proficiency of English; however, they try to become involved, support, and follow their children's EFL learning process. At this point, both quantitative and qualitative data revealed a wide range of parental involvement strategies and related roles in accordance with social, discursive, and material support aspects used by the parents to support this process. In other words, they tried to get societal and familial support, suggest, advice and motivate their children to learn English, and facilitated requirements and additional resources in order to build an appropriate nature of distance learning.

The analysis of parental involvement in a child's EFL learning in terms of strategies and roles resulted in some significant contributions to the field. First, the results clearly showed that parents' involvement has a wide nature covering different types of activities revealed by different parental roles. With this in mind, as English teachers we need to revise our perception of effective parental involvement since each parent has an individual practice of involvement (Gokturk and Dinckal, 2017). In addition, echoing the previous studies (Demirtaş, 2007; Dinç, 2016; Kwok, 2015; Lee, 2008), this study demonstrated that language learning is a social and cultural process that parents have the impact on it, which could be regarded as the second contribution.

One of the main interests of mine was that involving parents into their children's EFL learning process, which constituted the basis of my motivation to study this area of research. Indeed, the results revealed that Turkish parents already become involved and support their children's EFL learning by using different strategies and rehearsing different roles. In this regard, one might argue that the involvement in the Turkish contexts seems usual; however, how it would be shaped and guided by the teachers and administrators in the direction of efficiency need to be focused. This attempt would be a logical so that understanding parents as the sole partners of the other stakeholders and guiding them are essential for benefiting from the power of involvement.

Secondly, the study tried to find out whether parents' capitals had an impact on their involvement strategies and roles while becoming involved and supporting their children's EFL education. That is to say, the economic, social, and cultural resources of the involvement strategies and roles were defined to understand the nature of involvement. At this point, parents' economic capital was associated with their monthly income while social capital was measured by their collaboration and communication with English teacher, and by other social support provided by them to assist their children's EFL learning. The last capital, cultural capital, was associated with the parents' educational background and language proficiency.

In this regard, the quantitative correlation analysis found that eight of fifteen basic involvement strategies were statistically related with parents' economic capital. In addition, fourteen strategies were statistically related with parents' social capital in the form of providing social support from other familial and societal members while thirteen of them were related with social capital in the form of communicating with English teacher. However, only four strategies were related with social capital in the form of collaborating with English teacher. On other hand, parents' cultural background as a sign of cultural capital was statistically related with the nine strategies while the thirteen strategies were related with parents' English proficiency as the other significant aspect of cultural capital. In the light of the quantitative findings, one might argue that parental capitals have an impact on Turkish parents' involvement strategies. Moreover, as the study suggests, the transformative nature of capitals revealed that economic, social, and cultural capital might have an interrelated nature in which they influence each other. The parents' statements in the qualitative part also revealed similar implications.

The fact that investigating the nature and scope of parental involvement in terms of capitals was a rare attempt was another significant contribution for academia (Kwok, 2015). In addition to the involvement strategies and roles used by Turkish parents to support their children's EFL learning, the study tried to find out parental sources behind them, plus any interrelated relationship among these sources. Based on the frameworks of sociocultural theory and concept of capital, the results showed that parental influence should be evaluated in terms of different types of factors such as economic status, educational background and social relationships. Far more importantly, the transmittable nature of capitals requires more research to deeply understand their long-term impacts on the children's educational processes like EFL learning.

In addition, both quantitative and qualitative parts of the study tried to investigate possible barriers that parents might face while being involved and or trying to involve in their children's EFL learning process. The results revealed that lack of English proficiency was regarded as the most significant barrier to their involvement. The other major barriers were revealed as the need of caring with other children, workload, and lack of time. Inspired by this situation, it was concluded that there was a clear need for support and guidance that would be enabled by English teachers like me. When considered widening children's engagement with English as a major goal of us, it is clear that we need to take more initiatives to assist, guide, and encourage parents to make them involved so that they are not only inevitable parts of the child education but also are our partners in sustaining the child education outside the school. However, the other barriers such as workload and lack of time require more flexible involvement programs to make them involved. Furthermore, more interaction and collaboration are also implied as the major tools for efficient involvement in the study.

Last, the study also aimed to understand parental beliefs and attitudes towards involvement, EFL education, and distance education in particular with the aim of not only providing some further suggestions but also dealing with the issue of involvement more in-depth. The results of the two parts of data analysis demonstrated that most of Turkish parents have positive beliefs and attitudes to the issue of parental involvement in child's education. Moreover, they encourage and support their children's EFL learning so that they are aware of the fact that English language learning is an inevitable concern for the current life.

However, most of them have some negative beliefs and attitudes to distance education in terms of child motivation and interest, and the nature of learning. Therefore, their prior preference is traditional school-based education so that it provides more opportunities for formal evaluations, social interaction, and close contact with teachers. In contrast, some of the parents regard distance education as a significant facility for them so that they have obtained the chance of more involvement and closer follow-ups of their children's educational process. These results imply that the other stakeholders (i.e. teachers and school administrators) need to show more effort to make parents involve in their children's educational processes, and parents should be given enough chance to become involved in EFL education.

It is clear that they have enough desire and motivation to become involved and support their children's EFL learning even though they have to tackle with the lack of proficiency and other obstacles in this process. Accordingly, they want to get more support and interaction from English teacher and school administrators for supporting more their children's EFL distance education in which parents have become the sole partners of them for sustaining child education at home outside the school. In this regard, some parental involvement activities may be designed and conducted together with parent-school-teacher collaboration; however, it should be noted that those activities should be designed by taking into account parents' capitals, their socioeconomic status, and their beliefs and attitudes. In addition, schools and teachers should more interact with parents for increasing children's academic EFL success. Furthermore, as the parents suggest, the number of English lessons may be increased while designing the weekly schedule and MONE may organize and conduct free language-specific courses not only for children but also for parents since the main obstacle for Turkish parents' involvement is the lack of English proficiency. Moreover, schools may accomplish parent-school-teacher meetings and seminars for guiding parents about how to become involved to support and increase child's academic success. However, those meetings and seminars need also to be arranged in accordance with parents' life circumstances. Even, distance education might be more efficient and beneficial when conducted together with traditional face-to-face education at schools as the parents suggest. In addition, school curricula might involve more activities and arrangements in order to make parents become more involved as the inevitable parts of child education.

The study has also some limited aspects, especially in terms of setting and participants. To illustrate, the sample of this study involved 375 Turkish parents from four state schools in Erzurum province. To obtain more generalized results, further studies might involve a broader sample from many schools in two or more cities in Turkey. In addition, the study has a mixed method research design; however, the quantitative side is at dominant level. In order to obtain specific results and or investigate the issue of involvement more in-depth, a qualitative dominant mixed method design might be an alternative for researchers. When considered the current life circumstances, I also suggest researchers to study on distance education so that it will be one of the main attractions for academia in the next decades.

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APPENDICES

Appendix 1: Turkish Version of Parent Online Questionnaire

> Değerli Aile Üyesi;
>
> Bu anket, ailelerin İngilizce dersi öğretimine katılım durumlarını ve uzaktan eğitime karşı tutumlarını inceleyen bir araştırmaya veri toplamak için hazırlanmıştır. Elde edilen veriler, kimseyle paylaşılmayacak ve yalnızca akademik araştırma amaçlı kullanılacaktır. Bu yüzden sorulara içtenlikle cevaplandırmanız çalışma için büyük önem arz etmektedir. Katılımınız ve çalışmaya olan desteğiniz için çok teşekkür ederiz.
>
> **Dr. Öğr. Üyesi Öznur SEMİZ**   **İbrahim ŞAHİN**
> KTU İngiliz Dili ve Edebiyatı Bölümü   KTU, Uygulamalı Dil Bilim
> Tez Danışmanı   Yüksek Lisans Öğrencisi (İngilizce Öğretmeni)
> NOT: Anketi, çocuğun eğitimi ile daha çok ilgilenen ebeveynin doldurması rica olunur.

A) Bölüm I. (Kişisel Bilgiler)

1) **Öğrenciye Yakınlık Dereceniz:** ☐ Anne ☐ Baba

2) **Yaşınız:**

3) **Mesleğiniz:** ☐ Ev Hanımı ☐ Memur ☐ İşçi ☐ Esnaf ☐ Serbest Meslek
☐ Çiftçi ☐ Emekli ☐ Diğer (Lütfen belirtiniz:…………………………)

4) **Öğrenim Durumunuz:**
☐ Herhangi bir okuldan mezun değilim. ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Yüksekokul ☐ Üniversite ☐ Yüksek Lisans- Doktora

5) **Aylık Ortalama Geliriniz:**
☐ 0- 1999 TL arası ☐ 2000-3999 TL arası ☐ 4000- 5999 TL arası
☐ 6000- 7999 TL arası ☐ 8000 TL ve üzeri

6) **Çocuk Sayısı:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ve üzeri

7) **Hakkında anketi doldurduğunuz çocuğunuz hangi okula gitmektedir?**

☐ Sabancı O.O. ☐ Mehmetçik O.O. ☐ Ziyaeddin F. Fındıkoğlu İ.O.O. ☐ Şükrüpaşa O.O.

8) **Çocuğunuz şu anda hangi sınıfa gidiyor?**
☐ 5.sınıf ☐ 6.sınıf ☐ 7.sınıf ☐ 8.sınıf

9) **Veli olarak kendi İngilizce seviyenizi nasıl tanımlarsınız?**
☐ Mükemmel ☐ Orta düzeyde ☐ İngilizce bilmiyorum.
☐ İyi ☐ Düşük seviyede

10) **Çocuğunuza uzaktan eğitim sürecinde evde anne baba hariç başka destek olan kimse var mı?**
☐ Erkek kardeş ☐ Akrabalar ☐ Özel ders ve kurs ☐ Diğer (…………………..)
☐ Kız kardeş ☐ Komşular ☐ Kimse yok

11) **Çocuğunuz uzaktan eğitim sürecinde İngilizce canlı derslere ne sıklıkla katılım gösterdi?**
☐ Hiçbir zaman ☐ Bazen ☐ Her zaman
☐ Nadiren ☐ Sıklıkla

12) **Uzaktan eğitim sürecinde, çocuğunuz İngilizce öğrenimini aşağıda belirtilen araçlardan hangisi ya da hangileri ile devam ettirdi? (Birden fazla seçenek işaretleyebilirsiniz.)**

☐ Canlı derslere katılma (EBA ve zoom üzerinden)   ☐ İngilizce öğrenmek için geliştirilen çevrimiçi
☐ Eba TV'yi izleme   Uygulamaları kullanma
☐ Kitap ve yazılı materyallerden çalışma   ☐ EBA'daki çalışma ve ödevler üzerinden çalışma
☐ İngilizce öğrenimi bu süreçte devam etmedi   ☐ Diğer(…………………….....)

13)	**Çocuğunuzun İngilizce eğitimi için yıllık tahmini ne kadar harcama yaparsınız? (Okul ve ders materyalleri, dil kursu, İngilizce özel ders vb.)**

   ☐ 499 TL arası   ☐ 1000 – 1999 TL arası   ☐ 4000- 5999 TL arası
   ☐ 500-999 TL arası   ☐ 2000- 3999 TL arası   ☐ 6000 TL ve üzeri

B) Bölüm II. (Aile Katılım Strateji ve Rolleri)

14)	**Çocuğunuzun İngilizce öğretmeniyle telefonda veya yüz yüze ne sıklıkla görüşürsünüz?**

☐ Neredeyse her gün   ☐ Haftada bir kez   ☐ Ayda bir kez
☐ Sadece veli toplantılarında   ☐ Görüşme gereği duymuyorum.

15)	**Çocuğunuzun İngilizce dersi başarısını arttırmak için, İngilizce öğretmeni ile iş birliği yapar mısınız?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

16)	**Çocuğunuzun, İngilizce dersinde neler öğrendiğini ne sıklıkla sorarsınız?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

17)	**Çocuğunuzun, İngilizce dersi ile ilgili ödevlerini yapıp yapmadığını ne sıklıkla kontrol edersiniz?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

18)	**Çocuğunuzun, İngilizce dersi ile ilgili ödevlerini yapmasına ne sıklıkla yardımcı olursunuz?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

19)	**Çocuğunuzun, İngilizce dersi ile ilgili sorularını ne sıklıkla cevaplandırabiliyorsunuz?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

20)	**Çocuğunuzun İngilizce eğitimine aile olarak yeterince destek olduğunuzu ve katılım sağladığınızı düşünüyor musunuz?**

☐ Kesinlikle düşünmüyorum   ☐ Kararsızım   ☐ Kesinlikle düşünüyorum
☐ Düşünmüyorum   ☐ Düşünüyorum

21)	**Uzaktan eğitim sürecinde, çocuğunuzun İngilizce öğrenme sürecini hangi sıklıkla takip edebildiniz?**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

22)	**Bu süreçte, okul yönetimi ve İngilizce öğretmeninin size yeterince destek sağladığını düşünüyor musunuz?**

☐ Kesinlikle düşünmüyorum   ☐ Kararsızım   ☐ Kesinlikle düşünüyorum
☐ Düşünmüyorum   ☐ Düşünüyorum

23)	**Size göre, çocuğunuzun İngilizce eğitimine katılmanızı engelleyen nedenler nelerdir? Birden fazla işaretleyebilirsiniz (Başka neden veya nedenler varsa " Diğer" kısmında belirtiniz.)**

☐ Vakit azlığı   ☐ Aile katılımının gerekli olduğunu düşünmüyorum.

☐ İşim çok yorucu ve yoğun   ☐ Öğretmenler her şeyi biliyor, katılmama gerek yok.

☐ Maddi sıkıntılar   ☐ İlgilenmem gereken diğer çocukların olması

☐ İngilizce bilgim yetersiz.   ☐ Okul ve İngilizce öğretmeni aile katılımını desteklemiyor.

☐ Birden fazla çocuğa sahip olma   ☐ Teknolojik araç ve İnternet kullanımı konusunda yeterli bilgim yok.

Not: Aile üyesi olarak çocuğunuzun İngilizce öğrenimine katılmanızı etkileyen başka sebepler varsa lütfen bu kısımdabelirtiniz…………………………………………………………………………………………………

---

24) **Çocuğuma İngilizce öğrenmenin hayatı boyunca çok işine yarayacağını ve önemli olduğunu anlatırım.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

25) **İngilizce ders notları ve başarısı yüksek olduğunda onu teşvik etmek için hediyeler alırım.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

26) **Çizgi film, çocuk programları, film gibi çocuğumun dikkatini çeken yayınları yabancı dilde izlemesini sağlıyorum.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

27) **Çocuğumun İnternet üzerinden veya yüz yüze İngilizce kurslara ve eğitimlere katılmasını sağlarım**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

28) **Çocuğuma İngilizce kitap, dergi, okuma kitabı vs. alarak İngilizce öğrenimini teşvik ederim.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

29) **Çocuğumla birlikte İngilizce öğrenmeye çalışırım.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

30) **Öğrencilik ve okul deneyimimden yola çıkarak dil öğrenme sürecinde ona yol gösteririm.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

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31) **Çevremde İngilizce bilgisi olan kişilerin çocuğuma dil öğrenim sürecinde destek olmasını sağlarım.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

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32) **Çocuğumun İngilizce ders çalışma programı hazırlamasını ve ona uymasını isterim.**

☐ Hiçbir zaman   ☐ Bazen   ☐ Her zaman
☐ Nadiren   ☐ Sıklıkla

---

33)   Yukarıdaki strateji ve aktivitelere ek olarak, çocuğunuzun İngilizce öğrenimi için kullandığınız strateji ve aktiviteleri lütfen aşağıdaki bölüme yazınız.

………
………

C. Bölüm III (Ailenin Uzaktan Eğitim Sürecindeki İngilizce Eğitimine Katılma Algısı ve Tutumu)
Çocuğunuzun uzaktan eğitim sürecinde İngilizce öğrenimine katılmasına karşı hangi davranış ve tutumları

sergilemektesiniz? Sizin için en uygun olan sıklık ifadesini her bir ifade için işaretleyiniz.

NOT: (5: Çok sık   4: Sıklıkla   3: Bazen   2: Nadiren   1: Hiç)

Appendix 1 (Continue)

Ailenin Uzaktan Eğitim Sürecinde İngilizce Eğitimine Katılma Algısı ve Tutumu	Çok Sık (5)	Sıklıkla (4)	Bazen (3)	Nadiren (2)	Hiç (1)
34) Aile katılımının çocuğumun ders başarısını artıracağına inanıyorum.					
35) Aile katılımı, çocukların eğitimle ilgili problemlerinin daha kolay ve daha etkili çözülmesine yardımcı olur.					
36) Bence aileleri destek olan öğrenciler İngilizce dersinde daha başarılı olur.					
37) Öğretmenlerin çocuğum için her şeyin en iyisini bildiğini düşünüyorum. Bu yüzden aile katılımını gereksiz buluyorum.					
38) İngilizce eğitimi çocuğumun geleceği için gereklidir.					
39) Uzaktan eğitim çocuğumun İngilizce eğitimi için yüz yüze eğitimden daha faydalıdır.					
40) Uzaktan eğitim İngilizce öğrenmek için daha fazla imkan sunmaktadır.					
41) İngilizce öğrenmenin çocuğumun geleceği için önemli olmadığını düşünüyorum.					
42) Bana göre uzaktan eğitimde tam bir öğrenme ortamı oluşmamaktadır.					
43) Bence aile üyeleri çocuğun eğitimine destek olmalı.					
44) Çocuğum, uzaktan eğitime yüz yüze eğitimden daha çok ilgi gösteriyor.					
45) Uzaktan eğitimin maliyeti daha düşüktür.					
46) Uzaktan eğitim, yüz yüze eğitimle birlikte kullanılmalıdır.					
47) Uzaktan eğitim, çocuğumun eğitim sürecini daha yakından takip etmemi sağlıyor.					
48) Uzaktan eğitim, aile- çocuk ilişkisini geliştirmektedir.					
49) Uzaktan eğitim sayesinde çocuğumun eğitim sürecine daha fazla katılabiliyorum.					
50) Covid 19 sürecinden sonra da uzaktan eğitimin devam etmesi gerektiğini düşünüyorum.					
51) Uzaktan eğitim süreci, çocuğumun İngilizce öğretmeni ve okulu ile daha fazla iletişim kurmamı sağladı.					

Öncelikle katılımınız için teşekkür ederiz. Bu anket çalışmasına ek olarak gönüllü katılımcılarla " İngilizce öğreniminde aile katılımı" sorununu daha iyi anlamak ve çözüm önerileri sunmak adına, bir mülakat çalışması yapmak istiyoruz. Mülakat yaklaşık 15-20 dakika sürecek olup Türkçe olarak yapılacak ve sizlere çalışma kapsamında sorular sorulacak ve cevap vermeniz istenecektir. Elde edilen veriler gizli tutulacak olup sadece bu araştırma için kullanılacaktır. Mülakat sizin için en uygun olan zamanda ve çevrim içi ortamda (whatsapp üzerinden görüntülü arama ya da telefon konuşması yoluyla) gerçekleştirilecektir.

Katılmak ve çalışmaya destek olmak istiyorsanız, aşağıdaki bilgileri lütfen doldurunuz.

Ad: Soyadı: İletişim Numarası:
Mülakat çalışmasına gönüllü olarak katılmak istiyorum. ☐
Not: İletişim bilgileriniz kesinlikle üçüncü kişilerle paylaşılmayacaktır.

Appendix 2: English Version of Parent Online Questionnaire

Dear Parents;

This questionnaire was designed in order to obtain data for a study investigating parents' involvement and parental attitudes and beliefs towards EFL distance learning. Data will not be shared with anyone else and they will only be used for this research study. Therefore, your accurate and faithful answers are significant for this study.

Many thanks for your participation and support.

Dr. Öğrt. Üyesi Öznur SEMİZ   **İbrahim ŞAHİN**
KTU Department of Western Languages and Literature   KTU, Applied Linguistics
Thesis Supervisor   MA Student (English Teacher)

NOTE: This questionnaire should be filled by one of the parents who mostly care with their children.

A) PART I. (Personal Information)

1) **Parental Relation:** ☐ Mother ☐ Father

2) **Your Age:**

3) **Your Occupation:** ☐ Housewife ☐ Civil Servant ☐ Worker ☐ Craftsman ☐ Self-Employed
   ☐ Farmer ☐ Retired ☐ Other (:……………………….)

4) **Your Education Level:**
   ☐ Non-graduate ☐ Primary School Diploma ☐ Secondary School Diploma ☐ High School Diploma
   ☐ Associate Degree ☐ Bachelor's Degree ☐ Master's- Doctorate Degree

5) **Your Monthly Income:**
   ☐ 0- 1999 TRY ☐ Between 2000-3999 TRY ☐ Between 4000- 5999 TRY
   ☐ Between 6000- 7999 TRY ☐ 8000 TL and above

6) **Number of Child:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ve üzeri

7) **What school does your child study?**
   ☐ Sabancı Secondary School ☐ Mehmetçik Secondary School ☐ Şükrüpaşa Secondary School
   ☐ Ziyaeddin F. Fındıkoğlu Secondary School

8) **What is your child's grade level?**
   ☐ 5th grade ☐ 6th grade ☐ 7th grade ☐ 8th grade

9) **How do you describe your English proficiency?**
   ☐ Advanced ☐ Proficiency at middle level ☐ n-proficiency
   ☐ Good ☐ Little proficiency

10) **Is there anyone supporting your children in distance learning except you as parents?**
   ☐ Brother ☐ Relatives ☐ Private Tutoring and Courses ☐ Other (…………………)
   ☐ Sister ☐ Neighbors ☐ No Additional Support

11) **How often has your child participated in distance EFL learning process?**
   ☐ Never ☐ Sometimes ☐ Always
   ☐ Seldom ☐ Usually

12) **Which devices has your child used for sustaining English learning during the pandemic?**
   ☐ Participating in live lessons ☐ Watching EBA TV
   ☐ Using digital applications for learning English ☐ Doing homework and exercises on EBA
   ☐ Books and other written materials ☐ Learning has not continued
   ☐ Courses and private tutoring ☐ Other (……………………………………………)

13)	**How much do you spend money for your child's EFL learning yearly?**
☐ Between 0 TRY and 499 TRY	☐ Between 500 TRY and 999 TRY
☐ Between 1000 TRY and 1999 TRY	☐ Between 2000 TRY and 4999 TRY
☐ 5000 TRY and above	

B.1. Part II (Parental Involvement Strategies and Roles

14)	**How often do you speak to your child's English teacher on the phone or in person?**	
☐ Almost every day	☐ Once a week	☐Once a month
☐ Only at school meetings	☐ I do not need to speak.	

15)	**Do you collaborate with your child's English teacher in order to increase his or her academic English success?**	
☐Never	☐ Sometimes	☐ Always
☐Seldom	☐Usually	

16)	**How often do you ask your child about what he /she learns at English lessons?**	
☐Never	☐Sometimes	☐ Always
☐Seldom	☐Usually	

17)	**How often do you control whether your child does his /her English homework?**	
☐Never	☐Sometimes	☐Always
☐Seldom	☐Usually	

18)	**How often do you help your child's English homework?**	
☐Never	☐Sometimes	☐ Always
☐Seldom	☐Usually	

19)	**How often do you answer your child's questions related to his/her English lesson?**	
☐Never	☐ Sometimes	☐Always
☐Seldom	☐ Usually	

20)	**Do you think that you involve and support your child's EFL learning sufficiently?**	
☐ I totally disagree	☐ Neutral	☐ I totally agree
☐ I disagree	☐ I agree	

21)	**How often have you followed your child's distance learning process?**	
☐Never	☐ Sometimes	☐ Always
☐ Seldom	☐ Usually	

22)	**Do you think the school administration and English teacher have provided enough support you in distance learning during the pandemic?**	
☐ I totally disagree	☐ Neutral	☐ I totally agree
☐ I disagree	☐ I agree	

23)	**What are possible barriers hindering your involvement in your child's EFL learning?**	
☐Workload	☐ Involvement is unnecessary	
☐Lack of time	☐ Teachers know the best	
☐ Financial problems	☐I have to care with other children	
☐ Lack of English proficiency.	☐ Lack of teacher and school support.	
☐ My child does not have enough interest for English	☐ Lack of digital literacy	
☐There is no barrier to my involvement		
Note : Please indicate below if there is any other possible barrier for your involvement:		
……		
………		

24) I tell my child that learning English is significant and it will be beneficial for your life all the time. ☐ Never ☐ Sometimes ☐ Always ☐ Seldom ☐ Usually	

25) I buy some presents to encourage my child when he or she gets high marks for English lesson.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

26) I enable him/her to watch English programs and films that are interesting for my child.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

27) I enable him/her to participate in English distant or in-person courses.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

28) I buy some English books to support his/her English learning.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

29) I try to learn English together with my child.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

30) I try to guide my child's English language learning process in the light of my own school experiences.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

31) I provide him/her an additional support from other people who knows English in my environment.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

32) I want him/her to make a study plan for English lesson and follow it regularly.
☐ Never ☐ Sometimes ☐ Always
☐ Seldom ☐ Usually

33) Please indicate below if there is any other strategy and activity you use to support your child's EFL learning
……
………

C. Part III (Parental Beliefs and Attitudes for Child's EFL Distance Learning)

What behaviors and attitudes do you reveal for your child's EFL distance learning?
Note: 5 (Always) 4: Usually 3: Sometimes 2: Seldom 1: Never

Parental Beliefs and Attitudes for Child's EFL Distance Learning	Always (5)	Usually (4)	Sometime s (3)	Seldom (2)	Never (1)
34) I believe that parental involvement will increase my child's academic success.					
35) Parental involvement can help my child solve educational problems easier and more efficiently.					
36) According to me, students whose parents become involved show more academic English success					

37) I think teachers know the best, so I do not think parental involvement is necessary.					
38) English education is necessary for my child.					
39) Distance EFL learning is more beneficial than traditional face-to-face education					
40) Distance education provides more opportunities for EFL learning.					
41) I do not think learning English is significant for my child's future educational life.					
42) To me, distance learning does not have an exact nature of education.					
43) I think family members should support child's education.					
44) My child shows more interest for distance learning than traditional face-to-face learning.					
45) Distance education has less cost.					
46) Distance education should be carried out together with traditional-face-to-face education.					
47) With the help of distance education, I can follow my child's learning more closely					
48) Distance education improves child-family relationships.					
49) Thanks to distance education, I can become more involved in my child's educational processes.					
50) I think distance education should go on after the Covid-19 pandemic.					
51) Thanks to distance education, I could contact more with my child's English teacher and the school.					

Firstly, we once again thank for your participation. We also want to conduct an interview in addition to this questionnaire with the aim of understanding the issue of parental involvement in EFL learning better and suggest some recommendations for this issue. This Turkish interview will be made via volunteer parents in 15-20 minutes and you are required to answer some issue-related questions at this point. Data will be stored and only used for this study. The interview will be made on the phone whenever you are available.

If you want to participate and support this study once more again, please fill in the following part:

Name: Surname: Phone Number:

I voluntarily participate in this interview. ☐
Note: Your personal information will not definitely be shared with anyone else except the researcher.

AİLE KATILIMI MÜLAKAT SORULARI

1- Çocuğunuzun İngilizce Öğrenmesinin gerekli olduğunu düşünüyor musunuz? Nedenleri ile birlikte açıklar mısınız?

2- Evde çocuğunuzun İngilizce öğrenmesine destek olmak için neler yaparsınız? Yaptığınız özel bir aktivite var mı?

3- Evde İngilizce dersine yönelik ne tür materyaller var? (Cd, kitap vs.)

4- Çocuğunuzun İngilizce öğrenimini nasıl takip ediyorsunuz?

5- Çocuğunuzun uzaktan eğitimde İngilizce öğrenme süreci nasıl devam etti?

6- Bu süreçte onun İngilizce öğrenmesini olumsuz etkileyen bir durum oldu mu? Olduysa lütfen belirtiniz?

7- Çocuğunuzun İngilizce başarısını artırmak için okul ve öğretmenle görüşür müsünüz? Ne sıklıkla?

8- Aile katılımı hakkında ne düşünüyorsunuz? Sizce çocuğun başarısı ailenin önemi için gerekli midir? Sizce gerekli ise, lütfen nedenlerini belirtiniz.

9- Aile olarak çocuğunuzun İngilizce öğrenme sürecine katıldığınızı ve ona destek olduğunuzu düşünüyor musunuz?

10- Aile olarak çocuğunuzun İngilizce öğrenme sürecine katılmanızı engelleyen sebepler neler olabilir?

11- Uzaktan eğitim sürecini nasıl değerlendiriyorsunuz? Bu konu hakkındaki görüşleriniz nelerdir?

12- Türkiye'de yabancı dil olarak İngilizce öğrenimi ve öğretimi hakkında düşünceleriniz ve varsa yetkililere önerileriniz nelerdir?

Appendix 4: English Version of a Semi- Structured Interview

QUESTIONS OF PARENTAL INVOLVEMENT INTERVIEW

1- Do you think it is necessary to learn English for your child? Could you explain your ideas with possible reasons?

2- What do you do at home in order to support your child's EFL learning? Do you have any special activity for this aim?

3- What types of English materials are there in your home? (CD, Book etc.)

4- How do you follow your child's EFL learning at home?

5- How has your child's EFL learning process continued during the distance education?

6- Has he/ she faced any problem during this process? If yes, please indicate it.

7- Do you meet and interact with your child's English teacher with the aim of increasing your child's academic success? If yes, how often do you meet and interact with him or her?

8- What do you think about the issue of parental involvement? Is it necessary for child's academic success? If yes, please indicate the reasons.

9- Do you think you involve sufficiently and support your child's EFL learning?

10- What are possible barriers to your involvement in your child's EFL learning process?

11- How do you evaluate the distance education? What are your ideas about this issue?

12- What are your recommendations and views for EFL education in Turkey to the stakeholders?

Sayın Veli,

Katılacağınız bu çalışma, **"Uzaktan Eğitimde Ortaokul Öğrencilerinin İngilizce Dil Öğrenimine Destek Olmak için Ailelerin Kullandığı Strateji ve Rollerin Sosyal, Ekonomik ve Kültürel Kapitaller Açısından İncelenmesi"** adıyla, İbrahim ŞAHİN tarafından 01/12/2020- 31/12/2020 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu çalışma, Erzurum ili ölçeğinde önceki eğitim-öğretim yıllarında yabancı dil ağırlıklı eğitim programı uygulanmış ve/veya hali hazırda uygulanmakta olan ortaokullardaki öğrencilerin İngilizce öğrenme süreçlerine ailelerin nasıl katılım gösterdiklerini incelemeyi temel olarak amaçlamaktadır. Çalışma, ailelerin bu katılım sürecine hangi strateji ve rollerle katıldıklarını ve bu strateji ve rollerin, ailelerin sosyal, ekonomik ve kültürel kapitalleri ile nasıl bir ilişki içinde olduğunu ortaya çıkarmayı amaçlamaktadır. Buna ek olarak çalışma, özelde aile katılım sürecini kapitallerin nasıl etkilediğini belirlemek amacıyla, ailelerin uzaktan eğitim sürecine ve İngilizce öğreniminde aile katılımına olan tutumlarını da ölçmeyi amaçlamaktadır. Elde edilen sonuçların, aile katılımının ve okul-aile işbirliği çerçevesinde İngilizce öğretmenleri ve okul yöneticilerine ve diğer araştırmacılara öneriler sunması beklenmektedir.

Araştırmanın Nedeni: Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Palandöken ve Yakutiye İlçelerine Bağlı Ortaokullarda Bulunan Öğrencilerin Velileri ile Anket ve Telefon Görüşmesi Yapılması

Araştırma Uygulaması: Anket- Görüşme (Telefon Üzerinden)

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı   : İbrahim ŞAHİN
İletişim Bilgileri : 05………………

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.
…./…../…………
Katılımcı Adı-Soyadı:
Telefon Numarası:

Appendix 6: Permission Documents

T.C.
ERZURUM VALİLİĞİ
İl Millî Eğitim Müdürlüğü

T.C.
ERZURUM VALİLİĞİ

Sayı : 36648235-605.01-E.17051774   23.11.2020
Konu : Uygulama İzni

YAKUTİYE KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

İlgi: 11.11.2020 tarihli ve 16535694 sayılı yazınız.

İlgi yazı gereği, İlçenize bağlı, Şükrüpaşa Anadolu Lisesi Müdürlüğünde görevli İngilizce öğretmeni İbrahim ŞAHİN'in *"Uzaktan Eğitimde Ortaokul Öğrencilerinin İngilizce Dil Öğrenimine Destek olmak için Ailelerin kullandığı Strateji ve Rollerin Sosyal, Ekonomik ve Kültürel Kapitaller açısından İncelenmesi"* adlı çalışmasının kabulüne ilişkin 23.11/2020 tarihli ve 17038584 sayılı Valilik Onayı yazımız ekinde gönderilmiştir.

Bilgilerinizi rica ederim.

Ömer Faruk PALA
Vali a.
Şube Müdürü

Ek: İlgi Yazı (6 sayfa)

CURRICULUM VITAE

İbrahim Şahin... He graduated from Evrenpaşa Primary School in 2004; Evrenpaşa Secondary School in 2007; Pasinler Anatolian High School in 2011; Atatürk University – Faculty of Education, Department of English Language Teaching in 2015. He started master's degree in 2017 at Karadeniz Technical University – Institute of Social Sciences, Department of Applied Linguistics. He works as a "teacher" in the Ministry of National Education of Turkish Republic.

ŞAHİN is single and he can speak English.